|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Content Area** | Physical Education | | | **Grade Level** | 2nd Grade | | |
| **Course Name/Course Code** |  | | | | | | |
| **Standard** | **Grade Level Expectations (GLE)** | | | | | | **GLE Code** |
| 1. Movement Competence and Understanding | 1. Demonstrate the elements of movement in combination with a variety of locomotor skills | | | | | | PE09-GR.2-S.1-GLE.1 |
| 1. Demonstrate control and balance in traveling and weight-bearing activities using a variety of body parts and implements | | | | | | PE09-GR.2-S.1-GLE.2 |
| 1. Use feedback to improve performance | | | | | | PE09-GR.2-S.1-GLE.3 |
| 1. Physical and Personal Wellness | 1. Recognize the importance of making the choice to participate in a wide variety of activities that involve locomotion, nonlocomotion, and manipulation of objects outside of physical education class | | | | | | PE09-GR.2-S.2-GLE.1 |
| 1. Identify good brain health habits | | | | | | PE09-GR.2-S.2-GLE.2 |
| 1. Emotional and Social Wellness | 1. Demonstrate positive and helpful behavior and words toward other students | | | | | | PE09-GR.2-S.3-GLE.1 |
| 1. Prevention and Risk Management | 1. Apply rules, procedures, and safe practices to create a safe school environment with little or no reinforcement | | | | | | PE09-GR.2-S.4-GLE.1 |
| **Colorado 21st Century Skills**    **Critical Thinking and Reasoning:** *Thinking Deeply, Thinking Differently*  **Information Literacy:** *Untangling the Web*  **Collaboration:** *Working Together, Learning Together*  **Self-Direction:** *Own Your Learning*  **Invention:** *Creating Solutions* | |  | | | | | |
| **Unit Titles** | | | **Length of Unit/Contact Hours** | | | **Unit Number/Sequence** | |
| Movement with a Purpose | | | 20 weeks | | | 1 | |
| Cause and Effect | | | 2-4 weeks | | | 2 | |
| Identify Your Feelings | | | 2-4 weeks | | | 3 | |
| Making Healthy Choices | | | 2-4 weeks | | | 4 | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Unit Title** | Movement with a Purpose | | | **Length of Unit** | 20 weeks |
| **Focusing Lens(es)** | Movement Development | **Standards and Grade Level Expectations Addressed in this Unit** | PE09-GR.2-S.1-GLE.1  PE09-GR.2-S.1-GLE.2  PE09-GR.2-S.2-GLE.1  PE09-GR.2-S.3-GLE.1  PE09-GR.2-S.4-GLE.1 | | |
| **Inquiry Questions (Engaging- Debatable):** | * How does the ability to successfully perform various movements encourage increased participation in activities for enjoyment? (PE09-GR.2-S.2-GLE. 1-EO. a,b; IQ. 2; RA. 2; N.1,2) * If you had to choose one skill, which is the most important - locomotor, nonlocomotor, or manipulative? How would activities change if you were limited to only one or two of these skills? (PE09-GR.2-S. 1-GLE. 1-EO. a,d; IQ. 4; RA. 1; N. 1,2,3,4) | | | | |
| **Unit Strands** | Movement Competence Understanding  Physical and Personal Wellness | | | | |
| **Concepts** | Manipulation; non-manipulation; locomotion; balance; efficient; patterns; identification; practice; demonstration; spatial awareness ; self- control; sequencing; transition; rhythm; creativity; consistency; body awareness, laws and rules; responsibility; citizenship; respect; application; homeostasis; space; safety; participation; variation; cooperation; encouragement; compare and contrast, communication. | | | | |

|  |  |  |
| --- | --- | --- |
| **Generalizations**  **My students will Understand that…** | **Guiding Questions**  **Factual Conceptual** | |
| Identification and practice of physical skills provides a foundation for participation in sports and activities throughout life. (PE09-GR.2-S. 2-GLE. 1-EO. a,b; IQ. 1,2,; RA. 1,2,34; N.2) | What skills are important for participation in physical activity and sport? | How does the practicing of physical skills lead to life- long participation in physical activity and sport? |
| Manipulation, sequence, patterns and body awareness leads to mature motor skills. (PE09-GR.2-S. 1-GLE. 2-EO. a,b,c,d; IQ. 1,3; RA. 2,4; N.1,2) | What steps are needed to perform an overhand throw? | How would you perform an overhand throw? |
| Locomotion, rhythm and balance promote knowledge of body awareness and safety. (PE09-GR.2-S. 1-GLE. 2-EO. a,b,c,d; IQ. 1,3; RA. 2,4; N.1,2) | How do you show rhythm when skipping? | Why is balance important to movement? |
| Rules, responsibility, respect, positive encouragement and cooperation promote safety. (PE09-GR.2-S. 3-GLE. 1-EO. a,b,c; IQ. 1,2,3,4; RA. 1,2; N. 1) | What are some ways of providing positive encouragement? | Why are rules important when students are moving? |

