Newport Public Schools

Newport, Rhode Island

NEWPORT PUBLIC SCHOOLS

Standards-Based Student Achievement Report

Parent Handbook

2nd Grade

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Table of Contents

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Dear Parent and Guardian:

As I'm sure you know, during the 2006-2007 school year, we established a standards-based report card. This report card gives you more specific information about your child's achievement in the classroom and assists you even further in being aware of your child's actual learning in the Newport Public Schools.

With the changes in the math section to make the language more parent friendly, the additional information provided in the science and social studies sections, and the added emphasis on phonics, this report card allows parents to better assess and support school success.

We hope that you will continue to work with us in providing a quality education for your child. As always, if you have questions or concerns, contact your child's teacher or school principal.

We appreciate your partnership in our joint endeavor of providing your child an outstanding learning opportunity in the Newport Public Schools.

Sincerely,

John H. Ambrogi, Ed.D.
Superintendent of Schools

Providing Quality Education That Makes A Difference in Each Student's Life

Newport Public Schools
Second Grade Student Achievement Report
Parent Guide

What is a Standards-Based Student Achievement Report Card?

A standards-based report card communicates student progress toward meeting standards. Each quarter, student work is compared to a benchmark to determine if the student is making progress toward meeting the standard.

Why are there 2 ways that my child is being assessed?

EXPLANATION of MARKING FOR ACADEMICS

STANDARDS RUBRIC

1- Student work seldom meets grade level expectations for this quarter.
2- Student work sometimes meets grade level expectations for this quarter.
3- Student work consistently meets grade level expectations for this quarter.
4- Student work is produced independently and is exceeding grade level expectations for this quarter.

The academic rubric communicates where students are currently performing in relation to standards. The explanation is to provide a consistent language that informs parents about student achievement in each content area. Students who receive 1s or 2s may be making progress but are still not making grade level expectations. Parents should look to the comment section for additional information.

EXPLANATION of MARKING FOR LEARNER QUALITIES

LEARNER QUALITY RUBRIC

R- Student Rarely meets
S- Student Sometimes meets
C- Student Consistently meets

Learner Qualities are those behaviors that enhance a student's ability to learn. By emphasizing these qualities, we are helping students take responsibility for their own learning. Learning Qualities are "life skills."

READING STANDARDS

Readers in 2nd grade typically start the year at a reading level I-J/16-18 and complete the year at a reading level of M/28. In 2ndgrade your child is expected to be able to read many different genres and types of text.

PRINT SOUND CODE

Accuracy and Fluency are key factors that determine your child's understanding (comprehension) of what they read. At each grade level your child is expected to progressively read a certain number of words correctly and fluently. The more they read, the more fluent and accurate they will become as they are introduced to text appropriate for them. The ability to recognize and produce rhyming words. The ability to independently reads 150 high frequency words and irregular words by the end of Grade 2.

2nd grade 80-100 words correct per minute

Accuracy is determined by how well your child reads the words. When your child is given text they should able to know and read most of the words automatically or decode the words with word solving strategies.

Fluency is determined by how your child sounds when they are reading. They should read much like they would tell a story or talk. Reading should sound smooth with phrasing, tone and expression appropriate to the text they are reading.

Comprehension is what your child understands when they read. Your child is asked to listen to and/or read and respond and explain their thinking. It is measured both orally and in picture/written form.
2nd grade: In order to truly comprehend your child must be able to apply comprehension strategies to show their thinking on their own.
These strategies are:

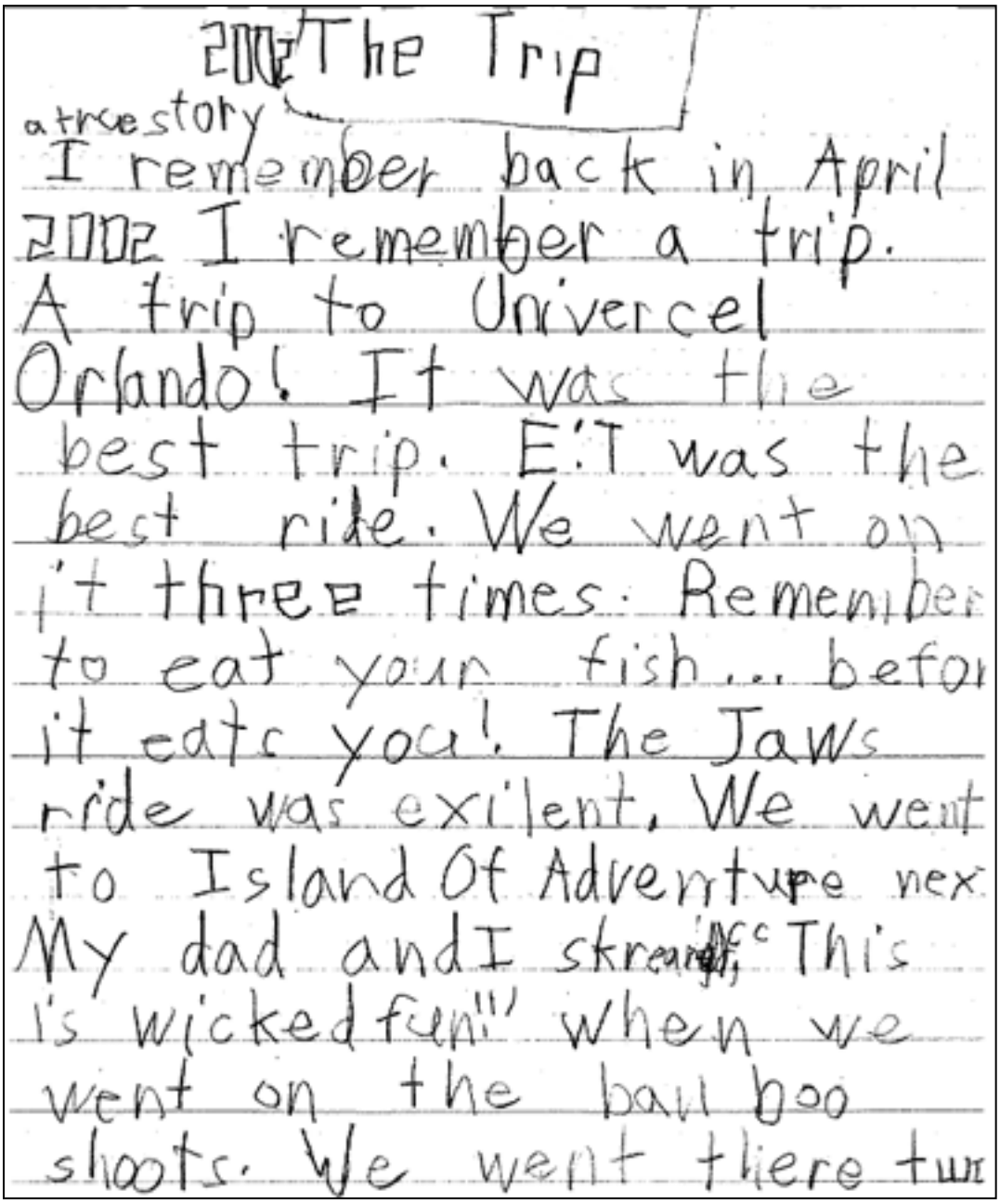
- Use schema- knowledge from their own experiences
- Make connections from what they read and learn to their own lives
- Make predictions or make basic inferences based on their own experiences or interactions with the text.
- Use sensory images in order to help them better understand the text.

WRITING STANDARDS
There are 4 types/ genres of writing that your child will be writing throughout the year. Your child will receive writing instruction throughout the day. They are encouraged to write using the writing process. They are assessed on the quality of their writing and their use of criteria. The criteria are developed by the teacher with the children.

WRITING HABITS AND PROCESSES
In second grade your child will be writing everyday!
Your child will learn how to write using the writing process. The process allows your child to explore their ideas for topics, try writing techniques and strategies, and use favorite books and/or authors as models and much, much more. The writing process involves: gathering ideas, drafting their ideas and topics, revising and editing.

WRITING PURPOSES AND RESULTING GENRES
What are the types/ genres of writing the children do in (your grade level)?

Personal Narratives are chronological stories about one's life. They contain characters (the main character will be your child), a plot (two or more events occur in a sequence of time) and the story takes place in a setting. The plot usually involves a problem that is solved, a tension that is resolved, or something big that changes.
SAMPLE:

