

Unit of Study 1	Second Grade	Quarter 1	Physical Education 01/17/17
<p>Concepts:</p> <p>Strand 1: Students will achieve a level of competency in motor skills and movement patterns: Students will exhibit skill development that includes various locomotor and non-locomotor skills. Locomotor skills, which include walking, hopping, galloping, running, sliding, skipping, leaping, and jumping, are the foundation of movement. Non-locomotor skills using balance and weight transfer include curling, stretching, twisting, and bending. Competency progresses into manipulative skills such as catching, rope jumping, underhand and overhand throwing, dribbling, passing and receiving a ball with hands or feet.</p> <p>Strand 2: Students will apply knowledge to attain efficient movement and performance: Students will use space, pathways, shapes, levels, speed, direction, force and strategy for effective movement in an activity setting.</p> <p>Strand 3: Students will understand the components necessary to maintain a healthy level of fitness to support physical activity: Students will understand how applied knowledge of physical activity and nutrition can result in overall wellness. Students will exhibit personal responsibility in a group setting by working well with others, accepting feedback, and understanding how rules and etiquette contribute to a safe and enjoyable environment.</p> <p>Strand 4: Students will develop cooperative skills and positive personal behavior through communication and respect for self and others: Students will exhibit personal responsibility in a group setting by working well with others, accepting feedback, and understanding how rules and etiquette contribute to a safe and enjoyable environment.</p> <p>Strand 5: Students will appraise the personal value of physical activity as a tool for wellness, challenges, and interacting with appropriate social skills with friends and family: Students will identify activities that bring satisfaction and pleasure through participation and reflect how physical activity promotes a lifetime of wellness.</p>		<p>Skills:</p> <p>skipping, running, jogging, jumping, landing, twisting, curling, bending, stretching, balancing</p>	
<p align="center">Physical Education Concepts</p>		<p align="center">Vocabulary students should use</p>	<p align="center">Lesson Ideas</p>
<p>I can:</p> <ul style="list-style-type: none"> • 2.1.1 Skip, demonstrating a well-developed pattern • 2.1.2 Run, using a well-developed pattern while differentiating between jogging and running • 2.1.3 Demonstrate four of the five critical elements for jumping and landing in a horizontal and vertical plane, using a variety of one and two foot takeoffs and landings • 2.1.5 Differentiate twisting, curling, bending and stretching actions • 2.1.6 Balance using various levels and body shapes, with and without moving ○ 2.2.1 Combine locomotor skills in general space • 2.3.2 Participate in physical activity in response to instruction and practice ○ 2.4.1 Accept personal responsibility for class protocol and demonstrate appropriate behavior and performance in class activities with minimal teacher prompting ○ 2.4.3 Demonstrate safe and respectful behavior toward classmates and equipment during physical activity 		<ul style="list-style-type: none"> • skipping • running • jogging • jumping • landing • horizontal plane • vertical plane • one foot takeoffs • two foot takeoffs • twisting • curling • bending • stretching • locomotor skills • general space 	<ul style="list-style-type: none"> • Show the difference between jogging and running • Using different locomotor movements during activity • Incorporating class rules and procedures in game activities
<p align="center">Physical Education Language Objectives</p>			
<ul style="list-style-type: none"> • Show how skip in general space. • Describe and show the difference between walking, jogging and then running. • Tell a classmate how to use a piece of equipment safely. 			
