



# Physical Education Second Grade

Jason Cox, Walker Elementary School  
Brian Lucido, Larimore Elementary School  
Matt McClellan – Special Areas Curriculum Coordinator

Reviewed by Curriculum Advisory Committee on January 15, 2015  
Approved by the HSD Board of Education on February 24, 2015

# TABLE OF CONTENTS

## Physical Education 2

### 2<sup>nd</sup> Grade

Hazelwood School District Mission Statement .....	3
Hazelwood School District Vision Statement .....	3
Hazelwood School District Goals .....	3
Curriculum Overview .....	4
Course Overview.....	5
2 <sup>nd</sup> Grade Curriculum – Unit 1.....	8
2 <sup>nd</sup> Grade Curriculum – Unit 2.....	22
2 <sup>nd</sup> Grade Curriculum – Unit 3.....	34

# Hazelwood School District

## **Mission Statement**

We are a collaborative learning community guided by a relentless focus to ensure each student achieves maximum growth.

## **Vision Statement**

HSD will foster lifelong learners, productive citizens and responsible leaders for an ever-evolving society.

Board of Education on January 5, 2010

## **Goals**

Goal # 1: Hazelwood students will meet or exceed state standards in all curricular areas, with emphasis in reading, writing, mathematics, science and social studies.

Goal # 2: Hazelwood staff will acquire and apply the skills necessary for improving student achievement.

Goal #3: Hazelwood School District, the community and all families will support the learning of all children.

## Curriculum Overview

The committee members aligned the curriculum with the Physical Education Grade Level Expectations published by DESE in May, 2007 and cross-referenced it with the National PE Standards. The curriculum meets all of the state and district requirements for 21<sup>st</sup> century skills, cultural relevance, skill-building, and student-centeredness.

The curriculum contains performance assessments, constructed responses, and selected responses that are rigorous and outline clear expectations. **The assessments are required;** the learning activities are suggested. Teachers are encouraged to select the learning activities which meet the needs of their students. Some of the learning activities are very sequential and, when all of them are used, a student should be able to successfully complete the unit assessment(s). Other activities provide a menu of suggestions, and the teacher should select from those offered or design his/her own.

COURSE TITLE: Physical Education 2

GRADE LEVEL: 2<sup>nd</sup> Grade

CONTENT AREA: Physical Education

### Course Description:

This course is designed to give students the opportunity to learn through a comprehensive planned physical education program. The emphasis is on cooperation, sportsmanship, strategy, and skill development. Students will develop skills through a variety of ways including rhythm activities, dance, movements, terminology and technology. An emphasis on social skills will help develop the entire child. Students will have the opportunity to investigate further concepts in rhythm through other optional units. Students will learn to appreciate personal differences and value the rights of others. Units of instruction include fundamental rhythms, manipulative rhythms, and optional units involving technology and equipment.

### Course Rationale:

Physical education is an integral part of the total education process. The focus of the program is to prepare students to become physically active, develop skills, and acquire a lifelong appreciation of leading a healthy life. Recognizing the needs of each individual will facilitate the acquisition of cognitive information and skills to provide optimal physical, mental, emotional, and social well-being. Active participation in the program will help the individual identify and reduce potential risk behaviors, enhance a positive self-image, promote sportsmanship, and increase the quality of life.

### Course Scope and Sequence

Unit 1: Rhythm 12 class periods	Unit 2: Wellness 18 class periods	Unit 3: Basic Movement and Manipulative Skills 55 class periods
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### Unit Objectives:

Unit 1: Rhythm

1. Students will be able to demonstrate movements to different rhythms.
2. Students will demonstrate the ability to create rhythmic movement patterns (e.g., float high, stomp, turn, crawl slow).
3. Students will create personal rhythmic pattern with a manipulative (e.g., lummi stick, ribbon, baton, jump rope).
4. Students will demonstrate a simple dance with a partner.
5. Students will identify the historical origins of folk dances (e.g., Kinder polka-Germany).

Unit 2: Wellness

1. Students can tell why it is important to be physically active every day.
2. Students will identify opportunities outside of school to participate regularly in physical activities (e.g., dance practice, jogging, kick, dribble, throw and catch).
3. Students will describe the benefits of appropriate warm-up and cool-down activities.
4. Students will identify parts of the circulatory and respiratory systems (circulatory-heart, blood, veins, arteries; respiratory-lungs, mouth, nose, bronchial tubes, trachea).
5. Students will demonstrate independence and good use of time while participating in physical activity.
6. Students will recognize the symptoms of breathing emergency (e.g., asthma, choking) and seek appropriate assistance.
7. Students will demonstrate basic apparatus activities (e.g., balance beam, climbing rope, parallel bars, climbing wall).

Unit 3: Basic Movement and Manipulative Skills

1. Students will demonstrate locomotor skills in combinations.
2. Students will demonstrate locomotor skills using patterns, levels, tempo, directions and pathways.
3. Students will demonstrate non-locomotor skills in a variety of activities using different levels and speeds.
4. Students will demonstrate individually and with a partner manipulative skills in a stationary position and while moving. (rolling, throwing, kicking, tossing, dribbling, striking, catching).
5. Students will distinguish between static and dynamic balance (e.g., one leg balance, forward roll).
6. Students will identify and demonstrate symmetrical and nonsymmetrical shapes at different levels (e.g., body letters, rope spelling).
7. Students will apply relationship experiences with a person (e.g., crawl under a partner's bridge, or with objects).
8. Students will identify and apply concepts relating to force (e.g., hard, soft, heavy, light).
9. Students will demonstrate motor skills and knowledge of rules while participating in low organized games.
10. Students will demonstrate proper techniques for a variety of fundamental skills.
11. Students will perform efficient movement in activities to prevent injuries.
12. Students will show appropriate sportsmanship and sensitivity to diversity and gender issues.
13. Students will demonstrate independence and good use of time while participating in physical activity.

**Essential Terminology/Vocabulary:**

Unit 1: Rhythm

- rhythm

Unit 2: Wellness

- heart
- lungs
- arteries

- circulatory
- respiratory
- warm-up
- cool-down
- physically fit
- healthy

### Unit 3: Basic Movement and Manipulative Skills

- locomotor skills
- non-locomotor skills
- manipulative skills
- concepts of force
- proper techniques
- injury prevention
- roll
- throw
- kick
- catch
- toss
- dribble
- volley/set
- tumbling
- static balance
- dynamic balance
- relationship experience

### **Approved Course Materials and Resources:**

Available resources