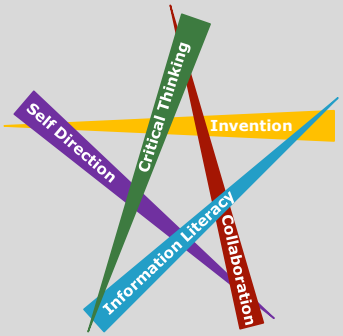
Curriculum Development Overview
Second Grade PE Curriculum

Content Area	Physical Education	**Grade Level**	2nd Grade

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	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	GR.2-S.1-GLE.2
2. Physical and Personal Wellness	1. Recognize the 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	GR.2-S.2-GLE.1
	2. Identify good brain health habits	GR.2-S.2-GLE.2
3. Emotional and Social Wellness	1. Demonstrate positive and helpful behavior and words toward other students	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	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*

Curriculum Development Overview
Second Grade PE Curriculum

Standard 1: Movement Competence and Understanding in Physical Education

GLE	Essential Questions	Evidence Outcomes-Students can:
1. Demonstrate the elements of movement in combination with a variety of locomotor skills	1. How is walking different from running? 2. What activities require one to change movement skill during the activity? 3. How can one perform a skill without thinking about it? 4. If you could only master one of the locomotor movements, which one would you choose, and why?	1. Demonstrate skipping, hopping, galloping, and sliding while transitioning on command. 2. Demonstrate smooth transitions between sequential motor skills such as running into a jump. 3. Move 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. 4. Identify major characteristics of the skills of walking, running, jumping, hopping, and leaping.
2. Demonstrate control and balance in traveling and weight-bearing activities using a variety of body parts and implements	1. Why is it important to be able to move in both even and uneven rhythms? 2. What does it mean to have rhythm? 3. What body parts are involved when one jumps rope?	1. Move to even and uneven beats using various locomotor movements. 2. Jump rope repeatedly. 3. Throw, catch, strike, and trap objects while being stationary and also moving toward a partner. 4. Balance objects on various body parts while in various positions. 5. Demonstrate static and dynamic balance on lines or low beams and benches.

Curriculum Development Overview
Second Grade PE Curriculum

Standard 2: Physical and Personal Wellness in Physical Education

GLE	Essential Questions	Evidence Outcomes-Students can:
1. Recognize the 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	1. What is the relationship between enjoyment and wellness when choosing activities to participate in? 2. How does the ability to successfully perform various movements encourage increased participation in activities for enjoyment? 3. If you had to choose one skill, which is the most important locomotor, non-locomotor, or manipulative? How would activities change if you were limited to only one or two of these skills?	1. Correctly identify activities and the locomotor, non-locomotor, and manipulative skill involved. 2. Identify activities that you enjoy, and connect success with the enjoyment of activity.
2. Identify good brain health habits.	1. What are you favorite healthy snacks? 2. How do you face challenges, overcome failures, and celebrate success? 3. Do you feel better or worse when you get a lot of sleep at night? Why?	1. Explain the fuel requirements of the body during physical activity and inactivity. 2. Identify healthy food choices to fuel the body. 3. Determine the proper amount of sleep to get every night. 4. Identify changes in the body during exercise and how that makes you feel. 5. Identify feelings resulting from challenges, successes, and failures in physical activity.

Standard 3: Emotional and Social Wellness in Physical Education

GLE	Essential Questions	Evidence Outcomes-Students can:
1. Demonstrate positive and helpful behavior and words toward other students.	1. Why should you be polite when playing in a group physical activity? 2. Why is it important to have good behavior, especially when in a group setting? 3. Is it easier or harder to work with peers tom complete a task/ Explain. 4. How can you encourage someone who is shy to participate in a physical activity?	1. Describe how positive social interaction can make physical activity with others more fun. 2. Participate in a variety of group settings without distracting behavior. 3. Encourage others by using verbal and nonverbal communication.

Standard 4: Prevention and Risk management in Physical Education

GLE	Essential Questions	Evidence Outcomes-Students can:
1. Apply rules, procedures, and safe practices to create a safe school environment with little or no reinforcement.	1. What is a safety rule for running? 2. If you could implement only one safety rule for the gymnasium, what would it be? 3. How are safety rules the same for the playground and gym? How are they different? 4. Why is personal space even more important when you are using implements? 5. What is the proper way to play with a baseball bat?	1. Maintain safety within personal space while using implements. 2. Follow safety rules in the gymnasium and on the playground.

