

Cumberland County Schools
Parent Curriculum Guide



Second Grade

ENGLISH LANGUAGE ARTS

The elementary language arts curriculum is organized around a balanced literacy framework of teaching. Using this approach, students build an understanding of the four strands of literacy: reading, writing, speaking and listening, and language. As students advance through each grade and master the standards in reading, writing, speaking, listening and language, they are able to exhibit an understanding of increasingly complex skills. The following grade-specific standards define what students should understand and be able to do by the end of the year to progress towards college and career readiness in each particular area.

Reading: Literature

Key Ideas and Details

1. Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.
2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
3. Describe how characters in a story respond to major events and challenges.

Craft and Structure

4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

Integration of Knowledge and Ideas

7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
8. (Not applicable to literature)
9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

Range of Reading and Level of Text Complexity

10. By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.



Reading: Informational Text

Key Ideas and Details

1. Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.
2. Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.
3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

Craft and Structure

4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

Integration of Knowledge and Ideas

7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
8. Describe how reasons support specific points the author makes in a text.
9. Compare and contrast the most important points presented by two texts on the same topic.

Range of Reading and Level of Text Complexity

10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

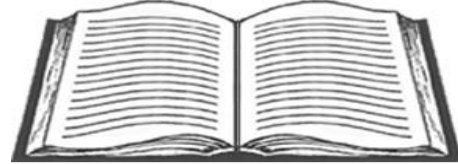
Reading: Foundational Skills

Phonics and Word Recognition

1. Know and apply grade-level phonics and word analysis skills in decoding words.
 - a. Distinguish long and short vowels when reading regularly spelled one-syllable words.
 - b. Know spelling-sound correspondences for additional common vowel teams.
 - c. Decode regularly spelled two-syllable words with long vowels.
 - d. Decode words with common prefixes and suffixes.
 - e. Identify words with inconsistent but common spelling-sound correspondences.
 - f. Recognize and read grade-appropriate irregularly spelled words.

Fluency

2. Read with sufficient accuracy and fluency to support comprehension.
 - a. Read grade-level text with purpose and understanding.
 - b. Read grade-level text orally with accuracy, appropriate rate, and expression.
 - c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.



Writing

Text Types and Purposes

1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., *because*, *and*, *also*) to connect opinion and reasons, and provide a concluding statement or section.
2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

Production and Distribution of Writing

4. (Begins in grade 3)
5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Research to Build and Present Knowledge

7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
8. Recall information from experiences or gather information from provided sources to answer a question.
9. (Begins in grade 4)

Range of Writing

10. (Begins in grade 3)



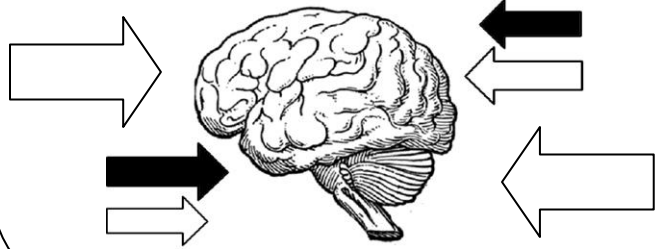
Speaking and Listening

Comprehension and Collaboration

1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
 - a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
 - b. Build on others' talk in conversations by linking their comments to the remarks of others.
 - c. Ask for clarification and further explanation as needed about the topics and texts under discussion.
2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

Presentation of Knowledge and Ideas

4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
5. Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.



Language

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - a. Use collective nouns (e.g., *group*).
 - b. Form and use frequently occurring irregular plural nouns (e.g., *feet, children, teeth, mice, fish*).
 - c. Use reflexive pronouns (e.g., *myself, ourselves*).
 - d. Form and use the past tense of frequently occurring irregular verbs (e.g., *sat, hid, told*).
 - e. Use adjectives and adverbs, and choose between them depending on what is to be modified.
 - f. Produce, expand, and rearrange complete simple and compound sentences (e.g., *The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy*).
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - a. Capitalize holidays, product names, and geographic names.
 - b. Use commas in greetings and closings of letters.
 - c. Use an apostrophe to form contractions and frequently occurring possessives.
 - d. Generalize learned spelling patterns when writing words (e.g., *cage* → *badge*; *boy* → *boil*).
 - e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

Knowledge of Language

3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - a. Compare formal and informal uses of English.