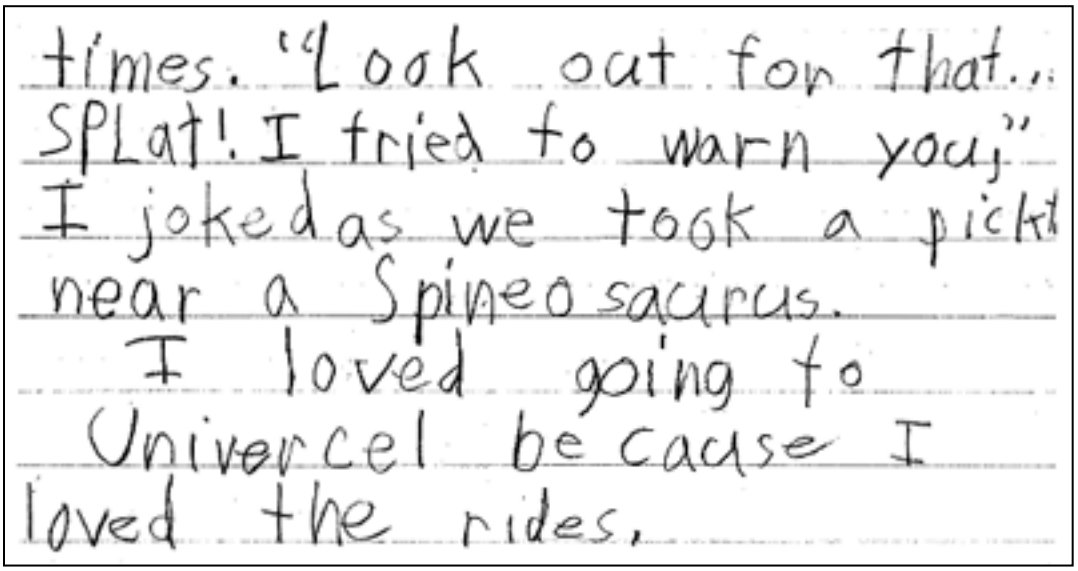


2002 The Trip

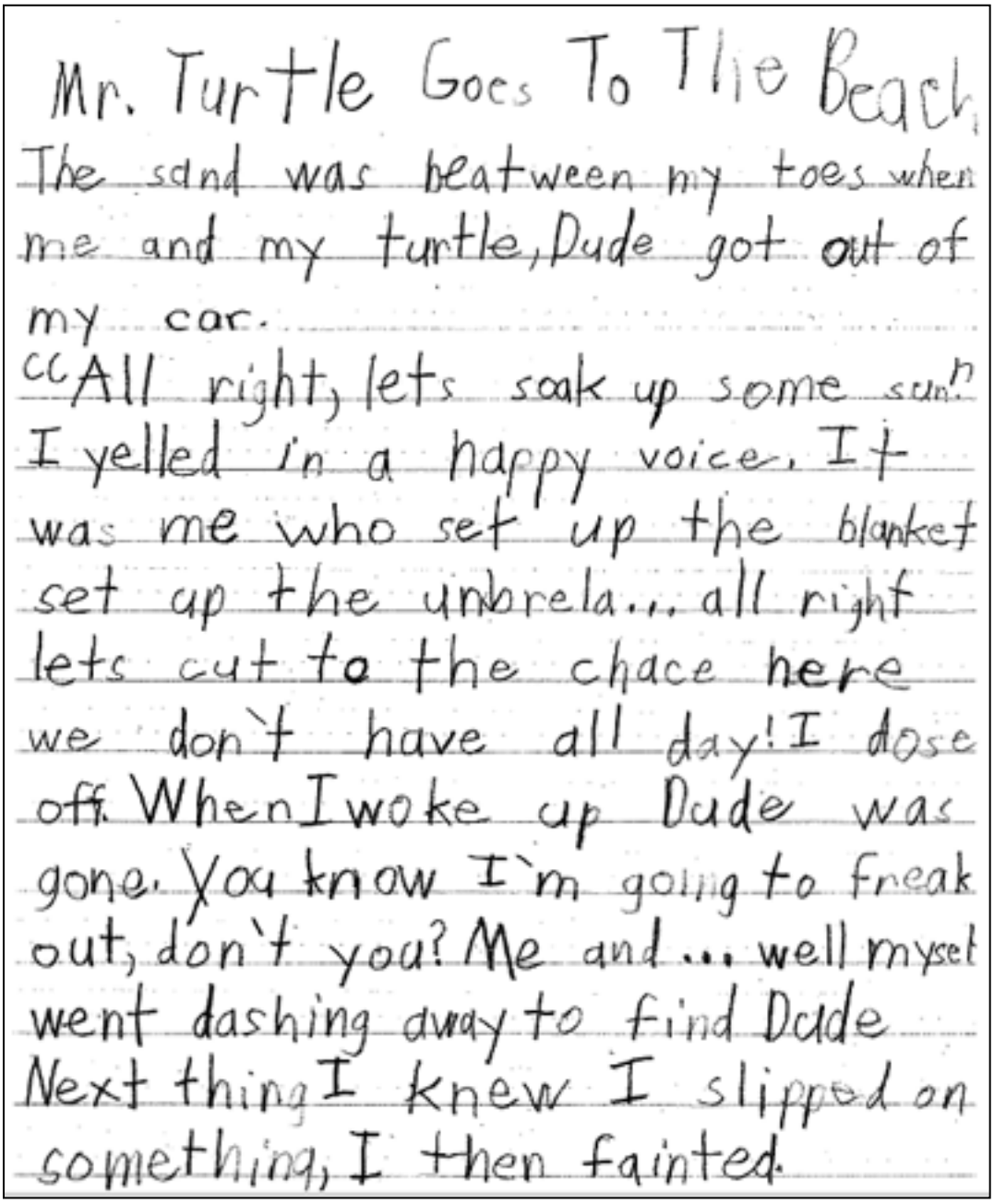
a true story

I remember back in April 2002 I remember a trip. A trip to Univercel Orlando! It was the best trip. E:T was the best ride. We went on it three times. Remember to eat your fish... befor it eats you!. The Jaws ride was exilent. We went to Island Of Adventure nex My dad and I screamed, "This is wicked fun!" when we went on the bad boo shoots. We went there tur

Continued…


times. "Look out for that...
SPLat! I tried to warn you,"
I joked as we took a pict
near a Spineosaurus.
I loved going to
Univercel because I
loved the rides.

Narrative writing contains story elements: character(s), setting, and plot with conflict or change. The story may or may not be true; either way, the story unfolds in continuous events and the reader enters into the world of the story, experiencing it as it happens.
SAMPLE:

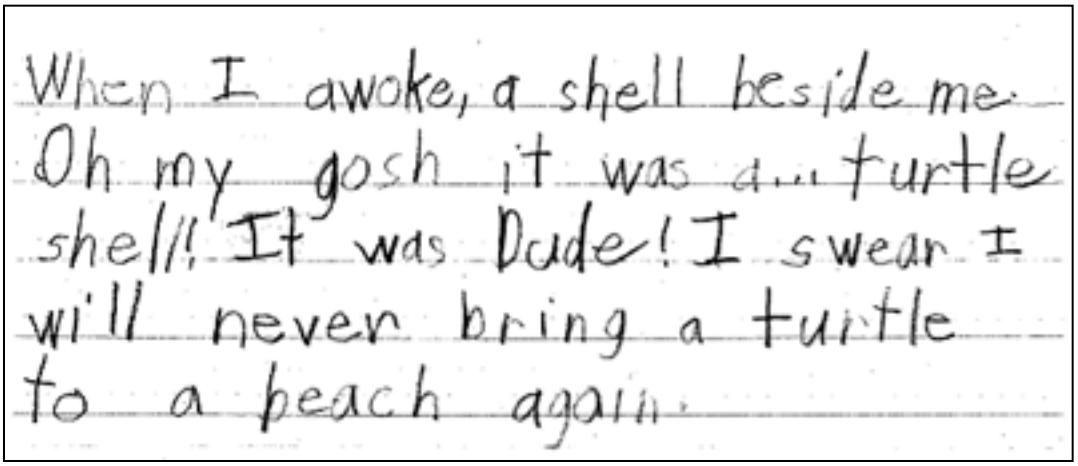


Mr. Turtle Goes To The Beach

The sand was beatween my toes when me and my turtle, Dude got out of my car.

"All right, lets soak up some sun" I yelled in a happy voice. It was me who set up the blanket set up the unbrela... all right lets cut to the chace here we don't have all day! I dose off. When I woke up Dude was gone. You know I'm going to freak out, don't you? Me and ... well myself went dashing away to find Dude Next thing I knew I slipped on something, I then fainted.

Continued…


When I awoke, a shell beside me.
Oh my gosh it was a... turtle
shell! It was Dude! I swear I
will never bring a turtle
to a beach again.

Functional Writing; Getting Things Done writing provides a guide to a procedure or a process in order to get things done. Steps need to be in considerable detail so the reader can easily follow or understand the process explained. Illustrations may be used to guide the reader. When children write directions or process it should be something that they are an "expert" in and have experienced or learned so that they can teach another in written form. Examples may include: daily life skills, recipes, craft making or game directions.

Sample to be included in next edition of this Parent Handbook

Report of Information: Informing Others writing provides the reader with information on a topic that the writer is an expert on or has become an expert on through basic research of a topic they are really interested in. This writing often takes the form of All About Books where the writer wants to teach and tell the information that they think is valuable.

SAMPLE:

