

LINCOLN SCHOOL

P R O V I D E N C E

Grade 2 Learning Expectations

The Lincoln Lower School Learning Expectations guide teachers as they develop curriculum in what students will know and be able to do by the end of the year. As well, they provide parents with an understanding of their child's school experience, thus creating a strong parent-school partnership.

Language Arts

The overall goals of the Language Arts program are threefold: to build fluent readers and writers who use critical thinking skills to interpret and create texts; to encourage the children to view reading and writing as lifelong habits; and, for the children to use reading and writing to help them to understand their world. While the individual components of Language Arts are addressed at each grade level, teachers, in their instruction, integrate these components for a full literacy experience. The components of our Language Arts program are reading, writing, and language.

Reading

Our reading program is structured around genres. In each grade, students read and respond to texts in various genres, such as realistic fiction, poetry, author study, traditional literature (folktales, myths, and legends) and informational texts. Students learn to identify and to compare the characteristics of specific genres and to explore the crafts and styles of different authors. Students are encouraged to apply this knowledge as they select books for their personal independent reading.

Specific areas of reading that are taught and developed are comprehension and language (vocabulary and word study). Comprehension instruction is based on the research about strategies of proficient readers. These strategies include questioning, making connections, determining important information, visualizing, synthesizing, inferring, and monitoring understanding. Within these general strategies, students also learn to summarize, compare and contrast, and distinguish cause from effect.

Each of the grade levels teaches these strategies in age-appropriate ways. We think about when, why, and how we use these them, and the students practice them as they read, write about, and discuss literature and informational texts, with the end goal of applying them in their independent reading. Thus, on the progress reports, all of the grade level reading expectations for Literature/Poetry and Informational Text include "Uses reading strategies to comprehend texts".

As we respond to texts in writing and discussion, we also teach the students to refer back to the text to support their thinking. Another common expectation on the progress reports therefore is:

- Responds to text with text-based evidence in discussion and written reading responses, when giving evidence to support one's thinking.
- For informational text, refers to details and examples in a text when explaining what a text says and when drawing inferences.

Writing

Writing occurs daily, across the curriculum. Students, for example, explain math processes in their math journals, respond to texts in their reading response journals, and write stories and essays. The foundation of the writing program is the writing process: Prewriting, drafting, revising, editing, and publishing a finished product. In all of the grades, topics are both student- and teacher-generated.

We write for many reasons – to entertain, to express ourselves creatively, to inform – and always to communicate. We want the students to write with clarity and style and, ultimately, to find joy in expression. We teach a variety of strategies for generating ideas. We have the students consider the purpose of a task, and its audience, as they choose a focus and organizational structure, and develop their ideas, and we use graphic organizers to plan their pieces. Through revision, we teach strategies to improve the focus, meaning, and coherence of a piece, as well as to develop further style and voice. Finally, through editing, students learn the power of mechanics and grammar in influencing style and clear communication. Our published pieces are polished, but not always perfect. We want published pieces to reflect evidence of work and improvement in all areas of the writing process and show growth in skill and/or style.

Language

Word study is the area that changes most significantly from grade to grade as children master the code of reading and use that knowledge to support their comprehension. In K-2, the emphases in word study are phonemic awareness, phonics, and sight vocabulary, while in Grades 3-5 the emphasis shifts to word structure (prefixes, suffixes, and roots) and further development of sight vocabulary. Vocabulary development is a critical component at all grade levels and becomes particularly important in Grades 3-5 as students read increasingly complex texts across the curriculum.

Students use their knowledge of spelling and mechanics to draft and edit their written work. Beginning in Grade 1, students receive weekly instruction in spelling, focusing on both spelling patterns and high frequency words. Teachers also instruct in grammar and mechanics, the specifics of which are included in these Learning Expectations.

Handwriting instruction begins with proper pencil grip and letter formation in the younger grades and moves to cursive in Grade 3; cursive continues to be practiced in Grades 4 and 5.

Language Arts

Grade 2

Learning Expectations

Reading

Uses reading strategies to comprehend texts.

- Monitors comprehension by noticing when difficulties in understanding are encountered and uses strategies to self-correct.
- Makes connections between the text and oneself, other texts, and the world.
- Asks questions that clarify the details of the text and questions that are global (why, how). Makes predictions and sets a purpose for reading.
- Visualizes setting, characters, and events by using imagery, imagination, and prior knowledge, or, in informational text, visualizes people and events by using text details and text features.
 - For informational text, visualizes people and events by using text details and text features.
- Determines the important ideas and the supporting details.
- Makes inferences based on prior knowledge and personal connections.
- Summarizes texts.
- Synthesizes content by gathering information and merging one's individual thinking with it.

In reading, discussing, and writing about literature and poetry:

Knows the characteristics of many genres and uses this knowledge to support comprehension.

Uses both the words and the illustrations of a story to support comprehension.

Identifies and analyzes story elements (*characters, setting, plot, theme*), story structure, and craft (*word choice, point-of-view, use of dialogue and description*).

- Retells stories in sequence, using story elements and including the central message.
- Describes how characters in a story respond to the major events.
- Describes the structure of a story, including how the beginning introduces the story (characters, setting, problem) and the ending concludes it.
- Understands that different characters have different points-of-view and different voices, and uses different voices when reading dialogue aloud.
- Compares and contrasts two versions of the same story.

Responds to text with text-based evidence, in discussion and written reading responses, when giving examples to support one's thinking.

In reading, discussing, and writing about informational text:

Identifies and uses nonfiction text features (i.e., *captions, bold print, subheadings, glossaries, indices*) to gather information.

- Explains how specific text features contribute to and clarify a text.

Uses expository text structures (*compare/contrast, main idea/detail*) to comprehend texts.

Determines main ideas and details.

- Identifies the author's purpose (*to answer, explain, describe*) in writing a text.
- Compares and contrasts the most important points presented in two texts on the same topic.

Refers to details and examples in a text when explaining what a text says and when drawing inferences.

Word Study

Phonics

Knows and applies phonics and word analysis skills to decode words.

- Distinguishes short and long vowels when reading regularly spelled one-syllable words.
- Knows spelling-sound correspondences for common vowel teams.
- Decodes regularly spelled two-syllable words with long vowels.
- Decodes words with common prefixes and suffixes.
- Recognizes and reads grade-appropriate Word Wall words.
- Uses meaning to self-correct word recognition, rereading as necessary.

Spelling

Learns and applies weekly spelling patterns.

Uses previously-learned spelling patterns and generalizations (i.e., word families, ending rules, syllable patterns).

Use conventional spelling for adding suffixes to base words (*sitting, smiled, cries, happiness*).

Spells Word Wall words correctly.