|  |
| --- |
| **Key Skills:**  **My students will be able to (Do)…** |
| * Skip, gallop, hop, slide while transitioning on command.( PE09-GR.2-S.1- GLE.1- EO.a) * Run, hop and skip in a large group in control. (PE09-GR.2-S.1- GLE 1- EO.c) * Smooth transitions between motor skills. (PE09-GR.2-S.1- GLE. 1- EO.b) * Throw, catch, strike and trap objects both stationary and moving (PE09-GR.2-S. 1- GLE.2- EO.d) * Rhythmically move using locomotor movements (PE09-GR.2-S.1- GLE. 2- EO.a) * Jump rope repeatedly (PE09-GR.2-S.1- GLE.2- EO.c) * Create a routine including two body rolls and stationary balance after each roll (PE09-GR.2-S.1- GLE.2- EO.b) * Static and dynamic balancing (PE09-GR.2-S.1- GLE.2- EO.f) * Balance objects on different body parts in various positions (PE09-GR.2-S.1- GLE.2- EO.e) * Follow safety rules (PE09-GR.2-S.4- GLE.1- EO.a,b) * Use positive communication (PE09-GR.2-S.3- GLE.1- EO.c) * Participate without distracting peers (PE09-GR.2-S.3- GLE.1- EO.b) * Perform locomotor, nonlocomotor, and manipulative skills involved in a variety of activities (PE09-GR.2-S.2- GLE.1- EO.a) * Identify the characteristics of walking, running, jumping, hopping, and leaping (PE09-GR.2-S.1- GLE.1- EO.d) * Apply self and instructor feedback to improve performance and physical movement. (PE09-GR.2-S. 1- GLE.3- EO.a, b) * Follow safety and behavior expectations (PE09-GR.2-S.3- GLE. 1-EO.b,c) and (PE09-GR.2-S.4; GLE. 1; EO.a,b) |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Critical Language:** includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline.  EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: *“Mark Twain exposes the hypocrisy of slavery through the use of satire.”* | | | | | | | |
| **A student in \_\_\_\_\_\_\_\_\_\_\_\_\_\_ can demonstrate the ability to apply and comprehend critical language through the following statement(s):** | | | *My ability to move safely, efficiently and effectively makes me feel confident to participate in physical activity* | | | | |
| **Academic Vocabulary:** | Routine, Safety Rules, Participate, Transitions | | | | | | |
| **Technical Vocabulary:** | Locomotor skills, nonlocomotor skills, manipulative skills, body rolls, stationary balance, Jump rope | | | | | | |
| **Evidence Outcomes to address in upcoming grades to promote student mastery in the future:** | Demonstrate changes of pathways, levels, force and direction with manipulation such as hoops, streamers and balls (PE09-GR.2-S. 1-GLE. 1-EO.a)  Describe, create and demonstrate movements that require crossing the mid-line (PE09-GR.2-S.1-GLE. 2-EO.a)  All:  Identify the positive behaviors of self and others (PE09-GR.2-S.3-GLE.1-EO.a)  Congratulate partners, opponents or team upon conclusion of game or activity (PE09-GR.2-S.3-GLE.1-EO.b)  Accept and give constructive feedback to peers (PE09-GR.2-S.3-GLE.1-EO.c)  Ask a partner to participate in a physical activity (PE09-GR.2-S.3-GLE.1-EO.e) | | | | | | |
| **Unit Title** | | Cause and Effect | | | | **Length of Unit** | 2-4 weeks |
| **Focusing Lens(es)** | | Evaluation | | **Standards and Grade Level Expectations Addressed in this Unit** | PE09-GR.2-S.1-GLE.3  PE09-GR.2-S.3-GLE.1  PE09-GR.2-S.4-GLE.1 | | |
| **Inquiry Questions (Engaging- Debatable):** | | * What are the advantages of instructor feedback over self- feedback? (PE09-GR.2-S.1-GLE.3 -EO. a,b; IQ. 4; N.2) * When would peer feedback be inappropriate? (PE09-GR.2-S. 1-GLE.3 -EO. a,b; IQ. 4; N.2) * When trying to improve skills, is it better to correct weaknesses or expand strengths. (PE09-GR.2-S. 1-GLE.3 -EO. a,b; IQ. 4; N.2) * Why is it important to have self- feedback? (PE09-GR.2-S. 1-GLE.3 -EO. a,b; IQ. 4; N.2) | | | | | |
| **Unit Strands** | | Movement Competency and Understanding | | | | | |
| **Concepts** | | Self and instructor assessment; problem solving; analysis; application; decision making; performance and evaluation; connections; identification; evaluation; interpretation; modification, laws and rules; responsibility; citizenship; respect; application; homeostasis; space; safety; participation; variation; cooperation; encouragement; compare and contrast; communication. | | | | | |