A Man of Justice

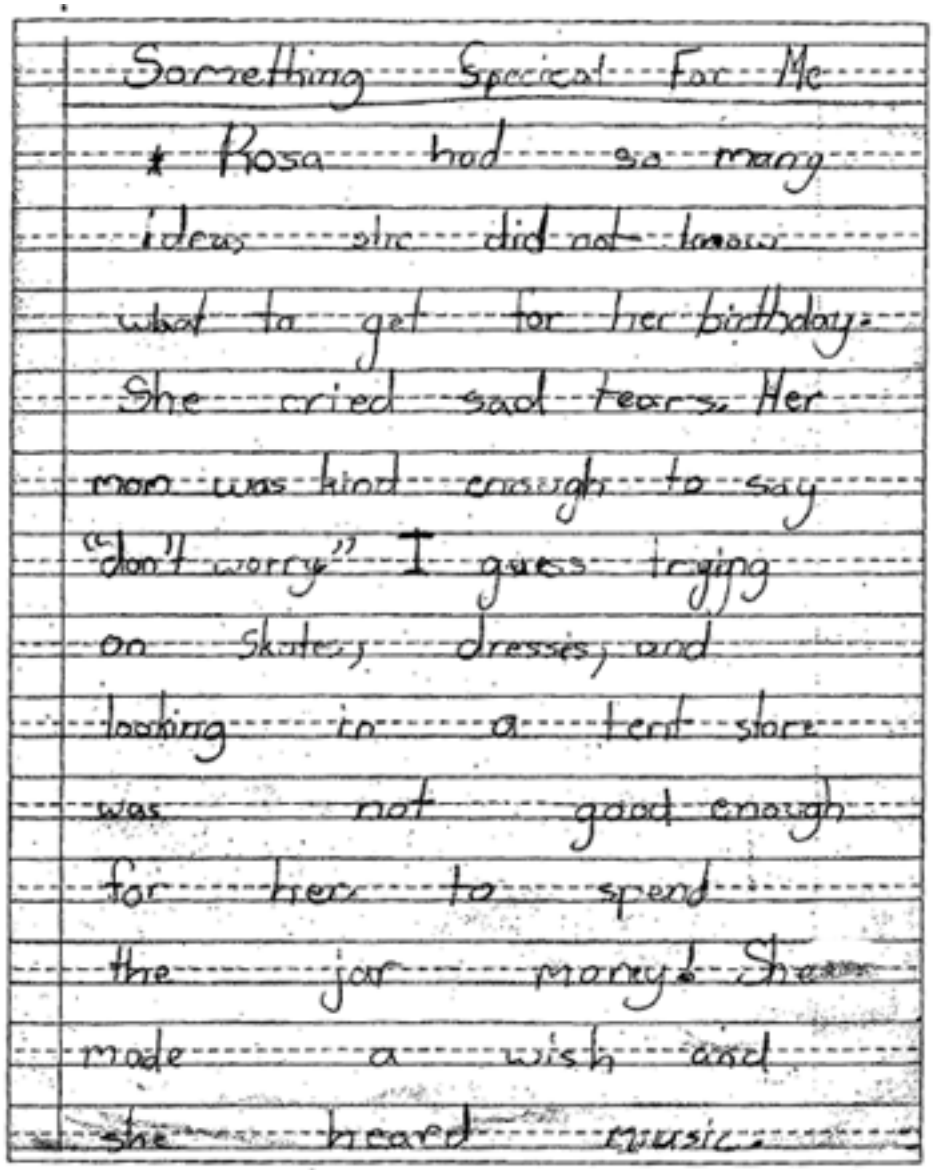
One day there was a famous man born on January 15, 1929 in Atlanta, Georgia. His name was Martin Luther King, Jr. He had one brother and one sister. His dad was a minister and his mother was a teacher. Martin had a best friend that he played with every day. One day they were told that they couldn't play together because white people could only play with white people. Black people could only play with black people. In school, Martin wrote about pease! The laws were not changing. Martin has more work to do. He went to college and got his doctorate degree. Then he married Coretta Scott and they tried to change laws. When Rosa Parks got arrested for not giving up here seat on the bus, Martin became angry. He led peaceful marches and the laws started to change. But sadly enough James Earl Ray shot MLK Jr. and an hour later he died on April 4, 1968. I will keep his dream alive!

Responding to Text (Literature and Information)
Responding to literature and information takes place daily. Your child is asked to respond to what they have read and understand from their reading.

Second Grade written responses are usually done after they have read something on their own and sometimes done after your child has listened to a teacher read. The response needs to be organized with a beginning, middle, end and concluding statement. In a response you may see your child:

- Retell and/ or summarize stories, information, poems, songs etc… with connections, thoughts or questions they have from reading.
- Include vocabulary, literary language and styles that they are familiar with
- Refer to the theme or author's message
- Interpret and or evaluate what they have read
- Reveal their thinking about a story or topic

SAMPLE:



Something Special For Me

Rosa had so many ideas she did not know what to get for her birthday. She cried sad tears. Her mom was kind enough to say "don't worry" I guess trying on Skates, dresses, and looking in a tent store was not good enough for her to spend the jar money. She made a wish and she heard music.

What is criteria?
Teachers and students develop a set of guidelines for expected standard performance. The guidelines are developed over a period of time aligned with the instruction your child receives in class. Your child is given time to practice and incorporate their newly learned skills with the help of the criteria. Once the appropriate grade level lessons are taught and the criteria is established your child is expected to use the criteria guidelines in their writing with ease.
SAMPLE:

Reader's Journal Criteria
- ▫ Title is written
- ▫ Author's name is written
- ▫ Has the date
- ▫ C, S, P: capitals, spaces, punctuation
- ▫ Has four or more sentences
- ▫ Uses details from the story
- ▫ Second grade words are spelled correctly

Narrative Criteria
- ▫ Grab or hook your reader
- ▫ Has character(s) and event(s)
- ▫ Beginning, Middle, and End
- ▫ Good word choice
- ▫ Correct spelling, punctuation and capitalization
- ▫ Tell what the person is thinking.
- ▫ Use details

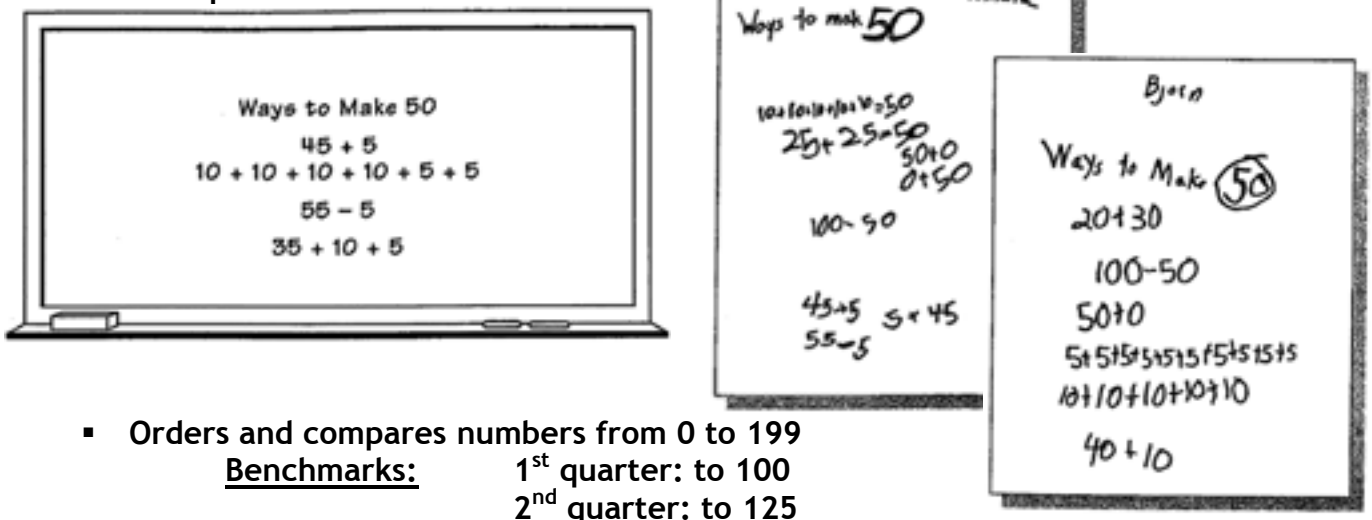
Grade 2 Mathematics Standards

The Newport Public School's Grade Two students receive instruction in Mathematics using the *National Council of Teachers of Mathematics (NCTM) Standards*.

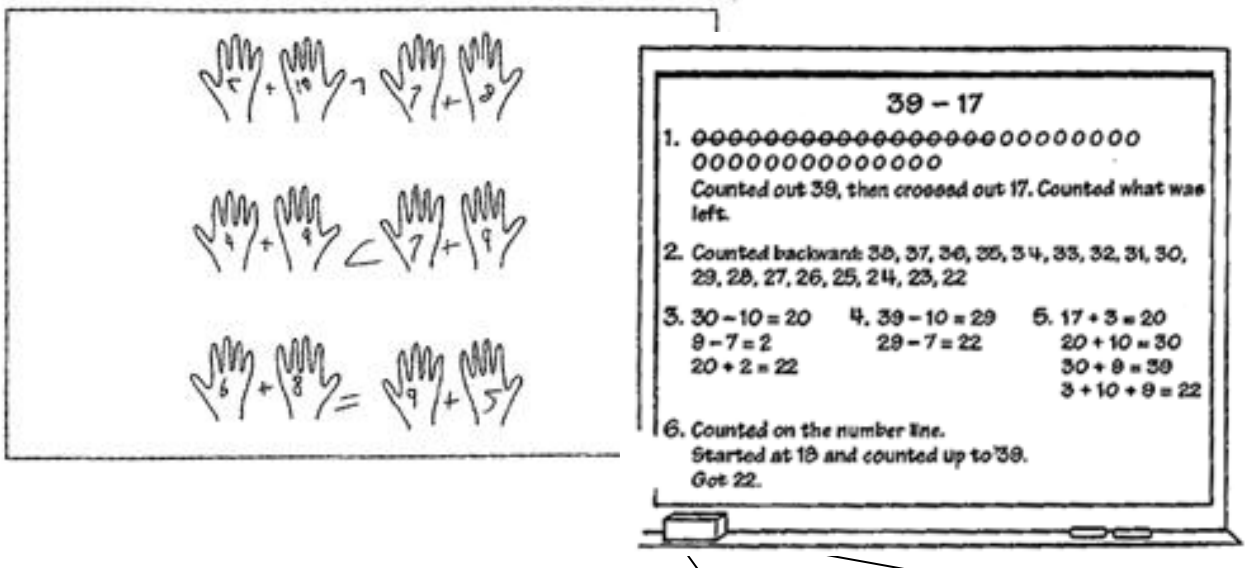
NUMBER & OPERATION

- **Counts and groups quantities using landmark numbers (2's, 5's, 10's)**

Examples:



- **Orders and compares numbers from 0 to 199**
  Benchmarks: **1st quarter: to 100**
  2nd quarter: to 125
  3rd quarter: to 150
  4th quarter: to 199



Example:
Students use manipulatives, 100's chart, number lines, tallies and numerical relationships: doubles, doubles-plus/minus one, two, combinations to ten/twenty to solve addition and subtraction facts.

