Danville Area School District
Course Overview and Scope and Sequence

Course Title: Physical Education
Content Area: PE
Grade Level:2
Date Developed: September, 2023

COURSE OVERVIEW: The 2nd Grade Physical Education course is a continuation of the path to obtain skills, knowledge, and attitudes that lead to a physically active lifestyle. Second grade students will demonstrate basic locomotor and nonlocomotor movements. Students will be introduced to and will demonstrate critical elements of technique while using varied manipulative skills. Students will participate while using safe, respectful, and responsible behavior. While participating in a variety of activities, students will also continue to identify how their bodies change during exercise and to understand the concept and importance of physical fitness.

ANCHOR STANDARDS:
Standard 1. The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.
Standard 2. The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.
Standard 3. The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
Standard 4. The physically literate individual exhibits responsible personal and social behavior that respects self and others.
Standard 5. The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

KEY COURSE TEXT AND MATERIALS: Children Moving, A Reflective Approach to Teaching Physical Education
www.mhhe.com/graham9e (Children Moving web site)
Adventure Curriculum for Physical Education – Elementary School
Dynamic Physical Education for Elementary School Children
American Heart Association
National Standards & Grade-Level Outcomes for K-12 Physical Education –
2014- Society of Health And Physical Educators (SHAPE America)
The New National Standards for Physical Education- www.aahperd.org
PE Equipment & Materials
Fitnessgram

KEY ASSESSMENTS:
Authentic assessment Teacher observation Think pair share Student demonstration
Show me thumbs up/down Critical element rubrics Pre/post skill rubrics Oral and or cognitive quizzes
Student led peer modeling Peer observation

SCOPE AND SEQUENCE					
Unit	PRIORITY STANDARDS	SUPPORTING OUTCOMES	ASSESSMENT	MATERIALS	TIMEFRAME
Establishing a Safe Learning Environment	**Standard 1:** The physically literate individual demonstrates competency in a variety of motor skills and movement patterns. **Standard 2:** The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance. **Standard 4**. The physically literate individual exhibits responsible personal and social behavior that respects self and others.	Works independently and safely in physical education. (S4.E6.2a) Works safely with physical education equipment. (S4.E6.2b) Actively engages in physical education class in response to instruction and practice. (S3.E2.2)Recognizes the role of rules and etiquette in teacher-designed physical activities. (S4.E5.2) Practices skills with minimal teacher prompting. (S4.E1.2)	Authentic assessment Teacher observation Think pair share Student demonstration Show me thumbs up/down Critical element rubrics Pre/post skill rubrics Oral and or cognitive quizzes Student led peer modeling Peer observation	Children Moving, A Reflective Approach to Teaching Physical Education www.mhhe.com/graham9e (Children Moving website) Adventure Curriculum for Physical Education – Elementary School	Cycle 1 august- september (revisited throughout the year)
Space awareness, traveling (direction, levels, and relationships)	**Standard 1:** The physically literate individual demonstrates competency in a variety of motor skills and movement patterns. **Standard 2:** The physically literate individual applies knowledge of concepts,	Works independently with others in partner environments. (S4.E4.2) Works independently and safely in physical education. (S4.E6.2a) Actively engages in physical education class in response to instruction and practice. (S3.E2.2)Recognizes the	Authentic assessment Teacher observation Think pair share Student demonstration Show me thumbs up/down Critical element rubrics Pre/post skill rubrics Oral and or cognitive quizzes Student led peer modeling Peer observation	Children Moving, A Reflective Approach to Teaching Physical Education www.mhhe.com/graham9e (Children Moving website) Adventure Curriculum for Physical Education – Elementary School	Cycle 2- early september (revisited throughout the year)

	principles, strategies and tactics related to movement and performance. **Standard 4**. The physically literate individual exhibits responsible personal and social behavior that respects self and others.	role of rules and etiquette in teacher-designed physical activities. (S4.E5.2) Practices skills with minimal teacher prompting. (S4.E1.2)			
Locomotor Movements (run, hop, jump, slide, skip, gallop, leap)	**Standard 1:** The physically literate individual demonstrates competency in a variety of motor skills and movement patterns. **Standard 2:** The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance. **Standard 4**. The physically literate individual exhibits responsible personal and social behavior that respects self and others.	Skips using a mature pattern. (S1.E1.2)Runs with a mature pattern. (S1.E2.2a) Travels showing differentiation between jogging and sprinting. (S1.E2.2b)Demonstrates 4 of the 5 critical elements for jumping and landing in a horizontal plane using a variety of 1- and 2-foot take-offs and landings. (S1.E3.2)Combines locomotor skills in general space to a rhythm. (S2.E1.2) Actively engages in physical education class in response to instruction and practice. (S3.E2.2) Practices skills with minimal teacher prompting. (S4.E1.2)Works independently with others in partner environments.	Authentic assessment Teacher observation Think pair share Student demonstration Show me thumbs up/down Critical element rubrics Pre/post skill rubrics Oral and or cognitive quizzes Student led peer modeling Peer observation	Children Moving, A Reflective Approach to Teaching Physical Education www.mhhe.com/graham9e (Children Moving website) Adventure Curriculum for Physical Education – Elementary School	Cycle 3 mid september (revisited throughout the year)