Spells untaught words phonetically, drawing on spelling conventions and phonemic awareness.

Vocabulary

Determines the meaning of words and phrases in second-grade level texts, using context and picture clues.

Uses new vocabulary in speaking and writing.

Fluency

With successive readings, reads orally with fluency (*accuracy, appropriate rate, and expression*) in order to support comprehension.

Writing

Understands and uses basic paragraph form.

Follows the steps of the writing process: Prewriting, drafting, revising, editing, publishing.

- Prewrites
 - Generates ideas using a variety of strategies, including brainstorming and a writer's notebook.
 - Uses provided graphic organizers to generate ideas and organize the piece.
- Drafts
 - Uses prewriting to draft the piece.
 - Organizes writing by sequence, main idea/detail, etc.
 - Includes relevant information.
 - Considers the audience.
- Revises, with support, to improve focus, organization, and level of detail.
 - Shares writing for feedback and gives feedback to others.
 - Revises for clarity by elaborating on details and deleting irrelevant information.
- Self-edits, with support, for Word Wall words and Grade 2 grammar and usage, punctuation, mechanics, and spelling.
 - Uses available resources to edit, such as an editing checklist or dictionary.
- Publishes
- Presents polished pieces for publishing.

Types of Writing

Writes creative and personal narratives that

- Recount an event using details to describe the action and feelings.
- Use transitional words (i.e., *next*) to signal event order and linking words (i.e., *because, and, also*) to connect ideas.
- Use dialogue.
- Provide a sense of closure.

Writes informative/explanatory pieces that

- Introduce the topic
- Gives fact to develop the topic.

- Have a concluding statement.

Writes opinion pieces that

- Gives an opinion.
- Give supporting reasons.
- Have a concluding statement.

Writing Conventions

Spelling

Uses conventional spelling for learned spelling patterns and Word Wall words in daily work. (See benchmarks under the **Word Study** section.)

Uses a mix of conventional spelling and invented spelling for unfamiliar words.

Capitalization and punctuation

Capitalizes holidays, product names, and geographic names.

Uses commas in greetings and closings of letters.

Uses an apostrophe to form contractions and common possessives.

Conventions of English grammar and usage

Uses the basic parts-of-speech.

- Uses collective nouns.
- Uses irregular plural nouns (i.e., *feet, children, mice, fish*)
- Uses reflexive pronouns.
- Forms and uses the past tense of irregular verbs (i.e., *sat, hid, told*).
- Uses adjectives and adverbs.

Produces and expands complete simple and compound sentences.

Handwriting

Prints upper- and lower-case letters using proper form, size, and spacing.

Mathematics

In grades K-5, we use Singapore Math, in particular the Math In Focus curriculum. Singapore Math is a cohesive, focused, and deep curriculum. The concepts are woven through all the grades and connected within the grade, the curriculum focuses on the most essential mathematics, and the curriculum devotes a longer time to a topic. The intent is to teach a topic thoroughly, to mastery; when a topic appears in a subsequent grade level, it is always treated at a higher level.

Singapore Math has a number of distinct features. All relate to number sense, the ability to understand and to use numbers.

- It is organized around place value and the properties of operations. This builds an understanding of what numbers are, their relationships to one another, and their magnitude.
- Singapore emphasizes a balance between procedural and conceptual/relational learning. An analogy is being able to ride a bike and explaining how the bike works.
 - Being efficient at facts boosts confidence and makes procedural work efficient and more successful.
 - It emphasizes mental arithmetic, a component of number sense. Being efficient at mental math also boosts confidence!
- Problem solving, in particular bar modeling, is a hallmark of the curriculum. Math is ultimately a vehicle for solving complex problems, and being able to apply mathematical knowledge is a measure of proficiency in Singapore Math. The program teaches problem-solving strategies in a carefully sequenced manner, using routine and non-routine problems as well as authentic ones. The curriculum encourages students to try multiple approaches and to evaluate the effectiveness of them.
- Singapore Math expects students to be able to communicate their thinking by showing – in words and through mathematical models – how they reasoned and arrived at an answer.
- Finally, building enthusiasm and metacognition is a central focus of the program. Being able to use a tool, be an empowered problem solver, and self-monitor spurs positive attitudes toward mathematics!

The curriculum also has two distinct teaching approaches.

- First, it uses a concrete-pictorial-abstract (CPA) sequence in teaching a skill or concept. Students first use manipulatives, then move to pictures/diagrams, and finally move to an abstract level.
- Second, the materials are primarily visual and simple in their presentation. The curriculum allows students to work more visually with mathematics than many other curricula.

The Learning Expectations below are organized by topic and list the main learning objectives for each topic.

Mathematics

Grade 2

Learning Expectations

Demonstrates understanding of place value in numbers to four digits

Counts, orders, and compares numbers to 1,000

- Uses base-ten blocks and place value charts to recognize, read, write, and represent numbers to 1000
- Count on by 1s, 10s, and 100s to 1000
- Read and write numbers to 1000 in standard form, expanded form, and word form
- Compare numbers using words (*greater than*, *less than*) and symbols
- Order three-digit numbers
 - Identify the greatest and least number
- Identify number patterns

Demonstrates understanding of addition and subtraction concepts and proficiency with addition and subtraction procedures

Apply the inverse operations of addition and subtraction

Add and subtract up to/from three-digit numbers without and with regrouping

- Use base-ten blocks to model

Use base-ten blocks to add three-digit numbers with regrouping

Solve real world addition problems

Rounds

- Uses rounding to estimate sums and differences
- Estimates to check reasonableness of answers

Add and subtract numbers with up to three digits mentally, with and without regrouping

Demonstrates understanding of multiplication and division concepts

Use equal groups and repeated addition to multiply

Use sharing equally and repeated subtraction of equal groups to divide

Solve multiplication and division word problems

- Make multiplication stories about pictures
- Make multiplication sentences

Skip counts by 2s, 5s, 10s and by 3s and 4s

Use known multiplication facts to find new multiplication facts

Demonstrates understanding of fraction concepts

Read, write, and identify unit fractions for halves, thirds, and fourths

- Identify whether a shape is divided into equal fractional parts
- Compare and order unit fractions with and without models

Identify fractions that name more than one equal part of a whole

Add and subtract like fractions using models

Demonstrates understanding of money concepts

Recognize \$1, \$5, \$10, and \$20 bills
Show and count money using coins and bills to \$20
Write money using \$ and cents sign
Write dollars as cents and cents as dollars
Compare amounts of money using tables

Demonstrates understanding of time concepts

Show and tell time in hours and minutes
Use a.m. and p.m. correctly
Order events by time
Determine how much time has passed

