



**Green Bay Area  
Public School District**

*Engagement. Equity. Excellence.*

English Language Arts

Course Documents

*Grade 1*

## Grade 1 English Language Arts Course Overview

### Course Description

The goal in English Language Arts for first grade students is to see themselves as independent readers and writers. They will be immersed in language rich environments in which they will have daily opportunities to read, write, speak and listen for many purposes. Students will work both collaboratively and independently to strengthen their reading and writing skills. Classroom environments will recognize, nurture, and support student growth throughout the year.

First grade students will build on foundational skills through immersion in a literate environment. By the end of first grade, students will be able to read and understand longer and more difficult texts. They will automatically recognize a large number of words and use strategies to solve new words. Students will demonstrate understanding through discussions and written responses. First graders will self-monitor as they read and write for a variety of purposes.

### Topics at a Glance

#### Reading Literature and Informational

- Key ideas and details
- Craft and structure
- Integrate knowledge and ideas
- Range of reading and level of text complexity

#### Writing

- Text types and purposes
- Production and distribution
- Research to build and present knowledge

#### Language

- Conventions of standard English
- Conventions of standard Spanish (dual language classrooms)
- Vocabulary acquisition and use

#### Speaking and Listening

- Comprehension and collaboration
- Presentation of knowledge and ideas

#### Foundational Skills

- Print concepts
- Phonological awareness
- Phonics and word recognition
- Fluency

### Assessments

- Screeners, benchmark and summative assessments will be used along with assessments evaluated formatively to plan lessons and provide focused feedback to students. Below are some assessment examples:
  - Observations/conversations/work samples
  - Group/individual projects – performance tasks
  - District/state literacy assessment
  - Informal running records
  - District writing assessment
  - Anecdotal notes from whole group, small group, or one-to-one conferences
  - Peer/self-assessment

### Portrait of a Literate Student

1. Demonstrate independence.
2. Build strong content knowledge.
3. Respond to the varying demands of audience, task, purpose, and discipline.
4. Comprehend as well as critique.
5. Value evidence.
6. Use technology and digital media strategically and capably.
7. Come to understand other perspectives and cultures.

### Grade Level Expectations

- Use evidence from the text to discuss key details and the central message.
- Identify descriptive words and phrases, as well as who is telling the story, within fiction and nonfiction.
- Use illustrations and details to describe and compare story elements.
- Discuss and connect the main topic and key details in a text.
- Identify and use parts of a text to clarify information.
- Use a combination of text and features to notice similarities and differences between two texts on the same topic.
- Read and comprehend grade level text.
- Use organizational structures to compose opinion, informational, and narrative writing.
- Use peer and teacher feedback to strengthen writing, incorporating technology.
- Collaborate with peers to gather information and complete a writing project.
- Participate in discussions in whole-group, small group, and with partners.
- Present ideas and information through speaking.
- Use grade level appropriate conventions (grammar, capitalization, punctuation, and spelling) when speaking and writing.
- Acquire new vocabulary and use in discussion.

### Instructional Strategies

Within an interdisciplinary unit, the following instructional strategies will be utilized within the workshop approach:

- Interactive read-alouds
- Whole group lessons
- Small group lessons
- One-to-one conferencing
- Partnership discussions
- Guided practice
- Independent practice

#### Resources used:

National Governors Association Center for Best Practices, Council of Chief State School Officers. (2010). *Common Core State Standards*. Washington D.C.: National Governors Association Center for Best Practices, Council of Chief State School Officers.

Pinnell, G., & Fountas, I. (2011). *The Continuum of Literacy Learning: Grades PreK-8*. Portsmouth: Heinemann.



Mathematics

Course Documents

*Grade 1*

## Grade 1 Mathematics Course Overview

### Course Description

In Grade 1, instructional time should focus on four critical areas:

Students develop strategies for adding and subtracting whole numbers. They use a variety of manipulatives (math tools such as: cubes, counters, math boards...) to model add-to, take-from, put-together, take apart, and compare situations to develop meaning for addition and subtraction. Students understand connections between counting and addition and subtraction.