		(S4.E4.2)Recognizes the role of rules and etiquette in teacher-designed physical activities. (S4.E5.2)Works independently and safely in physical education. (S4.E6.2a) Works safely with physical education equipment. (S4.E6.2b)			
Non-locomotor (bend, twist, pull, push, swing, sway, turn, etc.)	**Standard 1:** The physically literate individual demonstrates competency in a variety of motor skills and movement patterns. **Standard 2:** The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance. **Standard 4**. The physically literate individual exhibits responsible personal and social behavior that respects self and others.	Differentiates among twisting, curling, bending & stretching actions. (S1.E10.2)Rolls in different directions with either a narrow or curled body shape. (S1.E9.2)Transfers weight from feet to different body parts/bases of support for balance and/or travel.a (S1.E8.2) Actively engages in physical education class in response to instruction and practice. (S3.E2.2) Practices skills with minimal teacher prompting. (S4.E1.2)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 and safely in physical education. (S4.E6.2a) Works safely with physical education equipment. (S4.E6.2b)	Authentic assessment Teacher observation Think pair share Student demonstration Show me thumbs up/down Critical element rubrics Pre/post skill rubrics Oral and or cognitive quizzes Student led peer modeling Peer observation	Children Moving, A Reflective Approach to Teaching Physical Education www.mhhe.com/graham9e (Children Moving website) Adventure Curriculum for Physical Education – Elementary School	Cycle 4 end september (revisited throughout the year)

Balancing and Transferring weight	**Standard 1:** The physically literate individual demonstrates competency in a variety of motor skills and movement patterns. **Standard 2:** The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance. **Standard 4**. The physically literate individual exhibits responsible personal and social behavior that respects self and others.	Balances on different bases of support, combining levels and shapes. (S1.E7.2a) Balances in an inverted position* with stillness and supportive base. (S1.E7.2b)Balances on different bases of support, combining levels and shapes. (S1.E7.2a) Balances in an inverted position* with stillness and supportive base. (S1.E7.2b)Actively engages in physical education class in response to instruction and practice. (S3.E2.2) Practices skills with minimal teacher prompting. (S4.E1.2)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 and safely in physical education. (S4.E6.2a) Works safely with physical education equipment. (S4.E6.2b)	Authentic assessment Teacher observation Think pair share Student demonstration Show me thumbs up/down Critical element rubrics Pre/post skill rubrics Oral and or cognitive quizzes Student led peer modeling Peer observation	Children Moving, A Reflective Approach to Teaching Physical Education www.mhhe.com/graham9e (Children Moving website) Adventure Curriculum for Physical Education – Elementary School	(revisited throughout the year)
Rolling	**Standard 1:** The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.	Actively engages in physical education class in response to instruction and practice. (S3.E2.2) Practices skills with minimal teacher prompting.	Authentic assessment Teacher observation Think pair share Student demonstration Show me thumbs up/down Critical element rubrics Pre/post skill rubrics	Children Moving, A Reflective Approach to Teaching Physical Education www.mhhe.com/graham9e (Children Moving website)	(revisited throughout the year)

	Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance. **Standard 4**. The physically literate individual exhibits responsible personal and social behavior that respects self and others.	(S4.E1.2)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 and safely in physical education. (S4.E6.2a) Works safely with physical education equipment. (S4.E6.2b)	Oral and or cognitive quizzes Student led peer modeling Peer observation	Adventure Curriculum for Physical Education – Elementary School	
Throwing and Catching	**Standard 1:** The physically literate individual demonstrates competency in a variety of motor skills and movement patterns. **Standard 2:** The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance. **Standard 4**. The physically literate individual exhibits responsible personal and social behavior that respects self and others.	Throws underhand using a mature pattern. (S1.E13.2)Throws overhand, demonstrating 2 of the 5 critical elements of a mature pattern. (S1.E14.2)Catches a self-tossed or well-thrown large ball with hands, not trapping or cradling against the body. (S1.E16.2) Actively engages in physical education class in response to instruction and practice. (S3.E2.2) Practices skills with minimal teacher prompting. (S4.E1.2)Works independently with others in partner environments. (S4.E4.2)Recognizes the role of rules and etiquette	Authentic assessment Teacher observation Think pair share Student demonstration Show me thumbs up/down Critical element rubrics Pre/post skill rubrics Oral and or cognitive quizzes Student led peer modeling Peer observation	Children Moving, A Reflective Approach to Teaching Physical Education www.mhhe.com/graham9e (Children Moving website) Adventure Curriculum for Physical Education – Elementary School	(revisited throughout the year)

