Coal City Unit District #1
Second Grade
Physical Education Curriculum

PE.2:1 **The physically literate second grader exhibits responsible personal and social behavior. (19C, 21A, 21B)**

PE.2:1-1	Listen to class procedures and directions during daily physical activity.
PE.2:1-2	Follow written and/or oral directions when participating in physical activity.
PE.2:1-3	Participate safely and cooperatively in class activities.
PE.2:1-4	Work independently and cooperatively during daily physical activity.
PE.2:1-5	Attempt new movements and skills regardless of skill level or ability.
PE.2:1-6	Persist if not successful on the first try.
PE.2:1-7	Work with others to achieve a common goal during team building activities.
PE.2:1-8	Use equipment safely and properly on a daily basis.
PE.2:1-9	Differentiate between positive and negative behaviors (waiting for your turn, honesty vs lying, pushing in line) and how those can affect friendships and cause conflicts.
PE.2:1-10	Identify the differences between "mean" and "bullying" behaviors.
PE.2:1-11	Differentiate between "reporting" and "tattling"

PE.2:2 **The physically literate second grader demonstrates competency in a variety of motor skills and movement patterns. (IL 19A)**

PE.2:2-1	Perform fundamental non-locomotor movements. (e.g., bending, stretching, twisting, turning, swaying, swinging, lifting, pushing, pulling, vertical hopping and landing, vertical jumping and landing, balancing, weight transfer)
PE.2:2-2	Perform fundamental locomotor movements. (e.g., forward hopping and landing, forward jumping and landing, skipping, jogging, running, galloping, side-sliding, leaping)
PE.2:2-3	Create a routine using 2 or more locomotor movements.

PE.2:3 **The physically literate second grader applies knowledge of concepts, principles, strategies and tactics related to movement and performance. (IL 19B, 19C)**

PE.2:3-1	Identify the correct skill or pattern used during an activity or task.
PE.2:3-2	Identify a skill, pattern or movement from a picture or demonstration.

PE.2:3-3	Demonstrate or identify a difference between jogging and sprinting.
PE.2:3-4	Identify or demonstrate a difference between hopping and jumping.
PE.2:3-5	Demonstrate spatial awareness in personal space when performing directional pathways of behind, ahead of, next to, over, under, on and through.
PE.2:3-6	Demonstrate smooth transitions between multiple movements or patterns such as station work or obstacle courses by not running into others or objects.
PE.2:3-7	Participate in dodging or fleeing activities at various speeds without running into others or objects.

PE.2:4 The physically literate second grader demonstrates competency in a variety of manipulative skills. (IL 19A)

PE.2:4-1	Perform striking, throwing, catching, tossing, rolling, bouncing, kicking, volleying and rope jumping using age appropriate movement.
PE.2:4-2	Demonstrate or determine that a "safety check" needs to be done before beginning tasks that involve striking or throwing.
PE.2:4-3	Demonstrate correct body position before and during the skill of underhand tossing.
PE.2:4-4	Demonstrate correct arm motion when performing underhand tossing.
PE.2:4-5	Demonstrate adequate arc and force during underhand tossing.
PE.2:4-6	Demonstrate correct body position before, during and after striking with a short-handled implement.
PE.2:4-7	Demonstrate swinging a short handled implement safely with force.

PE.2:5 The physically literate second grader demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness. (IL 20A, 20B, 20C)

PE.2:5-1	Demonstrate correct form when performing curl ups according to FITNESSGRAM.
PE.2:5-2	Demonstrate correct form when performing push ups according to FITNESSGRAM.
PE.2:5-3	Identify personal preferences related to physical activity.
PE.2:5-4	Identify a health-related and a fitness-related characteristic.
PE.2:5-5	Demonstrate basic techniques for putting on an arm-band heart rate monitor.
PE.2:5-6	Demonstrate how to read fitness data from the heart rate monitor.
PE.2:5-7	Set a personal goal with teacher guidance based on fitness data.