By using a variety of solution strategies, children build their understanding of the relationship between addition and subtraction.

Students develop, discuss, and use common methods to add within 100 and subtract multiples of 10 efficiently and accurately. They compare whole numbers (at least to 100) to develop understanding of and solve problems involving their relative sizes. They understand whole numbers in terms of place value (tens and ones). Through activities that build number sense, they understand the order of the counting numbers and their value.

Students develop an understanding of the meaning and processes of measurement and comparing lengths.

- Measurement involves using repeating objects (such as paper clips) and not the use of rulers

Students build and take apart two-dimensional or three-dimensional figures (e.g., put two triangles together to make a 4 sided shape) and build understanding of part-whole relationship. As they combine shapes, they realize a shape stays the same despite size or position. Students describe their geometric attributes and determine how they are alike and different.

### Topics at a Glance

- Making sense of word problems
- Adding and subtracting within 20
- Fluently add and subtract within 10
- Using an equation to represent a solved problem
- Using a variety of strategies to solve a problem
- Count to 120 from any starting point
- Identify number of tens and ones in a two-digit number
- Comparing numbers using  $>$ ,  $<$ ,  $=$ ,  $\neq$
- Adding two-digit and one-digit numbers
- Mentally add or subtract 10 from any given two-digit number.
- Subtract multiples of 10 from decade numbers
- $(90-30=60)$
- Measuring and comparing lengths using a repeated unit
- Telling time to hour and half hour
- Organizing, representing, and interpreting data
- Identify, manipulate and compare two-dimensional and three dimensional shapes

### Assessments

- Observation
- Assessments selected from adopted curriculum resources.

### Standards for Mathematics Practice

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.

3. Construct viable arguments and critique the reasoning of others.
4. Model with Mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning

*(Common Core State Standards Initiative 2012*

<http://www.corestandards.org/Math/Content/K/introduction>)

### **Grade Level Expectations**

- Use addition and subtraction to solve problems.
- Represent numbers in multiple ways.
- Recognize predictable patterns in numbers
- Measure and compare using a consistent unit of length
- Tell and write time to the hour and half hour
- Organize, represent and compare data (up to 3 categories)

### **Instructional Strategies**

- Whole group instruction
- Small group instruction
- One-on-one
- Think-pair-share
- Think aloud
- Math talk
- Math notebooks
- Math Stations
- Guided practice
- Independent practice
- Review and practice



Science

Course Documents

*Grade 1*

## Grade 1 Science Course Overview

### Course Description

Jobs in the areas of science, engineering, and technology are growing at an alarming rate. So what can we do to help first graders develop an interest in these areas? Through questioning and problem solving students will explore the exciting topics of: light and sound, patterns and cycles, and plants and animals.

First graders will investigate how objects are illuminated and the various ways light travels through different materials. Students will explore the relationship between sound and vibrating objects. They will also observe patterns of movement between the Earth and objects in the sky. Students will discover the characteristics that plants and animals need to survive. Finally, they will be able to understand the relationship between adult plants and animals and their young.

### Topics at a Glance

#### Physical Science

- Light and sound
  - Illumination
  - Light movement
  - Vibration

#### Earth and Space Science

- Patterns and cycles
  - Sun, moon, and stars
  - Daylight and seasons

#### Life and Environmental Science

- Plants and animals
  - Adaptations
  - Life cycles
  - Interactions

### Assessments

- District Assessments
- Formative Assessments
- Observations/Conversations/Work Samples
- Anecdotal notes
- Peer/Self-Assessment
- Performance Tasks

### Science and Engineering Practices

9. Ask questions and define problems
10. Develop and use models
11. Plan and carry out investigations
12. Analyze and interpret data
13. Use mathematics and computational thinking
14. Construct explanations and design solutions
15. Engage in argument from evidence
16. Obtain, evaluate, and communicate information.