Demonstrates understanding of geometry concepts

Recognizes, identifies, describes and draws parts of lines and curves
Identifies, classifies, and counts flat and curved surfaces
Identifies solids that can stack, slide, and/or roll
Recognizes and identifies plane shapes

- Combines smaller plane shapes to make larger plane shapes and vice versa
- Draws plane shapes on grid paper

Identifies quadrilaterals and pentagons

- Recognizes and draws shapes having a given number of angles

Recognizes and identifies solid shapes

- Builds models using solid shapes
- Combines and separates solid shapes
- Identifies and counts the equal faces of a cube

Identifies, describes, extends, and creates patterns using different sizes, shapes, colors, and positions (turning)

Analyzes information in picture graphs

Reads, makes, analyzes, and interprets picture graphs
Makes a line plot to show data
Solves real world problems using picture graphs

Demonstrates understanding of measurement concepts (Taught in science)

Uses a meter stick to estimate and measure length

- Compares lengths
- Finds the difference between lengths of objects

Uses a centimeter ruler and standard ruler (to the nearest inch) to measure length

- Draws a line of a given length
- Measures, compares, and finds the difference in lengths of objects
- Measure the same objects in inches and feet

Uses a measuring scale to measure mass in kilograms and grams

- Compares and orders masses

Explores and compares volume

- Uses liters to estimate, measure, and compare volume

Social Studies

Grade 2

Learning Expectations

Units: How are we alike and how are we different? – Japan, Kenya

Identifies and analyzes similarities and differences of our own cultures and cultures studied.

- Recognizes the diversity of backgrounds within the home, neighborhood, school, United States and world communities.
- Conducts research on topics such as landforms, homes and home life, food, arts, schools, traditions.

Geography

Makes, reads, and interprets maps.

- Identifies continents and oceans on a world map.
- Uses a world map to locate cultures studied.
 - Uses maps to identify significant features of cultures studied.
- Explores how geography impacts the development of a culture.
 - Understands the difference in how one lives in urban and rural settings.

Research

Follows the steps of the research process with some assistance.

- Generates research ideas.
 - Formulates open-ended research questions.
- Identifies and uses two print and non-print sources.
 - Locates sources in the library collection.
 - Locates and uses print and electronic encyclopedias.
 - Begins to understand the website validity.
 - Navigates teacher-chosen websites.
 - Reads the pictures.
 - Begins to scan and skim.
- Begins to use key words to find information.
 - Locates information by using indices and tables of content.
- Takes notes using standard note-taking form.
 - Paraphrases.
 - Begins to appreciate intellectual ownership of words and ideas.
- Organizes information.
 - Integrates information from several texts.
 - Has a clear focus and sufficient detail.

- Cites sources.
- Publishes in a variety of ways, through written, electronic, and presentation means.

Language Arts Progress Report

Grade 2

Reading: Fiction	
Reads and comprehends literature independently at an end-of-Grade 2 level	
Uses reading strategies to comprehend text	
Knows characteristics of a range of genres	
Identifies and analyzes story elements, story structure, and author's craft	
Responds to text with text-based evidence and personal connections	
Retells stories in sequence, using story elements	
Reading: Informational Text	
Reads and comprehends informational text independently at a Grade 2 level	
Uses reading strategies to learn content	
Uses nonfiction text features to locate and access information	
Uses expository text structures to comprehend texts	
Independent Reading	
Chooses appropriate independent reading books	
Engages in reading as a voluntary activity	
Word Study	
Applies grade level phonics in reading and writing	
Decodes two-syllable words	
Recognizes Word Wall words automatically	
Learns and uses new vocabulary in writing and speaking	
Reads fluently	
Writing	
Follows steps of the writing process	
Writes narratives that include a sequential beginning, middle, and end, using some detail and transition words	
Writes informational text using topic, key facts, and conclusion	
Writing Conventions	
Spells common words, learned patterns, and Word Wall words correctly in daily work	
Uses mechanics (<i>punctuation, capitalization</i>) correctly	
Uses conventions of English grammar and usage	
Handwriting	
Writes legibly with correct letter formation, size, spacing, and placement of letters	
Uses correct pencil grip	

Grade 2 Progress Report

Math

Demonstrates mastery of basic facts (multiplication and division facts - 2's, 3's, 4's, 5's, 10's)	
Computes mentally using memorized facts and a variety of strategies	
Solves word problems using multiple strategies, including bar modeling	
Explains thinking both orally and in writing using math vocabulary	
Uses manipulatives and models to support concept development	
Demonstrates understanding of place value in numbers to four digits	
Demonstrates understanding of addition and subtraction concepts and proficiency with addition and subtraction procedures	
Demonstrates understanding of multiplication and division concepts	
Demonstrates understanding of fraction concepts	
Demonstrates understanding of money concepts	
Demonstrates understanding of time concepts	
Demonstrates understanding of geometry concepts	

Social Studies

Identifies and analyzes similarities and differences of our own cultures and cultures studied	
Makes, uses, and interprets maps	
Follows the steps of the research process, with some assistance	

Science

In Science, the overall goal is to teach students the habits of mind of a scientists from Kindergarten through Grade 5. the girls are learning how scientists ask questions and find ways to answer them. Along the way, we learn about the steps of the scientific method and why they are important. They learn that science is messy and usually doesn't get it right the first time, but our mistakes help us learn. As a STEAM lab in addition to a science classroom, students are always building, tinkering, and problem solving with a focus on design thinking. Our goal is to mold students into creative problem solvers who are resilient, willing to take risks, and ready to make mistakes.

Content-wise, students are exposed to a wide variety of topics, aiming to cover the main branches of science in every grade level (physical, earth, and life). Our partnership with Save the Bay acts as a springboard for our biology and marine science curriculum in each grade level; students have numerous field experiences throughout the year, focusing on the biology and ecology of Narragansett Bay. The partnership continues to offer our girls authentic, hands-on, and place-based learning experiences that connect our classroom to the larger world.

GRADE 2:

Skills:

- To continue to build questions about the topics we cover in science and suggest ways we would be able to answer them.
- To make written observations about classroom experiments and activities in 2-4 sentences and draw diagrams to help those written observations.
- In one fully formed sentence, to generate a written hypothesis about what they think the outcome will be in an experiment and explain their reasoning.
- To record data during an experiment, including number measurements, written observations of changes, and diagrams to show what happened in an experiment.
- To examine data to draw a logical conclusion and the reasoning in a detailed two-part sentence (_____ because _____).
- To deepen understanding of experimental design: being able to explain the reason for changing only one variable to compare it to something you haven't changed.
- To design and built prototypes using past experiments as a guide by planning with a detailed diagram and verbally comparing this to the final product.