- **Uses strategies for addition and subtraction facts and story problems**

1. Counted out 28 cubes. Took away 15. Counted what was left.
2. Counted backward: 27, 26, 25, 24, 23, 22, 21, 20, 19, 18, 17, 16, 15, 14, 13
3. 28 – 10 = 18 18 – 5 = 13
4. Counted up: 16, 17, 18, . . . 26, 27, 28. Kept track of the number counted on fingers, like this:

Name Chen Date

Student Sheet 8

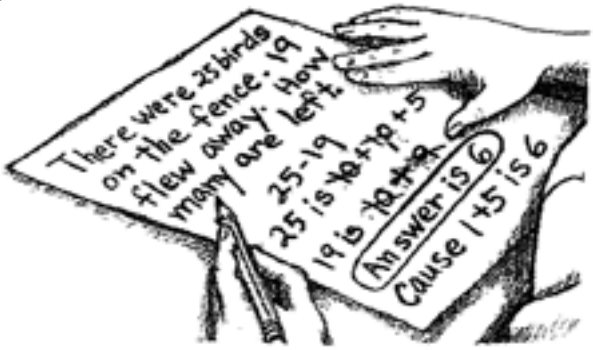
Our Class and the Magic Pot

1. Suppose our class fell into the magic pot and doubled the number of people.

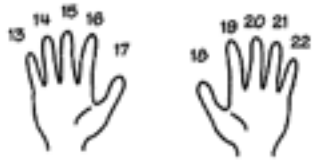
   How many people would there be?

   Write about how you couldisolve the problem. Use words, numbers, and pictures to explain your thinking.

29 +29 =58
I added 20+20=40
Then I add 9+9=18
Then I added 18+40And that is58



1. xxxxxxxxxxx ooooooooo
Counted them all by 1's and got 22. Counted by 2's to check.
2. Started at 12 and counted on. Kept track of the 10 on fingers.



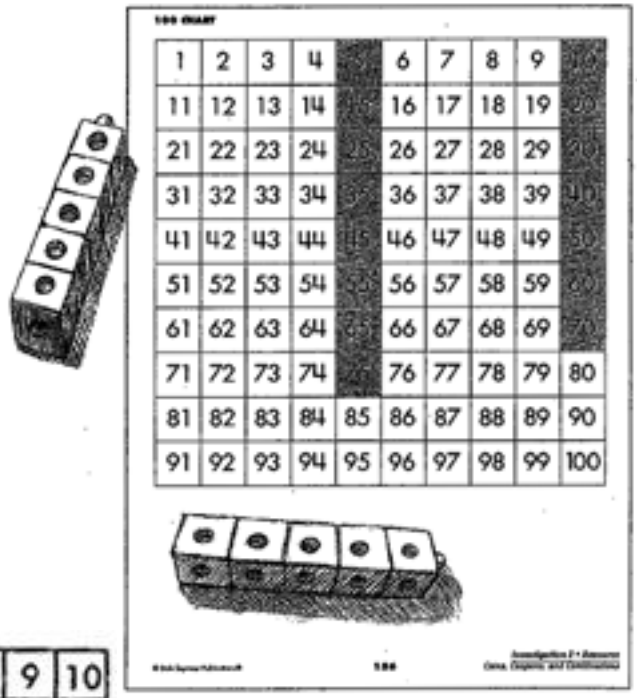
3. Thought of 12 as 10 + 2. 10 + 10 = 20; 20 + 2 = 22.

- **Identifies number patterns in the 100 chart**

Examples:

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

All the counting-by-10 numbers go down.



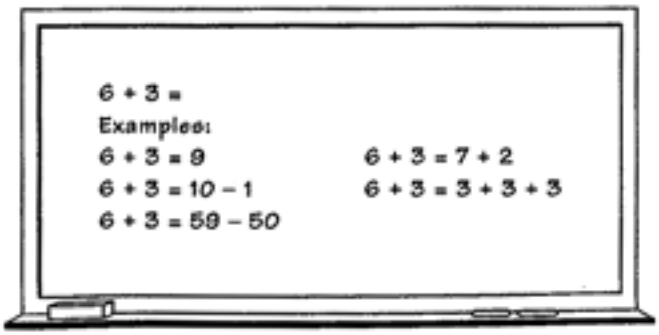
All the numbers in the 50's are in this row.

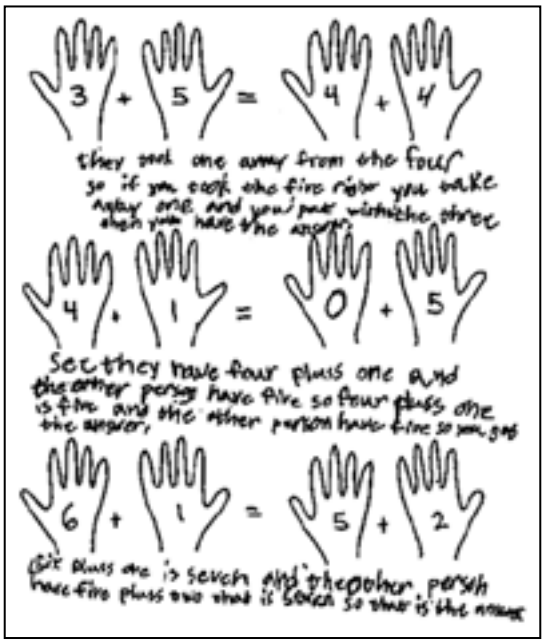
- **Applies the concepts of equivalency in composing or decomposing numbers (e.g., 34 = 17 + 17; 34 = 29 + 5); and in expanded notation (e.g., 141 = 1 hundred + 4 tens + 1 one or 141 = 100 + 40 + 1)**

Benchmarks:

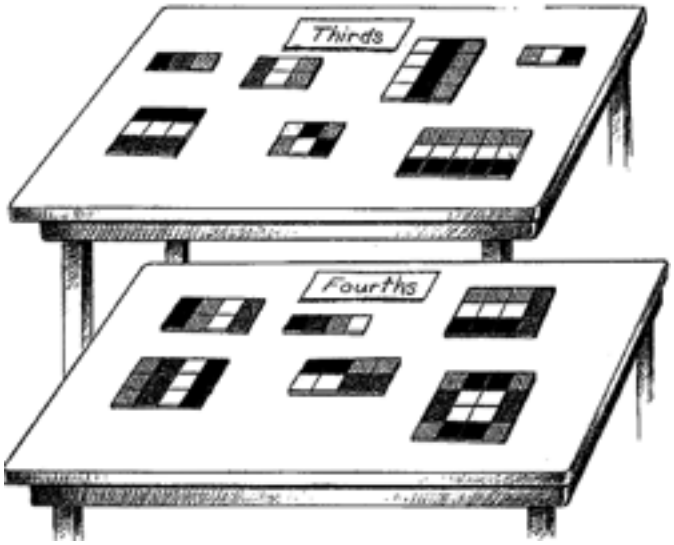
First Quarter: to 100
Second Quarter: to 125
Third Quarter: to 175
Fourth Quarter: to 199

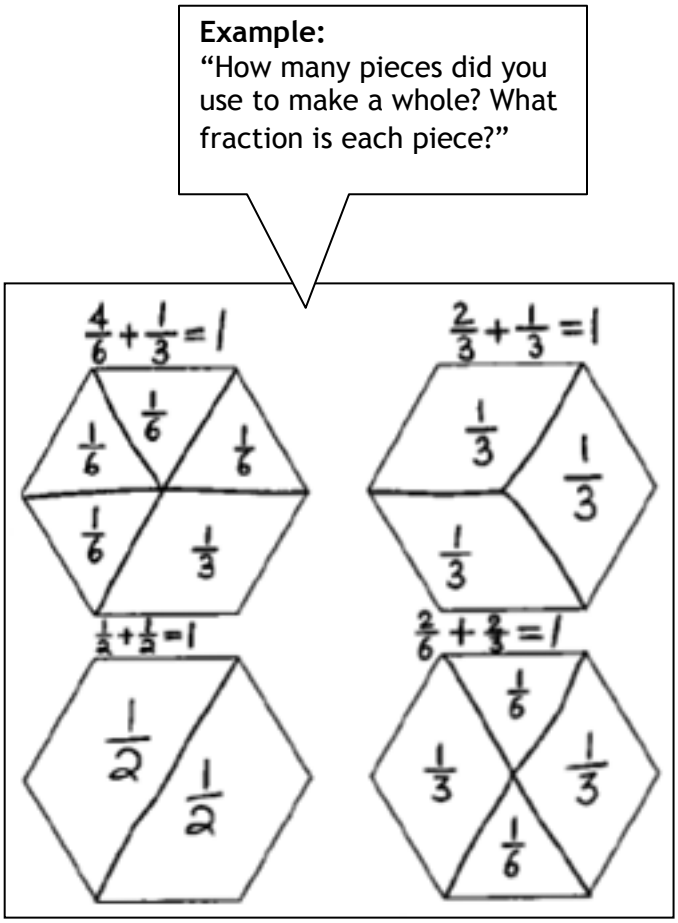
Examples:





- **Identifies, adds and subtracts coins to the value of $1.99**
- **Uses models to represent landmark fractions (1/2, 1/3, ¼)**





