



Mathematics

Course Documents

Pre-Kindergarten Mathematics

Pre-Kindergarten Mathematics Course Overview

Course Description

In prekindergarten, instructional time focuses on four critical areas: (1) number concepts and operations; (2) spatial relationships and shapes; (3) comparison and measurement; (4) patterns.

Prekindergarten students use number concepts and operations to count, quantify, and connect numerals and their quantities.

Prekindergarten students explore and describe spatial relationships and shapes to use positional words indicating location, direction, and distance.

Prekindergarten students describe basic two- and three dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation.

Prekindergarten students copy and create simple repeating patterns.

Topics at a Glance

3 year old

- Counts within 10
- Compares quantities to 5
- 1:1 correspondence to 5
- Arrange set of objects to 5
- Identify numbers by name within 5
- Identify and describe shapes
- Sorts and classifies objects

4 year old

- Counts within 20
- Compare quantities to 10
- 1:1 correspondence to 20
- Arrange set of objects to 10
- Identify numbers by name within 10
- Identify and describe shapes
- Identifies 2 and 3 dimensional shapes
- Sorts and classifies objects

Pre-Kindergarten Mathematics Course Overview

<p style="text-align: center;">Assessments</p> <ul style="list-style-type: none">● Observation● Work Samples● Classroom observation● Advantage Math Recovery Assessments● Assessments selected from adopted curriculum resources<ul style="list-style-type: none">○ Teaching Strategies Gold○ Common Core State Standards○ Wisconsin Model Early Learning Standards○ Standards for Mathematical Practice	<p style="text-align: center;">Standards for Mathematics Practice</p> <ol style="list-style-type: none">1. Make sense of problems and persevere in solving.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.
<p style="text-align: center;">Grade Level Expectations</p> <p>3 year old</p> <ul style="list-style-type: none">● Understand that quantities can be represented and counted.● Combine and compare quantity of sets up to 5.● Works with numbers 0-5 to gain foundation for place value.● Group objects based on characteristics.● Use measurement to gather information and use data.● Connect knowledge of shapes and spatial relationships to follow directions and solve problems. <p>4 year old</p> <ul style="list-style-type: none">● Understand that quantities can be represented and counted.● Combine and compare quantity of sets up to 10.● Works with numbers 0-10 to gain foundation for place value.● Group objects based on characteristics.● Use measurement to gather information and use data.● Connect knowledge of shapes and spatial relationships to follow directions and solve problems.	<p style="text-align: center;">Instructional Strategies</p> <ul style="list-style-type: none">● Whole group instruction● Small group instruction● One-on-one● Think-pair-share● Math Stations● Guided practice● Independent practice● Review and practice

Pre-Kindergarten Mathematics Course Overview

Resources used:

North Carolina Department of Education (<http://www.ncpublicschools.org/acre/standards/common-core-tools>)

Arizona Department of Education Math Flip Book (<http://www.azed.gov/azccrs/mathstandards/9-12/>)



English Language Arts

Course Documents

Pre-Kindergarten

Pre-Kindergarten English Language Arts Course Overview

Course Description	Topics at a Glance
<p>The goal in English Language Arts for Pre-Kindergarten students is to have a strong oral language foundation, to experience a wide-variety of read aloud texts, and to explore writing and drawing. They will be immersed in a language rich environment with many opportunities to read, draw, speak and listen.</p> <p>Pre-Kindergarten students will develop literacy skills within a literate, play-based environment. Play will provide both collaborative and independent opportunities for students to build confidence and relationships, while becoming thinkers, readers, writers, and communicators. Students will begin to learn how print works through experiences with fiction and nonfiction texts. Additionally, they will have opportunities to express their thoughts and ideas through drawing and writing.</p> <p>By the end of Pre-Kindergarten, students will become successful communicators across home and school environments, and will have developed the love of reading and writing.</p>	<p>Reading Literature and Informational</p> <ul style="list-style-type: none">● Key ideas and details● Craft and structure● Integrate knowledge and ideas● Range of reading and level of text complexity <p>Writing</p> <ul style="list-style-type: none">● Text types and purposes● Production and distribution● Research to build and present knowledge <p>Language</p> <ul style="list-style-type: none">● Conventions of Standard English● Vocabulary acquisition and use <p>Speaking and Listening</p> <ul style="list-style-type: none">● Comprehension and collaboration● Presentation of knowledge and ideas <p>Foundational Skills</p> <ul style="list-style-type: none">● Emergent reading skills● Print concepts● Rhyme and alliteration● Alphabet and letter sound knowledge