### Grade Level Expectations

- Explain how sound and light travel.
- Describe and use patterns of the sun, moon, and stars.
- Describe structures of plants and animals that help them survive in their environment.

### Instructional Strategies

Within an interdisciplinary unit, the following instructional strategies will be utilized within the workshop approach:

- Interactive read aloud
- Whole group lessons
- Small group lessons



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|--|---|
|  | <ul style="list-style-type: none"><li>● One-to-one conferencing</li><li>● Modeling</li><li>● Independent practice</li></ul> |
|--|---|

**Resources Used:**

Instruction, W. D. (1998). *Wisconsin Department of Public Instruction*. Retrieved 2015, from Wisconsin Model Academic Standards for Science:  
[http://standards.dpi.wi.gov/stn\\_sciintro](http://standards.dpi.wi.gov/stn_sciintro)

States, N. L. (2013). *Next Generation Science Standards*. Retrieved 2015, from Next Generation Science Standards, For States, By States: <http://www.nextgenscience.org/next-generation-science-standards>



Social Studies  
Course Documents  
*Grade 1*

## Grade 1 Social Studies Course Overview

<b>Course Description</b>	<b>Topics at a Glance</b>
<p>The goal in Social Studies is for first grade students to learn and participate cooperatively in a classroom that encourages the ideals of community, empathy, the common good, respect, responsibility, equality and thoughtfulness. They will be immersed in a culturally rich environment with many opportunities to read, write, speak, listen, create, explore and participate in activities for a variety of purposes. These activities will provide them with the skills and knowledge to become thinking and active citizens.</p> <p>First grade students will develop respect for others and become engaged members of families, schools and neighborhoods. They will understand the importance of rules as well as diverse thinking. They will explore people, places and things from the past and present. They will understand there are differences and similarities between different groups of people. They will realize how their actions can impact their personal lives, relationships, community, and the environment.</p>	<p><b>Geography</b></p> <ul style="list-style-type: none"><li>● People, places and environments<ul style="list-style-type: none"><li>○ Local community</li><li>○ Maps</li></ul></li></ul> <p><b>History</b></p> <ul style="list-style-type: none"><li>● Time, continuity, and change<ul style="list-style-type: none"><li>○ Changes in people, places and things</li><li>○ Significant national people, symbols, and holidays</li></ul></li></ul> <p><b>Political Science and Citizenship</b></p> <ul style="list-style-type: none"><li>● Power, authority, governance and responsibility<ul style="list-style-type: none"><li>○ Rules and responsibilities</li><li>○ Family, school and neighborhood members</li></ul></li></ul> <p><b>Economics</b></p> <ul style="list-style-type: none"><li>● Production, distribution, exchange, consumption<ul style="list-style-type: none"><li>○ Decision-making around earning, saving, and spending money</li></ul></li></ul> <p><b>Behavioral Sciences</b></p> <ul style="list-style-type: none"><li>● Individuals, Institutions, and Cultures<ul style="list-style-type: none"><li>○ Accepting and respecting differences</li><li>○ Cultural influences on personal identity</li></ul></li></ul>
<p><b>Assessments</b></p> <ul style="list-style-type: none"><li>● District Assessments</li><li>● Formative Assessments</li><li>● Observations/Conversations/Work Samples</li><li>● Anecdotal notes</li><li>● Peer/Self-Assessment</li><li>● Performance Tasks</li></ul>	<p><b>Portrait of a Student Citizen</b></p> <ol style="list-style-type: none"><li>17. Have an awareness of changing cultural and physical environments.</li><li>18. Know the past.</li><li>19. Read, write, listen, speak and think deeply.</li><li>20. Act in ways that promote the common good.</li><li>21. Participate in a democratic society.</li><li>22. Navigate an increasingly complex world.</li></ol>

