

Grade 2: Winter PE

Stage 1 Desired Results		
ESTABLISHED GOALS: <u>Competencies:</u> - Students will demonstrate the ability to participate in physical activity in order to achieve and maintain an appropriate level of personal fitness. - Students will demonstrate the ability to exhibit responsible personal and social behavior in order respect self and others in physically active settings. <u>Content Standards:</u> - SHAPE.1 Demonstrates proficiency in a variety of motor skills and movement patterns. - SHAPE.2 Applies knowledge of concepts, principles, strategies and tactics related to movement and performance. - SHAPE.3 Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness. - SHAPE.4 Exhibits responsible personal and social behavior that respects self and others. - SHAPE.5 Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.	Transfer	
	Students will be able to independently use their learning to identify and maintain a healthy lifestyle.	
	Meaning	
	ENDURING UNDERSTANDINGS Students will understand... - participating in team settings promote tolerance, empathy, communication skills and accountability. - participating in competitive and recreational activities will help promote relationship building and lifelong fitness. - participating in individual physical activities, improves the quality of one's life.	ESSENTIAL QUESTIONS - Is being physical fit important? Why? - Would I want to be friends with me? Why?
	Acquisition	
	Students will know... - the basic rules and strategies for participation in a variety of loco-motor activities. - that learning loco-motor skills will help them with more advanced levels of physical activities. - that working respectfully with other classmates in a safe manner will lead them to more advanced levels of physical activities. - that physical activities can be challenging, but with a positive attitude and determination they will find success. - that using game and sports equipment properly avoids breaking the equipment and injuring self and others. <u>Vocabulary:</u> confidence, consecutive, self-turned	Students will be skilled at... - combining locomotor skills in general space to a rhythm. - comparing physical activities that bring confidence and challenge. - identifying physical activities that provide self-expression (ie, dance, gymnastics routines, practice tasks/games environment). - volleying an object upward with consecutive hits. - rolling in different directions with either a narrow or curled body shape. - transferring weight from feet to different body parts/ bases of support for balance or travel. - balancing on different bases of support, combining levels and shapes. - jumping a self-turned rope consecutively forward and backward with a mature pattern. - jumping a long rope 5 times consecutively with student turners - differentiating among twisting, curling, bending & stretching actions.

		• <i>dribbling in self-space with preferred hand demonstrating a mature pattern.</i> • <i>dribbling using the preferred hand while walking in general space.</i>
Content Area Literacy Standards		21st Century Skills
• not applicable		• <i>make judgments and decisions</i> • <i>implement innovations</i> • <i>manage goals and time</i> • <i>interact effectively with others</i>

Stage 2 - Evidence

<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

<i>Language Arts Integration</i>	<i>Mathematics Integration</i>
• <u>1.OA.1</u> Use	• <u>1.OA.1</u> Use
<i>Technology Integration</i>	<i>District Materials</i>
• <u>1.OA.1</u> Use	