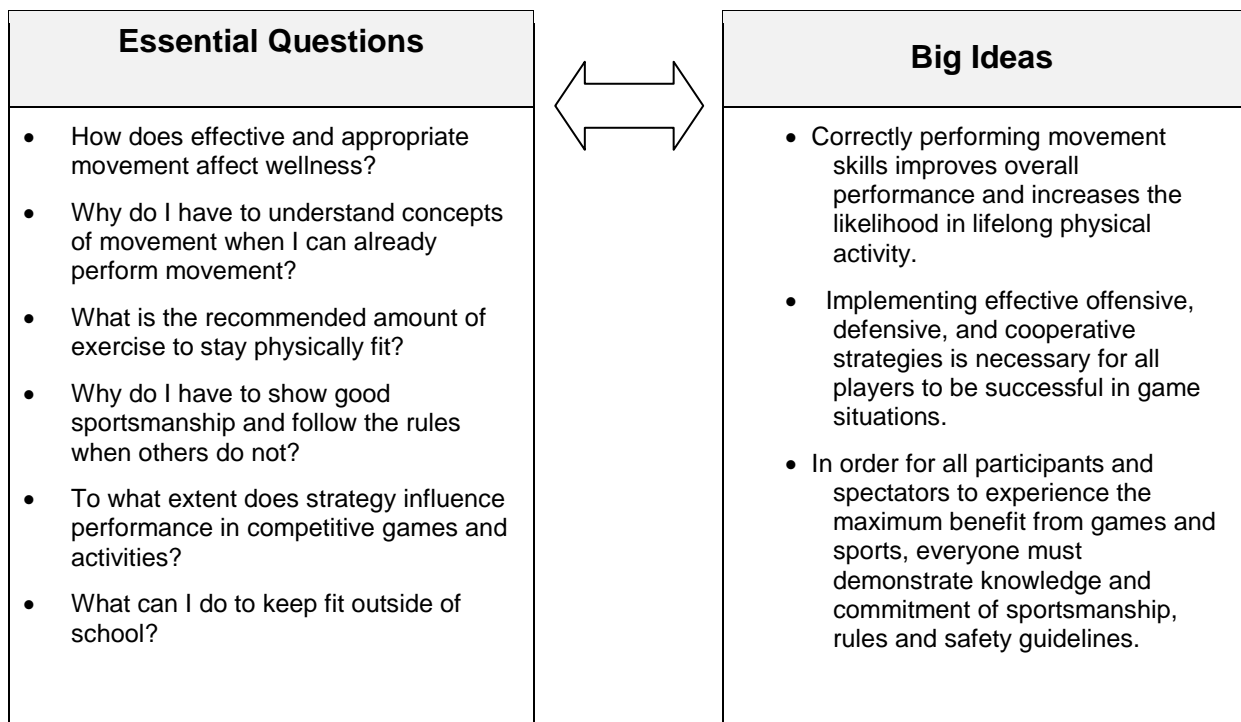


# Grade 2 Physical Education

<b>Title</b>	<b>Movement Skills and Concepts/Fitness and Physical Activity</b>
21 <sup>st</sup> Century Themes	Health Literacy
Interdisciplinary focus and technology integration	<p>All students will develop competence and confidence in gross motor skills and provide a foundation for participation in physical activity.</p> <p>All students will apply health-related and skill related fitness concepts and skills to develop and maintain a healthy, active lifestyle.</p>

## Stage 1: Integrate essential questions, big ideas and learning targets, and ensure it can be differentiated and assessed



Learning Targets-students will be able to;
<p>Students will be able to:</p> <p><b><u>2<sup>nd</sup> Grade</u></b></p> <ul style="list-style-type: none"> <li>• Perform movement skills with developmentally appropriate control, in isolated and applied settings.</li> <li>• Distinguish between personal and general space, and move in space at different levels, directions, and pathways, and in response to changing rhythms.</li> <li>• Change a movement skill or quality of the skill in response to a changing environment.</li> </ul>

- Explain how changes in direction, pathways, levels, rhythm, tempo, beat, and musical style can alter movement.
- Define and use basic movement vocabulary to describe physical activity.
- Explain that practice and being healthy contribute to improved movement skill performance.
- Explain why good sportsmanship is important, and demonstrate positive behaviors, during participation.
- Explain that during exercise you breathe harder, sweat, and the heart beats faster.
- Engage in class activities that develop all components of fitness.
- Develop a fitness goal using components of fitness.

**Assessments:** Teacher observation, student participation/ effort, preparation, oral responses, partner assessment, self assessment

**Differentiation**

Written work and artistic expression are used in the presentation and the assessment of the lesson.

Adjust length of lesson and equipment being used according to student abilities.

**Stage 2: Backward planning: from the assessment to the learning activities through inquiry**

Content Standards: 2.5 Motor Skills 2.6 Fitness

2.5.2.A.1 Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e. skill practice) and applied settings (i.e. games, sports, dance, and recreational activities).

2.5.2.A.2 Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.

2.5.2.A.3 Respond in movement to changes in tempo, beat, rhythm, or musical style.

2.5.2.A.4 Correct movement errors in response to feedback.

2.5.2.B.1 Differentiate when to use competitive and cooperative strategies in games, sports, and other movement activities.

2.5.2.B.2 Explain the difference between offense and defense.

2.5.2.B.3 Determine how attitude impacts physical importance.

2.5.2.B.4 Demonstrate strategies that enable team members to achieve goals.

2.5.2.C.1 Explain what it means to demonstrate good sportsmanship.

2.5.2.C.2 Demonstrate basic activity and safety rules and explain how they contribute to moving in a safe environment.

2.6.2.A.1 Explain the role of regular physical activity in relation to personal health.

2.6.2.A.2 Explain what it means to be physically fit and engage in moderate to vigorous age-appropriate activities that promote fitness.

2.6.2.A.3 Develop a fitness goal and monitor progress towards achievement of the goal.

### **Learning Experiences**

Locomotion Skills	Lead up games
Use of manipulatives	Fitness
Rhythmic skills	Partner activities
Creative Play	Cooperative games
Tagging Games	Apparatus
Stations	Jumping Rope
Relays	Simple games

### **Teaching Strategies**

Convergent  
Divergent  
Guided Discovery  
Inclusion  
Reciprocal  
Command  
Self Check

**Resources:** PE Central, PE game manuals, workshops, teaching physical education textbooks