

DEPARTMENT NAME Health & Wellness: P.E. GRADE LEVEL: 2 <sup>nd</sup>	<b>YEAR AT A GLANCE</b> <b>Student Learning Outcomes by Marking Period</b> <b>2019-2020</b>
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FIRST TERM	Overarching/general themes and resources		
Dates	Unit Overview	District Endorsed Curriculum Resource	To Demonstrate Proficiency by the End of the Quarter Students Will.... (with eligible content references):
Marking Period Starts: 9/5/19  Suggested Completion Date: 9/20/19	<b>**Unit:</b> Intro to PE  Unit Title: <b>PE 101 (Routines, Rituals and Relevance)</b>  Suggested Equipment: -Boundary Cones -Visual of class rules and routines; -Poly spots per student	<b>SPARK:</b> K-2 <i>Building a Foundation</i>  <b>SPARK:</b> K-2 <i>ASAPs</i>  <b>OPEN Phys. Ed:</b> K-2 <i>Flag Tag Games</i>	Content/skill SWBAT statement (corresponding standards) <ul style="list-style-type: none"> <li>● Demonstrate the ability to follow basic class routines and rules (M. 24)</li> <li>● Identify physical education as a class that is both enjoyable and challenging (F. 13)</li> <li>● Identify safety risks in a variety of activities (M. 25)</li> <li>● Identify personal space and other spatial relationships (M. 15)</li> <li>● Identify basic rules of simple games (M.24)</li> <li>● Understand the importance of nutrition and physical activity in terms of health (F.14)</li> <li>● Identify healthy versus unhealthy behaviors related to nutrition and physical activity (F.15)</li> </ul>
Suggested Completion Date: 10/11/19	<b>**Unit:</b> Movement Skills & Concepts: Locomotor Skills  Unit Title: <b>Locomotor Skills</b>  Suggested Equipment: -Cones -Locomotor Skill Visuals -Poly spots per student -Noodle tag sticks	<b>SPARK:</b> K-2 <i>Building a Foundation</i>  <b>SPARK:</b> K-2 <i>ASAPs</i>  <b>OPEN Phys. Ed:</b> K-2 <i>Locomotors</i>	Content/skill SWBAT statement (corresponding standards) <ul style="list-style-type: none"> <li>● Demonstrate proper form for all seven locomotor skills (M. 1)</li> <li>● Demonstrate a ability to perform several locomotor skills in a pattern or given sequence (M. 3)</li> <li>● Demonstrate the ability to move safely within a given activity space while performing movements at various speeds (M.25, M. 18)</li> <li>● Demonstrate the ability to combine speeds, directions, pathways and levels as prompted by the teacher (M. 1, M. 22)</li> <li>● Demonstrate the ability to jump and leap for distance (M. 1, M. 23)</li> <li>● Identify skill cues specific to each to locomotor skill (M. 1, M. 2)</li> </ul>
Suggested Completion Date:  11/1/19	Unit: Movement Skills & Concepts: Non-locomotor Skills  Unit Title examples: <b>Non-locomotor Movements; Stunts &amp; Balancing, Body Awareness, Movement Exploration, Yoga</b>	<b>SPARK:</b> K-2 <i>Balance, Stunts, and Tumbling</i>	Content/skill SWBAT statement (corresponding standards) <ul style="list-style-type: none"> <li>● Demonstrate the ability to perform all non-locomotor movements using proper form (M. 4)</li> <li>● Demonstrate the ability to perform non-locomotor movements at varying speeds and levels (M.4, M. 18, M. 21)</li> <li>● Identify several body parts in relation to right and left sides (M.16)</li> <li>● Demonstrate the ability to support own body weight in various positions for at least 20 seconds (M. 5, F. 6)</li> <li>● Balance on each foot for 20 seconds (M. 5)</li> <li>● Balance on a piece of equipment for a given amount of time (M.5)</li> <li>● Identify muscles being strengthened during the performance of particular physical activities (F.7)</li> </ul>