Pre-Kindergarten English Language Arts Course Overview

<p style="text-align: center;">Assessments</p> <p>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:</p> <ul style="list-style-type: none">● Observations/conversations/work samples● Group/individual projects – performance tasks● District/state literacy assessments● Anecdotal notes from whole group, small group or one-to-one conferences	<p style="text-align: center;">Portrait of a Literate Student</p> <ol style="list-style-type: none">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.
<p style="text-align: center;">Grade Level Expectations</p> <ul style="list-style-type: none">● Interact during read-alouds and book conversations.● Retell familiar stories.● <i>3 year olds</i>: Uses illustrations to make connections between the story and personal experiences● <i>4 year olds</i>: Uses background knowledge to interpret meaning from text and illustrations in a story● Demonstrate emergent literacy skills.● Interact during read-alouds and book conversations.● Demonstrate how to read informational text using features of a book.● Acquire information from a text to build background knowledge.● Use text and pictures to gain information.● Develop emergent literacy skills.● Demonstrate emergent writing skills.● Create and share drawings and writings.● Gather information to participate in shared writing.● Listen and respond to conversations and directions.● Use age level appropriate conventions when speaking.	<p style="text-align: center;">Instructional Strategies</p> <p>Within an interdisciplinary unit, the following instructional strategies will be utilized within the classroom:</p> <ul style="list-style-type: none">● Interactive read-alouds● Whole group lessons● Small group lessons● Partnership discussions● Guided practice● Independent practice

Pre-Kindergarten English Language Arts Course Overview

Resources used:

Heroman, C. &. (2010). *The Creative Curriculum for Preschool Volume 3 Literacy*. Washington, D.C.: Teaching Strategies.

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.

Wisconsin Model Early Learning Standards Steering Committee. (2008). *Wisconsin Model Early Learning Standards Second Edition*. Madison: Wisconsin Department of Public Instruction.



Science

Course Documents

Pre-Kindergarten

<p style="text-align: center;">Course Description</p> <p>In science, pre-kindergarten students will explore, with confidence, the world around them while making discoveries. They will be provided with a variety of tools, including technology, to enhance and carry out their investigations.</p> <p>Pre-Kindergarten students will develop inquiry-based learning strategies through investigations, hands-on learning and play. They will develop an understanding of the physical characteristics of objects through the use of their five senses. Students will observe and notice the relationship between living things and their environments. Additionally, they will have opportunities to make new discoveries and link them to past experiences.</p>	<p style="text-align: center;">Topics at a Glance</p> <p>Physical Science</p> <ul style="list-style-type: none"> ● Physical properties of matter <ul style="list-style-type: none"> ○ The five senses <p>Earth and Space Science</p> <ul style="list-style-type: none"> ● Earth’s environment <ul style="list-style-type: none"> ○ Weather, seasons, space ○ Earth materials <p>Life and Environmental Science</p> <ul style="list-style-type: none"> ● Living and nonliving things <ul style="list-style-type: none"> ○ People, plants, and animals
<p style="text-align: center;">Assessments</p> <ul style="list-style-type: none"> ● District Assessments ● Formative Assessments ● Observations/Conversations/Work Samples ● Anecdotal notes from whole group, small group or one-to-one conferences ● Performance Tasks 	<p style="text-align: center;">Science and Engineering Practices</p> <ul style="list-style-type: none"> ● Ask questions and define problems ● Develop and use models ● Plan and carry out investigations ● Analyze and interpret data ● Use mathematics and computational thinking ● Construct explanations and design solutions ● Engage in argument from evidence ● Obtain, evaluate, and communicate information.
<p style="text-align: center;">Grade Level Expectations</p> <ul style="list-style-type: none"> ● Describe physical properties of objects and materials. ● Identify characteristics of the Earth’s environment. ● Describe characteristics of living things. 	<p style="text-align: center;">Instructional Strategies</p> <ul style="list-style-type: none"> ● Interactive read aloud ● Whole group lessons ● Small group lessons ● One-to-one conferencing ● Modeling ● Independent practice

