

PE and Health: Grade: Two

<p><b>Academic Standard #7</b>                  Each student will have demonstrated competent skills in a variety of physical activities and sports, physical fitness, knowledge of factors important to participation in physical activity, and concepts related to health.</p>
<p><b>#7.1</b>                  Movement Competence and Understanding</p>
<p><b>#7.2</b>                  Physical and Personal Wellness</p>
<p><b>#7.3</b>                  Emotional and Social Wellness</p>
<p><b>#7.4</b>                  Prevention and Risk Management</p>

**Description**

**Students will be able to participate in a variety of activities that involve loco/non-locomotor skills combined with a variety of traveling patterns, weight-bearing and balance activities. Students will be able to demonstrate the importance of positive and safe choices to maintain good physical and mental health.**

**Time Allocation**  
 40 minutes every 3 days

**Texts/References**

SPARK  
Assessments for Elementary P.E.  
P.E. Activities for Elementary  
P.E. Curriculum Activities  
Teaching for Outcomes in P.E.  
Kids in Motion  
Teaching Tumbling/Rhythm Heart Adventure Course  
 Red Ribbon Month  
 Positive Behavior Support-SOAR  
 “GO, SLOW, WHOA Healthy Eating and Fitness” or the Food Pyramid  
Bfit Bsafe

**Assessments**

**Formative**  
 Pre-assessment  
 Demonstrates movement with a variety of locomotor skills  
 Demonstrates control and balance while traveling  
 Demonstrates weight-bearing activities  
 Uses feedback to improve performance  
 Expresses the importance of staying active out side of physical education class  
 Demonstrates positive social behavior toward others related to SOAR  
 Applies rules and safe behavior to create a safe school environment

**Summative**  
 Post-assessment  
 Teacher observation assessments  
 Teacher made assessments

**Grades and Achievement Levels**  
 Grades are based on standard assessments  
 Effort and participation assessments

Grade Level Expectations: PE Grade Two

<b>Standard #7.1 Movement Competence and Understanding</b>	<b>Standard #7.2 Physical and Personal Wellness</b>	<b>Standard #7.3 Emotional and Social Wellness</b>	<b>Standard #7.4 Prevention and Risk Management</b>
<ul style="list-style-type: none"><li>• Demonstrating elements of movement in combination with a variety of locomotor skills</li><li>• Demonstrating control and balance in traveling and weight-bearing activities using a variety of body parts and implements</li><li>• Utilizing feedback to improve performance</li></ul>	<ul style="list-style-type: none"><li>• Importance of making the choice to participate in a wide variety of activities that involve locomotion, non-locomotion, and manipulation of objects outside of physical education class</li><li>• Identifying good brain health habits</li></ul>	<ul style="list-style-type: none"><li>• Demonstrating positive and helpful behavior and words toward other students</li></ul>	<ul style="list-style-type: none"><li>• Applying rules, procedures, and safe practices to create a safe school environment with little or no reinforcement</li></ul>

Evidence Outcomes: PE Grade Two

<p><b>Standard #7.1</b> <b>Movement Competence and Understanding</b></p>	<p><b>Standard #7.2</b> <b>Physical and Personal Wellness</b></p>	<p><b>Standard #7.3</b> <b>Emotional and Social Wellness</b></p>	<p><b>Standard #7.4</b> <b>Prevention and Risk Management</b></p>
<ol style="list-style-type: none"> <li>1. Demonstrated skipping, hopping, galloping, and sliding while transitioning on command</li> <li>2. Demonstrated smooth transitions between sequential motor skills such as running into a jumped</li> <li>3. Moved using the concepts of space awareness and movement control to run, hop, and skip in different ways in a large group without bumping into others or falling</li> <li>4. Identified major characteristics of the skills of walking, running, jumping, hopping, and leaping</li> <li>5. Moved to even and uneven beats using various locomotor movements</li> <li>6. Created a routine that included two types of body rolls such as a log roll, egg roll, shoulder roll, or forward roll and a stationary balance position after each roll</li> <li>7. Jumped rope repeatedly</li> <li>8. Threw, caught, struck, and trapped objects while being stationary and also moving toward a partner</li> <li>9. Balanced objects on various body parts while in various positions</li> <li>10. Demonstrated static and dynamic balance on lines or low beams and benches</li> </ol>	<ol style="list-style-type: none"> <li>1. Correctly identified activities and the locomotor, non-locomotor, and manipulative skill involved</li> <li>2. Identified activities enjoy the most, and connect success with enjoyment of activity</li> <li>3. Explained the fuel requirements of the body during physical activity and inactivity</li> <li>4. Identified healthy food choices to fuel the body</li> <li>5. Determined the proper amount of sleep to get every night</li> <li>6. Identified changes in the body during exercise and how that makes you feel</li> <li>7. Identified feelings resulting from challenges, successes, and failures in physical activity</li> </ol>	<ol style="list-style-type: none"> <li>1. Described how positive social interaction can make physical activity with others more fun</li> <li>2. Participated in a variety of group settings without distracting behavior</li> <li>3. Encouraged others by using verbal and nonverbal communication</li> </ol>	<ol style="list-style-type: none"> <li>1. Maintained safety within personal space while using implements</li> <li>2. Followed safety rules in the gymnasium and on the playground</li> </ol>

