



Kindergarten Curriculum Overview

Kindergarten English Language Arts

Learning standards in English Language Arts are organized into five strands: Reading, Writing, Speaking and Listening, and Language. Each strand is one aspect of the processes of communication and is closely connected to the others.

Reading Informational Text

The Massachusetts English Language Arts Frameworks (2011) call for students to do a substantial percentage of reading of informational text. In Grades K-5, the reading of informational text is integrated into the Science, Technology, Engineering curriculum and the Social Studies curriculum in an effort to build students vocabulary and concept knowledge and their understanding of the content being studied.

Reading Foundational Skills

Foundational skills, including: concepts of print, letter-sound correspondence, phonological awareness, phonics and word recognition, and fluency, provide the backbone of Newton's comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines.

Kindergarten students in Newton learn phonics through the Wilson Foundations© phonics program. Phonological Awareness, print concepts and fluency work are woven into daily whole class, individual and group instruction.

Reading Literary Text Units of Study

Launching Reading Workshop	
Overview: Students are introduced to the habits, routines, processes, and procedures of reading workshop. They learn how to handle and take care of books, how to look at books for meaning and enjoyment, and how to discuss books with partners and groups.	
Key Understandings:	Essential Questions:
<ul style="list-style-type: none"> • Print communicates a message. • Illustrations help readers to understand a book. • Readers can make personal connections to books. • Readers can share their ideas about books with others. 	<ul style="list-style-type: none"> • What are the habits that will help us become strong readers?

Sounds All Around: Year-Long Phonological Awareness	
<p>Overview: Students learn the phonological awareness skills underpinning reading. First, they learn to listen attentively to sounds, then how to rhyme, discriminate between words in sentences, hear sounds in words, and manipulate phonemes (individual sounds).</p>	
Key Understandings:	Essential Questions:
<ul style="list-style-type: none"> • Language is made up of strings of words that people use to communicate with one another. • Words are made up of sounds and groups of sounds that go together in particular ways. • Changing a sound in a word changes its meaning. 	<ul style="list-style-type: none"> • What kinds of patterns can we find in words and word parts? • How do the parts of words sound and feel when we say them? • How does the meaning of a word change when we change one sound?

Shared Reading in Small Groups: Teaching Reading Behaviors Mini-Unit	
<p>Overview: Students learn early reading behaviors in a group setting using oversized books, and repeated readings by and with the teacher.</p>	
Key Understandings:	Essential Questions:
<ul style="list-style-type: none"> • Pictures, letters and words hold the meaning of a book. • Talking and writing about reading with other readers enhances our enjoyment and understanding of books. • Reading supports writing and writing supports reading. 	<ul style="list-style-type: none"> • How do readers use pictures, letters and words to read? • How do readers talk and write about the books they've read?

Readers Read Emergent Storybooks	
<p>Overview: Students approximate reading by using pictures and story language to construct meaning. They learn to notice when their reading doesn't make sense, read with expression and intonation, and communicate about books with peers.</p>	
Key Understandings:	Essential Questions:
<ul style="list-style-type: none"> • Reading emergent storybooks using pictures and story language is the first step of the reading process. • Talking about reading with other readers enhances our enjoyment and understanding of books. 	<ul style="list-style-type: none"> • How do readers use pictures and story language to read? • How do readers monitor meaning throughout an entire text? • How do readers "read" with expression and intonation? • How do readers talk about the books they've read?

Readers Meet New Authors: Mo Willems Author Study

Overview: Students read many books by author, Mo Willems. They explore themes and craft elements and compare and contrast books within series while enjoying his unique style of writing.

Key Understandings:

- Authors often write books about what they think is important.
- Reading across an author's work helps us see styles, themes and patterns.
- Readers read multiple texts by the same author to compare/contrast and to deepen their understanding of an author's craft.

Essential Questions:

- How do authors get ideas for their books?
- Why do we like certain books?
- What do we learn by reading lots of books by the same author?

Poetry: Sound, Pattern, and Meaning

Overview: Students listen to and read a variety of poems. They explore how poems are written and read differently from other types of text and focus on how poets use repetition, rhythm, rhyme and words to make poems great. The unit culminates with a Poetry Hall of Fame, in which students showcase their favorite poems.

