

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

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

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

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

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

Standards	Student Friendly "I Can" Statements
<p><b>PSR.3 Working with others</b> PSR.3.2 Demonstrates awareness of personal behavior with regard to cooperation and sharing.</p> <p><b>PSR.4 Procedures &amp; Rules</b> PSR.4.2 Identifies the need for procedures and rules to create a positive learning environment.</p> <p><b>PSR.5 Safety</b> PSR.5.2 Recognizes potential personal safety issues.</p> <p><b>VPA.1 Appreciation</b> VPA.1.2 Recognizes and participates in physical activity for enjoyment, self- expression, and/or social interaction.</p> <p><b>VPA.2 Challenge</b> VPA.2.2 Exhibits a willingness to continue practicing challenging experiences.</p>	<p><b>PSR.3</b> I can cooperate and share with others while participating in physical activities.</p> <p><b>PSR.4</b> I can understand why procedures and rules are important in Physical Education.</p> <p><b>PSR.5</b> I can tell when I may not be safe when participating in games or other activities.</p> <p><b>VPA.1</b> I can participate in activities because they are fun and/or to be with friends.</p> <p><b>VPA.2</b> 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><b>MS.5 Dance</b> MS.5.2 Performs a simple, creative dance using locomotor, nonlocomotor, and movement concepts.</p> <p><b>MS.13 Dribbling with hands</b> MS.13.2a Dribbles in self-space using a mature pattern.* MS.13.2b Dribbles with preferred hand while walking</p> <p><b>MS.14 Dribbling with feet</b> MS.14.2 Dribbles with feet while walking, keeping control of the ball.</p> <p><b>MS.15 Kicking (force or distance)</b> MS.15.2 Kicks a ball with a running approach using a mature pattern.*</p>	<p><b>MS.5</b> I can perform a dance using different movements.</p> <p><b>MS.13</b> I can dribble in my own space. I can walk and dribble with one hand.</p> <p><b>MS.14</b> I can walk and dribble.</p> <p><b>MS.15</b> I can run and kick a ball.</p>

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



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

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

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