

2nd Grade Physical Education Curriculum			
Body Movement Skills- Moving Balance, Stationary Balance, Body Roll, Agility	Locomotor Skills- Walking, Skipping, Gallop	Body Fitness Skills- Flexibility, Strength and Cardio	Object Movement Skills- Catching, throwing, Strike, Underhand Roll
Cooperative Games		Cooperative Games	
			Throwing and Catching
Parachute	Parachute	Parachute	Parachute
		Kicking and Striking	Kicking and Striking
		Flying Disc	Flying Disc
Hula Hoops			Hula Hoops
	Net Games	Net Games	Net Games
Jumping and Landing	Jumping and Landing	Jumping and Landing	
		Dribbling & Hand Eye	Dribbling & Hand Eye
Tumbling	Tumbling	Tumbling	
Scooters		Scooters	Scooters
Jump Rope for Heart	Jump Rope for Heart	Jump Rope for Heart	Jump Rope for Heart
ASAP Fitness		ASAP Fitness	
Outdoor Adventure	Outdoor Adventure	Outdoor Adventure	Outdoor Adventure
Review of Skills	Review of Skills	Review of Skills	Review of Skills
Standards Met	Standards Met	Standards Met	Standards Met
#1, #2, #3, #5	#1, #3, #4, #5	#1, #3, #4, #5	#1, #2, #3, #4, #5
Standard	Benchmark	I Can' Statements	Assessment
Standard 1: Demonstrate competency in a variety of motor skills and movement patterns			
	Locomotor		

	S1.E1.2 Skip and run using a maturing pattern.	I will be able to skip and run well.	I will assess students when jogging for a warm-up.
	S1.E2.2 Travel showing differentiation between jogging and sprinting.	I will be able to move while recognizing the difference between jogging and sprinting.	I will assess students when performing sprinting and jogging exercises.
	S1.E3.2 Demonstrate four of the five critical elements of jumping and landing in a horizontal plane using a variety of one- and two-foot take-offs and landings.	I will be able to jump horizontal while bending my knees and landing with one or two feet.	I will assess my students when playing Jumping Jack Line Tag.
	S1.E4.2 Demonstrate four of the five critical elements for jumping and landing in a vertical plane.	I will be able to jump vertically while landing on both feet.	I will assess my students when playing Jumping Jack Line Tag.
	S1.E5.2 Combine locomotor and non-locomotor skills in an educational dance with correct response to simple rhythms.	I will be able to perform locomotor and non-locomotor skills in a simple dance.	I will assess a student during a tumbling routine that incorporates non-locomotor skills.
	Non-Locomotor		
	S1.E7.2 Balance on different bases of support, combining levels and shapes.	I will be able to balance in different body shapes and on different levels.	I will assess my students performing bridges and table tops in tumbling.

	S1.E8.2 Transfer weight from feet to different body parts and/or bases of support for balances and/or travel.	I will be able to transfer weight to different body parts and on different bases of support.	I will assess my students performing bridges and table tops in tumbling.
	S1.E9.2 Roll in different directions with either a narrow or curled body shape.	I will be able to roll in different directions and in different ways.	I will assess my students performing a log roll or a forward roll.
	S1.E10.2 Performs twisting, curling, bending and stretching actions while maintaining balance.	I will be able to twist, bend and stretch my body while maintaining balance.	I will assess a student during a tumbling routine that requires balance and coordination.
	S1.E11.2 Combine balances and transfers into a three-part educational dance or gymnastics sequence.	I will be able to balance and transfer weight while performing an gymnastic sequence.	I will assess a student during a tumbling routine that requires balance and coordination.
	Manipulative		
	S1.E13.2 Throw and roll underhand using a maturing pattern.	I will be able to throw and roll a ball while stepping with my opposite foot and aiming towards a target.	I will assess a student when playing target practice during our throwing unit.
	S1.E14.2 Throw overarm demonstrating two of the five critical elements of a maturing pattern.	I will be able to throw a ball while stepping with my opposite foot and following through.	I will assess a student when playing target practice during our throwing unit.
	S1.E16.2 Catch various sizes of objects with hands only.	I will be able to catch different objects with only using my hands.	I will assess my students ability to catch with their hands when warming up during our throwing unit.