Key Understandings:

- Readers read poems for enjoyment and to explore ideas.
- Poems are written and read differently from other types of text.
- Poems have common features or characteristics (rhythm, rhyme, repetition, wonderful words, etc.).
- Readers can support their opinions about poems with evidence from the poems.

Essential Questions:

- What are poems?
- How do poets use sounds and words to make poems great?

Writing

Units of study in Kindergarten are designed to help students explore writing and begin to build skills while writing in the genres of narrative, opinion, information and poetry.

Writing Units of Study

Launching Writing Workshop	
Overview: Students learn the routines and procedures of writing workshop. They learn how to think about what they have to say, how to draw it and then write about it. They learn that writers can write to teach others and to share their stories.	
Key Understandings:	Essential Questions:
<ul style="list-style-type: none">• We are all writers.• Writers put ideas on paper using words and pictures.• Writers can teach readers about what they know.• Writers can tell stories across the pages of a book.	<ul style="list-style-type: none">• What do writers do?• How do writers get ideas for what to write about?• How do writers get their ideas onto paper?

Writing for Readers (Narrative)	
Overview: This unit blends skills and strategies. Students work to make their writing easy to read by spelling words using vowels and sight words, writing in sentences and rereading their work. They draw pictures to plan their stories, tell stories orally, work on beginnings and endings, and revise with partners by adding more.	
Key Understandings:	Essential Questions:
<ul style="list-style-type: none">• Writers reread their writing to make sure it is interesting and easy for readers to read.• Tools such as word walls, vowel charts, checklists give writers extra power.• Writers can make stories stronger by adding more and answering readers' questions.	<ul style="list-style-type: none">• How do writers make their writing interesting and easy to read?• How do writers work with partners to make better stories?

How-To Books (Information)	
Overview: Students write many procedural books to teach others how to do things. They study mentor how-to books for inspiration and write books to give as gifts to others.	
Key Understandings:	Essential Questions:
<ul style="list-style-type: none">• Information writers study the kind of writing they plan to make.• How-to writers use text-features and structures to give clear directions.• Writers work to make their writing easy to read, using all the strategies they know.	<ul style="list-style-type: none">• How do writers learn from mentor texts?• How do how-to writers make their writing clear and easy to read?

Persuasive Writing of All Kinds: Using Words to Make a Change (Opinion)

Overview: Students begin by thinking of problems in the classroom and asking, “What could make this better?” They create signs, posters, lists and rules to help make change. Then they write persuasive letters, based on problems they see at school. Finally, they work together to champion a global cause, creating many products in a variety of genres, designed to convince others.

Key Understandings:

- Writers can convince people to change using words and pictures.
- Persuasive letter writers think about how to best convince their audience.
- Persuasive writers make their writing convincing by including facts that teach readers important information about their topics.

Essential Questions:

- How can we make our classroom a better place?
- How can we solve problems in our school?
- How do writers convince readers to change?

Speaking and Listening

Overview: The speaking and listening standards require students to develop a range of oral communication and interpersonal skills. Students develop these skills by participating in numerous opportunities to listen to, speak about, and present ideas throughout the school day.

In Kindergarten, students learn how to participate in discussions by listening to others, taking turns, and having conversations with multiple exchanges. Students also learn how to ask and answer questions to seek help, get information, and build understanding. As part of expanding their speaking and listening skills, students learn to describe familiar people, places, things, and events. When sharing ideas, students sometimes include visual drawings or displays.

Language: Conventions, Use, and Vocabulary

The Language standards include the essential rules of standard written and spoken English, and they also approach language as a craft that involves making choices about the variety of ways language can be used to communicate our ideas and understandings. The vocabulary standards focus on expanding students’ knowledge of their world by understanding words and concepts. Students learn about the layers of meaning in words and learn to use words to communicate clearly and effectively.

Kindergarten students in the Newton Public Schools learn vocabulary through the Text Talk© Vocabulary Instruction program and phonics through the Wilson Foundations© program.

Handwriting

Efficient, correct, legible formation of letters develops pathways in the brain that over time build *automaticity* in letter recognition and production. Developing correct letter formation early on helps the writer approach writing with ease. Fluent writing allows the writer to focus on idea development and organization. Students in Kindergarten learn manuscript handwriting through the Newton handwriting program.