Content:

In each of the following units, students are expected:

Sound:

- To understand the basics of sound, including waves, pitch, and volume.
- To learn the parts of the ear and how they work together to transmit messages to the brain.

Adaptations:

- To identify both behavioral and structural adaptations in plants and animals and describe how these help an organism survive, including those that live in Narragansett Bay.

Earth Patterns:

- To explain how the movement of the earth results in day and night.
- To recognize that we have seasons due to because of the tilt of the earth and the revolution of earth around the sun.

Digestive and Urinary Systems:

- To identify the organs involved in the digestive and urinary systems and describe their functions.

Rocks and Minerals:

- To identify the three main classifications of rocks and describe how they are formed.
- To draw and label the different layers of the earth from memory.
- To understand geologic time (i.e. humans have only been alive for a short time compared to the age of the earth and universe).

Magnets:

- Through exploration and experimentation, to develop the understandings that like poles repel and different poles attract, magnetic force travels through different materials, and magnets attract objects with iron.

States of Matter: Solids, Liquids, and Gases

- To describe the basic properties of the three states of matter: solids, liquids, and gases.

2nd Grade Technology Standards, Objectives, & Performance Indicators

1. Creativity & Innovation Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.		Q1	Q2	Q3	Q4
a. Apply existing knowledge to generate new ideas, products, or processes.				●	
i. Illustrate knowledge and understanding of curriculum objectives using animation, photo-editing, word processing or multimedia software.					
ii. Explore and construct knowledge of groups and/or categorizing object using graphic organizing software.					
b. Create original works as a means of personal or group expression.					●
i. Create a digital story to express thoughts and ideas.					
ii. Illustrate and communicate original ideas and stories using digital tools or web resources.					
c. Use models and simulations to explore complex systems and issues.			●		
i. Explore digital simulations and models that enhance the curriculum objectives.					
ii. Use graphic organizers to depict patterns relevant to curriculum objectives.					
2. Communication & Collaboration Students use digital media and environments to communicate and work collaboratively, to support individual learning & with others.		Q1	Q2	Q3	Q4
a. Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.		●			
i. Use a variety of digital media to publish ideas.					
ii. Work cooperatively and collaboratively to gather information and communicate results.					
iii. Express ideas through the creation of a digital product.					
iv. Collect information from professionals using digital resources.					
b. Communicate information and ideas effectively to multiple audiences using a variety of digital environments and media.					●
i. Explore the concept of multiple audiences.					
ii. Create products to communicate understanding of curriculum objectives.					
iii. Use various digital media (e-mail, wikis, blogs, discussions, podcasts, chat, etc.) to communicate and exchange ideas.					
iv. Express understanding of technology using appropriate and accurate vocabulary.					
c. Develop cultural understanding and global awareness by engaging with learners of other cultures.			●		
i. Use digital resources to explore global communities.					
ii. Discuss and compare information with others (celebrations, heritage, careers, neighborhoods, country, etc.) using a variety of digital media.					
d. Contribute to group projects to produce original works or solve problems.				●	
i. Brainstorm ideas for a group activity.					
ii. Select solutions to a problem.					
iii. Produce an individual component of a partner/group activity.					
3. Research & Information Fluency Students apply digital tools to gather, evaluate and use information.		Q1	Q2	Q3	Q4
a. Develop strategies to guide inquiry.				●	
i. Develop a question.					
ii. Experience the process of locating and collecting information.					
iii. Explore digital information resources.					
b. Process data and share results.					●
i. Search for information for data collection.					
ii. Collect data.					
iii. Analyze data.					
iv. Present results digitally.					
c. Locate, organize, and ethically use information.				●	
i. Use teacher-selected digital resources to locate information.					
ii. Display information using graphic-organizing software.					
iii. Discuss and respect ownership of resources.					
4. Critical Thinking, Problem Solving, and Decision Making Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using digital tools.		Q1	Q2	Q3	Q4
a. Identify and define problems and/or questions for investigation.			●		
i. Discuss components of teacher-selected problems/topics.					
ii. Develop questions to guide inquiry.					

iii Determine prior knowledge and collect background information.				
iv. Formulate a hypothesis.				
b. Plan and manage activities to develop a solution or complete a project.			●	
i. Discuss the importance of using a timeline.				
ii Follow a teacher-developed timeline.				
iii Select and use appropriate problem-solving strategies.				
iv. Test hypothesis.				
c. Use multiple processes to explore alternative solutions.				●
i. Select and use problem-solving strategies to evaluate progress.				
ii Explore other solutions.				
iii Make revisions.				
5. Digital Citizenship Students understand human, cultural, and societal issues related to technology and practice ethical behavior.				
	Q1	Q2	Q3	Q4
a. Practice responsible use of information and technology.	●	●	●	●
i. Demonstrate correct and responsible use and care of technology.				
ii Know possible consequences of inappropriate use.				
iii Follow school rules for safe use of technology.				
iv. Practice the basics of ergonomics.				
b. Practice safe and legal use of information and technology.				●
v. Understand the importance and use of a password.				
vi. Know the purpose of media messages. (inform, persuade, entertain, collect personal information, etc.)				
vii Discuss and practice appropriate and safe behaviors online.				
c. Exhibit a positive attitude toward using technology that supports learning and productivity.	●	●	●	●
i. Respect the work of others.				
ii. Demonstrate positive social and ethical behaviors when using technology.				
d. Be aware of personal responsibility for lifelong learning.				●
i. Discuss the use of technology in today's world.				
ii. Acknowledge an individual's right of ownership of created works.				
iii. Understand the importance of citing resources.				
6. Technology Operations & Concepts Students demonstrate a sound understanding of technology concepts, systems, and operations.				
	Q1	Q2	Q3	Q4
a. Understand and use technology systems.	●			
i. Log in and log out to use a computer.				
ii. Name the parts of a computer system.				
iii. Recognize the components of the operating system (desktop, dock/task bar, window, icon, cursor/I-beam, etc.).				
iv. Use the components of windows (icons, scroll bars, title bar, menu bar, etc.).				
v. Identify application, folder, hard drive, trash, and networked folder icons.				
b. Select and use applications effectively and productively.	●			
i. Understand interactions between hardware and the operating systems.				
ii. Open and/or create a document, file and folder.				
iii. Launch and quit an application.				
iv. Save, locate, and/or print a file/document.				
v. Use the mouse and/or arrow keys to move cursor.				
vi. Organize, calculate, and graph data using a spreadsheet.				
vii Recognize that software applications have different purposes.				
c. Troubleshoot systems and applications.				●
i. Select technology tools and software to solve problems.				
ii. Perform undo/redo functions.				
iv. Use guess and check strategies.				
d. Understand and use correct technology vocabulary.				●
i. Know terms and concepts related to computer system.				
ii. Understand terms and concepts related to applications.				
iii. Recognize the purpose of basic menu options (new, open, save, quit, print, undo, redo, etc.).				
iv. Identify and define terms and concepts related to word processing (alignment, font style/size/color, return/enter, shift, etc.).				
v. Identify and define terms and concepts related to multimedia (transitions, slides/frames, background, etc.).				
vi. Identify and define terms and concepts related to Logo (forward, backward, right, left, penup, pendown, repeat, clear graphic, clear commands, set color, etc.).				

