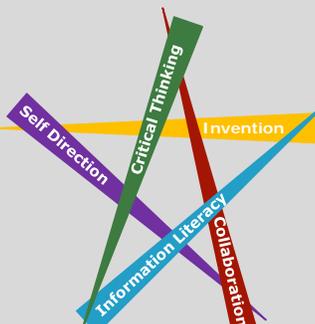


**Curriculum Development Course at a Glance
Planning for 2nd Grade Physical Education**

Content Area	Physical Education	Grade Level	2 nd Grade
Course Name/Course Code			
Standard	Grade Level Expectations (GLE)	GLE Code	
1. Movement Competence and Understanding - Standard 1	1. Demonstrate the elements of movement in combination with a variety of locomotor skills	PE09-GR.2-S.1-GLE.1	
	2. Demonstrate control and balance in traveling and weight-bearing activities using a variety of body parts and implements	PE09-GR.2-S.1-GLE.2	
	3. Use feedback to improve performance	PE09-GR.2-S.1-GLE.3	
2. Physical and Personal Wellness - Standard 2	1. Recognize the importance of making the choice to participate in a wide variety of activities that involve locomotion, nonlocomotion, and manipulation of objects outside of physical education class	PE09-GR.2-S.2-GLE.1	
	2. Identify good brain health habits	PE09-GR.2-S.2-GLE.2	
3. Emotional and Social Wellness	1. Demonstrate positive and helpful behavior and words toward other students	PE09-GR.2-S.3-GLE.1	
4. Prevention and Risk Management - Standard 4	1. Apply rules, procedures, and safe practices to create a safe school environment with little or no reinforcement	PE09-GR.2-S.4-GLE.1	

Colorado 21st Century Skills



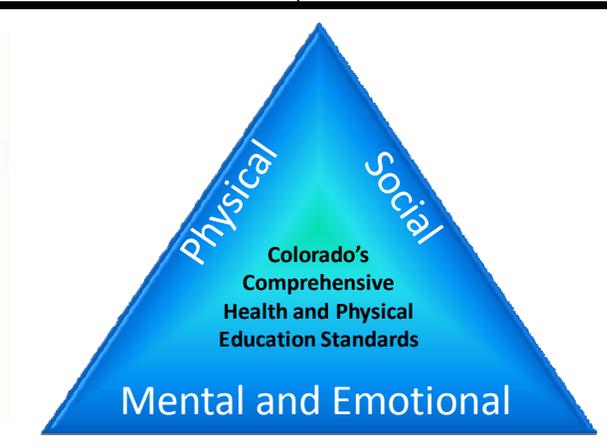
Critical Thinking and Reasoning: *Thinking Deeply, Thinking Differently*

Information Literacy: *Untangling the Web*

Collaboration: *Working Together, Learning Together*

Self-Direction: *Own Your Learning*

Invention: *Creating Solutions*



Unit Titles	Length of Unit/Contact Hours	Unit Number/Sequence
Purposeful Movement	12-14 Weeks	1
Practice Makes Perfect	14-16 Weeks	2
Success for All	2-4 Weeks	3
You Are What You Eat	2-4 Weeks	4