Kindergarten Mathematics

Overview:

- Students use numbers, including written numerals, to represent quantities and to solve quantitative problems, such as counting objects in a set; counting out a given number of objects; comparing sets or numerals; and modeling simple joining and separating situations with sets of objects, or eventually with equations.
- Students describe their physical world using geometric ideas and vocabulary. They identify, name, and describe basic two-dimensional and three-dimensional shapes. They use basic shapes and spatial reasoning to model objects in their environment and to construct more complex shapes.

In Kindergarten, students will be working throughout the year on:

Mathematical Content

Mathematical Practices

Counting and Cardinality

- Counting objects to identify how many
 - Comparing two written numbers to determine which is greater
- #### Operations and Algebraic Thinking
- Acting out addition and subtraction word problems and drawing diagrams to represent them
 - Solving addition and subtraction word problems

Number and Operations

- Adding with a sum of 10 or less; subtracting from a number 10 or less
- Adding and subtracting very small numbers quickly and accurately
- Working with numbers 11-19 to gain foundations for place value

Measurement and Data

- Comparing two groups of objects to determine which group, if either, has more

Geometry

- Correctly naming shapes regardless of orientation or size

- Making sense of problems and persevering in solving them
- Reasoning abstractly and quantitatively
- Constructing viable arguments and critiquing the reasoning of others
- Modeling with mathematics
- Using appropriate tools strategically
- Attending to precision
- Looking for and making use of structure
- Looking for and expressing regularity and repeated reasoning

Kindergarten Science

Unit 1: Weather	
<p>Overview: Keep a class weather chart indicating daily temperature, how windy it is, which direction wind is blowing (use visual clues), and kind of precipitation, if any, clouds and/ or sun. Analysis of chart data in drawings showing typical weather during month.</p>	
Key Understandings:	Essential Questions:
<ul style="list-style-type: none"> • Air is around us and wind is moving air • Daily weather can be described and measured • There is a pattern of day and night • Describes and names seasons • Sun is necessary for life on earth (heat, light, plants make food) 	<ul style="list-style-type: none"> • How can we tell air there? How can we tell air is moving? • What is the pattern of day and night? • What is the weather today? • What are the typical patterns of change in our area for the seasons? • How does the sun support living things?

Unit 2: Blocks!	
<p>Overview: Materials both natural and human-made have specific characteristics that determine how they will be used.</p> <p>Engineering design requires creative thinking and consideration of a variety of ideas to solve practical problems.</p>	
Key Understandings:	Essential Questions:
<ul style="list-style-type: none"> • Materials both natural and human-made have specific characteristics that determine how they will be used. • Identifies and safely uses simple tools (scissors, paper, string, etc.) to design, construct, or deconstruct objects and materials. 	<ul style="list-style-type: none"> • How are blocks the same and different? • How are the materials blocks are made of the same and different? • What is needed to build stable structures? • How does the shape and weight of an object affect balance?

Unit 3: Sand and Water	
<p>Overview: Students explore the physical properties of water, sand and bubbles and how each moves. Classes may focus on phenomena such as sinking and floating, bubble making or measurement.</p>	
Key Understandings:	Essential Questions:
<ul style="list-style-type: none"> Sand and water have similarities and differences in their physical properties and behaviors. Use non-standard and standard tools for measurement 	<ul style="list-style-type: none"> How can we observe and compare physical properties of rocks, sand, and soil, using various tools? How can we observe and compare physical properties of water and ice, using various tools? How can we make measurements to make comparisons?

Unit 4: Bulbs	
<p>Overview: Students care for plants by identifying and providing for their needs. Observe and describe the structures and behaviors of an organism and then compare them to those of similar organism. Observe and describe the life cycle of plant and animal.</p>	
Key Understandings:	Essential Questions:
<ul style="list-style-type: none"> Attributes are used to classify living and non-living. Plants have specific needs in order to live. Plants have structures that serve various functions in growth and survival. Plants grow and change and have predictable characteristics at different stages of development. 	<ul style="list-style-type: none"> How can we differentiate between living and non-living things? What do plants need to live and grow? What are the bulb structures that serve various functions in growth and survival? How do bulbs grow and change and have predictable characteristics at different stages of development?