Grade Level Expectations	Instructional Strategies
<ul style="list-style-type: none"> <li>● Use a map and geographical representations to gather information about places.</li> <li>● Describe how people, places and things change over time.</li> <li>● Describe how members participate in a family, a school, and a neighborhood.</li> <li>● Explain how people make decisions about earning, saving, and spending money.</li> <li>● Compare and contrast groups of people.</li> </ul>	<p>Within an interdisciplinary unit, the following instructional strategies will be utilized within the workshop approach:</p> <ul style="list-style-type: none"> <li>● Interactive read aloud</li> <li>● Whole group lessons</li> <li>● Small group lessons</li> <li>● One-to-one conferencing</li> <li>● Partnership discussions</li> <li>● Guided practice</li> <li>● Independent practice</li> </ul>

**Resources used:**

National Council for the Social Studies NCSS. (2013). *The College, Career, and Civic Life (C3) Framework for Social Studies State Standards: Guidance for Enhancing the Rigor of K-12 Civics, Economics, Geography, and History*. Silver Spring: NCSS.

Wisconsin Department of Public Instruction. (1998). *Wisconsin Model Academic Standards for Social Studies Introduction*. Retrieved 2015, from Wisconsin Department of Public Instruction: [http://standards.dpi.wi.gov/stn\\_ssintro](http://standards.dpi.wi.gov/stn_ssintro)

Wisconsin Department of Public Instruction. (2006). *Wisconsin Model Academic Standards for Personal Financial Literacy*. Retrieved 2015, from Wisconsin Department of Public Instruction: <http://standards.dpi.wi.gov/sites/default/files/imce/standards/pdf/pfl.pdf>

Wisconsin Department of Public Instruction. (2014). *American Indian Studies Program*. Retrieved 2014, from Wisconsin Department of Public Instruction: <http://dpi.wi.gov/amind>



Art

Course Documents

*Grade 1*

## Grade 1 Art Course Overview

### Course Description

In order to be successful in our global society, students need to be creative problem solvers and critical thinkers. The visual arts provide students with tools and knowledge that will help them become college, career, and community ready in any chosen path. The Green Bay Area Public Schools will ensure that art students develop lifelong learning skills by introducing and building upon the areas of creating, presenting, responding, and connecting to art at each grade level.

First grade artists will experiment with a variety of art media techniques, including cutting, gluing, drawing, painting, sculpting, and printmaking / stamping. They will use nature and works of art to help generate ideas for their own art, either individually or collaboratively. Children will learn the artist's way of using tools and materials safely while creating art and developing their fine motor skills. They will identify and use basic art elements and principles of design, including line types and directions, geometric shapes, primary colors, texture, and pattern, while looking at and making art. Students will use art vocabulary to talk about art and art careers. First grade artists will connect what they learn in art to everyday life, and talk about art from different places and times.

Art education provides a pathway for developing literacy skills, understanding math concepts, and facilitating cross-cultural understanding. In art class, students will work on ways of connecting their art knowledge to other subject areas, everyday life events, and the world in which they live. Students who participate in visual art education increase their 21st century skills, including decision-making, strategy-building, planning, creativity, innovation, perseverance, and reflection.

### Grade Level Expectations

- Look at nature and works of art for inspiration to create art.
- Use age appropriate art vocabulary when creating works of art.

