

Second Grade, Physical Education, Quarter 1

Big Ideas/Key Concepts:

Component 1: Motor Skills (MS) -- Subcomponent: Locomotor

Component 2: Movement Knowledge & Application (MKA) – Subcomponent: Movement Concepts

Component 4: Personal & Social Responsibility (PSR) – Subcomponents: Personal Responsibility, Cooperation, Procedures & Rules, Safety

Component 5: Values Physical Activity (VPA) – Subcomponents: Appreciation and Challenge

Standards	Student Friendly “I Can” Statements
<p>MS.1 Hop (one foot), gallop, slide, skip MS.1.2 Skips using a mature pattern.*</p> <p>MS.2 Jog, run MS.2.2 Jogs and runs using a mature pattern.*</p> <p>MS.3 Jump & Land for distance (horizontal) MS.3.2 Jumps and lands with two feet using 3 of 4 critical elements* (arms back & knees bent, arms extend forward as body propels forward, hips, knees,& ankles bend on landing).</p> <p>MS.4 Jump & Land for height (vertical) MS.4.2 Jumps using 4 of 5 critical elements* (hips, knees, & ankles bent, arms extend upward, body extends & stretches upward while in flight, hips, knees, & ankles bend on landing).</p>	<p>MS.1 I can skip.</p> <p>MS.2 I can jog and run.</p> <p>MS.3 I can jump forward and land on two feet.</p> <p>MS.4 I can jump high and land on two feet.</p>

Standards	Student Friendly "I Can" Statements
<p>MKA.1 Space awareness (location) MKA.1.2a Explains the importance of self-space while moving. MKA.1.2b Travels using various locomotor skills in general space.</p> <p>MKA.2 Space awareness (pathways, levels, directions) MKA.2.2a Explains the use of different pathways. MKA.2.2b Demonstrates and applies all three pathways (straight, curvy, zigzag).</p> <p>PSR.1 Personal Responsibility PSR.1.2 Participates with minimal prompting.</p> <p>PSR.2 Feedback PSR.2.2 Accepts specific teacher feedback</p> <p>PSR.3 Working with others PSR.3.2 Demonstrates awareness of personal behavior with regard to cooperation and sharing.</p> <p>PSR.4 Procedures & Rules PSR.4.2 Identifies the need for procedures and rules to create a positive learning environment.</p> <p>PSR.5 Safety PSR.5.2 Recognizes potential personal safety issues.</p>	<p>MKA.1 I can explain why self-space is important. I can hop, gallop, slide and skip in space.</p> <p>MKA.2 I can explain straight, curvy and zigzag pathways. I can move in straight, curvy and zigzag pathways.</p> <p>PSR.1 I can participate without being asked.</p> <p>PSR.2 I can listen to teacher feedback.</p> <p>PSR.3 I can cooperate and share with others while participating in physical activities.</p> <p>PSR.4 I can understand why procedures and rules are important in Physical Education.</p> <p>PSR.5 I can tell when I may not be safe when participating in games or other activities.</p>

Standards	Student Friendly "I Can" Statements
<p>VPA.1 Appreciation VPA.1.2 Recognizes and participates in physical activity for enjoyment, self- expression, and/or social interaction.</p> <p>VPA.2 Challenge VPA.2.2 Exhibits a willingness to continue practicing challenging experiences.</p>	<p>VPA.1 I can participate in activities because they are fun and/or to be with friends.</p> <p>VPA.2 I can continue to practice improving my skills even when they are difficult.</p>

2nd Grade, Physical Education, Quarter 2

Big Ideas/Key Concepts:

Component 1: Motor Skills (MS) -- Subcomponent: Non-locomotor or Educational Gymnastics, Manipulative Skills

Component 2: Movement Knowledge & Application (MKA) – Subcomponent: Movement Concepts

Component 3: Fitness and Physical Activity (FPA) – Subcomponent: Fitness Knowledge

Component 4: Personal & Social Responsibility (PSR) – Subcomponents: Personal Responsibility, Cooperation, Procedures & Rules, Safety

Component 5: Values Physical Activity (VPA) – Subcomponents: Appreciation and Challenge

Standards	Student Friendly “I Can” Statements
<p>MS.6 Balance MS.6.2 Maintains stillness on various bases of support at different levels.</p> <p>MS.7 Weight Transfer & Rolling (optional) MS.7.2 Performs a forward roll or shoulder roll while maintaining a curled body shape.</p> <p>MS.8 Combinations (optional) MS.8.2 Moves out of a balance using an appropriate weight transfer and/or roll.</p> <p>MS.9 Underhand throw MS.9.2 Throws underhand with a mature pattern.*</p>	<p>MS.6 I can balance on different body parts at different levels.</p> <p>MS.7 I can roll forward in a curled shape.</p> <p>MS.8 I can go from a balanced position into a roll.</p> <p>MS.9 I can throw underhand.</p>