Resourced Used:

Diane Trister Dodge; Cate Heroman; Laura J. Colker, EdD; Toni S. Bickart. (2010). *The Creative Curriculum for Preschool*. Washington: Teaching Strategies, LLC.

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

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>

Wisconsin Model Early Learning Standards Steering Committee. (2001). *Wisconsin Model Early Learning Standards, third edition*. Wisconsin: Wisconsin Department of Public Instruction.



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Social Studies

Course

Documents

Pre-Kindergarten

Pre-Kindergarten Social Studies Course Overview

<p style="text-align: center;">Course Description</p> <p>The goal in Social Studies is for pre- kindergarten students is to see themselves as unique, competent individuals who are relationships with people and things in their home and school community.</p> <p>They will have the opportunity to navigate an increasingly complex world as they explore how people, places and the environment impact one another.</p> <p>Pre-kindergarten students will learn about the past, present and future through play, music, listening, drawing, moving, speaking and deep thinking.</p> <p>Pre-kindergarten students will have a heightened awareness of their own and of other peoples’ roles and responsibilities, and how they work together with mutual respect for the good of the community.</p>	<p style="text-align: center;">Topics at a Glance</p> <p>Geography</p> <ul style="list-style-type: none">● People, places and environments<ul style="list-style-type: none">○ Physical local environments <p>History</p> <ul style="list-style-type: none">● Time, continuity, and change<ul style="list-style-type: none">○ Personal change over time <p>Political Science and Citizenship</p> <ul style="list-style-type: none">● Power, authority, governance and responsibility<ul style="list-style-type: none">○ Roles and responsibilities of people at home and school <p>Economics</p> <ul style="list-style-type: none">● Production, distribution, exchange, consumption<ul style="list-style-type: none">○ Origin and distribution of goods <p>Behavioral Sciences</p> <ul style="list-style-type: none">● Individuals, institutions, and cultures<ul style="list-style-type: none">○ Socialization at home and school
<p style="text-align: center;">Assessments</p> <ul style="list-style-type: none">● District assessments● Formative assessments● Observations/conversations/work samples● Anecdotal notes from whole group, small group or one-to-one conferences● Performance tasks	<p style="text-align: center;">Portrait of a Student Citizen</p> <ol style="list-style-type: none">1. Have an awareness of changing cultural and physical environments.2. Know the past.3. Read, write, listen, speak and think deeply.4. Act in ways that promote the common good.5. Participate in a democratic society.6. Navigate an increasingly complex world.
<p style="text-align: center;">Grade Level Expectations</p> <ul style="list-style-type: none">● Identify physical features around them.● Describe change within themselves and familiar people.● Identify the rules and responsibilities that I have as a member of my family and school.● Understand where goods come from.● Identify unique characteristics of self.	<p style="text-align: center;">Instructional Strategies</p> <p>Within an interdisciplinary unit, the following instructional strategies will be utilized within the workshop approach:</p> <ul style="list-style-type: none">● Interactive read aloud● Whole group lessons● Small group lessons● One-to-one conferencing● Modeling● Independent practice

Resources used:

- Heroman, C. B. (2010). *The Creative Curriculum for Preschool Volume 5 Objectives for Development and Learning*. Washington, D.C.: Teaching Strategies.
- 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
- 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>
- Wisconsin Model Early Learning Standards Steering Committee. (2008). *Wisconsin Model Early Learning Standards Second Edition*. Madison: Wisconsin Department of Public Instruction.