### Topics at a Glance

#### Creating

- Generate ideas for art
- Know and use age-appropriate art vocabulary
  - Types of lines and line directions
  - Geometric shapes
  - Primary colors
  - Texture
  - Pattern
- Develop basic art skills
  - Cutting
  - Gluing
  - Drawing
  - Painting
  - Sculpting
  - Printmaking/stamping
- Demonstrate safe and proper art procedures

#### Presenting

- Explain the difference between an original and a reproduction
- Talk about art careers in museums and galleries

#### Responding

- Look at and talk about art

#### Connecting

- Connect what we learn in art to everyday life
- Talk about art from different places and times

### Standards For Course

#### Creating

1. Generate and conceptualize artistic ideas and work.

- Develop basic skills to create works of art individually or collaboratively.
- Explain the difference between an original work of art and a reproduction.
- Explain how art is taken care of and kept safe in museums and galleries.
- Compare and contrast two or more works of art.
- Explain why you prefer one kind of art over another.
- Explain how the skills and content they learn in art class can be applied to everyday life.
- Explain why people from different places and times have made art.

2. Organize and develop artistic ideas and work.
3. Refine and complete artistic work.

**Performing**

4. Analyze, interpret, and select artistic work for presentation.
5. Develop and refine artistic work for presentation.
6. Convey meaning through the presentation of artistic work.

**Responding**

7. Perceive and analyze artistic work.
8. Interpret intent and meaning in artistic work.
9. Apply criteria to evaluate artistic work.

**Connecting**

10. Synthesize and relate knowledge and personal experiences to make art.
11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

**Assessments**

Formative Assessments

e.g. preliminary sketches, artwork in progress, classroom discussions, verbal or written quizzes, Google forms, graphic organizers, journaling, notes, online student response systems, exit slips, photographs and videos, baseline assessments, comparison against a rubric or checklist, summaries

Summative Assessments

e.g. completed artwork, verbal or written quizzes, presentations, reflections, comparison against a rubric or checklist

Common Assessments

Developed from Standards Based Essential Questions

e.g. common rubrics (learning targets and skills)

**Instructional Strategies**

- Whole group instruction
- Small group instruction
- Collaborative groups
- One-on-one conferencing
- Guided practice
- Independent practice
- Modeling
- Differentiation
- Process-based learning
- Read-alouds
- Brainstorming
- Artist's sketchbook
- Web-based resources
- Videos and multimedia presentations
- Virtual tours of museums and exhibitions

**Resources Used:**

National Coalition for Core Arts Standards. (2014). *National core arts standards*. Dover, DE: State Education Agency Directors of Arts Education.

Wisconsin Department of Public Instruction. (2000). *Wisconsin's model academic standards for art and design education*. Madison, WI: Authors.





Health

Course Documents

*Grade 1*

## Grade 1 Health Course Overview

### Course Description

In Grades 1 and 2, students begin to distinguish between the dimensions of health. To maintain their physical health, first grade emphasizes being physically active and choosing healthy foods, along with continuing to practice ways to stay safe, prevent diseases, and practice proper hygiene. They will continue to identify different feelings and distinguish between needs and wants. In their relationships with others, students will continue to learn about cooperation and be introduced to the concepts of respect and friendship. They will learn how to identify trusted adults and role models who can help them stay healthy. Students will begin to identify how emotions and external influences impact their health. In relation to their development, they will learn about the uniqueness of their bodies and body privacy. Students will practice making healthy choices, consider the impacts of their decisions, and be introduced to the concept of goals. They will practice using appropriate communication skills in different situations to make healthy choices.

### Topics at a Glance

#### Dimensions of Health

- Physical, Emotional, Social, Environmental/Community

#### Physical Health

- Safety
  - Transportation and Playground
  - Strangers
  - Emergencies
- Communicable disease
  - Symptoms, Prevention, Treatment
- Hygiene
- Exercise
- Nutrition

#### Emotional Health

- Needs and wants
- Feelings
- Emotions

#### Social Health

- Cooperation
- Respect
- Friendships

#### Environmental/Community Health

- Trusted adults
- Role models
- Influences of family, peers, and media

#### Growth and Development

- My body - privacy, uniqueness

#### Skills

- Choosing healthy behaviors
- Health goals
- Verbal and nonverbal communication
- Refusal skills
- Encouraging others to make healthy choices