vii Identify and define terms and concepts related to Internet (browser, address bar, refresh, forward, back, URL, stop, home.				
e. Create and edit computer graphics.		●		
i. Use draw/paint tools.				
ii. Select and use colors from a palette.				
iii. Copy and paste.				
f. Explore the basics of keyboarding and word processing.			●	
i. Identify location of and use letter and number keys.				
ii. Use special keys (return/enter, space bar, command, shift, delete/backspace, tab etc.).				
iii. Practice concepts related to word processing (select text, insert characters/words, modify font/size/style/color, alignment,				

World Languages

In the Lower School, the overall goal is to help students develop an ability to express themselves in a different language. From Kindergarten to Grade 5, students are learning to recognize that there are different ways to communicate. They discover a variety of different cultures and they acquire vocabulary and structures which will enable them to produce oral and written short messages to express likes and dislikes, describe a person or an event, or familiar topics in the target language. Our vocabulary units are based on needs and interests of the students and vary from year to year. However, we revisit these units regularly and scaffold information in order to allow students to grow and remain confident in their knowledge.

We follow the World-Readiness Standards for Learning Languages established by Actfl: (<https://www.actfl.org/sites/default/files/publications/standards/World-ReadinessStandardsforLearningLanguages.pdf>) In Grades 3 to 5 in Spanish we use *Lola y Leo 1* and *Lola y Leo 2*, Difusion, Spain. In Grades 4 and 5 in French we use *Tip Top 1* and *Tip Top*, Didier France. Upon leaving Grade 5, students will have reached level A1, novice.

We recognize that students have different learning styles and needs, and to ensure success for each one of them we make sure our lessons include a variety of strategies and activities to teach skills and content. Our ultimate goal is to help students become independent lifelong learners able to compare and contrast cultures and proficient in the language they have chosen.

Some of the methodologies that we use in class are **TPR** (Total Physical Response) and **TPRS** (Teaching Proficiency through Reading and Storytelling). We also perform skits and songs, play games, and cook traditional recipes.

Grade 2

Skills

Listening

- Listens attentively to the spoken word in the target language
- Understands classroom directions in target language
- Demonstrates confidence in acquiring language aurally

Speaking

- Demonstrates confidence in producing language orally
- Speaks with correct pronunciation
- Remembers and uses previously learned expressions

Reading

- Knows the alphabet
- Spells out words

Content

Vocabulary

- Numbers 1-30
- Months
- Days of the week
- Topic based on students' interests and motivation

Grammar

- Adjective agreement
- Word order

Songs, rhymes, games

Culture studies

- Festivals, celebrations and geography

Lower School Library Learning Expectations

The Lower School Library offers a welcoming environment for students to explore, collaborate, access information, and cultivate passions for reading and learning. The Library program aims to develop independent library users, enthusiastic readers, curious researchers, critical thinkers, and ethical users and creators of information. The library collection includes an extensive selection of literature, nonfiction, parenting resources, and research materials designed to enrich the Lower School curriculum. Students and parents are always welcome to browse and check out books and other materials from the library.

The Library curriculum follows the American Association of School Libraries Standards Framework and emphasizes literature appreciation, information literacy, and lifelong learning. The Library also uses the Super 3 research model. The Super 3 is an informational problem solving model for children. The Super 3 gives students a process for tackling both school and everyday tasks. The Super 3 are:

1. Plan
 - What am I supposed to do?
 - What do I need to get the job done?
 - What do I want it to look like when I am done?
2. Do
 - I must locate the things I will need.
 - I need to ask questions, read and take notes.
 - I need to use information I find to create something.
3. Review
 - Did I do what I was supposed to?
 - Am I proud of what I have done?
 - Is there something else I should do before I am done?

Lower School students attend weekly library classes to build essential skills and work with library materials for a variety of intended outcomes, with lessons focused on library skills, reading engagement, and information and research. Additional library sessions are scheduled throughout the year to support classroom learning and offer opportunities for students to apply library skills to specific projects.

Library Skills

- Demonstrates library etiquette
- Becomes an independent library user
- Understands library organization
- Successfully locates books and other materials using the online catalog
- Practices good stewardship of shared library spaces and materials

Reading engagement

- Develops lifelong love of books and reading
- Demonstrates ability to analyze literature
- Understands how books are created and evaluated
- Explores a variety of genres and formats
- Selects and interprets high quality children's literature

Information & Research

- Defines an information need
- Locates appropriate materials
- Uses reference materials effectively
- Demonstrates effective methods of searching internet and database sources
- Follows SUPER3 problem solving models
- Practices inquiry based research
- Demonstrates ethical use of information

Kindergarten Library Skills

Library Skills

1. Demonstrates Library Etiquette
 - Respect library space and patrons
 - Listens when the librarian is speaking
2. Demonstrates basic understanding of library layout and organization
3. Follows library routines and procedures
 - Selects books
 - Uses shelf markers
 - Follows check in/check out process

Reading Engagement

1. Demonstrates ability to listen to a story
2. Recalls information from a story
3. Recognizes purpose of authors and illustrators

Information and Research

1. Recognizes a basic information task
 - With guidance, asks questions to understand what is required to complete the task
2. Can identify features and formats of a book such as title and author
3. Investigates teacher selected sources guided by questions and prior knowledge

First Grade Library Skills

Library Skills

1. Demonstrates Library Etiquette
 - Respects library space and patrons
 - Listens when the librarian is speaking

2. Demonstrates growing understanding of library layout and organization
 - Identifies locations of picture books, early readers, fiction and nonfiction sections
3. Follows library routines and procedures
 - Selects appropriate books
 - Uses shelf markers
 - Follows check in/check out process

Reading Engagement

1. Demonstrates attention and engagement during read-alouds/storytime
2. Distinguishes fiction from nonfiction
3. Recalls and analyzes story elements and makes connections to outside information/knowledge
 - Describes details such as characters, setting, and plot or facts
4. Identifies features and parts of a book such as title, author, and table of contents
5. Explains the roles of authors and illustrators