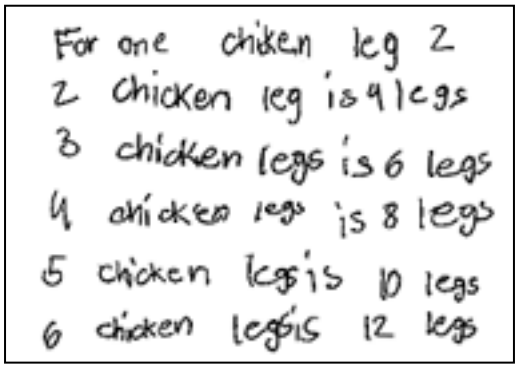
PATTERNS, FUNCTIONS & ALGEBRA

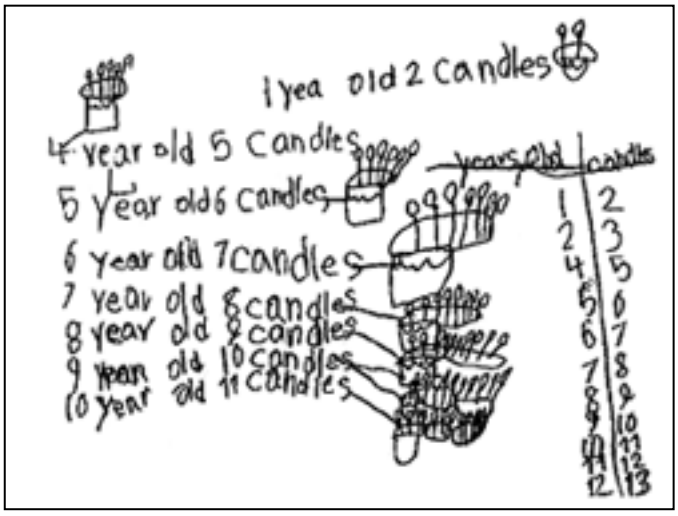
- **Identifies and extends patterns**

  A linear pattern:
  The sequence 3, 5, 7, 9, 11, 13,… is a linear pattern that can be represented in a table or graph. The points, when joined on a graph, would form a straight line. This is the key feature of a linear pattern.

  Non-numeric patterns:
  Non-numeric patterns are patterns using objects, sounds, colors, visual/geometric models, or other symbols.

  Examples:





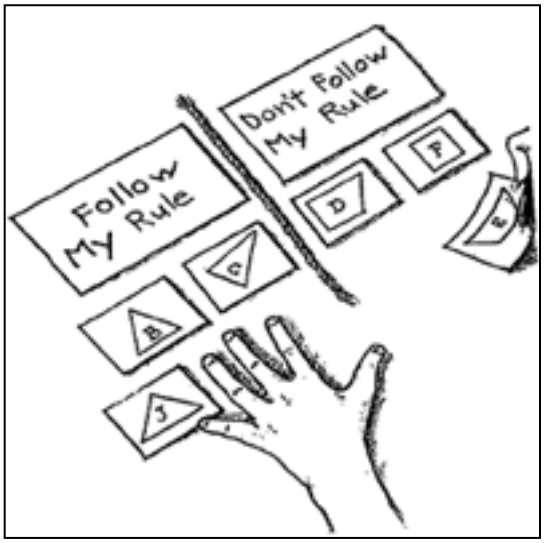
- **Finds the value that makes an open addition or subtraction number sentence true**

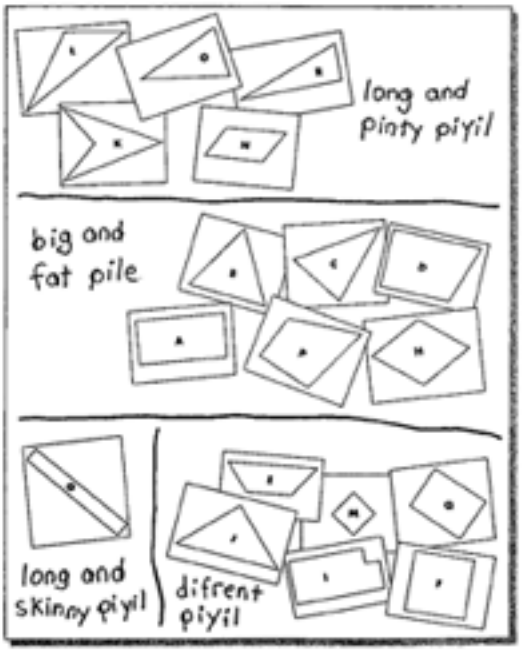
  Example: 6 + __ = 10

GEOMETRY & SPATIAL SENSE

- **Sorts, describes and identifies shapes by various attributes**

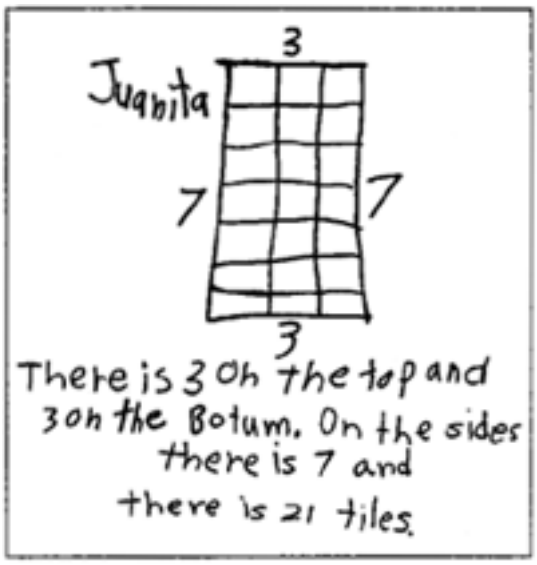
  Examples:

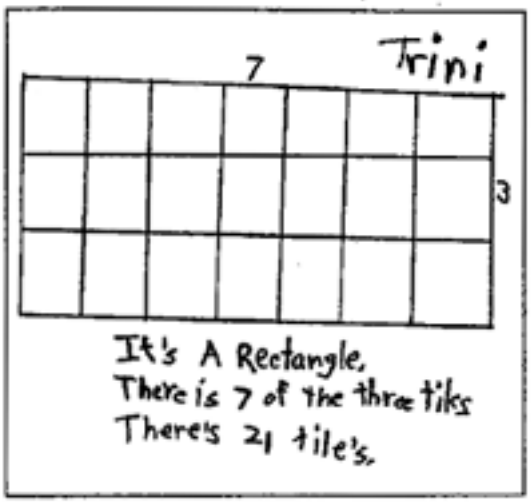




- **Identifies the area of rectangular arrays**

  Examples:

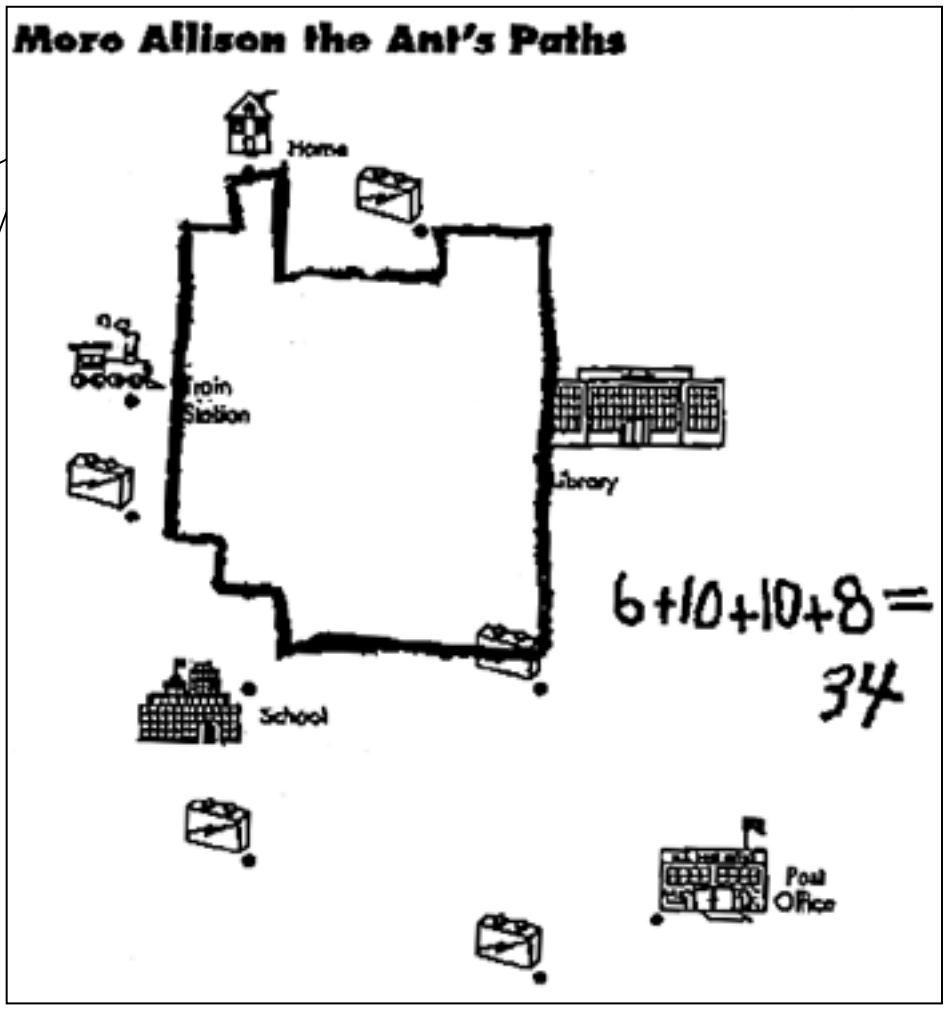




- **Visualizes, describes, and compares paths between two locations**

Example: Allison's Travels

- How do students plan Allison's route from home to school and back home again? Do they use trial and error?
- Do students plan the route successfully so there is enough energy? Do they find out how far each charging station is from one of Allison's destinations and use that information as they plan her travels?
- What strategies do students use to find the length of the path?