<p>Assessment Options: General Options: Teacher observation, class/group discussions</p>			

Unit of Study 2	Second Grade	Quarter 2	Physical Education 01/17/17
Concepts:		Skills:	
<p>Strand 1: Students will achieve a level of competency in motor skills and movement patterns: Students will exhibit skill development that includes various locomotor and non-locomotor skills. Locomotor skills, which include walking, hopping, galloping, running, sliding, skipping, leaping, and jumping, are the foundation of movement. Non-locomotor skills using balance and weight transfer include curling, stretching, twisting, and bending. Competency progresses into manipulative skills such as catching, rope jumping, underhand and overhand throwing, dribbling, passing and receiving a ball with hands or feet.</p> <p>Strand 2: Students will apply knowledge to attain efficient movement and performance: Students will use space, pathways, shapes, levels, speed, direction, force and strategy for effective movement in an activity setting.</p> <p>Strand 3: Students will understand the components necessary to maintain a healthy level of fitness to support physical activity: Students will understand how applied knowledge of physical activity and nutrition can result in overall wellness. Students will exhibit personal responsibility in a group setting by working well with others, accepting feedback, and understanding how rules and etiquette contribute to a safe and enjoyable environment.</p> <p>Strand 4: Students will develop cooperative skills and positive personal behavior through communication and respect for self and others: Students will exhibit personal responsibility in a group setting by working well with others, accepting feedback, and understanding how rules and etiquette contribute to a safe and enjoyable environment.</p> <p>Strand 5: Students will appraise the personal value of physical activity as a tool for wellness, challenges, and interacting with appropriate social skills with friends and family: Students will identify activities that bring satisfaction and pleasure through participation and reflect how physical activity promotes a lifetime of wellness.</p>		rolling, curling, catching, tossing, overhand throwing, collaborating	
Physical Education Concepts		Vocabulary students should use	Lesson Ideas
<p>I can:</p> <ul style="list-style-type: none"> • 2.1.7 Roll in different directions with a narrow or curled body shape. • 2.1.8 Catch a self-tossed or well-thrown large ball with hands, not trapping it or cradling it against the body. • 2.1.9 Toss underhand, demonstrating three of the five critical elements of a well-developed pattern. • 2.1.10 Throw overhand, demonstrating two of the five critical elements of a well-developed pattern. • 2.2.3 Use time and force to gradually increase and decrease movement through space. • 2.4.2 Work collaboratively in pairs and small groups. • 2.5.4 Discuss how working together can result in a positive outcome. 		<ul style="list-style-type: none"> • rolling • catching • throwing • tossing • underhand • overhand • collaboration 	<ul style="list-style-type: none"> • Rolling a ball to a target or with partners. • Catching a self-tossed ball or with a partner. • Throwing overhand to a target or a partner. • Moving at different speeds in general space. • Collaborating with a partner or in a small group.
Physical Education Language Objectives			
<ul style="list-style-type: none"> • List the positive outcomes that happen when you work together with other students. • Show how to throw an object overhead to a partner or a target. • Explain how you would toss an object underhand to a target. 			
<p>Assessment Options: General Options: Teacher observation, class/group discussions</p>			

Unit of Study 3	Second Grade	Quarter 3	Physical Education 01/17/17
Concepts:		Skills:	
<p>Strand 1: Students will achieve a level of competency in motor skills and movement patterns: Students will exhibit skill development that includes various locomotor and non-locomotor skills. Locomotor skills, which include walking, hopping, galloping, running, sliding, skipping, leaping, and jumping, are the foundation of movement. Non-locomotor skills using balance and weight transfer include curling, stretching, twisting, and bending. Competency progresses into manipulative skills such as catching, rope jumping, underhand and overhand throwing, dribbling, passing and receiving a ball with hands or feet.</p> <p>Strand 2: Students will apply knowledge to attain efficient movement and performance: Students will use space, pathways, shapes, levels, speed, direction, force and strategy for effective movement in an activity setting.</p> <p>Strand 3: Students will understand the components necessary to maintain a healthy level of fitness to support physical activity: Students will understand how applied knowledge of physical activity and nutrition can result in overall wellness. Students will exhibit personal responsibility in a group setting by working well with others, accepting feedback, and understanding how rules and etiquette contribute to a safe and enjoyable environment.</p> <p>Strand 4: Students will develop cooperative skills and positive personal behavior through communication and respect for self and others: Students will exhibit personal responsibility in a group setting by working well with others, accepting feedback, and understanding how rules and etiquette contribute to a safe and enjoyable environment.</p> <p>Strand 5: Students will appraise the personal value of physical activity as a tool for wellness, challenges, and interacting with appropriate social skills with friends and family: Students will identify activities that bring satisfaction and pleasure through participation and reflect how physical activity promotes a lifetime of wellness.</p>		dancing, volleying, jump roping	
Physical Education Concepts		Vocabulary students should use	Lesson Ideas
<p>I can:</p> <ul style="list-style-type: none"> • 2.1.4 Perform a teacher/student-designed dance/rhythmic activity with correct response to simple rhythms ○→2.1.14 Volley a lightweight object upward with consecutive hits ○→2.1.17 Jump a self-turned rope consecutively forward and backward, using a well-developed pattern ○→2.1.18 Jump a long rope five consecutive times with skilled student turners • 2.2.2 Combine dance movements using shapes, levels and pathways with variations on time and force • 2.3.4 Describe how proper hydration is important when participating in physical activity • 2.5.2 Identify physical activities that build confidence and challenge • 2.5.3 Identify physical activities that provide self-expression 		<ul style="list-style-type: none"> • dance • rhythmic activity • volleying • jumping rope • shapes • levels • pathways • hydration • physical activity • challenge • self-expression 	<ul style="list-style-type: none"> • Using short ropes or long ropes for jumping rope • How to volley objects up or over a net • Creating a dance or performing a teacher-led dance • Discuss how physical activities can be challenging
Physical Education Language Objectives			
<ul style="list-style-type: none"> • Show how to jump a single rope forward then backwards. • Explain why it is important to drink water during activity. • List some physical activities you like to participate in. 			