Unit 5: Ladybugs	
<p>Overview: Students care for animals by identifying and providing for their needs. Observe and describe the structures and behaviors of an organism and then compare them to those of similar organism. Observe and describe the life cycle an animal.</p>	
Key Understandings:	Essential Questions:
<ul style="list-style-type: none"> Characteristics of living things are used to classify living and non-living. Animals have specific needs to be met in order to live. Animals have structures that serve various functions in growth and survival. Plants and animals grow and change and have predictable characteristics at different stages of development. 	<ul style="list-style-type: none"> How can we differentiate between living and non-living things? What do ladybugs need to live and grow? What are the ladybug body structures and behaviors that serve various functions in growth and survival? How do ladybugs grow and change and have predictable characteristics at different stages of development?

Elementary Music

Music Literacy

Overview: Music has a unique language of symbols and vocabulary. Students will develop their music literacy through a broad range of music making activities.

Key Understandings:

Music literacy includes the ability to:

- assign age-appropriate musical notation for rhythmic and melodic sounds
- read and perform from standard musical notation, including:
 - whole note, half notes, quarter note, double eighth notes, quadruple sixteenth notes, quarter rest.
 - an ascending melody and a descending melody
 - tonal patterns that step and skip
 - measures, bar lines, double bar lines, repeat signs, note values in bar lines.

Creating Music

Overview: Music can be created with the human voice, with traditional instruments and with non-traditional objects. Each is an application of music literacy.

Key Understandings:

Students create music by playing classroom instruments, demonstrating knowledge of:

- Keeping a steady beat
- Keeping a steady tempo
- Performing patterns on pitched and un-pitched percussion instruments
- Playing instruments with proper technique: posture, hand position

Students create music by singing, demonstrating knowledge of:

- Matching pitch
- Healthy vocal production
- Solo and ensemble singing
- Rote repetition
- Singing with appropriate expression

Creative Expression and Movement

Overview: Music is an expressive art form that allows individuals and groups to communicate emotions, ideas, cultural identity, and religious beliefs. Music inspires physical movement and accompanies traditional and contemporary dance and creative movement.

Key Understandings:

Music accompanies purposeful movement:

- choreography
- imitation
- responding to musical elements through appropriate movement,
- creating formations with a group of fellow students

Music accompanies and inspires creative movement:

- expressive response to music
- improvised movement

Music expresses cultural identity:

- Composition
- Folk dances
- Play parties game songs

Performance Etiquette

Overview: Students learn to appreciate musical performance from multiple perspectives.

Key Understandings:

As audience members, students demonstrate understanding of performance etiquette by:

- listening attentively
- displaying respectful audience behavior

As active listeners, students demonstrate understanding of performance etiquette by:

- describing an emotional experience of music
- describing the elements of music using age-appropriate musical terminology

As performers, students demonstrate understanding of performance etiquette by:

- displaying appropriate presentation
- assessing the performance of self and others using age-appropriate musical terminology
- allowing mistakes to be learning experiences

Elementary Visual Art

The Core Concepts of *Skill Building*, *Art making*, *Envisioning and Reflecting*, *Connecting* and *Interacting* remain constant throughout the students' elementary experience. Lessons spiral and build on previous learning, cultivating development of craft and mastery of skills. The curricula are non-linear; units spiral with concepts and experiences repeating with greater variation and complexity each year.

Skill Building	
<p>Overview: Students will learn to use a variety of tools and materials and apply techniques through hands on creative exploration. Through these experiences students will discover the possibilities and limitations of different media, invent new techniques, and begin to formulate ideas about the creative potential inherent in each.</p>	
Key Understandings:	
<p>Artists use a variety of art tools, materials and techniques including</p> <ul style="list-style-type: none"> • Drawing: pencil, pen, marker, pastel, etc. • Painting: tempera, watercolor, acrylic, etc. • Ceramics: pinching, rolling, texturizing, attaching, glazing, etc. • Collage: cutting, pasting, overlapping, contrast, composition, etc. • Sculpture: wood, paper, cardboard, recycled materials, etc. • Printmaking: stamping, relief printing, monoprinting • Fiber Arts: weaving, sewing, felting, knitting, etc. 	