Curriculum Development Overview
Unit Planning for 2nd Grade Physical Education

Unit Title	Purposeful Movement		Length of Unit	12-14 weeks
Focusing Lens(es)	Movement concepts	Standards and Grade Level Expectations Addressed in this Unit	PE09-GR.2-S.1-GLE.1 PE09-GR.2-S.1-GLE.2 PE09-GR.2-S.1-GLE.3 PE09-GR.2-S.2-GLE.1	
Depth of Knowledge (Inquiry Questions/Engaging-Debatable):	<ul style="list-style-type: none"> • How does the ability to successfully perform various movements encourage increased participation in activities for enjoyment? (PE09-GR.2-S.2-GLE.1-EO.a,b;IQ.2;RA.2;N.1,2) • If you had to choose one skill, which is the most important – locomotor, non-locomotor, or manipulative? How would activities change if you were limited to only one or two of these skills? (PE09-GR.2-S.2-GLE.1-EO.a,b;IQ.2;RA.2;N.1,2) • How is walking different from running? (PE09-GR.2-S.1-GLE.1-EO.a,b;IQ.1;RA.1,2;N.1,2,3,4) • If you could only master one of the locomotor movements, which one would you chose and why? (PE09-GR.2-S.1-GLE.1-EO.a,b;IQ.4;RA.2;N.1,2) • Why is it important to move in both even and uneven rhythms? (PE09-GR.2-S.1-GLE.2-EO.a;IQ.1,2;RA.1,2,3,4;N.1,2) 			
Physical Education Standards Addressed	<ul style="list-style-type: none"> • Movement Competence and Understanding - Standard 1 • Physical and Personal Wellness - Standard 2 			
Concepts	Demonstration, locomotor, transitions, movement, spatial awareness, identification, rhythm, reflection, non-locomotor, manipulation, body awareness			

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
Demonstrating locomotor, non locomotor and manipulative skills can lead to mature movement patterns.	Name eight locomotor and five non-locomotor skills.	Why is it important to master your eight locomotor skills?
Successful transitioning between locomotor movements requires body and spatial awareness.	Name three games or activities that require transitioning between locomotor movements.	Why is it important to know multiple ways to transition between movement skills?
Demonstrating locomotor movements to even and uneven beats requires identification of various rhythmic skills.	Name two activities in our community that require locomotor rhythmic movements.	Why is it important to be able to move in a rhythmic manner?

Curriculum Development Overview
Unit Planning for 2nd Grade Physical Education

Evidence Outcomes (Key Skills):

My students will be able to (Do)...

- Demonstrate skipping, hopping, galloping, and sliding while transitioning on command (PE09-GR.2-S.1-GLE.1-EO.a)
- Demonstrate smooth transitions between sequential motor skills such as running into a jump (PE09-GR.2-S.1-GLE.1-EO.b)
- Move using the concepts of space awareness and movement control to run, hop, and skip in different ways in a large group without bumping into others or falling (PE09-GR.2-S.1-GLE.1-EO.c)
- Identify major characteristics of the skills of walking, running, jumping, hopping and leaping (PE09-GR.2-S.1-GLE.1-EO.d)
- Move to even and uneven beats using various locomotor movements (PE09-GR.2-S.1-GLE.2-EO.a)
- Use self feedback to identify strengths and weaknesses as well as modifications that need to be made to improve performance of a skill or physical movement (PE09-GR.2-S.1-GLE.3-EO.a)
- Correctly identify activities and the locomotor, non-locomotor and manipulative skill involved (PE09-GR.2-S.2-GLE.1-EO.a)

Critical Language: includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline.

EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: *“Mark Twain exposes the hypocrisy of slavery through the use of satire.”*

Physical Education Objective/Learning Target:

The Student Will.....

understand that the ability to move with transitions and rhythm will make them more confident to participate in physical activity.

Academic Vocabulary:

Demonstrate, transition, move, concepts, identify, self-feedback, performance

Technical Vocabulary:

Skipping, hopping, galloping, sliding, running, spatial awareness, walking, leaping, jumping, locomotor movements, beats, non-locomotor, manipulative

Instructional Resources:

- SPARK - K.2
 - Building a Foundation – Pg. v-vii, 9-11
 - Jumping Pg. 5-6
- SPARKFolio – K.2
 - Building A Foundation Task Cards
 - Jumping Task Cards
- Children Moving
 - Traveling (19) Pg. 305-327
 - Jumping and Landing (21) 349-366

Appendix 2

- **2nd Grade Pre and Post Assessment- 2-1 (to be administered in the Fall and Spring)**
- **Purposeful Movement True/False Assessment- 2-2**

Curriculum Development Overview
Unit Planning for 2nd Grade Physical Education

	<ul style="list-style-type: none">• Purposeful Movement True/False Rubric- 2-3• Locomotor/ Transition Assessment -2-4• Locomotor Skills and Transitions Checklist Spreadsheet- 2-5
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Curriculum Development Overview
Unit Planning for 2nd Grade Physical Education

