• Identify how health choices and relationships impact wellness.
• Demonstrate self-care and personal hygiene practices.
• Identify and locate body organs and parts.
• Identify food groups and sources.
• Identify information found on food and product labels.
• Understand differences between communicable and non-communicable diseases.
• Identify the basic needs of all human beings.
• Express wants, needs, and emotions appropriately.
• Demonstrate injury prevention and personal safety.
• Understand disease prevention and abstinence.
• Demonstrate effective communication/listening skills.
• Discuss impact of peer, parent, and media influences on wellness.
• Identify factors related to group success and problem solving.
• Discuss impact of community and healthcare workers on wellness.
• Explain different types of medications and their effects on health.
• Identify harmful and/or illegal drugs.
• Identify common substances that should not be consumed or inhaled.
• Identify ways that drugs can be abused.
• Explain the physical differences and similarities of genders.
• Explain and demonstrate good sportsmanship.
• Identify how one’s body responds to moderate and vigorous exercises or activities.
• Demonstrate balancing skills.
• Perform modified push-ups or curl-ups for muscle endurance and strength.
• Participate in modified lead up games and activities.
• Demonstrate age-developmental control and skill during movement activities.
• Throw a ball underhand and overhand for accuracy and distance.
• Bounce a ball alternating hands.
• Dribble using the dominant hand while walking in general space.
• Perform and demonstrate proper body position during basic stunts and tumbling movements.
• Perform and demonstrate fundamental rhythm/dance patterns.
• Travel showing differentiation between jogging and sprinting.
• Kick a moving ball.
• Volley an object upward with consecutive hits.
• Strike an object upward with a short-handled implement using consecutive hits.

Through the Lens of Teaching and Learning

Roger León
Superintendent
Newark Board of Education

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Snapshot of Second Grade

Visual & Performing Arts

• Make relationships between the arts (visual art, music, dance, theatre) and other disciplines, varied contexts, and daily life.
• Experiment with various materials and tools to explore personal interests, questions, and curiosity in a work of art or design.
• Repurpose objects to make something new.
• Categorize artwork based on a theme or concept for an exhibit.
• Create works of art about events in home, school, or community life.
• Generate musical patterns and ideas within the context of a given tonality e.g., major and minor; and meter e.g., such as duple and triple.
• Demonstrate knowledge of music concepts (such as tonality and meter) in music from a variety of cultures selected for performance.
• Analyze selected music by reading and performing rhythmic and melodic patterns using iconic or standard notation.
• Choose and explain choices for movements that express a main idea or emotion, or follow a musical phrase.
• Select and apply appropriate characteristics to movements e.g., specific adverbs and adjectives; demonstrate kinesthetic awareness while dancing the movement characteristics.
• Observe or demonstrate dances from a genre or culture and discuss movements and other aspects of the dances that make the dances work well, and explain why they work using simple dance terminology.
• Collaborate with peers to devise meaningful dialogue in a guided drama experience (e.g., process drama, story drama, creative drama).
• Interpret story elements in a guided drama experience (e.g., process drama, story drama, creative drama).
• Describe how characters respond to challenges in a guided drama experience.
• Identify similarities and differences in stories from multiple cultures in a guided drama experience.

Health & Physical Education

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Snapshot of Second Grade
Dear Parents,

Today is a very exciting time to be in school. Your child will learn new and exciting things by asking questions, exploring, and learning by doing. We want all children to meet with success and develop their highest potential. Listed below are some easy ways you can support your child’s success in school.

Make sure your child has
• A quiet place to work with good light.
• A regular time each day for doing homework.
• Basic supplies, such as paper, pencils, pens and markers.
• Aids to good organization, such as an assignment calendar, book bag and folders.

Questions to ask your child
• What did you do in school today?
• What is your assignment today?
• Is the assignment clear? (If not, suggest calling a classmate for assistance.)
• When is it due?
• Do you need special resources to complete your assignment (e.g., dictionary, glue, paint)?
• For a major project, would it help to write out the steps or make a schedule?
• Would a practice test be helpful?

Other ways to help
• Look over your child’s homework, but don’t do the homework.
• Meet with teachers early in the year and find out about homework policies.
• Review teacher comments on homework that have been returned and discuss them with your child.
• Contact the teacher if there is a homework problem or need you cannot resolve.
• Congratulate your child on a job well done!

Talk
• Every conversation you have with your child stimulates the mind and helps to develop vocabulary.

Read
• Reading develops imagination and a love for books. It also develops vocabulary and helps to build knowledge.

Write
• Encourage your child to try out different types of writing, such as poetry, stories, lists and notes. Writing helps learners generate ideas.

Thank you,
Mr. León
Superintendent