Art

Course Documents

Pre-Kindergarten

Pre-Kindergarten 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.

Pre-kindergarten artists will use their imaginations and creativity as they play with and explore a variety of art media techniques, including cutting, gluing, drawing, coloring, painting, and modeling with dough. Children will explore 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, basic shapes, basic colors, and texture while looking at and making art. Students will talk about art and choose works of art that appeal to them.

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

- Explore and play safely with art materials to create art.
- Talk about art.
- Talk about where you could hang up a picture or put your artwork.
- Identify the difference between an object and an image of the object.
- Choose a work of art that you like.

Topics at a Glance

Creating

- Generate ideas for art
- Begin to use age-appropriate art vocabulary
 - Line
 - Basic shapes
 - Basic colors
 - Texture
- Explore basic art skills
 - Cutting
 - Gluing
 - Drawing/coloring
 - Painting
 - Modeling dough
- Demonstrate safe and proper art procedures

Presenting

- Talk about art

Responding

- Identify the difference between an object and a picture of the object
- Choose a work of art that you like

Connecting

- Describe what you see in the world around you

Standards For Course

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. Analyze, interpret, and select artistic work for presentation.

Pre-Kindergarten Art Course Overview

<ul style="list-style-type: none"> ● Describe what you see in the world around you. 	<ol style="list-style-type: none"> 5. Develop and refine artistic work for presentation. 6. Convey meaning through the presentation of artistic work. <p>Responding</p> <ol style="list-style-type: none"> 7. Perceive and analyze artistic work. 8. Interpret intent and meaning in artistic work. 9. Apply criteria to evaluate artistic work. <p>Connecting</p> <ol style="list-style-type: none"> 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.
<p><u>Assessments</u></p> <p><u>Formative Assessments</u> 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</p> <p><u>Summative Assessments</u> e.g. completed artwork, verbal or written quizzes, presentations, reflections, comparison against a rubric or checklist</p> <p><u>Common Assessments</u> Developed from Standards Based Essential Questions e.g.</p> <ul style="list-style-type: none"> ● common rubrics (learning targets and skills) 	<p><u>Instructional Strategies</u></p> <ul style="list-style-type: none"> ● 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

Pre-Kindergarten

Pre-Kindergarten Health Course Overview

Course Description	Topics at a Glance
<p>In Pre-Kindergarten and Kindergarten, students are introduced to aspects of physical, emotional, and social health. To maintain their physical health, pre-kindergarteners learn about ways to stay safe, practice proper hygiene, and choose healthy snacks. Students will begin to identify different feelings and distinguish between needs and wants when making choices. They will also learn about the five senses that help them understand the world. They will practice using appropriate verbal communication skills in different situations to be able to express their feelings and make choices.</p>	<p>Physical Health</p> <ul style="list-style-type: none">● Safety<ul style="list-style-type: none">○ Car, bus, bicycle○ Playground○ Pedestrian○ Strangers○ Emergencies● Hygiene● Illness and disease<ul style="list-style-type: none">○ Symptoms○ Prevention● Nutrition - healthy snacks <p>Emotional Health</p> <ul style="list-style-type: none">● Needs and wants● Feelings <p>Growth and Development</p> <ul style="list-style-type: none">● Five senses <p>Skills</p> <ul style="list-style-type: none">● Making choices● Verbal communication
<p>Grade Level Expectations</p> <ul style="list-style-type: none">● With substantial prompting and support, identify healthy behaviors.● With support, identify people who can help.● With prompting and support, identify verbal communication skills.● With prompting and support, recognize safe and unsafe choices.● With substantial prompting and support, demonstrate health-enhancing behaviors.● With prompting and support, recognize the difference between healthy and unhealthy behaviors.	<p>Standards for Health Education</p> <ol style="list-style-type: none">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.