Unit Title	Practice Makes Perfect		Length of Unit	14-16 Weeks
Focusing Lens(es)	Repetition and Performance	Standards and Grade Level Expectations Addressed in this Unit	PE09-GR.2-S.1-GLE.2 PE09-GR.2-S.1-GLE.3	
Depth of Knowledge (Inquiry Questions/Engaging-Debatable):	<ul style="list-style-type: none"> • What body parts are involved when a person jumps rope? (PE09-GR.2-S.1-GLE.2-EO.b-IQ.3) • When trying to improve skills, is it better to correct weaknesses or expand on strengths? Why? (PE09-GR.2-S.1-GLE.3-EO.b-IQ.2) 			
Physical Education Standards Addressed	<ul style="list-style-type: none"> • Movement Competence and Understanding - Standard 1 			
Concepts	Create, stationary, balances, repetition, demonstrating, identify, modify, feedback, improvement, performance			

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
Assessment, feedback and modification helps improve performance of skills in physical activity.	Name one way to modify a skill to improve performance	Why would you want to be able to modify a skill to be successful during a game or activity?
Repetition of skills promotes the ability to improve performance.	What are three drills that promote improvement in throwing performance?	Why do some people require more repetition of skills than others?
Creating complex movement patterns requires identification of basic movement skills and patterns.	Name three complex movement patterns that use two or more basic skills.	Is it more fun to participate in games that require complex movement patterns or games that are more simple? Why?

**Curriculum Development Overview
Unit Planning for 2nd Grade Physical Education**

Evidence Outcomes (Key Skills):

My students will be able to (Do)...

- Create a routine that includes two types of body rolls such as a log roll, egg roll, shoulder roll or forward roll and a stationary balance position after each roll (PE09-GR.2-S.1-GLE.2-EO.b)
- Jump rope repeatedly (PE09-GR.2-S.1-GLE.2-EO.c)
- Throw, catch, strike and trap objects while being stationary and also while moving to a partner (PE09-GR.2-S.1-GLE.2-EO.d)
- Balance objects on various body parts while in various positions (PE09-GR.2-S.1-GLE.2-EO.e)
- Demonstrate static and dynamic balance on lines, low beams, or benches (PE09-GR.2-S.1-GLE.2-EO.f)
- Use instructor feedback to identify strengths and weaknesses as well as modification that need to be made to improve performance of a skill or physical movement (PE09-GR.2-S.1-GLE.3-EO.b)

Critical Language: includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline.

EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: *“Mark Twain exposes the hypocrisy of slavery through the use of satire.”*

Physical Education Objective/Learning Target:

use teacher and self-feedback to identify strengths and weaknesses in movement to improve performance.

The Student Will.....

Academic Vocabulary:

Create, balance, demonstrate, feedback, identify, modification

Technical Vocabulary:

Log roll, egg roll, shoulder roll, forward roll, stationary balance, jump rope, throw, catch, strike, trap, static, dynamic, beams, benches

Instructional Resources:

- SPARK - K.2
 - Catching and Throwing Pg. 15-26, 33-36
 - Manipulative Pg. 7-22
 - Balance, Stunts and Tumbling Pg. 9-16
 - Dribbling, Volleying and Striking Pg. 11-13, 23-32
- SPARKFolio – K.2
 - Catching and Throwing Task Cards
 - Manipulative Task Cards
 - Balance, Stunts and Tumbling Task Cards

Curriculum Development Overview
Unit Planning for 2nd Grade Physical Education

	<ul style="list-style-type: none">○ Dribbling, Volleying and Striking Task Cards● Children Moving<ul style="list-style-type: none">○ Assessing Student Learning (14) Pg. 207○ Jumping and Landing (21) Pg. 361○ Transferring Weight and Rolling (23) Pg. 416-431○ Throwing and Catching (25) Pg. 470-489○ Striking with Rackets and Paddles (27) Pg. 537-553
Appendix 2	<ul style="list-style-type: none">● Manipulative Self/Teacher Checklist Worksheet Form- 2-6● Manipulative Teacher Feedback Rubric- 2-7● Roll and Balance Routine Worksheet- 2-8● Roll and Balance Routine Rubric- 2-9● Manipulative Skills Checklist Spreadsheet- 2-10● Roll and Balance Routine Checklist Spreadsheet- 2-11