	S1.E17.2 Dribble in personal space (self-space) with preferred hand, demonstrating a maturing pattern while walking in general space.	I will be able to dribble a ball with a preferred hand while walking in general space.	I will assess a student when dribbling a basketball.
	S1.E18.2 Dribble with the feet in general space with control of ball and body.	I will be able to dribble a ball with my feet while moving in a general direction.	I will assess a student when dribbling a Soccer ball.
	S1.E21.2 Approach a moving ball and kick it forward, demonstrating three of the five critical elements of a maturing pattern.	I will be able to kick a ball forward while trapping and returning a kick using the inside part of my foot and aiming correctly.	I will assess my student trapping and kicking when warming-up with a partner.
	S1.E22.2 Volley an object with a partner.	I will be able to volley an object with a partner.	I will assess my students bumping a volleyball to a partner.
	S1.E24.2 Strike an object forward with a short-handled implement, while controlling its direction.	I will be able to strike an object forward while being in control of the implement.	I will assess my students when dribbling a soccer ball.
	S1.E25.2 Strike a ball off a tee or cone with a bat, using correct grip and side-orientation and/or proper body orientation.	I will be able to hit a ball off a tee while using the proper grip and body positioning.	I will assess my students when swinging a bat.

Standard 2: Apply knowledge of concepts, principles, strategies and tactics related to movement and performance.			
	Space		
	S2.E1.2 Combine locomotor skills in general space to a rhythm.	I will be able to use different locomotor skills while moving in space.	I will assess my students when playing Toe to Toe.
	Pathways, Shapes, Levels		
	S2.E2.2 Combine shapes, levels and pathways into simple travel, educational dance, and educational gymnastics sequences.	I will be able to combine different body shapes and pathways into simple dances and gymnastics sequences.	I will assess my students during our tumbling unit.
	Speed, Direction, Force		
	S2.E3.2 Vary time and force with gradual increases and decreases.	I will be able to move faster or slower while changing the time to perform the activity.	I will assess my students when playing Captain Color.
Standard 3: Demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.			
	Physical Activity Knowledge and Engagement		

	S3.E1.2 Describe physical activities for participation outside of physical education class.	I will be able to describe what activities I like to perform outside of class.	I will share what my favorite activities are when I am asked.
	Engages in Physical Activity		
	S3.E2.2 Actively engages in physical education class in response to instruction and practice.	I will be able to participate in an activity after following instructions.	I will assess my students on well they follow the rules of the activity.
	Fitness Knowledge		
	S3.E3.2 Describe what it feels like to work one's heart.	I will be able to describe what it feels like when my heart is working hard.	I will assess how my students feel after jogging for a period of time.
	S3.E4.2 Describe what it feels like to work one's muscles.	I will be able to describe what it feels like when my muscles are working hard.	I will assess how my students feel after jogging for a period of time.
	Nutrition		
	S3.E6.2 Recognize the "good health balance" of nutrition and physical activity.	I will be able to recognize the importance of nutrition, as well as physical activity.	I will assess my students when discussing the difference between healthy and unhealthy foods.
Standard 4: Exhibit responsible personal and social behavior that respects self and others.			
	Personal Responsibility		

	S4.E1.2 Practice skills with minimal teacher prompting.	I will be able to practice a skill without having a teacher prompt or teach me.	I will assess how student performs a skill without someone demonstrating.
	S4.E2.2 Accept responsibility for class protocols with behavior and performance actions.	I will be able to take responsibility for my behavior during class.	I will assess how students are behaving during an activity.
	Accepting Feedback		
	S4.E3.2 Accept specific corrective feedback from the teacher.	I will be able to accept a teacher providing specific feedback.	I will accept my teacher helping me during an activity.
	Working with Others		
	S4.E4.2 Work independently with others in partner environments.	I will be able to work well in partner activities.	I will assess my student in group activities.
	Rules and Etiquette		
	S4.E5.2 Recognize the role of rules and etiquette in teacher-designed physical activities.	I will be able to recognize the reasons for the teacher-designed physical activities.	I will assess my students attitude on choices of activities that are chosen by the teacher.
	Safety		
	S4.E6.2 a Work independently and safely in physical education.	I will be able to work safely and on my own in P. E. class.	I will assess how a student is working in class.
Standard 5: Recognize the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.			

	Health		
	S5.E1.2 Recognize the value of “good health balance”.	I will be able to recognize that it is important to have proper health balance.	I will assess if the student understands a healthy lifestyle versus an unhealthy lifestyle.
	Challenge		
	S5.E2.2 Compare physical activities that bring confidence and challenge.	I will be able to compare different challenging physical activities.	I will evaluate if my students understand differences between activities.
	Self-expression and Enjoyment		
	S5.E3.2 Identify physical activities that provide self-expression. (For example: educational dance, educational gymnastics, and/or small-sided educational games)	I will be able to see what activities provide self-expression and provide enjoyment in physical activity for me.	I will evaluate if a student can demonstrate an enjoyable physical activity to the class.