### Grade Level Expectations

- Identify healthy behaviors
- With support, explain the importance of healthy behaviors.
- With support, list internal and external influences on health behaviors.
- With support, identify and describe ways to locate people who can help promote health.
- Identify and, with support, demonstrate effective verbal and nonverbal communication skills.
- With support, apply communication skills that can improve health and reduce health risks.
- Discuss health-related decisions that impact safety.
- List health-related goals.
- With prompting, demonstrate health-enhancing behaviors.
- With prompting and support, identify and express health needs and personal wants.
- With prompting and support, communicate knowledge of healthy and unhealthy behaviors.
- Identify characteristics of positive role models.
- With prompting and support, encourage friends and classmates to make healthy choices.

### Standards for Health Education

1. Students will comprehend concepts related to health promotion and disease prevention to enhance health.
2. Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.
3. Students will demonstrate the ability to access valid information and products and services to enhance health.
4. Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
5. Students will demonstrate the ability to use decision-making skills to enhance health.
6. Students will demonstrate the ability to use goal-setting skills to enhance health.
7. Students will demonstrate the ability to use health-enhancing behaviors and avoid or reduce health risks.
8. Students will demonstrate the ability to advocate for personal, family, and community health.

### Assessments

- Observation
- Assessments selected from adopted resources
- Student Conference
- Discussion - large and small group
- Think-Pair-Share
- Role Play
- Self-Assessment
- Group Response
- Journaling (pictures and writing)
- Quizzes

### Instructional Strategies

- Role-playing
- Modeling
- Individual and group discussions
- Scenario Cards
- Cooperative Learning
- Guided Practice
- Artwork, Posters, Photos
- Stories, Read-alouds
- Guest Speakers
- Videos

**Resources Used:**

Joint Committee on National Health Education Standards. (1995). *National health education standards: Achieving health literacy*. Atlanta, GA: American Cancer Society.

Joint Committee on National Health Education Standards. (2007). *National health education standards (2nd ed.): Achieving excellence*. Atlanta, GA: American Cancer Society.

Wisconsin Department of Public Instruction. (2013). *Wisconsin model early learning standards*. Madison, WI: Author.

Wisconsin Department of Public Instruction. (2011). *Wisconsin standards for health education*. Madison, WI: Author.



Music

Course Documents

*Grade 1*

## Grade 1 Music Course Overview

### Course Description

In First Grade, students will continue to explore music and develop their knowledge of the elements of music through a variety of experiences. Through singing, listening, moving, playing instruments, and creating, students will strengthen their musical foundation. This foundation is the basis for students to develop a lasting appreciation, enjoyment and understanding of music while building positive character traits and skills necessary for lifelong success.

### Topics at a Glance

- Creating
  - Musical patterns
  - Improvisation
  - Composition
- Performing
  - Singing (games, songs, and chants)
  - Playing classroom instruments
- Responding
  - Voices: speaking, singing, whispering, shouting
  - Movement
  - Steady beat
  - Musical opposites
    - Loud/soft, fast/slow, high/low
  - Reading music
    - Standard or symbolic notation
  - Instrument sounds
- Connecting
  - Personal experiences
  - Daily life
  - Other school subjects

### Grade Level Expectations

- Explore what it means to create music.
- Explore what it means to perform music.
- Discuss preferences and respond to contrasts in music.
- Recognize connections between music and personal experience, daily life, and other disciplines.

### Standards for Music Education

#### Creating

1. Generate and conceptualize artistic ideas and work.
2. Organize and develop artistic ideas and work.
3. Refine and complete artistic work.