Evidence Outcomes: PE Grade Two

<b>Standard #7.1 Movement Competence and Understanding</b>	<b>Standard #7.2 Physical and Personal Wellness</b>	<b>Standard #7.3 Emotional and Social Wellness</b>	<b>Standard #7.4 Prevention and Risk Management</b>
<ul style="list-style-type: none"><li>11. Used self feedback to identify strengths and weaknesses as well as modifications that need to be made to improve the performance of a skill or physical movement</li><li>12. Used instructor feedback to identify strengths and weaknesses as well as modifications that need to be made to improve performance of a skill or physical movement</li><li>13. Identified methods to keep the brain healthy and ready to learn</li><li>14. Identified brain-healthy foods</li><li>15. Described the role of water as an essential nutrient for the body and brain</li></ul>			

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<b>Standard #7.1 Movement Competence and Understanding</b>	<b>Standard #7.2 Physical and Personal Wellness</b>	<b>Standard #7.3 Emotional and Social Wellness</b>	<b>Standard #7.4 Prevention and Risk Management</b>
<p>There are no Grade Level Expectations at this grade level for this standard</p>	<ol style="list-style-type: none"><li>1. Eating behaviors that contribute to maintaining good health</li><li>2. Recognizing basic childhood chronic diseases</li></ol>	<p>There are no Grade Level Expectations at this grade level for this standard</p>	<ol style="list-style-type: none"><li>1. Dangers of using tobacco products and being exposed to second hand smoke.</li><li>2. Safe and proper use of household products</li><li>3. Why bullying is harmful and how to respond appropriately</li><li>4. Demonstrating interpersonal communication skills to prevent injury or to ask for help in an emergency or unsafe situation</li></ol>

Evidence Outcomes: Health Grade Two

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<p>There are no Evidence Outcomes at this grade level for this standard</p>	<ol style="list-style-type: none"> <li>1. Explained the importance of choosing healthy foods and beverages</li> <li>2. Identified the benefits of drinking plenty of water</li> <li>3. Described the benefits of eating breakfast every day</li> <li>4. Identified a variety of healthy snacks</li> <li>5. Understood that the body exhibits signals that tell people when they are hungry and when they are full</li> <li>6. Identified problems associated with common childhood chronic diseases or conditions, including but not limited to asthma, allergies, type-1 diabetes, and epilepsy</li> <li>7. Communicated concern to an appropriate adult when a person is having an allergic reaction or difficulty breathing</li> </ol>	<p>There are no Evidence Outcomes at this grade level for this standard</p>	<ol style="list-style-type: none"> <li>1. Described the benefits of not using tobacco</li> <li>2. Identified the short- and long-term physical effects of using tobacco and being exposed to tobacco smoke</li> <li>3. Stated reasons why one should avoid second-hand smoke</li> <li>4. Demonstrated the ability to assertively refuse an unwanted item or pressure from a peer</li> <li>5. Identified and distinguished between substances that are safe and unsafe to be taken orally</li> <li>6. Explained that taking medications incorrectly can be harmful, including vitamins</li> <li>7. Articulated the proper and safe use of household products</li> <li>8. Understood why it is wrong to tease others</li> <li>9. Identified why making fun of others is harmful to self and others</li> <li>10. Described the difference between bullying and teasing</li> <li>11. Explained what to do if you or someone else is being bullied</li> <li>12. Demonstrated how to make a decision to call 911 or other emergency numbers for help</li> <li>13. Demonstrate verbal and nonverbal ways to ask an adult for help about an emergency</li> <li>14. Demonstrated effective refusal skills to avoid unsafe situations</li> </ol>

Evidence Outcomes: Health 2<sup>nd</sup> continued

<b>Standard #7.1 Movement Competence and Understanding</b>	<b>Standard #7.2 Physical and Personal Wellness</b>	<b>Standard #7.3 Emotional and Social Wellness</b>	<b>Standard #7.4 Prevention and Risk Management</b>
			15. Described the use of safety equipment for specific activities and sports such as biking, skateboard, riding scooter and inline skating 16. Identified ways to reduce or prevent the risk of injuries around water