Language (Continued)

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
 - a. Use sentence-level context as a clue to the meaning of a word or phrase.
 - b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
 - c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
 - d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
 - e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
 - a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
 - b. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy, that makes me happy).

Second Grade Writing Sample

The writing standards call for students to write for a variety of purposes and to use technology to produce and publish their writing. Students are expected to write in varied genres, building mastery in a range of skills and applications.

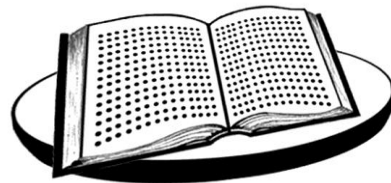
Second graders will continue to compose three different types of writing: opinion pieces, narrative texts, and informative/explanatory texts. By the end of second grade students should establish a situation or topic with an opening sentence. They will supply reasons to support a topic and will provide a sense of closure. When writing a narrative, students establish a situation in time and place, use temporal words to signal event order, include details to describe actions, thoughts, and feelings, and provide a sense of closure. Students will continue to demonstrate a growing command of the conventions of standard written English by using capital letters, punctuation, commas, and apostrophes correctly.

The following is an example of an opinion pieces about a work of literature and was produced in class.

Student Sample - Grade 2: Argument (Opinion)

Owl Moon
When you go owling
you don't need words, or worm
or any thing, but hope. This
is the book of Owl Moon.
This book is written by
Jane Yolen. I like that
phrase Because The boy
was happy becaus he got
to go owling and hes been
wonted to go owling for a
long time and he finally
got to go.

When other Kids are
happy that makes me
happy. I like it Because
it makes me feel good
Because you don't haf't
to have words to go owling
but you haf't to have
hope to see an owl.



MATHEMATICS

The elementary mathematics curriculum is designed to develop deep understanding of foundational math ideas. In order to allow time for such understanding, each grade level focuses on concepts and skills related to two-four focal points (including geometry, number sense, and fractions). The scope and sequence of the curriculum allows students to develop understanding of concepts, key ideas, and the structure of mathematics. Through this study, students will also develop behaviors of proficient mathematicians. They will learn how to justify their thinking, reason abstractly, use precise language, and notice patterns.

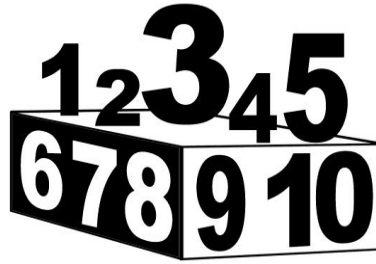
Operations and Algebraic Thinking

Represent and solve problems involving addition and subtraction.

1. Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.

Add and subtract within 20.

2. Fluently add and subtract within 20 using mental strategies. By end of grade 2, know from memory all sums of two one-digit numbers.



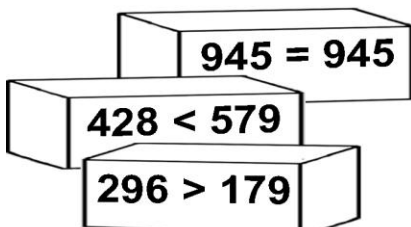
Work with equal groups of objects to gain foundations for multiplication.

3. Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.
4. Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.

Number and Operations in Base Ten

Understand place value.

1. Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:
 - a. 100 can be thought of as a bundle of ten tens — called a “hundred.”
 - b. The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).
2. Count within 1000; skip-count by 5s, 10s, and 100s.
3. Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.
4. Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $=$, and $<$ symbols to record the results of comparisons.



Use place value understanding and properties of operations to add and subtract.

5. Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
6. Add up to four two-digit numbers using strategies based on place value and properties of operations.
7. Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.
8. Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.
9. Explain why addition and subtraction strategies work, using place value and the properties of operations.

Measurement and Data

1

2

3

Measure and estimate lengths in standard units.

1. Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.
2. Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.
3. Estimate lengths using units of inches, feet, centimeters, and meters.
4. Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.

Relate addition and subtraction to length.

5. Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.
6. Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram.

