

Olathe Public Schools

Elementary Physical Education Curriculum – Grade 2

Standard 1:

The student demonstrates competency in a variety of motor skills and movement patterns.

Essential Question: What different ways can my body move given a specific purpose?

Locomotor

- Skips using a mature pattern. (S1.E1.2)
- Runs with a mature pattern. (S1.E2.2a)
- Travels showing differentiation between jogging and sprinting. (S1.E2.2b)
- Demonstrates four of the five critical elements for jumping and landing in a horizontal plane using a variety of one and two-foot take-offs and landings. (S1.E3.2)
- Demonstrates four of the five critical elements for jumping and landing in a vertical plane. (S1.E4.2)
- Performs a teacher and or student designed rhythmic activity with correct response to simple rhythms. (S1.E5.2)

Nonlocomotor-Stability

- Balances on different bases of support, combining levels and shapes. (S1.E7.2a)
- Balances in an inverted position with stillness and supportive base. (S1.E7.2b)
- Transfers weight from feet to different body parts/bases of support for balance and/or travel. (S1.E8.2)
- Rolls in different directions with either a narrow or curled body shape. (S1.E9.2)
- Differentiates among twisting, curling, bending and stretching actions. (S1.E10.2)
- Combines balances and transfers into a 3-part sequence (i.e. dance, gymnastics). (S1.E11.2)

Manipulative

- Throws underhand using a mature pattern. (S1.E13.2)
- Throws overhand demonstrating two of five critical elements of a mature pattern. (S1.E14.2)
- Catches a self-tossed or well-thrown large ball with hands, not trapping or cradling against the body. (S1.E16.2)
- Dribbles in self-space with preferred hand demonstrating a mature pattern. (S1.E17.2a)
- Dribbles using the preferred hand while walking in general space. (S1.E17.2b)
- Dribbles with feet in general space with control of ball and body. (S1.E18.2)
- Uses a continuous running approach and kicks a moving ball, demonstrating three of the five critical elements of a mature kicking pattern. (S1.E21.2)
- Volleys an object with upward with consecutive hits. (S1.E22.2)
- Strikes an object upward with a short-handled implement, using consecutive hits. (S1.E24.2)
- Strikes a ball off a tee or cone with a bat using correct grip and side orientation/proper body orientation. (S1.E25.2)
- Jumps a self-turned rope consecutively forward or backward with a mature pattern. (S1.E27.2a)
- Jumps a long rope up to five times consecutively with student turners. (S1.E27.2b)

Vocabulary students should know and use: hopping, galloping, running, sliding, skipping, leaping, walking, jogging, jumping, dancing, balance, weight transfer, curling, stretching, twisting, bending, underhand throw, overhand throw, passing, catching, dribbling, kicking, volleying, striking

Standard 2:

The student applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

Essential Question: How can I move effectively and efficiently?

Locomotor

- Combines locomotor skills in general space to a rhythm. (S2.E1.2)
- Combines shapes, levels and pathways into simple travel, dance and/or gymnastics sequences. (S2.E2.2)
- Varies time and force with gradual increases and decreases. (S2.E3.2)
- Applies simple strategies/tactics in chasing activities. (S2.E5.2a)
- Applies simple strategies in fleeing activities. (S2.E5.2b)

Vocabulary students should know and use: space, pathways, shapes, levels, speed, direction, force, alignment, muscular tension, strategies, tactics

Standard 3:

The student demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Essential Question: Why is it important to be physically fit and how can I stay fit?

Physical Activity Knowledge

- Describes large-motor and/or manipulative physical activities for participation outside physical education class (e.g. before and after school, at home, at the park, with friends, with the family). (S3.E1.2)

Engages in Physical Activity

- Actively engages in physical education class in response to instruction and practice. (S3.E2.2)

Fitness Knowledge

- Recognizes the use of the body as resistance (e.g. holds body in plank position, animal walks) for developing strength. (S3.E3.2a)
- Identifies physical activities that contribute to fitness. (S3.E3.2b)
- Recognizes the good health balance of nutrition and physical activity. (S3.E6.2)

Vocabulary students should know and use: physical activity, engage, skill-related fitness, health-related fitness, assessment, fitness components, nutrition, personal health

Standard 4:

The student exhibits responsible personal and social behavior that respects self and others.

Essential Question: How do I show respect for myself and others during physical activity?

Personal Responsibility

- Practices skills with minimal teacher prompting. (S4.E1.2)
- Accepts responsibility for class protocols with behavior and performance actions. (S4.E2.2)

Accepting Feedback

- Accepts specific corrective feedback from the teacher. (S4.E3.2)

Working with Others

- Works independently with others in partner environments. (S4.E4.2)

Rules and Etiquette

- Recognizes the role of rules and etiquette in teacher-designed physical activities. (S4.E5.2)

Safety

- Works independently and safely in physical education. (S4.E6.2a)
- Works safely with physical education equipment. (S4.E6.2b)

Vocabulary students should know and use: personal responsibility, respect, feedback, teamwork, etiquette, sportsmanship, safety

Standard 5:

The student recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

Essential Question: What makes physical activity meaningful to me?

Health

- Recognizes the value of nutrition and physical activity to achieve good health balance. (S5.E1.2)

Challenge

- Compares physical activities that bring confidence and challenge. (S5.E2.2)

Self-Expression and Enjoyment

- Identifies physical activities that provide self-expression (e.g. dance, gymnastics routines and practice tasks in game environments). (S5.E3.2)

Social Interaction

- Describes the positive social interactions that come when engaged with others in physical activity. (S5.E4.2)

Vocabulary students should know and use: health, enjoyment, challenge, self-expression, social interaction

Assessment and Resources:

Pre-Assessment: Pretests, Teacher observation, Review of assessment data

Formative: Check for understanding, Exit slips, Cooperative Learning Strategies, Quizzes

Summative: Written tests, Skill tests, Fitness plans, Activity logs, Checklists, Rating scales, Rubrics
Resources: SHAPE America National Standards and Grade Level Outcomes for K-12 Physical Education, 2014, IRC Resources, Physical Education Colleagues and PLCs, Conventions, Workshops, Community Resources, Technology

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