



**VALWOOD**

*GO BEYOND*

**Second Grade Physical Education Curriculum**

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

Course Description		Topics at a Glance
<p>In second grade, students demonstrate mastery of basic locomotor &amp; nonlocomotor skills while performing to changing conditions and expectations. Students progress towards mature form in complex manipulative skills, such as foot dribble and throwing. They are able to sustain physical activity for longer periods of time and have a deeper understanding of the benefits of physical activity. Students work independently in small groups.</p>		<ul style="list-style-type: none"> <li>Demonstrate the elements of movement in combination with a variety of locomotor skills</li> <li>Demonstrate control and balance in traveling and weight-bearing activities using a variety of body parts and implements</li> <li>Use feedback to improve performance</li> <li>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</li> <li>Identify good brain health habits</li> <li>Demonstrate positive and helpful behavior and words toward other students</li> <li>Apply rules, procedures, and safe practices to create a safe school environment with little or no reinforcement</li> </ul>
Assessments		
<ul style="list-style-type: none"> <li>Observation</li> <li>Participation</li> <li>Performance Tasks</li> <li>Conferencing</li> <li>Growth Over Time</li> </ul>		
Grade Level Expectations		
Standard	Big Ideas in Second Grade (Grade Level Expectations)	
1. Movement Competence and Understanding	<ol style="list-style-type: none"> <li>1. Demonstrate the elements of movement in combination with a variety of locomotor skills</li> <li>2. Demonstrate control and balance in traveling and weight-bearing activities using a variety of body parts and implements</li> <li>3. Use feedback to improve performance</li> </ol>	
2. Physical and Personal Wellness	<ol style="list-style-type: none"> <li>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</li> <li>2. Identify good brain health habits</li> </ol>	
3. Emotional and Social Wellness	<ol style="list-style-type: none"> <li>1. Demonstrate positive and helpful behavior and words toward other students</li> </ol>	
4. Prevention and Risk Management	<ol style="list-style-type: none"> <li>1. Apply rules, procedures, and safe practices to create a safe school environment with little or no reinforcement</li> </ol>	

## **1. Movement, Competence and Understanding**

Includes motor skills and movement patterns that teach skill and accuracy in a variety of routines, games, and activities that combine skills with movement; demonstrates the connection between body and brain function; and creates patterns for lifelong physical activity.

### **Prepared Graduates**

The prepared graduate competencies are the preschool through twelfth-grade concepts and skills that all students who complete the Colorado education system must master to ensure their success in a postsecondary and workforce setting.

#### **Prepared Graduates in the Movement Competence and Understanding standard are:**

- Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activity
- Demonstrate understanding of movement concepts, principles, strategies, and tactics as they apply to learning and performing physical activities

**Content Area: Physical Education - Second Grade**

**Standard 1: Movement Competence and Understanding in Physical Education**

**Prepared Graduates:**

Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities

**Grade Level Expectation**

**Concepts and skills students master:**

1. Demonstrate the elements of movement in combination with a variety of locomotor skills

**Evidence Outcomes**

**Students can:**

- a. Demonstrate skipping, hopping, galloping, and sliding while transitioning on command
- b. Demonstrate smooth transitions between sequential motor skills such as running into a jump
- c. 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
- d. Identify major characteristics of the skills of walking, running, jumping, hopping, and leaping

**21<sup>st</sup> Century Skills and Readiness Competencies**

**Inquiry Questions:**

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?  
If you could only master one of the locomotor movements, which one would you choose, and why?

**Relevance and Application:**

1. Individuals move skillfully under a variety of movement conditions. Individuals participate skillfully in a variety of games at home that require movement such as playing tag, skipping, or jumping rope.