Pre-Kindergarten Health Course Overview

Assessments	Instructional Strategies
<ul style="list-style-type: none">● 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)	<ul style="list-style-type: none">● 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.



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Music

Course Documents

Pre-Kindergarten

Pre-Kindergarten General Music Course Overview

Course Description

In Pre-Kindergarten, students explore music through a variety of experiences. Through singing, listening, moving, playing instruments, and creative play, students will begin to build a music 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
 - Improvisation
- Performing
 - Singing (games, songs, and chants)
 - Playing classroom instruments
- Responding
 - Voices: speaking and singing
 - Movement
 - Exploring beat
 - Exploring musical opposites
 - Loud/soft, fast/slow, high/low

Grade Level Expectations

- Explore what it means to create music.
- Explore what it means to perform music.
- Discuss preferences and 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.
5. Develop and refine artistic techniques and 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

- Observation
- Performance assessments
- Collaborative unit assessments

Instructional Strategies

- Whole group instruction
- Small group instruction
- Collaborative learning
- Activity centers
- One-on-one
- Guided practice
- Independent practice
- Review and practice
- Modeling

Pre-Kindergarten General Music Course Overview

Resources Used:

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

Teaching Strategies, LLC. (2010). *Teaching strategies GOLD: Child assessment portfolio*. Bethesda, MD: Author.

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

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



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Physical Education

Course Documents

Pre-Kindergarten

Pre-Kindergarten Physical Education Course Overview

Course Description	Topics at a Glance
<p>In Pre-Kindergarten through Grade 2, students learn basic movement skills to move efficiently and safely. Pre-Kindergarteners learn the basic movement skills of running, jumping, galloping, and balancing. Students emphasize body control and spatial awareness. They will begin recognizing the changes to heart rate as a result of physical activity.</p>	<p>Movement Concepts</p> <ul style="list-style-type: none">● Spatial awareness<ul style="list-style-type: none">○ Where the body moves● Effort<ul style="list-style-type: none">○ How the body moves● Spatial relationships<ul style="list-style-type: none">○ With people, objects, body parts <p>Movement Skills</p> <ul style="list-style-type: none">● Locomotor skills<ul style="list-style-type: none">○ Fundamental body movements● Manipulative skills<ul style="list-style-type: none">○ Moving objects with body● Non-locomotor skills<ul style="list-style-type: none">○ Stability and body control <p>Rhythmic Movement</p> <ul style="list-style-type: none">● Moving body to music <p>Fitness Concepts</p> <ul style="list-style-type: none">● Cardiovascular endurance● Nutrition <p>Interpersonal Relationships</p> <ul style="list-style-type: none">● Sportsmanship● Safety
<p>Grade Level Expectations</p> <ul style="list-style-type: none">● Explore basic locomotor and non-locomotor skills.● Explore manipulating objects with hands and feet.● Explore movement through space by changing directions, pathways, and speeds.● Choose to be physically active.● Recognize that the body changes because of movement.● Understand safe practices to rules, etiquette, and positive social interactions.● Follow basic directions in group settings.● Demonstrate respect for self, others, and equipment appropriate to grade level.● Willing to explore new movements and skills for enjoyment.	<p>Standards for Physical Education</p> <ol style="list-style-type: none">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.

Pre-Kindergarten Physical Education Course Overview

Assessments	Instructional Strategies
<ul style="list-style-type: none">● Observation● Assessments selected from adapted curricular resources● Skill tests● Group response/hand signals● Think-Pair-Share● Exit question● Resources	<ul style="list-style-type: none">● Guided Discovery/Movement Exploration● Individual 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.

Teaching Strategies, LLC. (2010). *Teaching strategies GOLD: Child assessment portfolio*. Bethesda, MD: 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. (2013). *Wisconsin model early learning standards*. Madison, WI: Author.

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