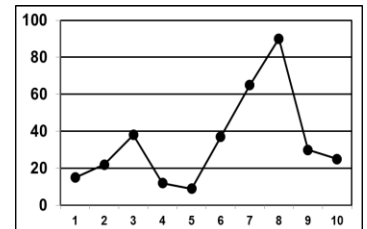


Work with time and money.

7. Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.
8. Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?

Represent and interpret data.

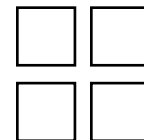
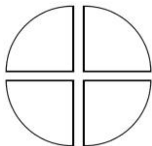
9. Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.
10. Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.



Geometry

Reason with shapes and their attributes.

1. Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.
2. Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.
3. Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.



SCIENCE

The goal for second grade students is focused on analyzing collected data over a period of time to make predictions and understand changes. Second graders are introduced to changes through the study of animal life cycles, weather, properties of matter, and sound. Changes vary in rate, scale, and pattern, including trends and cycles. Science education in the second grade builds on the unifying concepts previously introduced in kindergarten and first grade, including the use of evidence, explanation, measurement, order, and organization.

Physical Science

Forces and Motion

Understand the relationship between sound and vibrating objects.

1. Illustrate how sound is produced by vibrating objects and columns of air.
2. Summarize the relationship between sound and objects of the body that vibrate – eardrum and vocal cords.

Matter, Properties, and Change

Understand properties of solids and liquids and the changes they undergo.

1. Give examples of matter that change from a solid to a liquid and from a liquid to a solid by heating and cooling.
2. Compare the amount (volume and weight) of water in a container before and after freezing.
3. Compare what happens to water left in an open container over time as opposed to water left in a closed container.

Earth Science

Earth Systems, Structures, and Processes

Understand patterns of weather and factors that affect weather.

1. Summarize how energy from the sun serves as a source of light that warms the land, air, and water.
2. Summarize weather conditions using qualitative and quantitative measures to describe temperature, wind direction, wind speed, and precipitation.
3. Compare weather patterns that occur over time and relative observable patterns to time of day and time of year.
4. Recognize the tools that scientists use for observing, recording, and predicting weather changes from day to day and during the seasons.



Life Science

Structures and Functions of Living Organisms

Understand animal life cycles.

1. Summarize the life cycle of animals: birth; developing into an adult; reproducing; aging and death.
2. Compare life cycles of different animals such as, but not limited to, mealworms, ladybugs, crickets, guppies, or frogs.



Evolution and Genetics

Remember that organisms differ from or are similar to their parents based on the characteristics of the organism.

1. Identify ways in which many plants and animals closely resemble their parents in observed appearance and ways they are different.
2. Recognize that there is variation among individuals that are related.



SOCIAL STUDIES

Students in grades K-2 are introduced to an integrative approach to social studies by exploring aspects of self, others, families, and communities across the world in developmentally responsive ways. K-2 students use maps and globes to develop geographic awareness of their surroundings and process information about locations. They learn that people not only use the environment, but also modify or adapt to it. In history, students begin to develop the ability to think like a historian as they acquire knowledge of history to understand the past and present. In economics, students develop and build upon basic economic concepts by relating to their own wants and needs. Thus, proper integration of the strands serves to guide students through a balanced social studies curriculum that helps to build a solid foundation during the early years.

History

Understand how various sources provide information about the past.

1. Use timelines to show sequencing of events.
2. Identify contributions of historical figures (community, state, nation, and world) through various genres.
3. Compare various interpretations of the same time period using evidence such as photographs and interviews.

Geography and Environmental Literacy

Use geographic representations, terms, and technology to process information from a spatial perspective.

1. Interpret maps of the school and community that contain symbols, legends, and cardinal directions.
2. Interpret the meaning of symbols and the location of physical and human features on a map (cities, railroads, highways, countries, continents, oceans, etc.).

Understand the effects of humans interacting with their environment.

1. Give examples of ways in which people depend on the physical environment and natural resources to meet basic needs.
2. Explain how people positively and negatively affect the environment.

Economics and Financial Literacy

Understand basic economic concepts.

1. Give examples of ways in which businesses in the community meet the needs and wants of consumers.
2. Explain the roles and impact producers and consumers have on the economy.
3. Summarize the concept of supply and demand.
4. Explain why people and countries around the world trade for goods and services.
5. Explain how money is used for saving, spending, borrowing, and giving.
6. Summarize the role of financial institutions relative to savings.

