

<b>Select a Course:</b>	PE Health Grade 2
<b>Teacher:</b>	CORE PE Health Grade 2
<b>Course:</b>	PE Health Grade 2
<b>Year:</b>	2016-17
<b>Months:</b>	- All -

August	<p><b>Enduring Understandings</b> ✕ <b>Essential Questions</b> ✕ <b>Standards</b> ✕ <b>Knowledge &amp; Skills</b> ✕ <b>Academic Language</b> ✕</p>					
September	<p><b>Spatial Awareness</b></p> <p><b>Enduring Understandings</b> ✕ <b>Essential Questions</b> ✕ <b>Standards</b> ✕ <b>Knowledge &amp; Skills</b> ✕ <b>Academic Language</b> ✕</p> <table border="1"> <tr> <td> <p><b>Enduring Understandings</b></p> <p>Students will understand:</p> <ol style="list-style-type: none"> <li>1. Personal and group safety</li> <li>2. Rule following procedures</li> <li>3. How to work safely with PE equipment</li> <li>4. How to apply safety principles with age appropriate activities</li> <li>5. How to participate safely, responsibly, and cooperatively</li> </ol> </td> <td> <p><b>Essential Questions</b></p> <ol style="list-style-type: none"> <li>1. What does it look like and sound like to be safe in PE?</li> <li>2. How do my actions affect my safety and the safety of others in PE?</li> <li>3. Why is it important to demonstrate safety in PE?</li> <li>4. Why is it important to be safe in the classroom, recess or anywhere?</li> <li>5. How do you handle others when they are not safe? Or, what would do if others are not safe - tell an adult, etc..?</li> </ol> </td> <td> <p><b>Standards</b></p> <p>NASPE.2 - The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</p> <p>G.19 - Acquire movement and motor skills and understand concepts necessary to engage in moderate to vigorous physical activity.</p> </td> <td> <p><b>Knowledge &amp; Skills</b></p> <p>Work independently and safely in physical education. S4.E6.2a</p> </td> <td> <p><b>Academic Language</b></p> <p><b>TIER 1</b></p> <ol style="list-style-type: none"> <li>1. Safe</li> <li>2. Slow</li> <li>3. Fast</li> <li>4. Run</li> <li>5. Walk</li> <li>6. Slide</li> <li>7. Curved</li> <li>8. Straight</li> <li>9. Zig-zag</li> </ol> <p><b>TIER 2</b></p> <ol style="list-style-type: none"> <li>1. Follow</li> <li>2. Demonstrate</li> <li>3. Mirror</li> <li>4. Repeat</li> <li>5. Recognize</li> <li>6. Share</li> <li>7. Describe</li> <li>8. Compare</li> <li>9. Support</li> <li>10. Socialize</li> </ol> <p><b>TIER 3</b></p> <ol style="list-style-type: none"> <li>1. Muscular Strength</li> <li>2. Muscular Endurance</li> <li>3. Flexibility</li> </ol> </td> </tr> </table>	<p><b>Enduring Understandings</b></p> <p>Students will understand:</p> <ol style="list-style-type: none"> <li>1. Personal and group safety</li> <li>2. Rule following procedures</li> <li>3. How to work safely with PE equipment</li> <li>4. How to apply safety principles with age appropriate activities</li> <li>5. How to participate safely, responsibly, and cooperatively</li> </ol>	<p><b>Essential Questions</b></p> <ol style="list-style-type: none"> <li>1. What does it look like and sound like to be safe in PE?</li> <li>2. How do my actions affect my safety and the safety of others in PE?</li> <li>3. Why is it important to demonstrate safety in PE?</li> <li>4. Why is it important to be safe in the classroom, recess or anywhere?</li> <li>5. How do you handle others when they are not safe? Or, what would do if others are not safe - tell an adult, etc..?</li> </ol>	<p><b>Standards</b></p> <p>NASPE.2 - The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</p> <p>G.19 - Acquire movement and motor skills and understand concepts necessary to engage in moderate to vigorous physical activity.</p>	<p><b>Knowledge &amp; Skills</b></p> <p>Work independently and safely in physical education. S4.E6.2a</p>	<p><b>Academic Language</b></p> <p><b>TIER 1</b></p> <ol style="list-style-type: none"> <li>1. Safe</li> <li>2. Slow</li> <li>3. Fast</li> <li>4. Run</li> <li>5. Walk</li> <li>6. Slide</li> <li>7. Curved</li> <li>8. Straight</li> <li>9. Zig-zag</li> </ol> <p><b>TIER 2</b></p> <ol style="list-style-type: none"> <li>1. Follow</li> <li>2. Demonstrate</li> <li>3. Mirror</li> <li>4. Repeat</li> <li>5. Recognize</li> <li>6. Share</li> <li>7. Describe</li> <li>8. Compare</li> <li>9. Support</li> <li>10. Socialize</li> </ol> <p><b>TIER 3</b></p> <ol style="list-style-type: none"> <li>1. Muscular Strength</li> <li>2. Muscular Endurance</li> <li>3. Flexibility</li> </ol>
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<p>yourself so you can be your best everyday.                  2. the best choices for you fit who you are and what you need.                  3. there are many paths to achieve the same result.</p>	<p>everyday?                  2. How will physical activity help me now and in the future?                  3. Where can I find the activities I enjoy doing?                  4. What physical activities inspire me?                  5. What does it mean to be mentally, emotionally, socially, physically, and spiritually healthy?</p>	<p>help achieve the target heart rate zone for a specific amount of time.                   20C.StageA.2 - Set a goal based on fitness data with teacher guidance.</p>	<p>Recognize the value of "good health balance."                  S3.E6.2</p>	<p>- target heart rate                  - data</p>
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November	<p><b>Enduring Understandings</b> ✕</p>	<p><b>Essential Questions</b> ✕</p>	<p><b>Standards</b></p>	✕	<p><b>Knowledge &amp; Skills</b> ✕</p>	<p><b>Academic Language</b> ✕</p>
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December	<p><b>Motor Skills</b></p>					
<p><b>Enduring Understandings</b> ✕</p>	<p><b>Essential Questions</b> ✕</p>	<p><b>Standards</b></p>	✕	<p><b>Knowledge &amp; Skills</b> ✕</p>	<p><b>Academic Language</b> ✕</p>	
<p><b>Knowing and understanding concepts of movement will improve performance in a specific skill and provide the foundation for transfer of skills in a variety of sports and activities.</b></p> <p>Students will understand oppositional placement during the skill of the underhand roll</p> <p>Students will be able to name cues for the major sport skills (underhand roll)</p>	<p><b>1. What are some similarities and differences between performing an underhand roll and underhand throw?</b></p> <p><b>2. What sports/activities would you use an underhand roll in?</b></p> <p><b>3. What are the teaching cues to perform the underhand roll?</b></p>	<p><b>NASPE.1 - The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</b></p> <p><b>G.19 - Acquire movement and motor skills and understand concepts necessary to engage in moderate to vigorous physical activity.</b></p>	<p><b>The student will be able to:</b></p> <p>Demonstrate the proper criteria to perform the underhand roll in order to use this skill in life long learning/activities (S1.E13.2)</p>	<p><b>TIER 1</b></p> <ol style="list-style-type: none"> <li>1. Run</li> <li>2. Slide</li> <li>3. Gallop</li> <li>4. Hop</li> <li>5. Catch</li> <li>6. Balance</li> <li>7. Roll</li> <li>8. Toss</li> <li>9. Fast</li> <li>10. Slow</li> <li>11. Hard</li> <li>12. Soft</li> <li>13. Jump</li> <li>14. Forward</li> <li>15. Backward</li> <li>16. Over</li> <li>17. Under</li> <li>18. High</li> <li>19. Low</li> <li>20. Skip</li> <li>21. Bounce</li> <li>22. Swing</li> <li>23. Strike</li> <li>24. Hit</li> <li>25. Throw</li> <li>26. Jog</li> <li>27. Safety</li> </ol> <p><b>TIER 2</b></p> <ol style="list-style-type: none"> <li>1. Share</li> <li>2. Follow</li> <li>3. Describe</li> <li>4. Repeat</li> <li>5. Direction</li> <li>6. Demonstrate</li> <li>7. Describe</li> <li>8. Compare</li> <li>9. Contrast</li> <li>10. Predict</li> </ol>		