MEASUREMENT

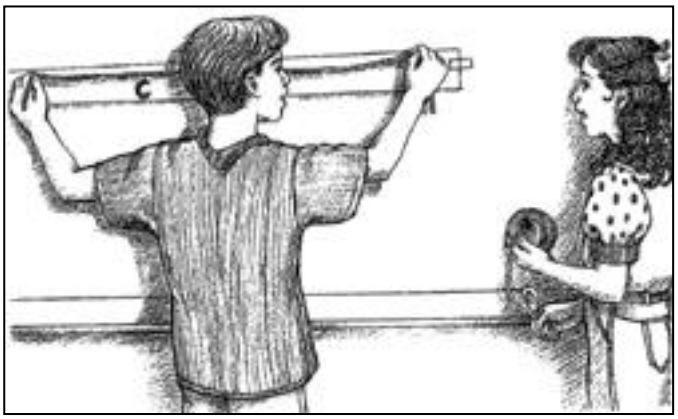
- **Uses units of measure appropriately and consistently (length, time, and temperature)**

Length
Unit (accuracy): Inch (to whole inch); Foot (to whole inch); Centimeter (to whole centimeter); Meter (to whole centimeter)

Equivalencies: 12 inches to 1 foot; 100 centimeter in 1 meter

Time
Unit (accuracy): Hour (to 15 minute intervals)
Equivalencies: 60 minutes in 1 hour

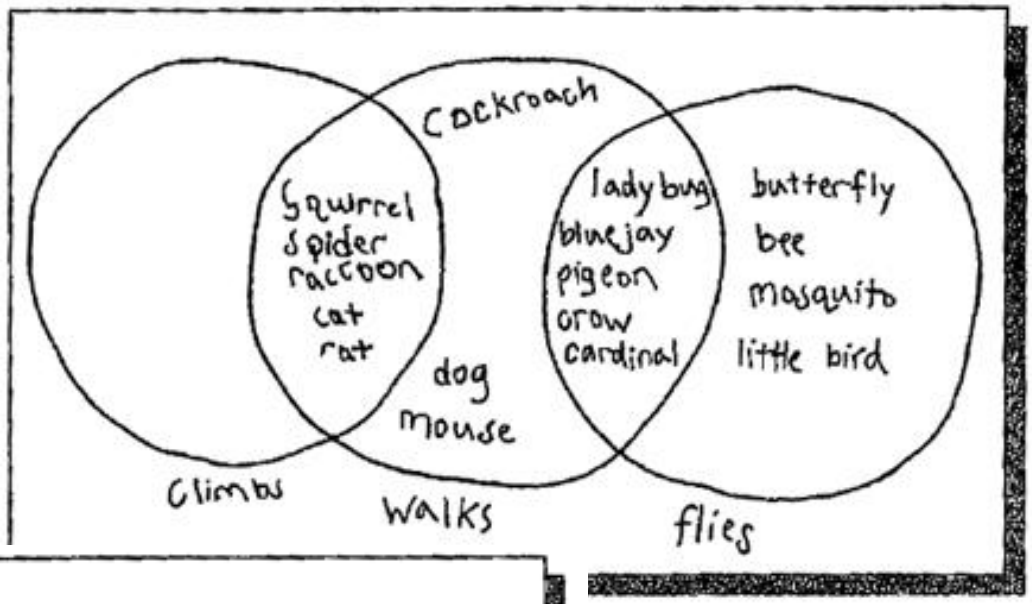
Temperature
Unit (accuracy): Degree (to 1 degree)

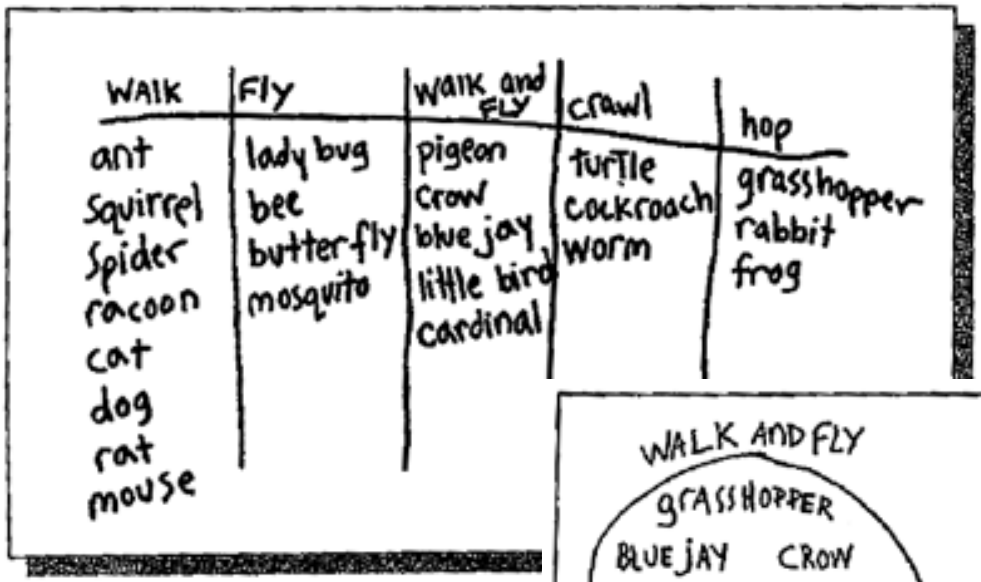


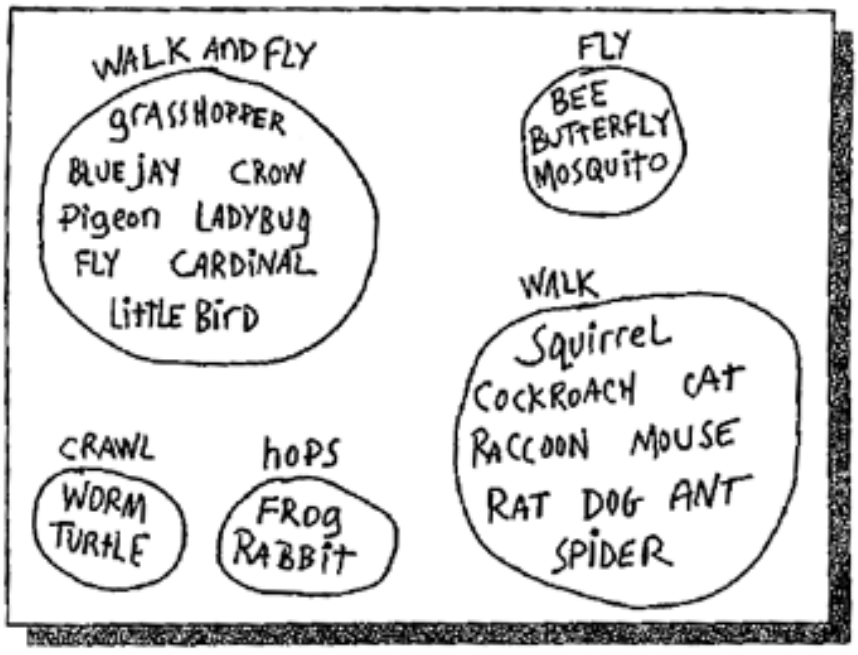
DATA ANALYSIS, STATISTICS & PROBABILITY

- **Collects, sorts, represents and describes information**

Examples:



