

Grade 2 Physical Education (#5015040) Scope & Sequence 2018-2019

External factors such as weather, space availability, etc. may impact actual dates of units.

Quarter 1	Quarter 2	Quarter 3	Quarter 4
<p><u>Introduction to Physical Education: Safety, Rules and Procedures/ Conflict Resolution</u> (1 week)</p> <p>PE.2.C.2.2 - Identify safety rules and procedures for selected physical activities. PE.2.R.5.1 - Identify ways to cooperate with others regardless of personal differences during physical activity. PE.2.R.5.2 - List ways to safely handle physical-activity equipment. PE.2.R.5.4 - Identify ways to successfully resolve conflicts with others.</p> <p><u>Locomotor Skills</u> (3 weeks)</p> <p>PE.2.C.2.1 - Describe the critical elements of locomotor skills. PE.2.M.1.1 - Perform locomotor skills with proficiency in a variety of activity settings to include rhythms/dance.</p>	<p><u>Cooperative Games (continued)</u> (1 week)</p> <p>PE.2.R.6.3 - Identify ways to contribute as a member of a cooperative group.</p> <p><u>Team Games/ Offense and Defense</u> (2 weeks)</p> <p>PE.2.C.2.9 - Define offense and defense. PE.2.M.1.12 - Chase, flee and dodge to avoid or catch others while maneuvering around obstacles.</p> <p><u>Nutrition</u> (2 weeks)</p> <p>PE.2.L.4.8 - Categorize food into food groups.</p> <p><u>Health Related Physical Fitness: Muscular Strength, Endurance</u></p>	<p><u>Manipulatives: Kicking, Catching, Throwing, Dribbling</u> (4 weeks)</p> <p>PE.2.M.1.5 - Dribble with hands and feet in various pathways, directions and speeds around stationary objects. PE.2.M.1.7 - Move in different directions to catch a variety of objects softly tossed by a stationary partner. PE.2.M.1.8 - Demonstrate an overhand-throwing motion for distance demonstrating correct technique and accuracy.</p> <p><u>Striking with Body Parts</u> (3 weeks)</p> <p>PE.2.M.1.2 - Strike an object continuously using body parts both upward and downward.</p> <p><u>Striking with Implements</u> (4 weeks)</p>	<p><u>Lifetime Physical Activity & Behaviors/ Technology/ Warm up-Cool down</u> (6 weeks)</p> <p>PE.2.C.2.3 - Utilize technology to enhance experiences in physical education. PE.2.C.2.8 - Explain the importance of warm-up and cool-down activities. PE.2.L.3.1 - Identify a moderate physical activity. PE.2.L.3.2 - Identify a vigorous physical activity. PE.2.L.3.3 - Identify opportunities for involvement in physical activities during the school day. PE.2.L.3.4 - Identify opportunities for involvement in physical activities after the school day. PE.2.L.3.5 - Set and meet physical-activity goals. PE.2.L.3.6 - Identify how opportunities for participation in physical activities change during the seasons.</p>

<p style="text-align: center;"><u>Movement Concepts and Patterns</u> (3 weeks)</p> <p>PE.2.C.2.6 - Apply teacher feedback to effect change in performance. PE.2.C.2.7 - Describe movement concepts.</p> <p style="text-align: center;"><u>Pedestrian Safety</u> (1 week)</p> <p>PE.2.L.3.8 - Identify the proper crossing sequence</p> <p style="text-align: center;"><u>Cooperative Games</u> (1 week)</p> <p>PE.2.R.6.3 - Identify ways to contribute as a member of a cooperative group.</p>	<p style="text-align: center;"><u>& Flexibility</u> (2 weeks)</p> <p>PE.2.L.4.1 - Identify how muscular strength and endurance enhances performance in physical activities. PE.2.L.4.2 - Discuss the components of health-related physical fitness. PE.2.L.4.3 - Identify that a stronger heart muscle can pump more blood with each beat. PE.2.L.4.4 - Identify why sustained physical activity causes an increased heart rate and heavy breathing. PE.2.L.4.5 - Identify the physiological signs of moderate to vigorous physical activity. PE.2.L.4.6 - Identify benefits of participation in informal physical fitness assessment. PE.2.L.4.7 - Identify appropriate stretching exercises. PE.2.L.4.9 - Identify the principles of physical fitness PE.2.R.6.1 - Identify ways to use physical activity to express feeling. PE.2.R.6.2 - Discuss the relationship between skill competence and enjoyment.</p>	<p>PE.2.M.1.3 - Strike an object continuously using a paddle/racket both upward and downward. PE.2.M.1.4 - Strike a stationary object a short distance using a long-handled implement so that the object travels in the intended direction.</p>	<p>PE.2.L.3.7 - Identify healthful benefits that result from regular participation in physical activity. PE.2.R.5.3 - Describe the personal feelings resulting from challenges, successes and failures in physical activity.</p> <p style="text-align: center;"><u>Hot Weather Activities: Lummi Sticks, Cup Stacking, Jenga</u> (2 weeks)</p> <p>PE.2.R.6.2 - Discuss the relationship between skill competence and enjoyment.</p> <p style="text-align: center;"><u>Aquatics/Heat/Sun Safety</u> (2 weeks)</p> <p>PE.2.C.2.4 - Explain the importance of wearing a life jacket (personal flotation device) when on a boat or near water. PE.2.M.1.6 - Perform a variety of fundamental aquatics skills.</p> <p style="text-align: center;">End of Course Assessment (1 week)</p>
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**Educational Dance/Educational
Gymnastics**

(2 weeks)

PE.2.C.2.5 - Explain how appropriate practice improves the performance of movement skills.
PE.2.M.1.9 - Perform one folk or line dance accurately.
PE.2.M.1.10 - Demonstrate a sequence of a balance, a roll and a different balance with correct technique and smooth transitions.
PE.2.M.1.11 - Perform at least one skill that requires the transfer of weight to hands.

ELL Standards, embedded throughout the course

ELD.K12.ELL.SI.1 English language learners communicate for social and instructional purposes within the school setting.

Mathematical Standards, embedded throughout the course

MAFS.2.OA.3.3 - Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.

Language Arts Standards, embedded throughout the course

LAFS.K12.L.3.4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

Health Standards, embedded throughout the course

HE.2.C.1.4 - Describe ways to prevent childhood injuries in the home, school, and community settings.

HE.2.C.2.1 - Describe how family rules and practices influence health behaviors.

HE.2.C.2.3 - Describe how the school and community influence health behaviors of children.