	Suggested Equipment: -Gym mats or yoga mats -Beanbags -Poly spots per student *PE Lending Library Balance and Coordination Unit		<ul style="list-style-type: none"> <li>• Demonstrate the proper form of stretching for large muscle groups (Quads, Hamstrings, Biceps, etc) (F. 9)</li> <li>• Identify the major bones of the body (F. 12)</li> </ul>
Suggested Completion Date:  11/27/19	Unit: Movement Skills & Concepts: Manipulating Objects with Hands  Unit Title examples: <b>Roll, Throw &amp; Catch</b>  -6-7" balls -Cones -Poly spots -Bowling Pins or other targets -Fleece Balls -Bean bags and other tossables	<b>SPARK:</b> K-2 <i>Catching and Throwing</i> (see rolling lessons)  <b>OPEN Phys. Ed:</b> K-2 <i>Locomotors &amp; Manipulative Skills (roll, throw, catch activities)</i>	Content/skill SWBAT statement (corresponding standards) <ul style="list-style-type: none"> <li>• Roll a ball using mature form to a partner or target (M. 9)</li> <li>• Throw an object overhand using mature form to a partner or target (M. 7)</li> <li>• Catch a gently thrown object from a partner (M. 8)</li> <li>• Demonstrate the ability to fulfill varying roles in activities involving manipulative skills (M. 24, M. 26)</li> <li>• Demonstrate the ability to act as an effective teammate or partner in activities involving manipulative skills (PS. 3, PS. 4)</li> <li>• Identify the skill cues for roll, throw and catch (M. 14)</li> </ul>
First Marking Period Ends: 11/29/19			
Assessments During This Period: <i>SPARK Folio K-2 assessments; HWD Run &amp; Skip Motor Skill Benchmark Assessments; OPEN Phys. Ed. assessments</i>			

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SECOND TERM			
Overarching/general themes and resources			
Dates	Unit Overview	District Endorsed Curriculum Resource	To Demonstrate Proficiency by the End of the Quarter Students Will.... (with eligible content references):
Marking Period Starts: 12/2/19  Suggested Completion Date: 12/20/19	Unit: Movement Skills & Concepts: Manipulating Objects with Hands  Unit Title examples: <b>Bounce, Dribble &amp; Pass</b>	<b>SPARK:</b> K-2 Dribbling, Volleying and Striking (see bounce lessons)  <b>OPEN Phys. Ed:</b> K-2 <i>Ball Handling Skills</i> (see bounce activity plans)	Content/skill SWBAT statement (corresponding standards) <ul style="list-style-type: none"> <li>• Demonstrate the ability to self-bounce and catch repeatedly at different levels (M. 10, M. 21)</li> <li>• Catch a ball bounced from a partner at varying distances (M. 8)</li> <li>• Bounce a ball to partner so that it arrives at waist level (M. 10)</li> <li>• Dribble using dominant and non-dominant hand while in a stationary position (M. 11)</li> <li>• Dribble, alternating hands, while in a stationary position (M. 11)</li> <li>• List the skills cues associated with dribbling a ball (M. 11)</li> </ul>

	<p>Suggested Equipment:          -Bounce Balls          -Cones          -Poly spots</p>		
<p>Suggested Completion Date:          1/17/20</p>	<p>Unit: Movement Skills &amp; Concepts: Manipulating objects with hands and short-handled implements</p> <p>Unit Title example:  <b><i>Volley &amp; Strike with hands, Four-Square, Modified Volleyball</i></b></p> <p>Suggested Equipment:          -Gator Balls          -Playground Balls          -Beach Balls          -Cones          -Spots          -Nets</p>	<p><b>SPARK:</b> K-2 <i>Catching and Throwing</i> (see underhand lessons)</p>	<p>Content/skill SWBAT statement (corresponding standards)</p> <ul style="list-style-type: none"> <li>● Strike a large, lightweight object with hands repeatedly while moving in different directions (M.13, M. 19)</li> <li>● Strike a large, lightweight object back and forth with a partner at least five times (M. 13, PS. 4)</li> <li>● Strike a lightweight object, using hands, toward a target at least five times (M. 13)</li> <li>● Volley a large, lightweight object for at least 10 seconds with a small group (M. 13, PS. 4, PS. 7)</li> <li>● Demonstrate the ability to share space and equipment during volleying activities (PS. 2)</li> <li>● Demonstrate the ability to follow basic rules for volleying activities (M. 24)</li> <li>● Identify the skill cues for striking with hands (M. 14)</li> <li>● Identify two leisure activities, including recess, that involve striking or volleying with hands (LL. 1, LL. 3)</li> </ul>
<p>Marking Period Starts:          2/7/20</p>	<p>Unit: Health-Related Fitness: Aerobics</p> <p>Unit Title examples:  <b><i>Aerobic Games, Chasing and Fleeing, Obstacle Courses, Jump Rope</i></b></p> <p>Suggested Equipment:          -Cones          -Noodle Tag Sticks          -Aerobic Station Task Cards          -Jump Ropes          *PE Lending Library:          Obstacle Course Unit</p>	<p><b>SPARK:</b> K-2 <i>Games</i></p> <p><b>OPEN Phys. Ed:</b> K-2 <i>Flag Tag Games</i></p>	<p>Content/skill SWBAT statement (corresponding standards)</p> <ul style="list-style-type: none"> <li>● Demonstrate the ability to participate in aerobic activities for increasing amounts of time (F. 1)</li> <li>● Recognize that oxygen plays a key role in physical activity (F. 2)</li> <li>● Identify the basic function of the heart (F. 4)</li> <li>● Explain the role of blood in transporting oxygen to the heart and muscles (F. 5)</li> <li>● Demonstrate the ability to apply and combine locomotor movements during aerobic activities/games (F. 1, M. 1)</li> <li>● Explain how warm-up prepares the body for exercise (F. 11)</li> <li>● Identify basic safety procedures and rules for a variety of physical activities (M. 25)</li> </ul>