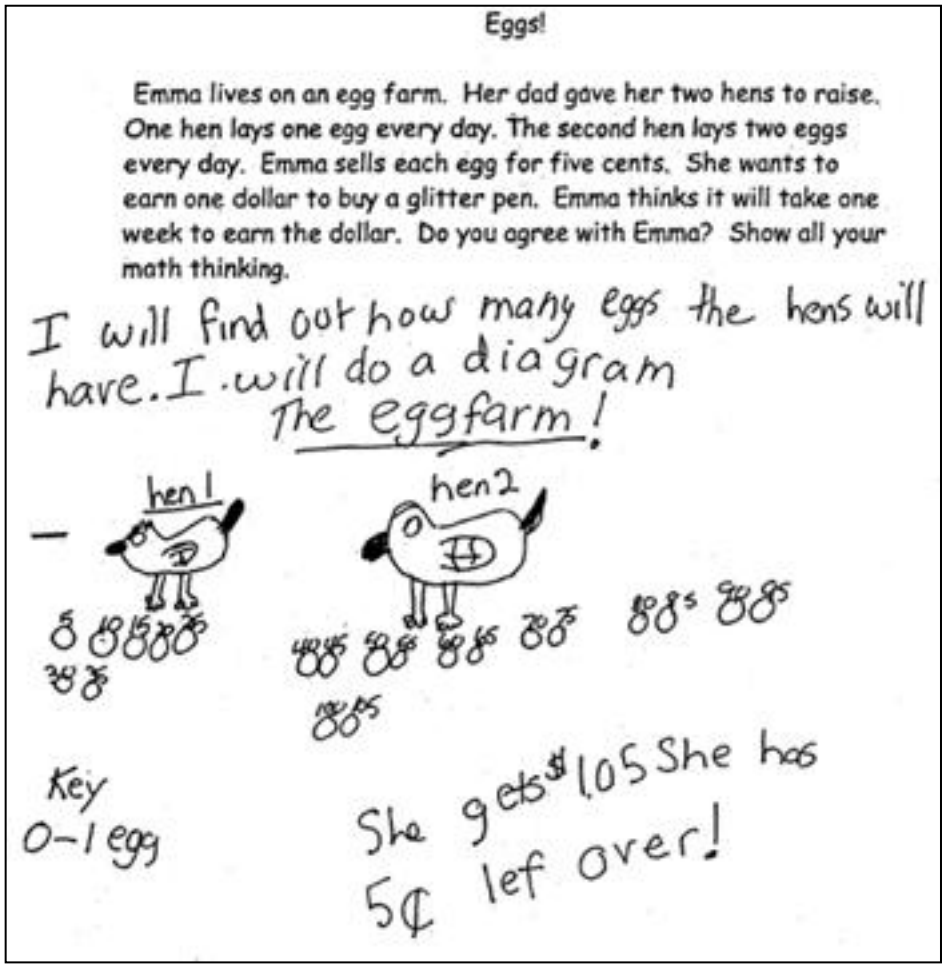


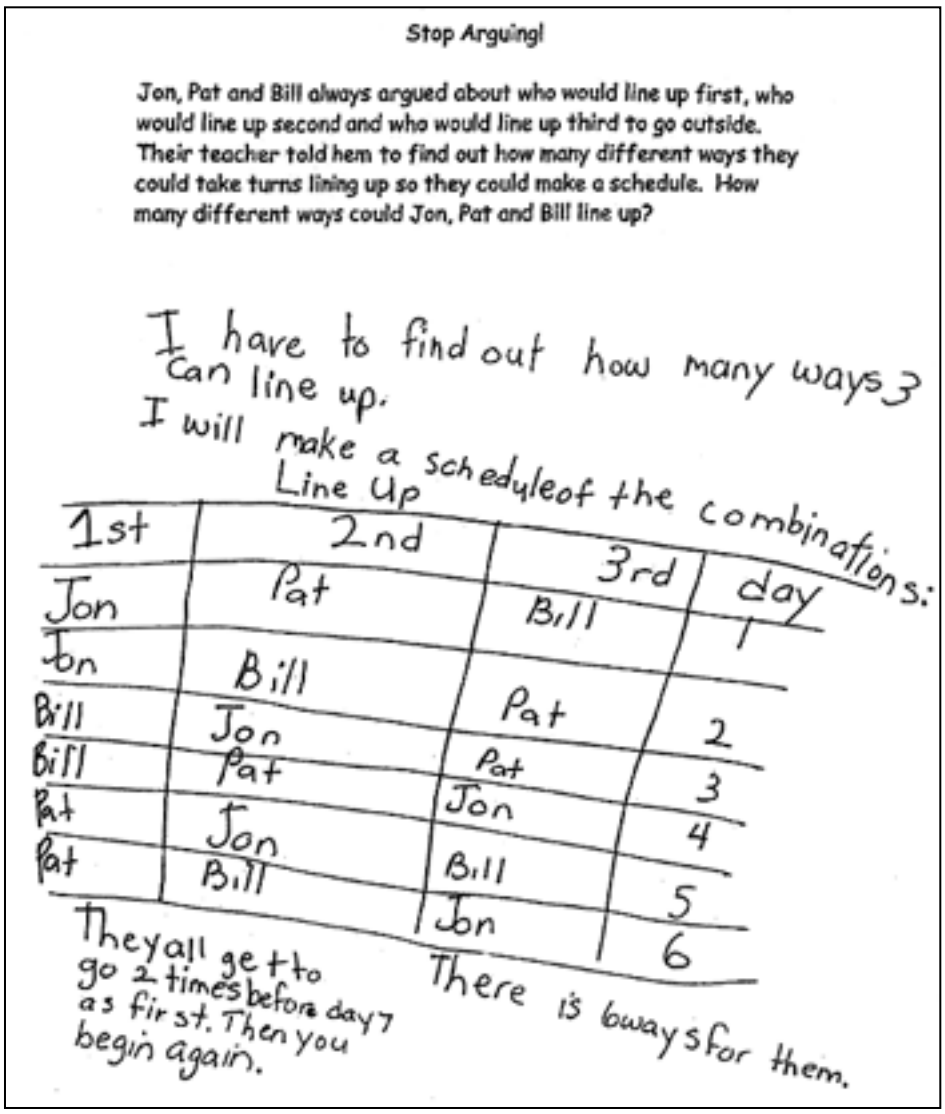


PROBLEM SOLVING

- **Uses mathematical reasoning and a variety of strategies to solve problems**
- **Communicates thinking effectively using mathematical representations and explanations orally and in writing**

Example:





Stop Arguing!

Jon, Pat and Bill always argued about who would line up first, who would line up second and who would line up third to go outside. Their teacher told hem to find out how many different ways they could take turns lining up so they could make a schedule. How many different ways could Jon, Pat and Bill line up?

I have to find out how many ways 3 can line up.
I will make a schedyleof the combinations:

Line Up 1st	2nd	3rd	day
Jon	Pat	Bill	1
Jon	Bill	Pat	2
Bill	Jon	Pat	3
Bill	Pat	Jon	4
Pat	Jon	Bill	5
Pat	Bill	Jon	6

They all get to go 2 times before day 7 as first. Then you begin again.

There is 6 ways for them.

Samples of student work for this First Grade Parent Handbook have been used with permission from:

- *Investigations In Data, Numbers & Space* (TERC)
- John Van de Walle, *Teaching Student Centered Mathematics*

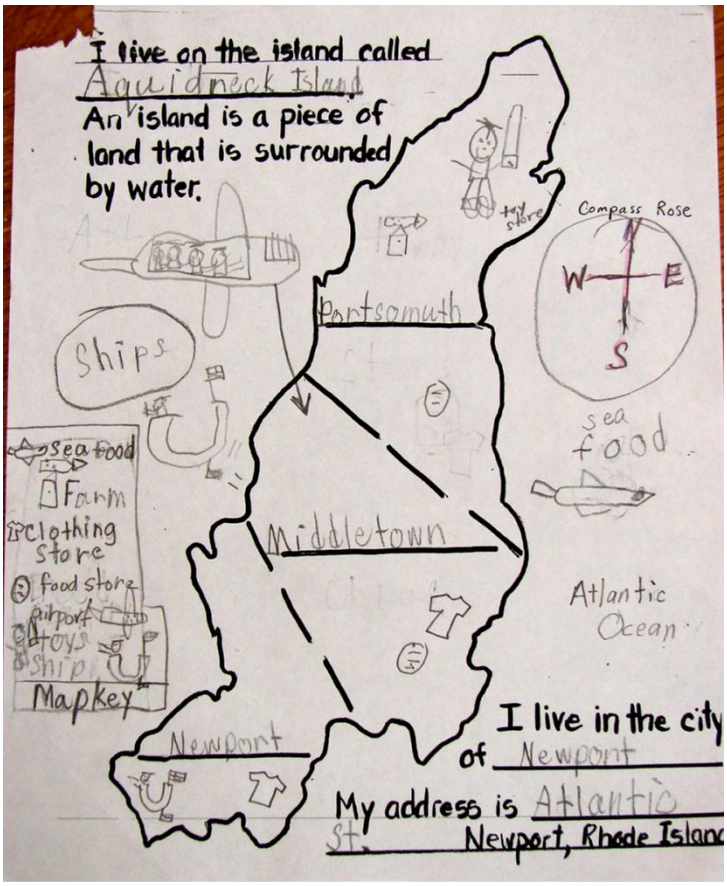
Children's work from:

- Lessons for Algebraic Thinking, Grades K-2, by Marilyn Burns and Leyani von Rotz

SOCIAL STUDIES STANDARDS

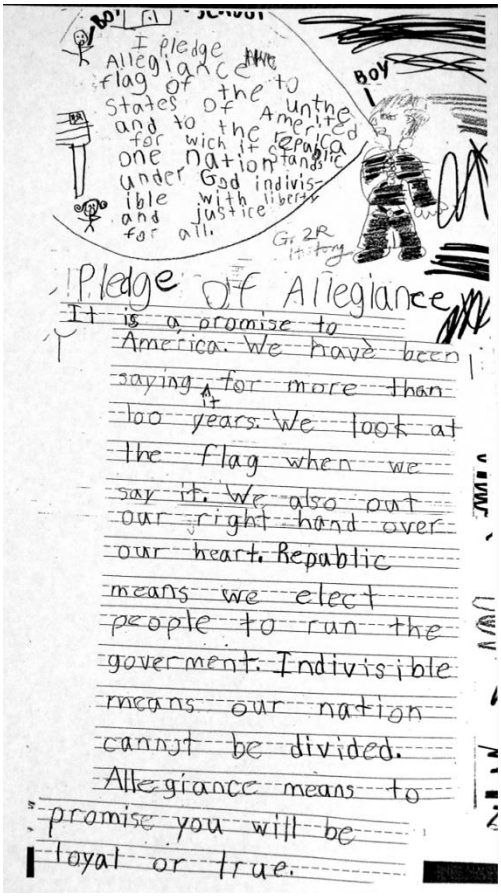
Geography—

Students demonstrate an understanding of the concept of city by creating a Visitors Guide of Newport.



History—

Students demonstrate an understanding of national symbols and landmarks by describing their importance to our country.



SCIENCE STANDARDS

Demonstrates & applies facts & concepts of life science

- Understands all living organisms have identifiable structures and characteristics that allow for survival.
- Understands groups of organisms show evidence of change over time.

Demonstrates & applies facts & concepts of physical science

- Understands that the motion of an object is affected by forces.

Demonstrates & applies facts & concepts of earth science

- Understands the Earth and earth materials as we know them today have developed over long periods of time, through continual change processes.