Standards	Student Friendly "I Can" Statements
<p>MS.10 Overhand throw MS.10.2 Throws overhand demonstrating side to target using foot opposition.</p> <p>MS.11 Catching MS.11.2 Catches underhand (at or below the chest) using a mature pattern* (from partner).</p> <p>MKA.3 Effort: speed and force MKA.3.2a Explains the use of speeds and forces. MKA.3.2b Demonstrates various speeds and forces.</p> <p>MKA.4 Relationships (body shapes, with objects, with people) MKA.4.2a Explains symmetrical and non-symmetrical body shapes. MKA.4.2b Demonstrates symmetrical and non-symmetrical body shapes. MKA.4.2c Uses relationships and body shapes in simple dance and/or gymnastics sequences.</p> <p>FPA.1 Health-related fitness FPA.1.2 Identifies and participates in physical activities that increase heart rate.</p> <p>PSR.1 Personal Responsibility PSR.1.2 Participates with minimal prompting.</p> <p>PSR.2 Feedback PSR.2.2 Accepts specific teacher feedback.</p>	<p>MS.10 I can throw overhand.</p> <p>MS.11 I can catch a tossed ball from a partner.</p> <p>MKA.3 I can explain fast/slow, hard/soft. I can move fast/slow, hard/soft.</p> <p>MKA.4 I can name symmetrical and non- symmetrical body shapes. I can make symmetrical and non- symmetrical body shapes. I can dance or perform a gymnastics sequence using relationships and body shapes.</p> <p>FPA.1 I can name and participate in activities that make heart beat faster.</p> <p>PSR.1 I can participate without being asked.</p> <p>PSR.2 I can listen to teacher feedback.</p>

Standards	Student Friendly "I Can" Statements
<p>PSR.3 Working with others PSR.3.2 Demonstrates awareness of personal behavior with regard to cooperation and sharing.</p> <p>PSR.4 Procedures & Rules PSR.4.2 Identifies the need for procedures and rules to create a positive learning environment.</p> <p>PSR.5 Safety PSR.5.2 Recognizes potential personal safety issues.</p> <p>VPA.1 Appreciation VPA.1.2 Recognizes and participates in physical activity for enjoyment, self- expression, and/or social interaction.</p> <p>VPA.2 Challenge VPA.2.2 Exhibits a willingness to continue practicing challenging experiences.</p>	<p>PSR.3 I can cooperate and share with others while participating in physical activities.</p> <p>PSR.4 I can understand why procedures and rules are important in Physical Education.</p> <p>PSR.5 I can tell when I may not be safe when participating in games or other activities.</p> <p>VPA.1 I can participate in activities because they are fun and/or to be with friends.</p> <p>VPA.2 I can continue to practice improving my skills even when they are difficult.</p>

Second Grade, Physical Education, Quarter 3

Big Ideas/Key Concepts:

Component 1: Motor Skills (MS) -- Subcomponent: Dance/Rhythmic Activities, Manipulative Skills

Component 2: Movement Knowledge & Application (MKA) – Subcomponent: Movement Concepts

Component 3: Fitness and Physical Activity (FPA) – Subcomponent: Fitness Knowledge

Component 4: Personal & Social Responsibility (PSR) – Subcomponents: Personal Responsibility, Cooperation, Procedures & Rules, Safety Component

5: Values Physical Activity (VPA) – Subcomponents: Appreciation and Challenge

Standards	Student Friendly “I Can” Statements
<p>MS.5 Dance MS.5.2 Performs a simple, creative dance using locomotor, nonlocomotor, and movement concepts.</p> <p>MS.13 Dribbling with hands MS.13.2a Dribbles in self-space using a mature pattern.* MS.13.2b Dribbles with preferred hand while walking</p> <p>MS.14 Dribbling with feet MS.14.2 Dribbles with feet while walking, keeping control of the ball.</p> <p>MS.15 Kicking (force or distance) MS.15.2 Kicks a ball with a running approach using a mature pattern.*</p>	<p>MS.5 I can perform a dance using different movements.</p> <p>MS.13 I can dribble in my own space. I can walk and dribble with one hand.</p> <p>MS.14 I can walk and dribble.</p> <p>MS.15 I can run and kick a ball.</p>