<p>Suggested Completion Date: 3/13/20</p>	<p>Unit: Lifelong Physical Activity Skills: Rhythms &amp; Dance</p> <p>Unit Title examples: <b>Dance, Rhythm Sticks</b></p> <p>Suggested Equipment: -Music -Music player/speaker -Rhythm Sticks -Scarves -Bells *Rhythms &amp; Dance PE Lending Library Unit</p>	<p><b>SPARK:</b> K-2 <i>Dance</i></p> <p><b>OPEN Phys. Ed:</b> K-2 <i>Dance</i></p>	<p>Content/skill SWBAT statement (corresponding standards)</p> <ul style="list-style-type: none"> <li>● Identify rhythm and/or dance activities as enjoyable (LL.9)</li> <li>● Demonstrate simple right and left movement patterns to a given beat (M.16, LL.2)</li> <li>● Demonstrate simple forward and backward movement patterns to a given beat (M. 19)</li> <li>● Clap or tap along to a tempo, pattern or sequence (LL.2)</li> <li>● Demonstrate a simple rhythmic pattern with a partner (PS. 3, LL.2)</li> <li>● Identify equipment or resources needed for a given rhythms and/or dance activity (LL. 1)</li> </ul>
<p>Second Marking Period Ends: 3/13/18</p> <p>Assessments During This Period: <i>SPARK Folio K-2 assessments</i>, <a href="#">Open Dribbling Assessment</a>; <i>OPEN Phys. Ed. assessments</i></p>			

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<b>THIRD TERM</b>			
<b>Overarching/general themes</b>			
<b>Dates</b>	<b>Unit Overview</b>	<b>District Endorsed Curriculum Resource</b>	<b>To Demonstrate Proficiency by the End of the Quarter Students Will.... (with eligible content references):</b>
<p>Marking Period Starts: 3/16/20</p> <p>Suggested Completion Date: 4/3/20</p>	<p>**Unit: Personal &amp; Social Skills: Cooperation</p> <p>Unit Title examples: <b>Cooperative Games, Project Adventure, Parachute</b></p> <p>Suggested Equipment: -Cones -Poly spots -Fleece balls -Rubber or bean bag</p>	<p><b>Project Adventure:</b> Elementary: <i>Second Grade</i></p> <p><b>SPARK:</b> K-2 <i>Parachute</i></p> <p><b>OPEN PE:</b> K-2 <i>Parachute</i></p> <p><b>OPEN Phys. Ed:</b> K-2 <i>Personal and Social Responsibility</i></p> <p><b>OPEN Phys. Ed:</b> K-2 <i>Field</i></p>	<p>Content/skill SWBAT statement (corresponding standards)</p> <ul style="list-style-type: none"> <li>● Demonstrate the attributes of an effective partner (PS. 4)</li> <li>● Recognize when working with an effective partner (PS. 4)</li> <li>● Demonstrate the ability to take responsibility for personal behaviors in group activities (PS. 5)</li> <li>● Demonstrate the ability to solve a problem with a partner in a physical activity setting (PS.7)</li> <li>● Demonstrate respect for all others in a physical activity setting (PS.8)</li> <li>● Demonstrate the ability to encourage others using verbal and non-verbal cues in a physical activity setting (PS.9)</li> </ul>