<p>Assessment Options: General Options: Teacher observation, class/group discussions</p>			

Unit of Study 4	Second Grade	Quarter 4	Physical Education 01/17/17
<p>Concepts:</p> <p>Strand 1: Students will achieve a level of competency in motor skills and movement patterns: Students will exhibit skill development that includes various locomotor and non-locomotor skills. Locomotor skills, which include walking, hopping, galloping, running, sliding, skipping, leaping, and jumping, are the foundation of movement. Non-locomotor skills using balance and weight transfer include curling, stretching, twisting, and bending. Competency progresses into manipulative skills such as catching, rope jumping, underhand and overhand throwing, dribbling, passing and receiving a ball with hands or feet.</p> <p>Strand 2: Students will apply knowledge to attain efficient movement and performance: Students will use space, pathways, shapes, levels, speed, direction, force and strategy for effective movement in an activity setting.</p> <p>Strand 3: Students will understand the components necessary to maintain a healthy level of fitness to support physical activity: Students will understand how applied knowledge of physical activity and nutrition can result in overall wellness. Students will exhibit personal responsibility in a group setting by working well with others, accepting feedback, and understanding how rules and etiquette contribute to a safe and enjoyable environment.</p> <p>Strand 4: Students will develop cooperative skills and positive personal behavior through communication and respect for self and others: Students will exhibit personal responsibility in a group setting by working well with others, accepting feedback, and understanding how rules and etiquette contribute to a safe and enjoyable environment.</p> <p>Strand 5: Students will appraise the personal value of physical activity as a tool for wellness, challenges, and interacting with appropriate social skills with friends and family: Students will identify activities that bring satisfaction and pleasure through participation and reflect how physical activity promotes a lifetime of wellness.</p>		<p>Skills:</p> <p>dribbling, running, kicking, striking</p>	
<p align="center">Physical Education Concepts</p>		<p align="center">Vocabulary students should use</p>	<p align="center">Lesson Ideas</p>
<p>I can:</p> <ul style="list-style-type: none"> ○ 2.1.11 Dribble with preferred hand in personal and general space while walking, demonstrating a well-developed pattern ○ 2.1.12 Dribble with feet in general space with control of ball and body ○ 2.1.13 By means of a continuous running approach, kick a moving ball, using a well-developed kicking pattern • 2.1.15 While using a short-handled implement, strike an object upward with consecutive hits • 2.1.16 Strike a ball off a tee or cone with a long-handled implement • 2.3.1 Identify physical activity outside of physical education class that contributes to fitness (e.g., before and after school, in the regular classroom, at home, with friends and family) • 2.3.3 Recognize the need for a proper balance of good nutrition and physical activity • 2.5.1 Recognize the value of a healthy balance between nutrition and physical activity 		<ul style="list-style-type: none"> • dribbling • preferred hand • running • kicking • short-handled implement • striking • proper/healthy balance • good nutrition 	<ul style="list-style-type: none"> • Dribbling basketballs with hands in general space or in drills • Dribbling soccer balls with feet in general space or in drills • Striking a ball off a tee or from a pitcher • Discussing the balance between proper nutrition and good health
<p align="center">Physical Education Language Objectives</p>			
<ul style="list-style-type: none"> • Tell a partner to cues of how to dribble a ball with their hands. • Show what part of the foot and/or how to dribble a soccer ball in general space. • Develop a physical activity plan where you can include your family in the activities. 			
<p>Assessment Options: General Options: Teacher observation, class/group discussions</p>			