Information and Research

1. Recognizes an information task
2. Identifies and interprets the information needed
 - Asks questions to understand what is required to complete the task
3. Explores encyclopedias and the nonfiction section of the collection
 - Understands different source types and consults multiple resources to gather information
 - Uses table of contents and indexes in print resources to locate information
4. Proactively seeks information on topics of personal interest

Second Grade Library Skills

Library Skills

1. Demonstrates Library Etiquette
 - Respect library space and patrons
 - Listens when the librarian is speaking
 - Returns items in good condition and on time
2. Demonstrates growing understanding of library layout and organization
 - Identifies locations of picture books, early readers, fiction and nonfiction sections
3. Follows library routines and procedures with increasing independence
 - Selects appropriate books
 - Uses shelf markers
 - Follows check in/check out process

Reading Engagement

1. Distinguishes fiction from nonfiction
2. Recalls and analyzes story elements and makes connections to outside information/knowledge

- Describes details such as characters, setting, and plot or facts
- 3. Identifies features and parts of a book, such as title, author, table of contents, title page
- 4. Explains the roles of authors and illustrators
- 5. Identifies and critiques award-winning books in a Caldecott unit

Information and Research

1. Recognizes an information task
2. Identifies and interprets the information needed
 - Asks questions to understand what is required to complete the task
3. Consults multiple resources, both teacher selected and self selected
4. Demonstrates use of table of contents and indexes in print resources, locates encyclopedias, uses key words and the Dewey Decimal System
5. Summarizes main points from source material

Third Grade Library Skills

Library Skills

1. Demonstrates Library Etiquette
 - Respect library space and patrons
 - Listens when the librarian is speaking
 - Returns items in good condition and on time
2. Demonstrates growing understanding of library layout and organization
 - Identifies locations of picture books, early readers, fiction and nonfiction sections, and reference materials including encyclopedias, dictionaries and magazines
 - Uses the online catalog
 - Is able to recognize call numbers as the shelf address of a book with help
3. Follows library routines and procedures with increasing independence
 - Selects appropriate books
 - Uses shelf markers
 - Follows check in/check out process

Reading Engagement

1. Distinguishes fiction from nonfiction
2. Recalls and analyzes story elements and makes connections to outside information/knowledge
 - Describes details such as characters, setting, and plot or facts
3. Identifies features and parts of a book such as title, author, table of contents, title page, glossary.
4. Participates in Readers Theater unit
 - Develops reading fluency
 - Participates and cooperates in a group setting
5. Writes book recommendations and includes supportive reasons for the opinion

Information and Research

1. Recognizes an information task
2. Identifies and interprets the information needed
 - Asks questions to understand what is required to complete the task
3. Investigates teacher-selected or self-selected sources, guided by questions and prior knowledge
4. Demonstrates use of table of contents, indexes in print resources, master the encyclopedia both print and online, uses key words and can locate sources in the collection
5. Summarizes main points from source material

Fourth Grade Library Skills

Library Skills

1. Demonstrates Library Etiquette
 - Respect library space and patrons
 - Cares for books and other materials in the library
 - Listens when the librarian is speaking
 - Returns items in good condition and on time
2. Demonstrates growing understanding of library layout and organization
 - Knows locations of picture books, early readers, fiction and nonfiction sections
 - Reference materials including encyclopedias, dictionaries and magazines
 - Uses the online catalog and Destiny Quest independently
 - Locates and accesses materials through the library catalog by searching for author, title or subject, and call number
 - Is able to recognize call numbers as the shelf address of a book independently
3. Follows library routines and procedures with increasing independence
 - Selects appropriate books
 - Understands and follows check in/check out process

Reading Engagement

1. Distinguishes fiction from nonfiction and demonstrates understanding of genre
2. Recalls and analyzes story elements and makes connections to outside information/knowledge
 - describes details such as characters, setting, and plot or facts
3. Identifies features and parts of a book such as title, author, table of contents, title page, glossary.
4. Participates in discussions about the Battle of the Books (BOB) books
 - Completes reading of assigned materials
 - Accesses and uses the Google Classroom (BOB Blogs)
 - Contributes to Blog discussions using the Google Classroom

Information and Research

1. Recognizes an information task
2. Identifies and interprets the information need
 - Asks questions to understand what is required to complete the task
3. Brainstorms, identifies, and explains a range of possible information sources. Consults at least 3 sources
4. Accesses information in the library catalog, databases, and web browsers using selected keyword, subject, author, title and series terms
5. Locates sources in the collection independently
6. Cites sources appropriately

Fifth Grade Library Skills

Library Skills

1. Demonstrates Library Etiquette
 - Respect library space and patrons
 - Cares for books and other materials in the library
 - Listens when the librarian is speaking
 - Returns items in good condition and on time
2. Demonstrates growing understanding of library layout and organization
 - Identifies locations of picture books, early readers, fiction and nonfiction sections
 - Reference materials including encyclopedias, dictionaries and magazines
 - Uses the online catalog and Destiny Quest
 - Locates and accesses materials through the library catalog by searching for author, title or subject, and call number
 - Is able to recognize call numbers as the shelf address of a book independently
3. Follows library routines and procedures with increasing independence
 - Understands and follows check in/check out process

Reading Engagement

1. Distinguishes fiction from nonfiction and demonstrates understanding of genre
2. Recalls and analyzes story elements and makes connections to outside information/knowledge
 - Describes details such as characters, setting, and plot or facts
3. Identifies features and parts of a book such as title, author, table of contents, title page, glossary
4. Participates in discussions about the Rooster Games books
 - Completes reading of assigned materials
 - Accesses and uses the Rooster Games Blog
 - Contributes to Blog discussions appropriately with Wheeler/Hamilton Schools

Information and Research

1. Recognizes an information task
2. Identifies and interprets the information need
 - Asks questions to understand what is required to complete the task.

- Evaluates quality of information sources and chooses appropriate level of material for information tasks/research
- 3. Brainstorms, identifies, and explains a range of possible information sources
- 4. Demonstrates use of the library catalog, databases, and web browsers using selected keyword, subject, author, title and series terms and can locate sources in the collection.
- 5. Masters the reference section including encyclopedias, CultureGrams and almanacs
- 5. Cites sources appropriately

Visual Arts Program

OVERARCHING CONTENT: Students will unlock their own visual and creative problem-solving potential through Discipline Based Arts Education (DBAE). DBAE focuses on the following four areas of study: Artmaking, Art Criticism, Art History, and Aesthetics. Visual Arts students will have the opportunity to expand their arts language and knowledge-base through the exploration and investigation of the following topics as seen through a DBAE lens: the Elements of Arts (form, shape, line, color, value, space, pattern, and texture); local and globally recognized artists throughout various time periods of both the past and the present; the arts of various cultures--both globally and locally; hands-on investigations of various media and techniques with a strong emphasis on observation drawing; a wide range of arts-based professions; as well as arts-related technology.