		in teacher-designed physical activities. (S4.E5.2)Works independently and safely in physical education. (S4.E6.2a) Works safely with physical education equipment. (S4.E6.2b)			
Kicking	**Standard 1:** The physically literate individual demonstrates competency in a variety of motor skills and movement patterns. **Standard 2:** The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance. **Standard 4**. The physically literate individual exhibits responsible personal and social behavior that respects self and others.	Uses a continuous running approach and kicks a moving ball, demonstrating 3 of the 5 critical elements of a mature pattern. (S1.E21.2) Actively engages in physical education class in response to instruction and practice. (S3.E2.2) Practices skills with minimal teacher prompting. (S4.E1.2)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 and safely in physical education. (S4.E6.2a) Works safely with physical education equipment. (S4.E6.2b)	Authentic assessment Teacher observation Think pair share Student demonstration Show me thumbs up/down Critical element rubrics Pre/post skill rubrics Oral and or cognitive quizzes Student led peer modeling Peer observation	Children Moving, A Reflective Approach to Teaching Physical Education www.mhhe.com/graham9e (Children Moving website) Adventure Curriculum for Physical Education – Elementary School	(revisited throughout the year)
Dribbling **With hands/feet**	**Standard 1:** The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.	Dribbles with the feet in general space with control of ball and body. (S1.E18.2)Dribbles in self-space with preferred hand demonstrating a mature pattern.	Authentic assessment Teacher observation Think pair share Student demonstration Show me thumbs up/down Critical element rubrics Pre/post skill rubrics	Children Moving, A Reflective Approach to Teaching Physical Education www.mhhe.com/graham9e (Children Moving website)	(revisited throughout the year)

	Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance. **Standard 4**. The physically literate individual exhibits responsible personal and social behavior that respects self and others.	(S1.E17.2a) Dribbles using the preferred hand while walking in general space. (S1.E17.2b) Actively engages in physical education class in response to instruction and practice. (S3.E2.2) Practices skills with minimal teacher prompting. (S4.E1.2)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 and safely in physical education. (S4.E6.2a) Works safely with physical education equipment. (S4.E6.2b)	Oral and or cognitive quizzes Student led peer modeling Peer observation	Adventure Curriculum for Physical Education – Elementary School	
Volley underhand	**Standard 1:** The physically literate individual demonstrates competency in a variety of motor skills and movement patterns. **Standard 2:** The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance. **Standard 4**. The physically literate	Volleys an object upward with consecutive hits. (S1.E22.2) Actively engages in physical education class in response to instruction and practice. (S3.E2.2) Practices skills with minimal teacher prompting. (S4.E1.2)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	Authentic assessment Teacher observation Think pair share Student demonstration Show me thumbs up/down Critical element rubrics Pre/post skill rubrics Oral and or cognitive quizzes Student led peer modeling Peer observation	Children Moving, A Reflective Approach to Teaching Physical Education www.mhhe.com/graham9e (Children Moving website) Adventure Curriculum for Physical Education – Elementary School	(revisited throughout the year)

	individual exhibits responsible personal and social behavior that respects self and others.	independently and safely in physical education. (S4.E6.2a) Works safely with physical education equipment. (S4.E6.2b)			
Striking with a short/long implement	**Standard 1:** The physically literate individual demonstrates competency in a variety of motor skills and movement patterns. **Standard 2:** The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance. **Standard 4**. The physically literate individual exhibits responsible personal and social behavior that respects self and others.	Strikes an object upward with a short-handled implement, using consecutive hits. (S1.E24.2) Strikes a ball off a tee or cone with a bat, using correct grip and side orientation/ proper body orientation. (S1.E25.2) Actively engages in physical education class in response to instruction and practice. (S3.E2.2) Practices skills with minimal teacher prompting. (S4.E1.2)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 and safely in physical education. (S4.E6.2a) Works safely with physical education equipment. (S4.E6.2b)	Authentic assessment Teacher observation Think pair share Student demonstration Show me thumbs up/down Critical element rubrics Pre/post skill rubrics Oral and or cognitive quizzes Student led peer modeling Peer observation	Children Moving, A Reflective Approach to Teaching Physical Education www.mhhe.com/graham9e (Children Moving website) Adventure Curriculum for Physical Education – Elementary School	(revisited throughout the year)
Jump Rope	**Standard 1:** The physically literate individual demonstrates	Jumps a self-turned rope consecutively forward and backward with a mature	Authentic assessment Teacher observation Think pair share	Children Moving, A Reflective Approach to Teaching Physical	(revisited throughout the year)

	competency in a variety of motor skills and movement patterns. **Standard 2:** The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance. **Standard 4**. The physically literate individual exhibits responsible personal and social behavior that respects self and others.	pattern. (S1.E27.2a) Jumps a long rope 5 times consecutively with student turners. (S1.E27.2b) Actively engages in physical education class in response to instruction and practice. (S3.E2.2) Practices skills with minimal teacher prompting. (S4.E1.2)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 and safely in physical education. (S4.E6.2a) Works safely with physical education equipment. (S4.E6.2b)	Student demonstration Show me thumbs up/down Critical element rubrics Pre/post skill rubrics Oral and or cognitive quizzes Student led peer modeling Peer observation	Education www.mhhe.com/graham9e (Children Moving website) Adventure Curriculum for Physical Education – Elementary School	