

**Curriculum Development Course at a Glance  
Planning for 2<sup>nd</sup> Grade Physical Education**

Content Area	Physical Education	Grade Level	2 <sup>nd</sup> 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	
	2. 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	
	3. Use feedback to improve performance	PE09-GR.2-S.1-GLE.3	
2. 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	
	2. Identify good brain health habits	PE09-GR.2-S.2-GLE.2	
3. Emotional and Social Wellness	1. Demonstrate positive and helpful behavior and words toward other students	PE09-GR.2-S.3-GLE.1	
4. 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 21<sup>st</sup> 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*

**Colorado's  
Comprehensive  
Health and Physical  
Education Standards**

**Mental and Emotional**

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

**Curriculum Development Overview**  
**Unit Planning for 2<sup>nd</sup> Grade Physical Education**

<b>Unit Title</b>	Movement with a Purpose		<b>Length of Unit</b>	20 weeks
<b>Focusing Lens(es)</b>	Movement Development	<b>Standards and Grade Level Expectations Addressed in this Unit</b>	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	
<b>Inquiry Questions (Engaging-Debatable):</b>	<ul style="list-style-type: none"> <li>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)</li> <li>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)</li> </ul>			
<b>Unit Strands</b>	Movement Competence Understanding Physical and Personal Wellness			
<b>Concepts</b>	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.			

<b>Generalizations</b> My students will <b>Understand</b> that...	<b>Guiding Questions</b>	
	<b>Factual</b>	<b>Conceptual</b>
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. 1,2,3,4; 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?

**Curriculum Development Overview  
Unit Planning for 2<sup>nd</sup> Grade Physical Education**

**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)

**Curriculum Development Overview**  
**Unit Planning for 2<sup>nd</sup> Grade Physical Education**

<b>Unit Title</b>	Cause and Effect		<b>Length of Unit</b>	2-4 weeks
<b>Focusing Lens(es)</b>	Evaluation	<b>Standards and Grade Level Expectations Addressed in this Unit</b>	PE09-GR.2-S.1-GLE.3 PE09-GR.2-S.3-GLE.1 PE09-GR.2-S.4-GLE.1	
<b>Inquiry Questions (Engaging-Debatable):</b>	<ul style="list-style-type: none"> <li>• What are the advantages of instructor feedback over self- feedback? (PE09-GR.2-S.1-GLE.3 -EO. a,b; IQ. 4; N.2)</li> <li>• When would peer feedback be inappropriate? (PE09-GR.2-S. 1-GLE.3 -EO. a,b; IQ. 4; N.2)</li> <li>• 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)</li> <li>• Why is it important to have self- feedback? (PE09-GR.2-S. 1-GLE.3 -EO. a,b; IQ. 4; N.2)</li> </ul>			
<b>Unit Strands</b>	Movement Competency and Understanding			
<b>Concepts</b>	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.			

<b>Generalizations</b> My students will <b>Understand</b> that...	<b>Guiding Questions</b>	
	<b>Factual</b>	<b>Conceptual</b>
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?

**Curriculum Development Overview  
Unit Planning for 2<sup>nd</sup> Grade Physical Education**

**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)

**Curriculum Development Overview**  
**Unit Planning for 2<sup>nd</sup> Grade Physical Education**

<b>Unit Title</b>	Identify Your Feelings		<b>Length of Unit</b>	2-4 weeks
<b>Focusing Lens(es)</b>	Emotional Connections	<b>Standards and Grade Level Expectations Addressed in this Unit</b>	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	
<b>Inquiry Questions (Engaging-Debatable):</b>	<ul style="list-style-type: none"> <li>• 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)</li> <li>• 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)</li> <li>• 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)</li> </ul>			
<b>Unit Strands</b>	Physical and Personal Wellness			
<b>Concepts</b>	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.			

<b>Generalizations</b> My students will <b>Understand</b> that...	<b>Guiding Questions</b>	
	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?

**Curriculum Development Overview**  
**Unit Planning for 2<sup>nd</sup> Grade Physical Education**

**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)

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 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)

**Curriculum Development Overview**  
**Unit Planning for 2<sup>nd</sup> Grade Physical Education**

<b>Unit Title</b>	Making Healthy Choices		<b>Length of Unit</b>	2-4 weeks
<b>Focusing Lens(es)</b>	Personal Health and Wellness	<b>Standards and Grade Level Expectations Addressed in this Unit</b>	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	
<b>Inquiry Questions (Engaging-Debatable):</b>	<ul style="list-style-type: none"> <li>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)</li> <li>Why is sleep important to the brain? (PE09-GR.2-S.2-GLE.2-EO.c; IQ.3; N.2)</li> </ul>			
<b>Unit Strands</b>	Movement Competency Understanding Physical and Personal Wellness			
<b>Concepts</b>	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.			

<b>Generalizations</b> My students will <b>Understand</b> that...	<b>Guiding Questions</b>	
	<b>Factual</b>	<b>Conceptual</b>
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?



**Curriculum Development Overview**  
**Unit Planning for 2<sup>nd</sup> Grade Physical Education**

**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)