STEAM: STEAM-based learning is ongoing in the Visual Arts classroom. *How will gravity impact my sculpture? How can I make something that is both aesthetically pleasing yet still functional? How can I solve this visual problem with limitations?* These questions challenge students to expand their design-based thinking and creative problem-solving skills as part of their project learning goals.

CROSS-CURRICULAR: Also, in addition to the Visual Arts Curriculum outlined above, cross-curricular opportunities with classroom teachers allow students to further expand their knowledge-base in core subjects while making valuable connections to the arts. This provides a well-rounded view of their education, allowing students to see the world as a whole and not as separate areas of study.

JOURNALING: While creating a journal at the beginning of the year, students will see their visual progress grow and flourish as they make a record of their learning throughout the school year. The journal will be a place for workshops such as materials exploration and a place to create rough drafts. The workshop series allows students to add to their skill-base through the use of various tools and techniques. As Lower School students encounter a variety of creative problems in their art classroom, their self-created knowledge bank will enable them to platform their learning as they express themselves in a more informed way.

GRADE 2:

ELEMENTS OF ART SKILLS:

- Recognize/Identify/Create horizontal, vertical and diagonal LINES.
- Recognize/Identify/Create SHAPES that demonstrate pattern and texture.

- Recognize/Identify the 3 Complementary COLOR Pairs.
- Recognize/Identify/Create Neutral COLORS through mixing Complementary COLOR Pairs.
- Recognize/Identify Analogous COLORS.
- Recognize/Identify/Create 3-Dimensional FORMS such as spheres, cubes, pyramids, cones, & cylinders using VALUE.
- Review of Grade K TEXTURE Benchmark
- Review of Grade K PATTERN Benchmark
- Recognize/Identify/Utilize 3 techniques of SPACE: SIZE, OVERLAPPING, PLACEMENT

CONTENT: In each of the following units, Grade 2 students will explore:

ARTMAKING:

- Drawing Skills: Beginner Level Observation Life Drawing Workshop (skills: focus, endurance).; Oil/Chalk Pastel Workshops
- Painting Skills: Watercolor Workshop
- Printmaking Skills: Making a clean print series.
- Ceramics Skills: Coil, Skip, and Score
- Mixed Media Skills: Use a variety of surfaces to create a final cohesive artwork
- Review safe use of scissors

ART HISTORY

- Recognize/Identify/Utilize the art of Japan
- Recognize/Identify/Utilize the art of Africa

ART CRITICISM:

SELF-REFLECTION:

- Understanding learning goals for each art project
- Evaluate work in progress and adjust as necessary
- Self-evaluate when/if the goals are reached

PEER REVIEW

- Recognize/Identify/Utilize Constructive Criticism when evaluating a peer

EXAMINING EXISTING ART

- Recognize/Identify/Discuss the Elements of Art when viewing existing artwork

AESTHETICS:

PERSONAL PREFERENCE

- Recognize/Identify/Discuss personal preference regarding the Elements of Art when viewing existing artwork. (i.e. I like WARM COLORS. I don't like COOL COLORS)

WHAT IS ART?

- Further conversations about the nature of art

LINCOLN SCHOOL

P R O V I D E N C E

Performing Arts Curriculum

Lincoln Lower School

An arts curriculum is cyclical in nature. Students revisit fundamental concepts and experiences in each grade, spiraling higher in their understanding, deepening their awareness and broadening their skills. Kindergarten through Grade Five content areas include:

Presentation Skills A.k.a public speaking, a.k.a 'spoken word'. At an age-appropriate level, students practice vocal projection, articulation, vocal timbre, pacing, body language, and 'delivery', both extemporaneous and memorized.

Musical Elements Steady beat and beat subdivision, meter, pitch, in-tune singing, timbre, and musical form. Mathematical and musical intelligences are closely correlated.

Vocal and Instrumental Skills

All grades: Solfeggio hand signs and syllables (an aid to in-tune singing), pitched and unpitched percussion, Orff xylophones, variety of hand drums.

Grade Three: Penny whistle, Soprano recorder, xylophones, hand drums

Grades Four--Five: Half year. Ukulele, soprano recorder, and xylophones, hand drums

Musical Literacy

Grades K—Two: Pre-literacy skills. Building a visual and kinesthetic context for symbols representing pitch and rhythm.

Grade Three: Introduction to standard western musical notation in the treble clef.

Grades Four—Five: Increasing complexity in reading and writing musical notation. More experienced students work at an appropriate level.

Music Appreciation: At each grade level, exposure to a broad array of musical listening experiences, with a focus on classical, folk and world musics.

Early Childhood Performing Arts Program

When the children come to my room, truly they are engaged in all manners of expression through the Performing Arts curriculum. From dancing and dramatic play to singing and storytelling, from open-tuned guitars to pitched and unpitched percussion, children weave the threads of imagination, expression and communication into their tapestries of discovery.

Musical intelligence has been identified as one of the key forms of intelligence. Our early childhood music program is based on the principles of Hungarian composer and educator Zoltan Kodaly. We focus on the voice as the primary musical instrument and pursue the acquisition of two fundamental musical elements: the ability to hear and sing the pitches 'Sol' and 'Mi', and the internalization and expression of steady beat.

My job with the children is to find one thousand one engaging ways to present these two basic elements. When a child can express steady beat with motor movement both large and small, and sing the interval 'sol' and 'mi' with correct intonation (in –tune), then progress to a wider range of pitch intervals and rhythmic concepts is swift indeed. Children move at their own pace within the group context.

Later, when and if a child becomes curious about piano, or trumpet, or violin, the instrument becomes a natural extension of his or her innate musicality. The process of transferring these internalized musical skills to an instrument can be natural and far more quickly and easily than without this Kodaly-based introduction to music.

Performing Arts Criteria

Nursery

- Matches the pitches So and Mi with the voice.
- Expresses steady beat with small and/or large motor movements.
- Expresses steady beat with percussion instruments.
- Participates in creative movement and dramatic play.

Pre-K

- Matches pitches So and Mi and La with the voice.
- Expresses steady beat with small and/or large motor movements.
- Expresses steady beat with percussion instruments.
- Participates in creative movement and dramatic play.