Curriculum Development Overview
Second Grade PE Curriculum

1st Quarter		
Standard	Grade Level Expectation	Physical Education Concept
Standard #1	PEGLE#1 Demonstrate the elements of movement in combination with a variety of locomotor skills	Move 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.
Standard #1	PEGLE#2 Demonstrate control and balance in traveling and weight-bearing activities using a variety of body parts and implements	Move to even and uneven beats using various locomotor movements. Throw and catch objects while being stationary and also moving toward a partner
Standard #2	PEGLE#1 Recognize the 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	Correctly identify activities and the locomotor, non- locomotor, and manipulative skill involved.
Standard #2	PEGLE#2 Identify good brain health habits	Determine the proper amount of sleep to get every night
Standard #4	PEGLE#1 Apply rules, procedures, and safe practices to create a safe school environment with little or no reinforcement	Follow safety rules in the gymnasium and on the playground
Vocabulary		
Demonstrate, Mature, Locomotor Skills, Practice, Eye-foot Coordination, Kicking, Punting, Dribbling, Volley, Half Volley, Collecting, Trapping, , Feedback, Identify, Activities, Asthma, Allergies, Brain, Health, Protocols, Bully Prevention, Personal Space		

Curriculum Development Overview
Second Grade PE Curriculum

2nd Quarter		
Standard	**Grade Level Expectation**	**Physical Education Concept**
Standard #1	PEGLE#1 Demonstrate the elements of movement in combination with a variety of locomotor skills	Demonstrate skipping, hopping, galloping, and sliding while transitioning on command. Kicking and trapping objects while stationary and moving toward a partner
Standard #2	PEGLE#2 Identify good brain health habits	Explain the fuel requirements of the body during physical activity and inactivity. Identify healthy food choices to fuel the body
Standard #3	PEGLE#1 Demonstrate positive social behaviors during class	Participate in a variety of group settings, without distracting others
Vocabulary		
Recognition, Spatial Awareness, Movement Control, Chasing, Fleeing, Evading, Smooth Transition, Eye-hand, Toss, Underhand, Overhead, Roll, Catch, Beat, Rhythm, Explore, Participation, Rules, Procedures, Safe Practices, Create, Environment, Reinforce, Recognize, Choices		

Curriculum Development Overview
Second Grade PE Curriculum

3rd Quarter		
Standard	Grade Level Expectation	Physical Education Concept
Standard #1	PEGLE#2 Demonstrate control and balance in traveling and weight-bearing activities using a variety of body parts and implements	Strike an object while stationary and also while moving toward a partner Jump rope repeatedly Balance objects on various body parts while in various positions Demonstrate static and dynamic balance on lines or low beams
Standard #2	PEGLE#1 Recognize the 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	Identify activities that you enjoy and connect success with enjoyment of activity.
Standard #3	PEGLE#1 Demonstrate positive and helpful behavior and words toward other students	Encourage others by using verbal and non-verbal communication
Standard #4	PEGLE#1 Apply rules, procedures ,and safe practices to create a safe school environment with little or no reinforcement	Maintain safety within personal space while using implements
Vocabulary		
Practice, Striking, Implement, Climbing, Tumble, Balance, Short Rope, Long Rope, Rhymes, Self Assessment, Feedback, Performance, Consumption, Feelings, Explain, Verbal, Non-Verbal, Communicate, Reinforce, Rules		

Curriculum Development Overview
Second Grade PE Curriculum

4th Quarter		
Standards	Grade Level Expectation	Physical Education Concept
Standard #1	PEGLE#1 Demonstrate the elements of movement in combination with a variety of locomotor skills	Move 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.
Standard #2	PEGLE#1 Recognize the 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	Identify activities that you enjoy and connect success with enjoyment of activity.
Standard #2	PEGLE#2 Identify good brain health habits	Identify changes in the body during exercise and how that makes you feel Identify feelings resulting from challenges, successes, and failures in physical activity
Standard #3	PEGLE#1 Demonstrate positive and helpful behavior and words toward other students	Describe how positive social interaction can make physical activity with others more fun
Vocabulary		
Locomotor, Embedded, Eye-hand, Eye-Foot, Healthy Snacks, Hydration, Fitness Gram, Feelings, Safety, Independently, Emergency Situations		