Civics and Governance

Understand the purpose of governments.

1. Explain government services and their value to the community (libraries, schools, parks, etc.).
2. Explain how governments establish order, provide security, and create laws to manage conflict.

Understand the roles and responsibilities of citizens.

1. Exemplify characteristics of good citizenship through historical figures and everyday citizens.
2. Explain why it is important for citizens to participate in their community.

Culture

Understand how various cultures influence communities.

1. Explain how artistic expressions of diverse cultures contribute to the community (stories, art, music, food, etc.).
2. Recognize the key historical figures and events that are associated with various cultural traditions.
3. Exemplify respect and appropriate social skills needed for working with diverse groups.

INFORMATION AND TECHNOLOGY

The Information and Technology curriculum prepares students to use computer technology for school, work, and personal use; for accessing and applying information; for problem solving; and for communicating ideas and data. Elementary school students will leave each grade level with a greater, more established ability to utilize the tools of technology not only for research but as avenues of reinforcement for learned concepts.

Sources of Information

Categorize sources of information as appropriate or inappropriate.

1. Classify sources of information as relevant for particular topics or purposes.

2. Classify resources as current or not current.

Informational Text

Understand appropriate procedures when reading for enjoyment and information.

1. Categorize books by their genre characteristics.

2. Summarize appropriate reading strategies when reading for information.

Technology as a Tool

Use technology tools and skills to reinforce classroom concepts and activities.

1. Use a variety of technology tools to gather data and information (e.g., web-based resources, e-books, online communication tools, etc.).

2. Use a variety to technology tools to organize data and information (e.g., word processor, graphic organizer, audio and visual recording, online collaboration tools, etc.).

3. Use technology tools to present data and information (multimedia, audio and visual recording, online collaboration tools, etc.).

Research Process

Apply the research process by participating in whole-class research.

1. Execute the steps of a simple research process (three to four steps).



Safety and Ethical Issues

Understand issues related to the safe, ethical, and responsible use of information and technology resources.

1. Use technology hardware and software responsibly.
2. Explain why safe use of electronic resources is important.
3. Use simple citation rules for print and electronic resources.

MUSIC

Music is deeply embedded in our existence, adding depth and dimension to our environment, exalting the human spirit, and contributing in important ways to our quality of life. The K-5 music program is designed to develop musical literacy. The processes of creating, performing, and understanding music are the primary goals of the music program. While performance is an important aspect of music study, it does not substitute for students' development of creative processes and of broader integrated experiences and understandings. Through creating, students are able to be imaginative, think critically, and approach tasks in new or different ways.

Musical Literacy

Apply the elements of music and musical techniques in order to sing and play music with accuracy and expression.

1. Apply problem solving strategies to improve musical technique when singing and playing instruments.
2. Use accurate pitch to sing three-pitch patterns.
3. Execute extended rhythmic patterns using body, instruments, or voice.
4. Apply changes in music to the elements of dynamics, tempo, melody, and form.

Interpret the sound and symbol systems of music.

1. Interpret rhythm patterns using standard notation for half and quarter notes, half and quarter rests, and beamed eighth notes.
2. Interpret three-pitch songs that use traditional music notation with voice and/or by playing pitched instruments.
3. Use standard notation to notate half and quarter notes, half and quarter rests, and beamed eighth notes.

Create music using a variety of sound and notational sources.

1. Use improvisation to create simple rhythmic and melodic variations on familiar melodies.
2. Create extended rhythmic patterns over a steady beat.
3. Create rhythm patterns using half and quarter notes, half and quarter rests, and beamed eighth notes in duple and triple meter.

Musical Response

Understand the interacting elements to respond to music and music performances.

1. Illustrate prominent musical characteristics or specific musical events while listening to and/or singing music.

2. Illustrate melodic patterns, dynamics, and forms.



3. Illustrate audience and participant behavior appropriate for the purpose and setting that music is performed.

4. Differentiate various instruments based on how their sounds are produced.



Contextual Relevancy

Understand global, interdisciplinary, and 21st century connections with music.