Art Making	
<p>Overview: Students will explore different approaches to art-making and discover how as artists they can develop and express their ideas applying the elements and principles of design through visual media.</p>	
Key Understandings:	
<p>Artists use a variety of approaches to art-making including</p> <ul style="list-style-type: none"> • Observation • Imagination • Memory • Improvisation • Collaboration • Abstraction <p>Artists use the elements and principles of design to communicate and express their ideas:</p> <ul style="list-style-type: none"> • Elements: Line, Shape, Form, Space, Color, Texture, Pattern • Principles: Rhythm, Movement, Balance, Proportion, Emphasis, Contrast, Variety, Unity 	

Envisioning and Reflecting

Overview: Students will envision and reflect on their work within the context of both the classroom community and art world. Through sharing work with others, students will apply appropriate art vocabulary and discover ways to evaluate and revise their work to better express their ideas

Key Understandings:

- There are multiple solutions to a single visual problem.
- Art making is a creative process that incorporates envisioning, engaging, reflecting, and revising that requires one to take risks and embrace uncertainty.
- Art is meant to be viewed and discussed.

Connecting

Overview: Students will explore how art has been made and valued throughout time and place and has brought about the visual culture in which they presently interact.

Key Understandings:

- Art is a universal visual language
- Art has been made by humans throughout time all over the world
- Art reflects the culture in which it is made incorporating unique systems of symbols and artistic traditions
- Art is embedded in multiple disciplines
- Art and life are connected

Interacting

Overview: Students will learn to behave as artists and as part of an artistic community showing respect for art materials, peers, and themselves.

Key Understandings:

Artists show respect for materials, peers, and themselves by:

- Providing proper care and maintenance of art materials
- Organizing space and materials in relation to fellow students
- Demonstrating proper etiquette in galleries and museums
- Using purposeful art critique and criticism methods

Early Elementary Social and Emotional Learning

To succeed academically and become empathic, engaged, and ethical citizens, students need opportunities to develop social and emotional competence. NPS's social and emotional (SEL) approach fosters resiliency, responsibility, supportive relationships, and reflection and provides opportunities for students to develop and practice important social and emotional competencies. Social and emotional competence includes the knowledge, skills, attitudes and beliefs that allow students to

- Set and achieve goals
- Regulate and manage emotions and have self-compassion
- Take the perspective of another and feel empathy
- Establish and sustain positive and mutually satisfying relationships
- Make responsible decisions

Reflection and Resilience: Self-Awareness and Self-Management

Overview: Central to social and emotional competence is the ability to recognize one's emotions and thoughts and their influence on behavior and to have strategies for managing emotions and expressing them constructively. These self-awareness and self-management skills strengthen one's ability to handle stress, control impulses, feel empathy for self and others, and motivate oneself to persevere in overcoming challenges to achieving goals. Related self-awareness skills include being able to accurately assess one's strengths, interests, and limitations, build on strengths and effectively connect with family, school, and community resources when needed. Self-management skills also include the ability to create hopes and goals and monitor progress toward achieving academic and personal goals.

Key Understandings:

Identify and manage emotions and behavior

- Identify common emotions
- Label positive and negative emotions in self and others
- Demonstrate control of impulsive behavior
- Learn and use coping skills including self-calming strategies, self-compassions, patience, verbalizing strong emotions such as anger, frustration, fear, or sadness

Recognize personal qualities and external supports

- Identify ones likes and dislikes, needs and wants, strengths and areas for growth
- Identify family, peer, school and community strengths

Demonstrate skills related to achieving personal and academic goals

- Define hopes and dreams (goals) for academic and personal success
- Recognize that effort matters to success
- Understand and identify positive school-wide and classroom expectations

Relationships - Social Awareness and Interpersonal Skills

Overview: Building and maintaining positive and rewarding relationships with others are central to success in school and life. Specific skills include the ability to recognize the thoughts, feelings and perspective of others, including those different from one's own. In addition, establishing positive peer, family and work relationships requires skills in active listening, cooperating, communicating respectfully, constructively resolving conflict with others, and seeking and

offering help when needed.

Key Understandings:

Recognize the feelings and perspectives of others

- Begin to recognize multiple points of view
- Recognize that others may experience situations differently from oneself
- Use listening skills to identify the feelings and perspective of others

Recognize individual and group similarities and differences

- Describe the ways that people are similar or different
- Describe positive qualities in others

Use communication and social skills to interact effectively with others

- Follow school and classroom rules and expectations
- Initiate interactions with others
- Identify ways to work and play well with others
- Demonstrate ability to be an effective group member, including being cooperative, helpful, and considerate
- Identify situations in which it is appropriate to seek help and demonstrate help-seeking skills
- Read and send basic non-verbal cues for social interaction

Demonstrate ability to prevent, manage and resolve interpersonal conflicts in constructive ways