Curriculum Development Overview
Unit Planning for 2nd Grade Physical Education

Unit Title	Success for All!		Length of Unit	2-4 Weeks
Focusing Lens(es)	Success, Failures, Challenges	Standards and Grade Level Expectations Addressed in this Unit	PE09-GR.2-S.2-GLE.1 PE09-GR.2-S.2-GLE.2 PE09-GR.2-S.3-GLE.1 PE09-GR.2-S.4-GLE.1	
Depth of Knowledge (Inquiry Questions/Engaging-Debatable):	<ul style="list-style-type: none"> • How do you face challenges, overcome failures and celebrate successes in physical activities (PE09-GR.2-S.2-GLE.1-EO.b-IQ.2; RA.4) • Why should you be polite when playing in a group physical activity? (PE09-GR.2-S.2-GLE.1-EO.b-IQ.1) • Why is it important to have good behavior, especially in a group setting? (PE09-GR.2-S.2-GLE.1-EO.b-IQ.2) • Is it easier or harder to work with peers to complete a task? Explain. (PE09-GR.2-S.2-GLE.1-EO.b-IQ.3) • How can you encourage someone who is shy to participate in a physical activity? (PE09-GR.2-S.2-GLE.1-EO.b-IQ.4) 			
Physical Education Standards Addressed	<ul style="list-style-type: none"> • Physical and Personal Wellness - Standard 2 • Social and Emotional Wellness - Standard 3 • Prevention and Risk Management - Standard 4 			
Concepts	Identify, enjoyment, challenges, successes, failures, describe, interaction, participation, encourage, safety, implements, responsibility			

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
To enjoy participation in activities they must overcome the challenges that are associated with it and feel some success.	Name three challenges you face when joining a new team.	What are challenges that people face when learning new skills or activities?
The failures that occur when participating in activities will make a person more appreciative of successes when they occur.	Name three athletes or teams that had failures but later achieved success.	Why do you feel better about your success when you have first failed?
Encouraging positive interaction with peers, aids in the enjoyment for everyone.	What are three ways you can positively encourage a person to participate in a game?	Would you rather have a teammate or coach encourage your successes or critique your failures? Why?

Curriculum Development Overview
Unit Planning for 2nd Grade Physical Education

Evidence Outcomes (Key Skills):

My students will be able to **(Do)**...

- Identify activities you enjoy the most and connect successes with enjoyment of activity (PE09-GR.2-S.2-GLE.1-EO.b)
- Identify feelings resulting from challenges, successes and failures in physical activity (PE09-GR.2-S.2-GLE.1-EO.e)
- Describe how positive social interactions can make physical activity with others more fun (PE09-GR.2-S.3-GLE.1-EO.a)
- Participate in a variety of group settings without distracting behavior (PE09-GR.2-S.3-GLE.1-EO.b)
- Encourage others by using verbal and nonverbal communication (PE09-GR.2-S.2-GLE.1-EO.c)
- Maintain safety within personal space while using implements (PE09-GR.2-S.4-GLE.1-EO.a)
- Follow safety rules in the gymnasium and on the playground (PE09-GR.2-S.4-GLE.1-EO.b)

Critical Language: includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline.

EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: *“Mark Twain exposes the hypocrisy of slavery through the use of satire.”*

Physical Education Objective/Learning Target:

be able to choose activities that they can participate in that creates a successful feeling.

The Student Will.....