	<p>animals -Parachute -Noodle sticks -Beach balls *Project Adventure PE Lending Library Pack</p>	<p><i>Day Games</i></p>	
<p>Suggested Completion Date: 5/2/20</p>	<p>Unit: Movement Skills &amp; Concepts: Manipulating Objects with short handled implements</p> <p>Unit Title examples: <b>Strike with short-handled paddles</b></p> <p>Suggested Equipment: -Beachballs or balloons -Short handled paddles</p>	<p><b>SPARK:</b> K-2 <i>Dribbling, Volleying and Striking</i> (see striking lessons)</p> <p><b>OPEN Phys. Ed:</b> K-2 <i>Volleying and Striking Unit</i></p>	<p>Content/skill SWBAT statement (corresponding standards)</p> <ul style="list-style-type: none"> <li>● Strike a lightweight object at varying heights repeatedly using a short-handled implement (M.13, M. 23)</li> <li>● Strike a lightweight object for increasing amounts of distance using a short-handled implement (M. 13, M. 23)</li> <li>● Strike a lightweight object back and forth with a partner using a short handled implement (M.13)</li> <li>● Strike a lightweight object towards a large target using a short handled implement (M.13)</li> <li>● Describe how to be an effective partner in striking activities (PS. 4)</li> <li>● Demonstrate given safety procedures when striking with implements (M. 25, PS. 3)</li> <li>● Identify the skill cues for striking with short-handled implements (M. 14)</li> <li>● Explain how force relates to striking an object for height and distance (M. 13, M. 23)</li> </ul>
<p>Suggested Completion Date: 5/22/20</p>	<p>Unit: Movement Skills &amp; Concepts: Manipulating Objects with Feet</p> <p>Unit Title examples: <b>Strike &amp; Trap with Feet</b></p> <p>Suggested Equipment: -Soccer balls -Cones -poly spots</p>	<p><b>SPARK:</b> K-2 <i>Kicking and Trapping</i></p> <p><b>OPEN Phys. Ed:</b> K-2 <i>Foot Skills Unit</i></p>	<p>Content/skill SWBAT statement (corresponding standards)</p> <ul style="list-style-type: none"> <li>● Kick a stationary ball using a running approach (M. 12)</li> <li>● Manipulate a ball using different parts of the foot (M.12)</li> <li>● Demonstrate the ability to dribble a ball between stationary obstacles (M.12, M.19)</li> <li>● Kick a ball using the inside of the foot toward a partner or target (M. 12)</li> <li>● Identify the roles of both the feet and legs when kicking a ball (M.17)</li> <li>● Demonstrate the ability to stop and control a slow moving ball with feet (M.17)</li> <li>● Identify places that kicking and passing activities can take place outside of physical education (LL.3)</li> <li>● Recognize various roles in games involving striking with the feet (M. 26)</li> </ul>
<p>Suggested Completion Date: 6/17/20</p>	<p>Unit: Lifelong Physical Activity Skills: Leisure</p> <p>Unit Title examples: <b>Leisure Activities, Summer Games, Yard or Park Games</b></p> <p>Suggested Equipment: -Playground Balls -Yard Games</p>	<p><b>SPARK:</b> K-2 <i>Recess Activities</i></p> <p><b>OPEN Phys. Ed:</b> K-2 <i>Field Day Games</i></p>	<p>Content/skill SWBAT statement (corresponding standards)</p> <ul style="list-style-type: none"> <li>● Demonstrate the ability to follow rules and procedures for given leisure games/activities (LL.1, M.24)</li> <li>● Identify several leisure activities and name where they can be played outside of physical education (LL. 1, LL.3)</li> <li>● Explain how appropriate practice can improve performance (PS.7)</li> <li>● Name safety considerations for several leisure activities (LL. 1, LL.4)</li> <li>● Identify activities that can contribute to stress relief and relaxation (LL.5)</li> <li>● Identify ways that best effort can be demonstrated for a given leisure activity (LL.8)</li> <li>● Demonstrate the ability to express verbal and non-verbal indicators of enjoyment during physical activities (LL.10)</li> </ul>
<p>Third Marking Period Ends: 6/19/20</p> <p>Assessments During This Period: <i>SPARK Folio K-2 assessments, OPEN Phys. Ed. assessments; Project Adventure assessments</i></p>			