|  |  |  |
| --- | --- | --- |
| **Generalizations**  **My students will Understand that…** | **Guiding Questions**  **Factual Conceptual** | |
| Assessment, feedback, and modification help improve performance of a skill or physical movement. (PE09-GR.2-S. 1-GLE.3-EO.a,b; IQ. 4; N.2) | What is a modification? | Why would a teacher give a student feedback? |
| Identification of strengths and weaknesses of a performance activity promotes improvement of a skill or physical movement. (PE09-GR.2-S.1-GLE.3-EO.a,b; IQ. 4; N.2) | What is feedback? | Why use weaknesses of a performance to improve physical movement? |
| Problem solving and analysis improves performance of a skill or physical movement. (PE09-GR.2-S.1-GLE.3-EO.a,b; IQ. 4; N.2) | What are the steps in problem solving? | Why use problem solving to improve a performance? |
| Rules, responsibility, respect, positive encouragement and cooperation promote safety. (PE09-GR.2-S.3-GLE.1-EO.a,b,c; IQ. 1,2,3,4; RA. 1,2; N. 1) | How can positive encouragement increase performance? | Why is feedback about the following the rules important for safety? |

|  |
| --- |
| **Key Skills:**  **My students will be able to (Do)…** |
| * Use instructor feedback, identifying strengths, weaknesses, and modifications to improve performance and physical movement. (PE09-GR.2-S.1-GLE.3-EO.b) * Use self- feedback, identifying strengths, weaknesses, and modifications to improve performance and physical movement. (PE09-GR.2-S.1-GLE.3-EO.a) * Follow safety rules (PE09-GR.2-S.4-GLE.1-EO.a,b) * Use positive communication (PE09-GR.2-S.3-GLE.1-EO.c) * Participate without distracting peers (PE09-GR.2-S.3-GLE.1-EO.b) * Apply self and instructor feedback to improve performance and physical movement. (PE09-GR.2-S.1-GLE.3-EO.a, b) * Follow safety and behavior expectations (PE09-GR.2-S.3-GLE.1-EO.b,c) and (PE09-GR.2-S.4-GLE.1-EO.a,b) |

|  |  |  |
| --- | --- | --- |
| **Critical Language:** includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline.  EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: *“Mark Twain exposes the hypocrisy of slavery through the use of satire.”* | | |
| **A student in \_\_\_\_\_\_\_\_\_\_\_\_\_\_ can demonstrate the ability to apply and comprehend critical language through the following statement(s):** | | *Brian can use self and teacher feedback to identify strengths and weaknesses in movement to improve performance.* |
| **Academic Vocabulary:** | Safety, expectations, instructor feedback, modifications, self-feedback, modifications, physical movement, rules, Participate | |
| **Technical Vocabulary:** | Physical movement | |
| **Evidence Outcomes to address in upcoming grades to promote student mastery in the future:** | Identify the positive behaviors of self and others (PE09-GR.2-S.3-GLE.1-EO.a)  Congratulate partners, opponents or team upon conclusion of game or activity (PE09-GR.2-S. 3-GLE.1-EO.b)  Ask a partner to participate in a physical activity (PE09-GR.2-S.3-GLE.1-EO.e) | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Unit Title** | Identify Your Feelings | | | **Length of Unit** | 2-4 weeks |
| **Focusing Lens(es)** | Emotional Connections | **Standards and Grade Level Expectations Addressed in this Unit** | PE09-GR.2-S.2-GLE.1  PE09-GR.2-S.2-GLE.2  PE09-GR.2-S.3-GLE.1  PE09-GR.2-S.4-GLE.1 | | |
| **Inquiry Questions (Engaging- Debatable):** | * How does a positive comment to others boost a team atmosphere? (PE09-GR.2-S.3-GLE.1-EO.a,c; IQ. 1,4; RA.1 ; N.1,2) * How can you encourage someone who is shy to participate in a physical activity? (PE09-GR.2-S.3-GLE.1-EO.a,c; IQ. 1,4; RA.1 ; N.1,2) * What activities or sports can be done with others with the end result of fun? (PE09-GR.2-S.2-GLE.1-EO.b; IQ.1,2; N.2) | | | | |
| **Unit Strands** | Physical and Personal Wellness | | | | |
| **Concepts** | Intra-personal awareness; self-analysis; awareness; connections; identification; collaborations; cooperation; happiness; enjoyment; laws and rules; responsibility; citizenship; respect; application; homeostasis; space; safety; participation; variation; cooperation; encouragement; compare and contrast, communication. | | | | |