1. Exemplify music representing the heritage, customs, and traditions of various cultures.
2. Understand the relationships between music and concepts from other areas.

Visual Arts

From the beginning of time, the compulsion to create a visual vocabulary has been as innate in every society as the desire to acquire a system of spoken symbols. A child discovers objects, those objects take on meaning, and this meaning is denoted and communicated through the various means of expression available to that child. The visual arts program is designed to develop visual literacy by promoting fluency in the various modes of visual communication. Students learn the visual arts by using a wide range of subject matter, media, and means to express their ideas, emotions, and knowledge. Through participation in visual arts, students have the opportunity to recognize and celebrate the creativity and diversity inherent in all of us.

Visual Literacy

Use the language of visual arts to communicate effectively.

1. Use appropriate art vocabulary when discussing media, processes, or images in art.
2. Create original art that expresses ideas about people, neighborhoods, or communities.
3. Understand the “story” in works of art.
4. Understand characteristics of the Elements of Art, including lines, shapes, colors, textures, form, space, and value.
5. Understand characteristics of the Principles of Design, including repetition, movement, emphasis, contrast, balance, and proportion.

Apply creative and critical thinking skills to artistic expression.

1. Understand that artistic problems have multiple solutions.
2. Use personal point of view of the environment as a source of imagery.
3. Create art from real and imaginary sources of inspiration.

Create art using a variety of tools, media, and processes, safely and appropriately.

1. Use a variety of tools safely and appropriately to create art.
2. Recognize characteristics of a variety of media.
3. Use the processes of drawing, painting, weaving, printing, stitchery, collage, mixed media, sculpture, and ceramics to create art.

Contextual Relevancy

Understand global, historical, societal, and cultural contexts of the visual arts.

1. Exemplify visual arts representing the heritage, customs, and traditions of various cultures.
2. Recognize that works of art represent specific time periods.
3. Understand various movements in art and the artists that represent them.
4. Compare art from various cultures.
5. Understand that artists use natural resources in creating art.

Understand the interdisciplinary connections and life applications of the visual arts.

1. Recognize the impact of regional differences on the production of art.
2. Understand relationships between art and concepts from other disciplines, such as math, science, language arts, social studies, and other arts.
3. Recognize that some artists work in teams to create art.