						11. Explain <b>TIER 3</b> 1. Locomotor 2. Non-locomotor 3. Object Control 4. Pathway 5. Pattern 6. Opposition 7. Pace
January	Enduring Understandings ✕	Essential Questions ✕	Standards		Knowledge & Skills ✕	Academic Language ✕
February	Enduring Understandings ✕	Essential Questions ✕	Standards		Knowledge & Skills ✕	Academic Language ✕
March	Enduring Understandings ✕	Essential Questions ✕	Standards		Knowledge & Skills ✕	Academic Language ✕
April	<b>🏠 Social Behavior</b>					
	Enduring Understandings ✕	Essential Questions ✕	Standards		Knowledge & Skills ✕	Academic Language ✕
	<b>🏠</b> Students will understand: How to take responsibility for one's own actions.  The importance of following rules and protocols.  The importance of working effectively, both individually and with partners.	<b>🏠</b> 1. What does it look like to take responsibility for my actions? 2. How can following the rules and protocols in different environments help achieve success? 3. What skills are necessary in order to work successfully effectively by yourself and with others?	NASPE.4 - The physically literate individual exhibits responsible personal and social behavior that respects self and others.  G.21 - Develop skills necessary to become a successful member of a team by working with others during physical activity.		<b>🏠</b> Practices skills with minimal teacher prompting (S4.E1.2)  Accepts responsibility for class protocols with behavior and performance actions (S4.E2.2)  Accepts specific corrective feedback from the teacher (S4.E3.2)  Works independently with others in partner environments (S4.E4.2)  Recognizes the role of rules and etiquette in teacher-designed physical activities (S4.E5.2)  Works independently	<b>🏠</b> <b>TIER 1</b> 1. Talk 2. Listen 3. Behavior 4. Expectations 5. Rules 6. Safety 7. Responsible 8. Attitude 9. Motivation 10. Compromise 11. Integrity 12. Character 13. Encouragement 14. Community 15. Resolution 16. Relationships 17. Respect 18. Acceptance 19. Choice 20. Example 21. Procedure  <b>TIER 2</b> 1. Communicate 2. Discuss 3. Prepare

					and safely in physical education (S4.E6.2a)	4. Cooperate
					Works safely with physical education equipment (S4.E6.2b)	<b>TIER 3</b> 1. Teamwork 2. Strategize 3. Sportsmanship
May	Enduring Understandings ✕	Essential Questions ✕	Standards	✕	Knowledge & Skills ✕	Academic Language ✕
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July	Enduring Understandings ✕	Essential Questions ✕	Standards	✕	Knowledge & Skills ✕	Academic Language ✕