#### Performing

4. Select, analyze, and interpret artistic work for presentation.

	<ol style="list-style-type: none"> <li>5. Develop and refine artistic techniques and work for presentation.</li> <li>6. Convey meaning through the presentation of artistic work.</li> </ol> <p><b>Responding</b></p> <ol style="list-style-type: none"> <li>7. Perceive and analyze artistic work.</li> <li>8. Interpret intent and meaning in artistic work.</li> <li>9. Apply criteria to evaluate artistic work.</li> </ol> <p><b>Connecting</b></p> <ol style="list-style-type: none"> <li>10. Synthesize and relate knowledge and personal experiences to make art.</li> <li>11. Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.</li> </ol>
<p style="text-align: center;"><b>Assessments</b></p> <ul style="list-style-type: none"> <li>● Observation</li> <li>● Performance assessments</li> <li>● Self-assessment</li> <li>● Written assessments</li> <li>● Formative and summative assessments</li> <li>● Assessments selected from adopted curriculum resources</li> </ul>	<p style="text-align: center;"><b>Instructional Strategies</b></p> <ul style="list-style-type: none"> <li>● Whole group instruction</li> <li>● Small group instruction</li> <li>● Collaborative learning</li> <li>● Activity centers</li> <li>● One-on-one</li> <li>● Guided practice</li> <li>● Independent practice</li> <li>● Review and practice</li> <li>● Modeling</li> </ul>

**Resources Used:**

National Coalition for Core Arts Standards. (2014). *National core arts standards*. Dover, DE: State Education

Agency Directors of Arts Education.

Wisconsin Department of Public Instruction. (1997). *Wisconsin's model academic standards for Music*. Madison,

WI: Authors.



Physical Education

Course Documents

*Grade 1*



## Grade 1 Physical Education Course Overview

### Course Description

In Pre-Kindergarten through Grade 2, students learn basic movement skills to move efficiently and safely. First graders will refine and practice the basic movement skills and concepts, such as over, under, and around. They continue to explore manipulative skills, expanding the types of manipulatives used. Students continue to emphasize body control and spatial awareness. They will recognize the physical changes as a result of physical activity, including heart rate and perspiration.

### Topics at a Glance

#### Movement Concepts

- Spatial awareness
  - Where the body moves
- Effort
  - How the body moves
- Spatial relationships
  - With people, objects, body parts

#### Movement Skills

- Locomotor skills
  - Fundamental body movements
- Manipulative skills
  - Moving and controlling objects with body or equipment
- Non-locomotor skills
  - Stability and body control

#### Rhythmic Movement

- Moving body to music

#### Fitness Concepts

- Muscular strength
- Muscular endurance
- Cardiovascular endurance
- Flexibility
- Nutrition

#### Interpersonal Relationships

- Sportsmanship
- Safety
- Feedback

### Grade Level Expectations

- Refine basic locomotor and non-locomotor skills.
- Utilize fundamental manipulative skills with control.
- Safely move through space changing directions, pathways, and speeds.
- With teacher demonstration, apply movement terminology to skills.
- Choose to be physically active by engaging in many types of physical activities.
- Identify the body's normal reactions to activity.
- Apply safe practices to rules, etiquette, and positive social interactions.
- Respond appropriately to teacher feedback.
- Demonstrate respect for self, others, and equipment appropriate to grade level.
- Express reasons for enjoying a physical activity.
- Recognize that some activities are more challenging than others.

### Standards for Physical Education

1. Demonstrates competency in a variety of motor skills and movement patterns.
2. Applies knowledge of concepts, principles, strategies, and tactics related to movement.
3. Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
4. Exhibits responsible personal and social behavior that respects self and others.
5. Recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

### Assessments

- Observation
- Assessments selected from adapted curricular resources
- Skill tests
- Fitness tests
- Self-Assessment
- Student conference
- Group response/hand signals
- Think-Pair-Share
- Exit question
- Resources

### Instructional Strategies

- Guided Discovery/Movement Exploration
- Individual/partner and large group work
- Gradual Release of Responsibility
- Low organized activities
- Movement challenges
- Stations
- Goal setting

**Resources Used:**

Graham, G., Holt/Hale, S.A., Parker, M. (2012). *Children moving: A reflective approach to teaching physical education*. (9th ed.). New York: McGraw-Hill.