|  |  |  |
| --- | --- | --- |
| **Generalizations**  **My students will Understand that…** | **Guiding Questions**  **Factual Conceptual** | |
| Participation in physical activities provides opportunities for intra-personal awareness and self-analysis of emotions. (PE09-GR.2-S.2-GLE.1-EO.b; IQ.1,2,3; RA.2,3,4; N.2) | What activities are enjoyable? | How do emotions affect performance? |
| Cooperation and positive collaboration with others makes physical activity enjoyable. (PE09-GR.2-S.3-GLE.1-EO.a,b,c; IQ.1,2,3,4; RA.1,2; N.1,2) | What physical activities use team work? | Why is cooperation important in physical activity? |
| Rules, responsibility, respect, positive encouragement and cooperation promote safety.. (PE09-GR.2-S.3-GLE.1-EO.a,b,c; IQ.1,2,3,4; RA.1,2; N.1) | How do you feel when gives you positive encouragement? | Why do safety rules sometimes frustrate players during a game? |

|  |
| --- |
| **Key Skills:**  **My students will be able to (Do)…** |
| * Identify changes in the body during exercise (PE09-GR.2-S.2-GLE.2-EO.d) * Identify enjoyable activities (PE09-GR.2-S.2-GLE.1-EO.b) * Follow safety rules (PE09-GR.2-S.4-GLE.1-EO.a,b) * Use positive communication (PE09-GR.2-S.3-GLE.1-EO.c) * Participate without distracting peers (PE09-GR.2-S.3-GLE.1-EO.b) * Understand the positive social interact will make physical activity with others enjoyable (PE09-GR.2-S.3-GLE.1-EO.a) * Identify feelings result from challenges, successes, and failures in physical activity (PE09-GR.2-S.2-GLE 2-EO.e) * Follow safety and behavior expectations (PE09-GR.2-S.3-GLE.1-EO.b,c) and (PE09-GR.2-S.4-GLE.1-EO.a,b) |

|  |  |  |
| --- | --- | --- |
| **Critical Language:** includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline.  EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: *“Mark Twain exposes the hypocrisy of slavery through the use of satire.”* | | |
| **A student in \_\_\_\_\_\_\_\_\_\_\_\_\_\_ can demonstrate the ability to apply and comprehend critical language through the following statement(s):** | | *Understanding safety rules for physical activity leads to greater enjoyment when participating in games.* |
| **Academic Vocabulary:** | Social Interact, Challenges, Successes, Failures, Behavior Expectations, Changes, Safety Rules, Positive Communication, Participate | |
| **Technical Vocabulary:** | Physical Activity | |
| **Evidence Outcomes to address in upcoming grades to promote student mastery in the future:** | Identify several moderate to vigorous physical activities that provide personal pleasure (PE09-GR.2-S.2-GLE.1-EO.d)  All:  Congratulate partners, opponents or team upon conclusion of game or activity (PE09-GR.2-S.3-GLE.1-EO.b)  Accept and give constructive feedback to peers (PE09-GR.2-S.3-GLE.1-EO.c)  Ask a partner to participate in a physical activity (PE09-GR.2-S.3-GLE.1-EO.e) | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Unit Title** | Making Healthy Choices | | | **Length of Unit** | 2-4 weeks |
| **Focusing Lens(es)** | Personal Health and Wellness | **Standards and Grade Level Expectations Addressed in this Unit** | PE09-GR.2-S.1-GLE.3  PE09-GR.2-S.2-GLE.2  PE09-GR.2-S.3-GLE.1  PE09-GR.2-S.4-GLE.1 | | |
| **Inquiry Questions (Engaging- Debatable):** | * What is your role in maintaining a positive learning environment that everyone can enjoy? (PE09-GR.2-S.3-GLE.1-EO.b; IQ.3,4; RA.1,2; N.1,2) * Why is sleep important to the brain? (PE09-GR.2-S.2-GLE.2-EO.c; IQ.3; N.2) | | | | |
| **Unit Strands** | Movement Competency Understanding  Physical and Personal Wellness | | | | |
| **Concepts** | Critical thinking and reasoning; interpretation; self-direction; responsibility; practice; application, awareness; cause and effect; identification; knowledge; laws and rules; responsibility; citizenship; respect; application; homeostasis; space; safety; participation; variation; cooperation; encouragement; compare and contrast, communication. | | | | |