Kindergarten

- Uses Solfeggio hand signs and syllables to aid with in-tune singing.
- Matches pitch in the pentatonic (Do-Re-Mi-So-La) scale.
- Expresses steady beat with small and large motor movements.
- Expresses steady beat with percussion instruments.
- Participates in creative movement and dramatic play.
- Uses age-appropriate presentational skills with confidence. (Introduces self in a clear, well-projected voice)

Grade One

- Uses Solfeggio hand signs and syllables to aid with in-tune singing.
- Matches pitches with the voice within a full octave major scale.
- Expresses steady beat. Distinguishes between steady beat and rhythm.
- Explores the best methods of sound production using hand-held percussion
- Identifies musical pre-literacy symbols and produces the correlated sound
- Participates in creative movement and dramatic play.
- Uses age-appropriate presentational skills with confidence. (Introduces a friend and a few facts in a clear, well-projected voice; body language, eye contact, pacing, timbre. Delivers jokes and/or short memorized poems.

Grade Two

- Uses Solfeggio hand signs and syllables to aid with in-tune singing.
- Matches pitches with the voice within a full octave major scale.
- Expresses steady beat. Distinguishes between steady beat and rhythm.
- Explores the best methods of sound production using hand-held percussion.
- Identifies musical pre-literacy symbols and produces the correlated sound.
- Participates in creative movement and dramatic play.

- Uses age-appropriate presentational skills with confidence. (Introduces a friend and a few facts in a clear, well-projected voice; Body language, eye-contact, pacing, timbre. Delivers jokes and/or short memorized poems.

Grade Three

Musical Skills

- Uses Solfeggio hand signs and syllables to aid with in-tune singing.
- Sings major and minor mode song material with accurate intonation.
- Sounds out familiar melodies by ear on the recorder and/or penny whistle.
- Improvises within a given framework (xylophones, recorder/whistle).
- Listens critically and responds to music using grade level concepts and vocabulary.

Musical Literacy Skills

- Understands and accurately performs rhythm notation at grade level. (Meters of 3 and 4; measures and measure lines, repeat and 'Fine' signs; quarter note and quarter note rest, half note, dotted-half note, whole note and whole note rest).
- Understands and accurately performs pitch notation at grade level. (Treble clef pitch notation for B, A, G, low E).
- Visually tracks melodic score notation as music moves through time.

Instrumental Skills (soprano recorder)

- Plays with pleasing tone.
- Uses correct ergonomic technique.

Presentational Skills

- Uses age-appropriate presentational skills with confidence. (All of Grade Two/Three expectations and: introduce people and or/presentations in a formal stage context)

Grade Four

Musical Skills

- Uses Solfeggio hand signs and syllables to aid with in-tune singing.
- Sings major and minor mode song material with accurate intonation. Vocal range up to a Major Tenth.
- Sounds out familiar melodies by ear on the recorder and/or ukulele.
- Improvises within a given framework.
- Listens critically and responds to music using grade level concepts and vocabulary.

Musical Literacy Skills

- Understands and accurately performs rhythm notation at grade level. (all Grade Three expectations and: paired eighth notes, half note rest, dotted half note rest.)
- Understands and accurately performs pitch notation at grade level. (G pentatonic scale pitches: B, A, G, D and E. As time and the group permit: Middle C, high C and high D.
- Visually tracks two-part melodic score as music moves through time.

Instrumental Skills (ukulele, soprano recorder)

- Plays with pleasing tone.
- Uses correct ergonomic techniques.

Presentational Skills

- Uses age-appropriate presentational skills with confidence. (All of Grade Four expectations and: introduce people and or/presentations in a formal stage context. Speak a short passage from memory; speak extemporaneously)

Grade Five

Musical Skills

- Uses Solfeggio hand signs and syllables to aid with in-tune singing.
- Sings major and minor mode song material with accurate intonation. Vocal range up to a Major 10th.
- Sounds out familiar melodies by ear on the recorder and/or ukulele.
- Improvises within a given framework.
- Listens critically and responds to music using grade level concepts and vocabulary.

Musical Literacy Skills

- Understands and accurately plays rhythm notation at grade level. (All of Grade Four expectations and: Meter of 2, pick-up quarter note, D.C. al Coda, Segno and Dal Segno signs.
- Understands and accurately plays pitch notation at grade level. (C Major scale and high D and E as time and the group permit.)
- Visually tracks two-part melodic score with ancillary piano score included, as music moves through time.

Instrumental Skills (ukulele, soprano recorder)

- Plays with pleasing tone.
- Uses correct ergonomic techniques.

Presentational Skills

- Uses age-appropriate presentational skills with confidence. (All of Grade Four expectations and: introduce people and or/presentations in a formal stage context. Speak a short passage from memory; speak extemporaneously)

Physical Education

The overarching goal of the Physical Education program is to build the confidence, knowledge and skills of all students to live a physically active lifestyle through broad exposure to various activities. Beginning in Early Childhood, students are encouraged to value movement and build upon skills year after year so that they can successfully participate in increasingly complex movement activities. We follow the National Standards and grade level outcomes put forth by the Society of Health and Physical Educators; these can be found online at

<https://www.shapeamerica.org/standards/pe/> .

Movement concepts such as space, speed, and direction are introduced in the Early Childhood years, as well as creative movement and having fun through movement. This is built by introducing locomotor movements such as hopping, skipping, galloping, running, sliding, and leaping. Manipulative skills such as throwing, catching, volleying, dribbling, kicking, and striking are introduced later. Skills, drills and introductory activities occur in all grade levels, and more realistic gameplay is generally introduced in grades 3, 4, and 5, with increasing difficulty and expectations as the years progress. The units are generally structured around the sports seasons with the flexibility to be driven by student interest. An emphasis is placed on cooperation, good sportsmanship and personal best.

Grade 2

Skills

Throwing and Catching Techniques

- Throws overhand demonstrating some elements of correct form (side to target, arm back and extended, step with opposite foot as throwing arm moves forward, hip and spine rotate and follow through to target and across body)
- Throws underhand using correct form (facing target, arm back, step with opposite foot as throwing arm moves forward, releases ball between knee and waist level and follows through with arm toward the target)
- Catches a self-tossed or well thrown ball with hands

Locomotive Skills

- Runs with correct form (Opposition of arms and legs, toes pointed forward, foot lands heel to toe, body leans slightly forward, elbows bent and arms swing forward and backward)
- Skips with correct form (Stepping and hopping on one foot and then the other, arms at sides with elbows bent, eyes forward, body slightly forward)

Hand-eye and Footwork Skills

- Dribbles with dominant hand while walking in general space
- Dribbles in self-space with dominant hand using correct form
- Dribbles in general space with control of ball and body
- Using a continuous running approach, kicks a stationary ball

Good Sportsmanship and Teamwork

- Practices skills with minimal teacher prompting
- Accepts corrective feedback from a teacher respectfully
- Works in partners successfully
- Accepts responsibility for class protocols and performance actions

Content

- Soccer
- Field hockey
- Basketball
- Base running games
- Chasing and Fleeing games
- Cooperative activities
- Jump Rope
- Throwing and catching