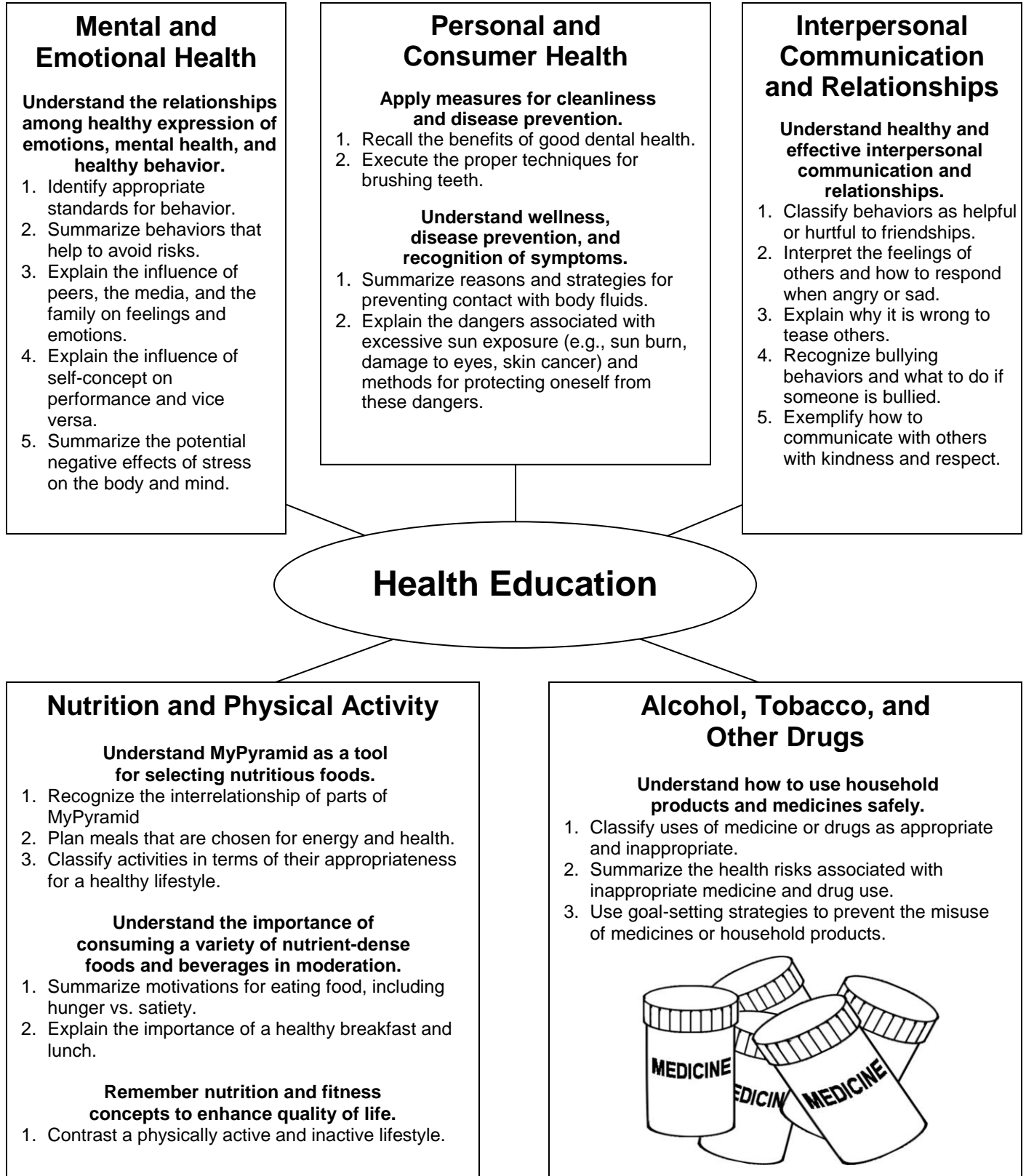
Critical Response

Use critical analysis to generate responses to a variety of prompts.

1. Use art terminology to describe art in terms of subject and physical characteristics.
2. Evaluate personal work, while in progress and at completion.

Healthful Living

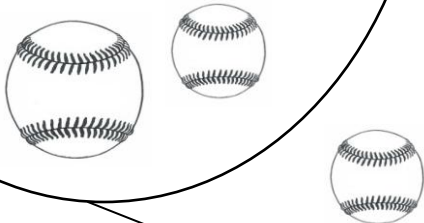
The Healthful Living curriculum is a combination of health education and physical education. It includes a planned, sequential K-12 program that integrates information about specific health topics. The mission is to provide students with a program that is capable of enhancing the quality of life, raising the level of health, and favorably influencing the learning process.



Motor Skill Development

Apply competent motor skills and movement patterns needed to perform a variety of physical activities.

1. Execute combinations of locomotor skills in different pathways, levels, or directions.
2. Execute a variety of manipulative skills while maintaining good balance and follow-through.
3. Generate smooth and timely transitions between sequential locomotor skills.
4. Apply non-locomotor movements with locomotor patterns and levels in a variety of movement sequences.



Movement Concepts

Understand concepts, principles, strategies, and tactics that apply to the learning and performance of movement.

1. Use equipment to illustrate multiple movement concepts.
2. Compare three or more of the essential elements of correct form for the five fundamental manipulative skills.
3. Explain the value of feedback in improving motor performance.
4. Illustrate activities that are associated with three or more of the five components of health-related fitness.

Physical Education

Health-Related Fitness

Understand the importance of achieving and maintaining a health-enhancing level of physical fitness.

1. Recognize three or more of the five health-related fitness assessments and the associated exercises.
2. Identify enjoyable and challenging physical activities that one can do for increasing periods of time without stopping.
3. Implement a weekly plan of moderate to vigorous activity that increases breathing and heart rate.

Personal/Social Responsibility

Use behavioral strategies that are responsible and enhance respect of self and others and value activity.

1. Explain the value of working cooperatively in group settings.
2. Summarize the benefits of positive social interaction as to make activities more enjoyable.
3. Use safe practices when engaging in physical education activities with little or no prompting.