|  |  |  |
| --- | --- | --- |
| **Generalizations**  **My students will Understand that…** | **Guiding Questions**  **Factual Conceptual** | |
| Knowledge obtained from the cause and effects of food, water, and sleep on the body promotes the responsibility and application of healthy habits. (PE09-GR.2-S.1-GLE.3-EO.d,e; IQ.1,3; RA.1; N.3,4) | What amount of time should you sleep each night? | How does sleep affect the brain? |
| Identification of healthy brain habits facilitates the application of learned ideas and concepts. (PE09-GR.2-S.2-GLE.2-EO.b,c,d; IQ.3; RA.1; N.1) | Which foods are good for a healthy brain? | How does food interact with the brain? |
| Knowledge of the body’s fuel requirements during active and inactive times encourages students reasoning, awareness and critical thinking around food choices. (PE09-GR.2-S.2-GLE.2-EO.b,c,d; IQ.3; RA.1; N.1) | What foods are good for the body when the body is active? | How does your body use food for fuel? |

|  |
| --- |
| **Key Skills:**  **My students will be able to (Do)…** |
| * Follow safety rules (PE09-GR.2-S.4-GLE.1-EO.a,b) * Use positive communication (PE09-GR.2-S.3-GLE.1-EO.c) * Participate without distracting peers (PE09-GR.2-S.3-GLE.1-EO.b) * Follow safety and behavior expectations (PE09-GR.2-S.3-GLE. 1-EO.b,c) and (PE09-GR.2-S.4-GLE.1-EO.a,b) |

|  |  |  |
| --- | --- | --- |
| **Critical Language:** includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline.  EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: *“Mark Twain exposes the hypocrisy of slavery through the use of satire.”* | | |
| **A student in \_\_\_\_\_\_\_\_\_\_\_\_\_\_ can demonstrate the ability to apply and comprehend critical language through the following statement(s):** | | *Billy understands that a healthy body and brain are needed to have a healthy lifestyle.* |
| **Academic Vocabulary:** | Critical thinking, interpretation, self direction, responsibility, cause and effect, identification, citizenship, homeostasis. | |
| **Technical Vocabulary:** | Rules, cooperation, healthy, activity, inactivity. | |
| **Evidence Outcomes to address in upcoming grades to promote student mastery in the future:** | Explain why the body perspires, the heart beats faster and breathing increases when participating in moderate to vigorous physical activity (PE09-GR.2-S.2-GLE.1-EO.a)  Recognize that the body will adapt to increased workloads (PE09-GR.2-S.2-GLE.1-EO.b)  Locate heart rate on at least two different pulse points on the body (PE09-GR.2-S.2-GLE.1-EO.f)  Discuss how body temperature and blood volume are maintained during physical activity when an adequate amount of water is consumed (PE09-GR.2-S.2-GLE.1-EO.g)  Demonstrate the ability to understand the concept of pacing during cardiovascular endurance activity (PE09-GR.2-S.2-GLE.1-EO.h)  Identify the location of the lungs and heart (PE09-GR.2-S.2-GLE.2-EO.a)  Identify muscles and fat (PE09-GR.2-S.2-GLE.2-EO.b)  All:  Identify the positive behaviors of self and others (PE09-GR.2-S.3-GLE.1-EO.a)  Congratulate partners, opponents or team upon conclusion of game or activity (PE09-GR.2-S.3-GLE.1-EO.b)  Accept and give constructive feedback to peers (PE09-GR.2-S.3-GLE.1-EO.c)  Ask a partner to participate in a physical activity (PE09-GR.2-S.3-GLE.1-EO.e) | |