- Identify problems and conflicts commonly experienced by peers
- Identify approaches to resolving conflicts constructively
- Verbalize that one's needs matter
- Resolve conflict without fighting or avoidance

Responsibility – Decision-Making and Responsible Behavior

Overview: Promoting one's own health, avoiding risky behavior, dealing honestly and fairly with others and positively contributing to classroom, school, family, community and environment are critical aspects of citizen engagement in a democratic society. Becoming an effective citizen leader requires an ability to make constructive and respectful choices about personal behavior and social interactions. This includes the ability to make decisions and solve problems on the basis of accurately defining what decisions need to be made, generating alternative solutions, anticipating the consequences of each on well-being of self and others, and evaluating and learning from one's decision making.

Key Understandings:

Consider ethical, safety and societal factors in making decisions

- Recognize risky behavior and verbalize when appropriate
- Explain why unprovoked acts that hurt others are wrong
- Identify social norms and safety considerations that guide behavior

Apply decision making skills to deal responsibly with daily academic and social situations

- Identify a range of decisions that students make at school
- Identify problem situations and generate several possible solutions to a problem
- Demonstrate making thinking visible and asking clarifying questions
- Make positive choices when interacting with peers

Contribute to the well-being of one's school and community

- Identify and perform roles that contribute to one's classroom
- Identify and perform roles that contribute to one's family

Early Elementary Physical Education, Health & Wellness

The goal of Physical Education, Health & Wellness is to develop physically literate individuals who have the knowledge, skills and confidence to enjoy a lifetime of healthful physical activity.

Motor Skills and Movement Patterns

Overview: The students will work on three skill areas: locomotor movements, nonlocomotor movements and manipulatives. These skills are developed over time and spiral through the physical education curriculum. Mature patterns in each area can only be achieved through practice.

Key Understandings:

Locomotor Movements

- Performs locomotor skills (hopping, galloping, running, sliding & skipping) while maintaining balance
- Hops, gallops, jogs, skips, runs & slides using a mature pattern
- Jumps and lands vertically and horizontally with balance

Nonlocomotor

- Maintains momentary stillness (balance) on different bases of support with different body shapes and at different levels
- Transfers weight from different body parts/bases of support for balance
- Rolls in different directions with either a narrow or curved body shape
- Demonstrates twisting, curling, bending & stretching actions

Manipulatives

- Catches a self-tossed or well-thrown ball
- Dribbles a ball using preferred hand while walking in general space
- Dribbles with the feet in general space with control of ball and body
- Uses a continuous running approach to kick a moving ball
- Volleys a balloon, sending it upward with consecutive hits
- Continuously strikes a light weight object with a short handled paddle/racket sending it upward
- Jumps a self turned rope consecutively forwards and backwards with mature pattern

Movement and Performance

Overview: Students will apply knowledge of concepts, principles, strategies and tactics related to movement and performance.

Key Understandings:

Movement Concepts

- Combines locomotor skills in general space to a rhythm
- Combines shapes, levels and pathways into simple travels
- Varies time and force with gradual increase and decrease

Physical Activity and Fitness

Overview: Students will demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness

Key Understandings:

Physical Activity Knowledge and Engagement

- Discusses the benefits of being physically active and exercising
- Describes large motor and/or manipulative physical activities for participation outside of physical education class
- Actively engages in physical education class

Fitness Knowledge

- Identifies the heart as a muscle that grows stronger with exercise, play and physical activity
- Identifies physical activities that contribute to strength and fitness

Responsible Personal & Social Behavior

Overview: Students will develop responsible personal and social behavior and learn to accept feedback from teachers and peers and interact positively with others.

Key Understandings:

Personal Responsibility

- Practices skills with minimum teacher prompting
- Accepts responsibility with class protocols with behavior and performance actions
- Accepts specific corrective feedback from the teacher
- Works safely and independently with others in partner environments
- Recognizes the role of rules and etiquette in teacher-designed physical activities

Value of Physical Activity

Overview: Students recognize the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction and learn to be responsible for personal behavior in physical activity environments inside and outside of school.

Key Understandings:

Health

- Recognizes that physical activity is important for good health
- Recognizes the value of “good health balance”
- Compares physical activities that bring confidence and challenge

Self-expression & enjoyment

- Describe positive feelings that result from participation in physical activities
- Discuss personal reasons why you enjoy the activities
- Identifies physical activities that provide self-expression

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