Mandigo, J., Francis, N., Lodewyk, K., & Lopez, R. (2012). Physical literacy for physical educators. *Physical Education and Health Journal*, 75 (3), 27 - 30.

SHAPE America. (2013). *Grade-level outcomes for K-12 physical education*. Reston, VA: Author.

Whitehead, M. (2010). What is physical literacy and how does it impact physical education? In Capel, S. & Whitehead, M. (Eds.), *Debates in physical education*. (37-52). New York: Routledge.

Wisconsin Department of Public Instruction. (2010). *Wisconsin standards for physical education*. Madison, WI: Author.



School Counseling

Content Documents

*Grade 1*

## Grade 1 School Counseling Course Overview

### Description

In Grade 1, students continue to focus on social/emotional development, while also building skills for academic and career success. Students continue to learn about managing their emotions, and self-regulation. They will also continue to learn about their role as part of a school community, relationships with others, and their ability to make choices. Students will learn about distinguishing between little and big problems as well as how to refuse unhealthy or unsafe situations. Finally, they will begin to learn how making mistakes can lead to learning, and continue to learn and practice learning strategies to be successful in school.

### Topics at a Glance

#### Academic Development

- Study strategies
  - Characteristics of successful learners
- Confidence in ability to learn
  - Making mistakes and learning
- Adaptability and flexibility
  - Different ways to accomplish tasks

#### Career Development

- Self-discovery and exploration
  - Skills for success
  - Grouping jobs

#### Social/Emotional Development

- Problem solving
  - Tattling vs. reporting
- Teambuilding
  - Communicating with others
- Self-regulation
  - Feelings
  - Regulation strategies
- Personal safety
  - Refusing/avoiding unsafe situations
- Relationships
  - Intentional kindness
  - Others' points of view
- Advocacy
  - Asking for help
  - Places and faces in school
  - Impact on school community
- Diversity
  - Physical differences

<p style="text-align: center;"><b>Grade Level Expectations</b></p> <ul style="list-style-type: none"> <li>● Identify and practice basic learning expectations to be successful in school and community.</li> <li>● Identify and practice basic self-management skills that lead toward personal growth.</li> <li>● Identify pro-social behaviors when interacting with peers and adults.</li> </ul>	<p style="text-align: center;"><b>School Counseling Mindset Standards</b></p> <ol style="list-style-type: none"> <li>1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being.</li> <li>2. Self-confidence in ability to succeed.</li> <li>3. Sense of belonging in the school environment.</li> <li>4. Understanding that postsecondary education and lifelong learning are necessary for long-term career success.</li> <li>5. Belief in using abilities to their fullest to achieve high-quality results and outcomes.</li> <li>6. Positive attitude toward work and learning.</li> </ol>
<p style="text-align: center;"><b>Assessments</b></p> <ul style="list-style-type: none"> <li>● Observation</li> <li>● Assessments selected from adopted resources</li> <li>● Student conference</li> <li>● Discussion - large and small group</li> <li>● Think-Pair-Share</li> <li>● Role-play</li> <li>● Self-assessment</li> <li>● Group response</li> <li>● Journaling (pictures and writing)</li> <li>● Quizzes</li> </ul>	<p style="text-align: center;"><b>Instructional Strategies</b></p> <ul style="list-style-type: none"> <li>● Role-playing</li> <li>● Modeling</li> <li>● Individual and group discussions</li> <li>● Scenario cards</li> <li>● Cooperative learning</li> <li>● Guided practice</li> <li>● Artwork, posters, photos</li> <li>● Stories, read-alouds</li> <li>● Guest speakers</li> <li>● Videos</li> </ul>

**Resources Used:**

American School Counselor Organization. (2014). *Mindsets and behaviors for student success: K-12 college- and career-readiness standards for every student*. Alexandria, VA: Authors.