

# Grade 2: Fall PE

| Stage 1 Desired Results                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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| <p>ESTABLISHED GOALS:</p> <p><u>Competencies:</u></p> <ul style="list-style-type: none"> <li>Students will demonstrate the ability to recognize that physical activity provides opportunities for enjoyment, challenge, self-expression, improved self-confidence and positive social interaction in order to lead a healthy lifestyle.</li> <li>Students will demonstrate the ability to exhibit responsible personal and social behavior in order respect self and others in physically active settings.</li> </ul> <p><u>Content Standards:</u></p> <ul style="list-style-type: none"> <li>SHAPE.1 Demonstrates proficiency in a variety of motor skills and movement patterns.</li> <li>SHAPE.2 Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</li> <li>SHAPE.3 Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</li> <li>SHAPE.4 Exhibits responsible personal and social behavior that respects self and others.</li> <li>SHAPE.5 Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</li> </ul> | <b>Transfer</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Students will be able to independently use their learning to <b>identify and maintain a healthy lifestyle.</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>Meaning</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>Acquisition</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <p>Students will know...</p> <ul style="list-style-type: none"> <li>the basic rules and strategies for participation in a variety of loco-motor activities.</li> <li>that learning loco-motor skills will help them with more advanced levels of physical activities.</li> <li>that working respectfully with other classmates in a safe manner will lead them to more advanced levels of physical activities.</li> <li>that physical activities can be challenging, but with a positive attitude and determination they will find success.</li> <li>that using game and sports equipment properly avoids breaking the equipment and injuring self and others.</li> </ul> <p><u>Vocabulary:</u></p> | <p>Students will be skilled at...</p> <ul style="list-style-type: none"> <li>skipping using a mature pattern.</li> <li>running with a mature pattern.</li> <li>traveling showing differentiation between jogging and sprinting.</li> <li>varying time and force with gradual increases and decreases.</li> <li>dribbling with the feet in general space with control of ball and body.</li> <li>using a continuous running approach and kicks a moving ball, demonstrating 3 of the 5 critical elements of a mature pattern.</li> <li>throwing underhand using a mature pattern.</li> <li>throwing overhand, demonstrating 2 of the 5 critical elements of a mature pattern.</li> <li>catching a self-tossed or well-thrown large ball with hands, not trapping or cradling against the body.</li> <li>describing large-motor and/or manipulative physical activities for participation outside physical education class (e.g., before and after school, at</li> </ul> |

|                                                                    |  | <p><i>home, at the park, with friends, with the family).</i></p> <ul style="list-style-type: none"> <li>• <i>actively engaging in physical education class in response to instruction and practice.</i></li> <li>• <i>identifying physical activities that contribute to fitness.</i></li> <li>• <i>practicing skills with minimal teacher prompting.</i></li> <li>• <i>accepting responsibility for class protocols with behavior and performance actions.</i></li> <li>• <i>accepting specific corrective feedback from the teacher.</i></li> <li>• <i>working independently with others in partner environments.</i></li> <li>• <i>recognizing the role of rules and etiquette in teacher-designed physical activities.</i></li> <li>• <i>working independently and safely in physical education.</i></li> <li>• <i>working safely with physical education equipment.</i></li> <li>• <i>comparing physical activities that bring confidence and challenge.</i></li> <li>• <i>identifying physical activities that provide self-expression (ie, dance, gymnastics routines, practice tasks/games environment).</i></li> </ul> |
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| <b>Content Area Literacy Standards</b>                             |  | <b>21<sup>st</sup> Century Skills</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <ul style="list-style-type: none"> <li>• not applicable</li> </ul> |  | <ul style="list-style-type: none"> <li>• <i>make judgments and decisions</i></li> <li>• <i>solve problems</i></li> <li>• <i>think creatively</i></li> <li>• <i>work creatively with others</i></li> <li>• <i>communicate clearly</i></li> <li>• <i>collaborate with others</i></li> <li>• <i>interact effectively with others</i></li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |

## 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>                                        |
|-----------------------------------------------------------------------|-----------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• <u>1.OA.1</u> Use</li> </ul> | <ul style="list-style-type: none"> <li>• <u>1.OA.1</u> Use</li> </ul> |
| <i>Technology Integration</i>                                         | <i>District Materials</i>                                             |
| <ul style="list-style-type: none"> <li>• <u>1.OA.1</u> Use</li> </ul> |                                                                       |