Understanding of key vocabulary

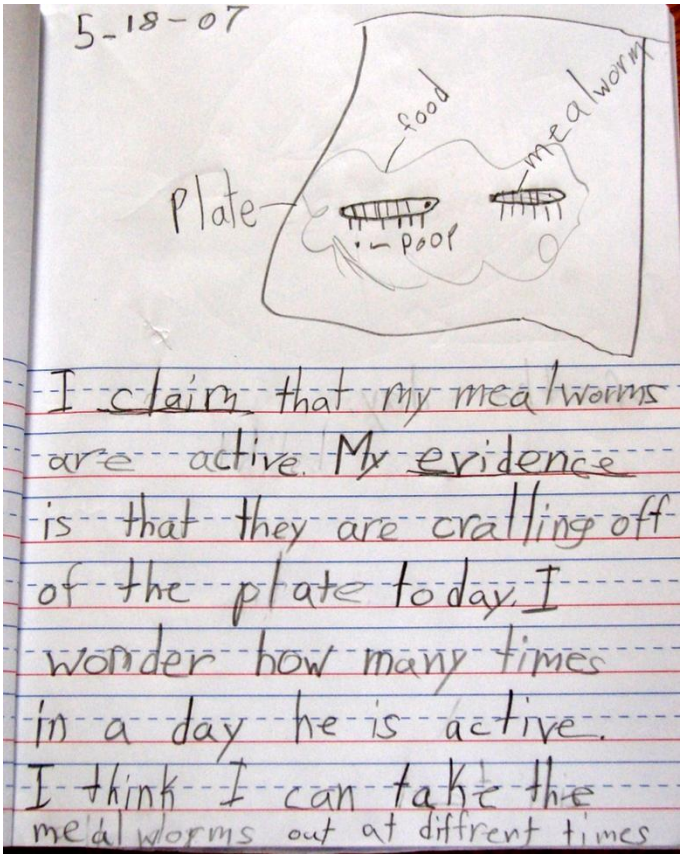
- Demonstrates an understanding of the major science vocabulary by using key words during classroom discussions, science notebooks, and/or written responses.

Demonstrates understanding of big ideas through a science notebook

- Uses scientific method

- Predicts—Makes prediction based on prior knowledge
- Observes—Draws and labels observations accurately
- Responds—Writes statement(s) connect prior knowledge with new findings based on observations and discussions.

Example of a 2nd grade science notebook



Special Subjects

Music and Art in the Curriculum

Arts in Education are an important aspect of the growth and development of each child into an adult who is able to have a richer understanding of his/her world. Arts Education is not an add on or an adjunct to Reading, Writing, and Arithmetic, but rather an important and integral part of what makes a student become a contributing member to an enlightened society. (Dr. John Ambrogi, Superintendent, Newport Public Schools)

Music and art are such an important part of our culture and our daily lives that a thorough, sequential study of the arts is essential for each child to develop their full potential as a culturally aware person and as a fully developed member of our society. (Alan Bernstein, Supervisor of the Arts, Newport Public Schools)

In order to receive a diploma in the state of RI, all students must achieve proficiency in a core curriculum that includes the arts. The arts are defined as music, art, theatre and dance. A sequential and standards based curriculum in music and art are a necessary component of the core curriculum of each student in the Newport Public Schools so that they will have the skills and knowledge necessary for the advanced work in the upper grades leading to proficiency.

Music

Students wishing to use MUSIC to demonstrate proficiency in the Fine Arts Standard, as required by the Rhode Island Board of Regents, must demonstrate by performance and/or portfolio of evidence, achievement from at least two of the following domains: *Performing, Creating and Responding*. One of the two domains must be *Performing*. Students do not have to achieve proficiency in all three areas, but must achieve the Proficient standard or higher in enough areas to balance any below standard areas. Proficiency must be demonstrated by a body of evidence, not a single assignment or activity.

Visual Arts

Students wishing to use the VISUAL ARTS to demonstrate proficiency in the Fine Arts Standard, as required by the Rhode Island Board of Regents, do so by producing a portfolio of evidence. Proficiency is determined when a student exhibits consistent and independent performance in each benchmark of the *Creating and Responding* assessment rubric. Proficiency must be demonstrated by a body of evidence, not a single assignment or activity.

Opportunities To Learn

General Music and Art Instruction

General Music and art classes are included in each child's core curriculum through grades k-5. Instruction is given by highly qualified specialists in music and art and is scheduled as part of their curricular instruction. Students in k-5 receive one forty-minute lesson per week. Grades 6-8 receive more intensive instruction at Thompson Middle School. At Rogers High School students will choose their proficiency path (music, art, theatre or dance) and provide evidence of proficiency through curricular work and community based arts learning.

Performing Music

Students are encouraged to participate in the performing music programs offered in the Newport Public Schools and in the community. *Performance* is a necessary domain for demonstration of proficiency in music and active participation in school and community ensembles will provide excellent opportunities for students to develop these skills.

Following are the performing opportunities available for students in the Newport Public Schools:

- **Chorus** is available to all students in grades 3-5. Chorus meets once per week for 40 minutes.

- **String** instrument class (violin, viola, cello and bass) is available to all students in grades 4-5. String class meets once per week for 40 minutes.
- **Band** instrument class is available to all students in grade 5. Band class meets two times per week for 40 minutes per class.

Performing classes are pull-out instruction and are provided during the curricular day. All efforts are made to schedule these classes with a minimum of disruption to the classroom schedule.

Assessment in Music

Students are assessed in the domains that they will eventually demonstrate proficiency. In music those domains are *Creating, Performing and Responding*. Students will have the opportunity to develop their skills in these three domains through their experiences in general music and the performing groups. Following are descriptions of the three domains for music assessment:

Performing

- Performing alone or with others a varied repertoire of music, including music of diverse genres using appropriate expression and technical accuracy
- Development of solo, small and large ensemble skills

Creating

- Improvising melodies, variations and accompaniments
- Composing and/or arranging music within specified guidelines

Responding

- Listening to, analyzing and describing music
- Evaluating music and musical performances
- Understanding relationships between music, the other arts and disciplines outside the arts
- Understanding music in relation to history and culture

Assessment in Art

In art those domains are *Creating and Responding*. Students will have the opportunity to develop their skills in these two domains through their experiences in art class. Following are descriptions of the two domains for art assessment:

Creating

- Engaging in self or group expression by creating original artwork and interpreting works of art
- Developing the ability to communicate in the language of art forms through the use of materials, tools and techniques
- Making connections between the visual arts and other disciplines

Responding

- Choosing and evaluating a range of subject matter, symbols and ideas

- Understanding the relationships within personal, social, cultural and historical contexts
- Making connections between the visual arts and other disciplines

Links

You may access the following links for more information regarding curriculum, standards and proficiency in the arts:

- RI Learning Arts Network http://www.riartslearning.net/proficiency/
- Arts in the Newport Schools http://www.newportrischools.org/arts/Welcome.html

Library

The Newport Public School Elementary Library Media Center's role is integral to the learning and teaching of all students. The major outcomes are to improve student achievement and enhance critical thinking skills. These will be accomplished through collaboration with classroom teachers, information literacy skills and access to resources, print and non-print, for teachers, students and families.

Definition of Information Literacy

The American Library Association defines information literacy as a set of abilities requiring individuals to "recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information." The ALA also states, "Information literacy forms the basis for lifelong learning. It is common to all disciplines, to all learning environments, and to all levels of education. It enables learners to master content and extend their investigations, become more self-directed, and assume greater control over their own learning."

Mission

The mission of the K-5 Information Literacy Skills curriculum is to facilitate opportunities that integrate information literacy skills into learning activities, while fostering a love of reading.

Curriculum—The library Media curriculum has benchmarks aligned with the following:

National Standards for Information Literacy (Information Power: Nine Information Literacy Standards for Student Learning) (http://www.ala.org/aasl/ip_nine.html)

State Standards for Information Literacy
Articulation of National and State Standards for Information Literacy
AASL Position Statement on Information Literacy
**All available at: http://www.ri.net/RIEMA/standards/standards.html
and *The Big6/Super3 Information Literacy Model. (The "Big6™" is copyright © (1987) Michael B. Eisenberg and Robert E. Berkowitz.) (http://www.big6.com)

The curriculum, along with benchmarks and standards, includes suggested resources, instructional strategies and assessments.
Access—Library Media Center's availability is based on Library Media Specialist schedule. All schools have at least a half-time Library Media Specialist. The schedules are mostly fixed with a few flexible periods. The fixed classes are once a week for 40 minutes. During this time students will check in their books, have a mini lesson and check out new books. Flexed periods are used in collaboration with classroom teachers for special projects and technology.
Assessment—K-2 students are assessed through informal observation, respectful listening checklist, response to literature checklist, and verbal assessment.
3-5 Students are assessed through end product evaluations (projects, reports, presentations), observation, quizzes and tests, and checklists.

Physical and Health Education

Physical Education/Health Education provides all students with the opportunities to develop skills and habits that promote lifelong fitness and wellness. Students will actively participate in an environment, which encourages lifelong responsibility to physical activity and healthy behaviors.

Curriculum—The Physical Education curriculum for the primary grades (K, 1, 2) will involve basic skills and fitness activities. Basic skills include: Body Awareness, loco motor movements (running, skipping, jumping, hopping etc.), non-loco motor movements (twisting, turning, bending etc.), manipulative skills (ball handling, bean bags) and rhythmic activities.

The Physical Education curriculum for the upper elementary grades (3,4,5) applies the basic skills to a variety of games, team sports, individual sports, and fitness activities. In the Physical Education setting students are expected to demonstrate continuous progress toward mature motor patterns, while developing the ability to identify the critical elements for basic loco motor, non-loco motor, and selected manipulative skills. Students are also expected to develop an awareness of the enjoyment one experiences during physical activity and to identify the health-related benefits of exercise. The student is expected to achieve these goals while recognizing individual similarities and differences in the Physical Education setting.

The Health Education curriculum will provide students with the skills to recognize healthy behaviors to promote a lifelong healthy lifestyle. Students will participate in learning activities, which include but are not limited to: safety, nutrition, body awareness, environmental health, personal health, disease prevention, and decision-making.