Academic Vocabulary:

Identify, describe, participate, encourage, maintain, follow

Technical Vocabulary:

Feelings, challenges, successes, failures, positive social interaction, verbal and non-verbal communication, personal space, safety, gymnasium, playground

Instructional Resources:

- SPARK - K.2
 - ASAP Pg. 17-18
- SPARKFolio – K.2
 - Recess Task Cards
 - Additional Resources (Health Benefits of Physical Activity)
- Children Moving
 - Maintaining Appropriate Behavior (10) Pg. 146-163
 - Value and Purpose of Physical Education for Children (1) Pg. 5-7
 - Physical Fitness, Physical Activity and Wellness for Children (4) Pg. 40-42

Appendix 2

- **Success for All Assessment- 2-12**
- **Safe Practices Rubric- 2-13**

Curriculum Development Overview
Unit Planning for 2nd Grade Physical Education

Unit Title	You Are What You Eat		Length of Unit	2-4 Weeks
Focusing Lens(es)	Healthy Habits	Standards and Grade Level Expectations Addressed in this Unit	PE09-GR.2-S.1-GLE.3 PE09-GR.2-S.2-GLE.2	
Depth of Knowledge (Inquiry Questions/Engaging-Debatable):	<ul style="list-style-type: none"> • Why is water essential for the body? (PE09-GR.2-S.1-GLE.3-EO.c; IQ1) • Which health habit is most important? Why? (PE09-GR.2-S.1-GLE.3-EO.f; IQ.3) • What are your favorite healthy snacks? (PE09-GR.2-S.1-GLE.3-EO.c; IQ.1) • Do you feel better or worse when you get a lot of sleep at night ?(PE09-GR.2-S.1-GLE.3-EO.c; IQ.3) 			
Physical Education Standards Addressed	<ul style="list-style-type: none"> • Movement Competence and Understanding - Standard 1 • Physical and Personal Wellness - Standard 2 			
Concepts	Identify, brain health, choices, responsibility, healthy, determination, explanation, describe, emotions, nutrition, movement			

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
Making responsible choices for a healthy lifestyle includes proper hydration, nutrition and sleeping habits.	What are three beverages that are healthy for you to drink?	Are there specific drinks that are better for you at different times when participating in activity?
Identification of habits that promote a healthy brain facilitate the application of learned ideas and concepts.	What are three foods that are healthy for the brain?	What type of meal would you want to eat the night before a big test? Why?
Knowledge of the body's fuel requirements during active and inactive times encourages students reasoning, awareness and critical thinking about food choices.	What are three foods that are good to eat prior to, during and after activity?	Why are some foods better for you after an activity than before an activity?

Curriculum Development Overview
Unit Planning for 2nd Grade Physical Education

Evidence Outcomes (Key Skills):

My students will be able to **(Do)**...

- Identify methods to keep the brain healthy and ready to learn (PE09-GR.2-S.1-GLE.3-EO.c)
- Identify brain-healthy foods (PE09-GR.2-S.1-GLE.3-EO.d)
- Describe the role of water as an essential nutrient for the body and brain (PE09-GR.2-S.1-GLE.3-EO.e)
- Explain the fuel requirements of the body during physical activity and inactivity (PE09-GR.2-S.2-GLE.2-EO.a)
- Identify healthy food choices to fuel the body (PE09-GR.2-S.2-GLE.2-EO.b)
- Determine the proper amount of sleep to get every night (PE09-GR.2-S.2-GLE.2-EO.c)
- Identify changes in the body during exercise and how that makes you feel (PE09-GR.2-S.2-GLE.2-EO.d)

Critical Language: includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline.

EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: *“Mark Twain exposes the hypocrisy of slavery through the use of satire.”*

Physical Education Objective/Learning Target:

understand that proper fuels for their body will aid in mental and physical health for a lifetime.

The Student Will.....

Academic Vocabulary:

Identify, describe, explain, determine

Technical Vocabulary:

Brain healthy, water, nutrients, fuel, inactivity, sleep, exercise

Instructional Resources:

- SPARK - K.2
 - ASAP Pg. 17-18
 - Games Pg. 1-4, 13-14
- SPARKFolio – K.2
 - Building A Foundation Task Cards
 - Jumping Task Cards
- Children Moving
 - Physical Fitness, Physical Activity and Wellness for Children (4) Pg. 43

Appendix 2

- **You Are What You Eat Assessment- 2-14**
- **You Are What You Eat Rubric- 2-15**

Curriculum Development Overview
Unit Planning for 2nd Grade Physical Education