

Physical Education –Second Grade

Description The Appleton Area School District K-12 physical education program will provide a wide range of opportunities to develop motor learning, physical skill, a healthy lifestyle, a healthy fitness level, respectful behavior, and understanding of diversity, physical activity, and well being.

Minutes per Week 90 minutes per week

Textbooks/Resources

Required Assessments District-wide, standards-based assessments & Fitnessgram

Board Approved October 2005
Revised

AASD Physical Education Goals for K-12 Students

- *Become competent in many and proficient in a few forms of physical activity.*
- *Become physically fit.*
- *Participate regularly in physical activity.*
- *Learn the benefits from involvement in physical activity.*
- *Value physical activity and its contribution to a healthy lifestyle.*

AASD Physical Education Standards for Grades K-2 Students

- | | |
|--|---|
| I. Leading an Active Lifestyle | <ul style="list-style-type: none"> A. Skips, hops, gallops, slides, etc., using mature form. B. Travels fast and slow, using different pathways, changing directions in response to a signal or obstacle using a variety of locomotor skills. C. Perform tumbling activities, including rolls, jumps, weight transfer skills, and balance various body parts or objects. D. Controls an object using feet, hands or implement to a target (dribble, throw, catch, kick, strike). |
| II. Physical Skill Development | <ul style="list-style-type: none"> A. Recognizes appropriate safety practices with and without physical education equipment. B. Corrects movement errors in response to corrective feedback. C. States the short-term effects of physical activity on the heart, lungs, and muscles. D. Explains that appropriate practice improves performance. |
| III. Learning Skills | <ul style="list-style-type: none"> A. Engages in moderate to vigorous physical activity on an intermittent basis. B. Participates in a variety of physical activities outside of school, with and without objects. C. Participates in a variety of non-structured and minimally-organized physical activities outside of physical education. |
| IV. Understanding Physical Activity and Well Being | <ul style="list-style-type: none"> A. Participates in muscular strength activities to improve upper body strength to participate in activities such as climbing, hanging, momentary body support on the hands, monkey bars, or traverse wall. B. Sustains activity for increasingly longer periods of time while participating in various activities in physical education. C. Participates in a variety of activities and games that increase breathing and heart rate. D. Recognizes that health-related physical fitness consists of several different components. |
| V. Health Enhancing Fitness | <ul style="list-style-type: none"> A. Follows directions given to the class for an all-class activity. B. Uses safety procedures. C. Works independently, productively, and demonstrates a willingness to challenge self. D. Accepts all playmates without regard to personal differences (e.g., ethnicity, gender, disability). E. Demonstrates the elements of socially acceptable conflict resolution during a class activity. F. Regularly encourages others and refrains from negative statements. |

AASD Physical Education Standards for Grades K-2 Students

VI. Respectful Behavior

- A. Attempts new movements and skills willingly.
- B. Participates even when not successful.
- C. Identifies several activities that are enjoyable.
- D. Expresses personal feelings on progress made while learning a new skill.

Essential Learning Objectives	Performance Indicators	Classroom Assessments
<p>1. Demonstrate mature forms of locomotors, non- locomotors skills, and non-locomotors skills.</p>	<p>Performance will be satisfactory when the student:</p> <ul style="list-style-type: none"> a. demonstrates mature skills for: skips, gallops, slides runs, leaps, jumps. b. combines loco-motor/non-loco-motor skills in self space. c. throws and dribbles in a self-space; catches a self-tosses ball; can underhand strike a soft, lightweight ball or balloon in self space; kick a stationary ball toward a target with mature form. d. demonstrates a variety of ways to travel emphasizing changing levels, speeds and supporting body parts. e. demonstrates a variety of ways to travel emphasizing changing levels, speeds and supporting body parts. f. understands how to traverse a horizontal (bouldering) wall using a variety of movements. 	<ul style="list-style-type: none"> • Observation • Checklists • Performance tasks • Rubrics • Physical tests
<p>Objectives are linked to the following AASD Physical Education Standards: I, II, III</p>		
<p>2. Apply movement concepts to a variety of basic skills.</p>	<p>Performance will be satisfactory when the student:</p> <ul style="list-style-type: none"> a. understands that transferring weight forward increases distance that an object will travel- knows extending body parts toward intended target will determine direction that object will follow. b. demonstrates a mature form of an overhand throw. c. differentiates between different loco-motor patterns. d. understands feedback and applies it to improve skills. e. demonstrates how to traverse a bouldering wall. 	<ul style="list-style-type: none"> • Observation • Checklists • Performance tasks • Rubrics • Physical tests
<p>Objectives are linked to the following AASD Physical Education Standards: I, II, III</p>		

Essential Learning Objectives	Performance Indicators	Classroom Assessments
<p>3. Engage in moderate to vigorous physical activity inside and outside of school.</p>	<p>Performance will be satisfactory when the student:</p> <ul style="list-style-type: none"> a. participates actively during class. b. provides verbal responses to questions about being active outside of school. c. identifies likes and dislikes in relation to physical activity. d. describes activities that are enjoyable to them that provide increased heart rates. e. understands how nutrition affects physical performance. f. completes homework. g. associates proper nutrition with feeling good. 	<ul style="list-style-type: none"> • Observation • Checklists • Performance tasks • Rubrics • Physical tests
<p>Objectives are linked to the following AASD Physical Education Standards: II, III, IV</p>		
<p>4. Sustain moderate physical activity for short periods of time and can identify physiological signs.</p>	<p>Performance will be satisfactory when the student:</p> <ul style="list-style-type: none"> a. sustains cardiovascular activity for a minimum of 3-5 minutes. b. identifies how to find heart rate or pulse for 6 seconds. c. identifies three components of health-related fitness, cardiovascular endurance, muscular strength, and flexibility. d. participates in activities which will develop muscular strength and endurance. e. demonstrates two different flexibility stretches. 	<ul style="list-style-type: none"> • Observation • Checklists • Performance tasks • Rubrics • Physical tests • Web based assessments
<p>Objectives are linked to the following AASD Physical Education Standards: I, II, III</p>		

Essential Learning Objectives	Performance Indicators	Classroom Assessments
<p>5. Demonstrate safe practices and follows classroom rules and procedures.</p>	<p>Performance will be satisfactory when the student:</p> <ul style="list-style-type: none"> a. demonstrates the ability to follow rules and safety procedures. b. works with others regardless of gender, ethnicity, or ability. c. follows directions. d. works cooperatively with groups and partners with out “put-downs” and a positive attitude. e. applies full value contract of be kind, be gentle, be safe. f. transitions easily between groups.. g. applies levels of responsibilities. 	<ul style="list-style-type: none"> • Observation • Checklists • Performance tasks • Rubrics • Physical tests
<p>Objectives are linked to the following AASD Physical Education Standards: V</p>		
<p>6. Use new movement activities and skills while engaging in physical activity.</p>	<p>Performance will be satisfactory when the student:</p> <ul style="list-style-type: none"> a. actively participates by choice in the physical education classroom. b. shows appreciation for skillful performance using objective criteria. c. identifies elements of his/her own movement skill that are improving. d. integrates newly learned skills into activity. e. quickly and willingly forms working partners/groups in class. f. identifies activities outside of class that provide enjoyment. 	<ul style="list-style-type: none"> • Observation • Checklists • Performance tasks • Rubrics • Physical tests
<p>Objectives are linked to the following AASD Physical Education Standards: I, II, III, VI</p>		