Standards	Student Friendly "I Can" Statements
<p>MS.16 Passing & receiving with feet MS.16.2 Passes a ball with inside of foot to stationary partner.</p> <p>MS.20 Jumping Rope MS.20.2a Continuously jumps a self- turned rope with a mature pattern.* MS.20.2b Performs basic jump rope skills.</p> <p>MKA.5 Movement principles (base of support, muscle tension, ready position) MKA.5.2a Explains the need for muscular tension to maintain balance. MKA.5.2b Applies the concept of muscular tension while balancing on various bases of support.</p> <p>FPA.1 Health-related fitness FPA.1.2 Identifies and participates in physical activities that increase heart rate.</p> <p>FPA.2 Physical activity FPA.2.2 Identifies personal physical activity choices.</p> <p>PSR.1 Personal Responsibility PSR.1.2 Participates with minimal prompting.</p> <p>PSR.2 Feedback PSR.2.2 Accepts specific teacher feedback</p> <p>PSR.3 Working with others PSR.3.2 Demonstrates awareness of personal behavior with regard to cooperation and sharing.</p>	<p>MS.16 I can pass a ball to a partner using the inside of my foot.</p> <p>MS.20 I can continuously jump a self-turned rope.</p> <p>MKA.5 I can explain why I need to be tight to balance. I can stay tight while balancing.</p> <p>FPA.1 I can name and participate in activities that make heart beat faster.</p> <p>FPA.2 I can name physical activities I like.</p> <p>PSR.1 I can participate without being asked.</p> <p>PSR.2 I can listen to teacher feedback.</p> <p>PSR.3 I can cooperate and share with others while participating in physical activities.</p>

Standards	Student Friendly "I Can" Statements
<p>PSR.4 Procedures & Rules PSR.4.2 Identifies the need for procedures and rules to create a positive learning environment.</p> <p>PSR.5 Safety PSR.5.2 Recognizes potential personal safety issues.</p> <p>VPA.1 Appreciation VPA.1.2 Recognizes and participates in physical activity for enjoyment, self- expression, and/or social interaction.</p> <p>VPA.2 Challenge VPA.2.2 Exhibits a willingness to continue practicing challenging experiences.</p>	<p>PSR.4 I can understand why procedures and rules are important in Physical Education.</p> <p>PSR.5 I can tell when I may not be safe when participating in games or other activities.</p> <p>VPA.1 I can participate in activities because they are fun and/or to be with friends.</p> <p>VPA.2 I can continue to practice improving my skills even when they are difficult.</p>

2nd Grade, Physical Education, Quarter 4

Big Ideas/Key Concepts:

Component 1: Motor Skills (MS) -- Subcomponent: Manipulative Skills

Component 2: Movement Knowledge & Application (MKA) – Subcomponent: Analysis & Strategies

Component 4: Personal & Social Responsibility (PSR) – Subcomponents: Personal Responsibility, Cooperation, Procedures & Rules, Safety

Component 5: Values Physical Activity (VPA) – Subcomponents: Appreciation and Challenge

Standards	Student Friendly “I Can” Statements
<p>MS.12 Passing & Receiving with Implements or Hands Developmentally appropriate at grade 3.</p> <p>MS.17 Striking with Hand(s) MS.17.2 Consecutively strikes an object with an open palm.</p> <p>MS.18 Striking, short implement MS.18.2 Strikes an object with a short-handled implement sending it forward using an underhand pattern.</p> <p>MS.19 Striking, long implement MS.19.2 Strikes a ball off a tee with a bat using correct grip and side orientation.</p> <p>MKA.6 Performance Cues MKA.6.2 Describes performance cues of locomotor and manipulative skills.</p>	<p>MS.12 n/a</p> <p>MS.17 I can strike a ball or object with the palm of my hand.</p> <p>MS.18 I can strike an object underhanded using a paddle.</p> <p>MS.19 I can hit a ball off a tee using a bat.</p> <p>MKA.6 I can describe teacher cues for skills.</p>

Standards	Student Friendly "I Can" Statements
<p>MKA.7 Simple Strategies MKA.7.2 Applies simple strategies to chase and flee (tag) activities.</p> <p>PSR.1 Personal Responsibility PSR.1.2 Participates with minimal prompting.</p> <p>PSR.2 Feedback PSR.2.2 Accepts specific teacher feedback.</p> <p>PSR.3 Working with others PSR.3.2 Demonstrates awareness of personal behavior with regard to cooperation and sharing.</p> <p>PSR.4 Procedures & Rules PSR.4.2 Identifies the need for procedures and rules to create a positive learning environment.</p> <p>PSR.5 Safety PSR.5.2 Recognizes potential personal safety issues.</p> <p>VPA.1 Appreciation VPA.1.2 Recognizes and participates in physical activity for enjoyment, self-expression, and/or social interaction.</p> <p>VPA.2 Challenge VPA.2.2 Exhibits a willingness to continue practicing challenging experiences.</p>	<p>MKA.7 I can have a plan when playing tag games.</p> <p>PSR.1 I can participate without being asked.</p> <p>PSR.2 I can listen to teacher feedback.</p> <p>PSR.3 I can cooperate and share with others while participating in physical activities.</p> <p>PSR.4 I can understand why procedures and rules are important in Physical Education.</p> <p>PSR.5 I can tell when I may not be safe when participating in games or other activities.</p> <p>VPA.1 I can participate in activities because they are fun and/or to be with friends.</p> <p>VPA.2 I can continue to practice improving my skills even when they are difficult.</p>