**Nature of Discipline:**

1. Individuals who learn to move safely, effectively, and efficiently and feel comfortable and confident in the performance of motor skills are more likely to participate in health-enhancing forms of physical activity throughout life.
2. The different combinations or ways that movement can be performed are virtually limitless.
3. The knowledge and understanding of concepts of movement and skill mechanics improve performance in a specific skill, and provide the foundation for transfer of skills in a variety of sports and activities.
4. Individuals who learn the benefits of motor skills are more likely to participate in health-enhancing forms of physical activity throughout life.

<b>Content Area: Physical Education - Second Grade</b>	
<b>Standard 1: Movement Competence and Understanding in Physical Education</b>	
<b>Prepared Graduates:</b> Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities	
<b>Grade Level Expectation</b> <b>Concepts and skills students master:</b> 2. Demonstrate fundamental manipulative skills	
<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<b>Students can:</b> <ol style="list-style-type: none"> <li>a. Standing in place, dribble a ball five times with one's dominant hand</li> <li>b. Throw a ball while stepping forward in opposition</li> <li>c. Strike a stationary object</li> <li>d. Throw an object with an overhand and underhand motion</li> <li>e. Toss a ball to oneself using the underhand throw pattern, and catch it before it bounces</li> <li>f. Catch a thrown large object with both hands</li> <li>g. Kick a stationary object using a simple kicking pattern</li> <li>h. Use body parts and light implements to strike stationary and moving objects</li> </ol>	<b>Inquiry Questions:</b> <ol style="list-style-type: none"> <li>1. How does one get better at throwing a ball?</li> <li>2. What is the most effective way to throw a ball?</li> <li>3. When is striking used in games and sports?</li> <li>4. Is it easier to catch a bigger object or a smaller one? Why?</li> </ol>
	<b>Relevance and Application:</b> <ol style="list-style-type: none"> <li>1. Individuals participate in activities that require patterned movements such as playing softball or basketball.</li> <li>2. Individuals recognize manipulative skills in games and sports by watching sporting events on television.</li> <li>3. Individuals recognize manipulative skills in games and sports by watching friends and family members participate in sports.</li> <li>4. Individuals demonstrate the skillful use of a variety of manipulatives.</li> <li>5. Individuals participate in activities that require the use of manipulatives.</li> </ol>
	<b>Nature of Discipline:</b> <ol style="list-style-type: none"> <li>1. Individuals who learn to move safely, effectively, and efficiently and feel comfortable and confident in the performance of motor skills are more likely to participate in health-enhancing forms of physical activity throughout life.</li> <li>2. Patterned, rhythmic movement activates the brain to facilitate learning.</li> <li>3. Many popular games and sports require the skillful manipulation of an object or objects.</li> <li>4. Repetition improves the performance of motor skills.</li> </ol>

**Content Area: Physical Education - Second Grade**

**Standard 1: Movement Competence and Understanding in Physical Education**

**Prepared Graduates:**

Demonstrate understanding of movement concepts, principles, strategies, and tactics as they apply to learning and performing physical activities

**Grade Level Expectation**

**Concepts and skills students master:**

3. Use feedback to improve performance

**Evidence Outcomes**

**Students can:**

- Use self feedback to identify strengths and weaknesses as well as modifications that need to be made to improve the performance of a skill or physical movement
- Use instructor feedback to identify strengths and weaknesses as well as modifications that need to be made to improve performance of a skill or physical movement
- Identify methods to keep the brain healthy and ready to learn
- Identify brain-healthy foods
- Describe the role of water as an essential nutrient for the body and brain

**21<sup>st</sup> Century Skills and Readiness Competencies**

**Inquiry Questions:**

- Why is water essential for the body?
- When trying to improve skills, is it better to correct weaknesses or expand on strengths? Why?
- Which health habit is most important? Why?  
What are the advantages of instructor feedback over self feedback?

**Relevance and Application:**

- Individuals examine the effects of limited water consumption after playing or doing yard work on a hot day.

**Nature of Discipline:**

- Individuals who learn to move safely, effectively, and efficiently and feel comfortable and confident in the performance of motor skills are more likely to participate in health-enhancing forms of physical activity throughout life.
- Movement to a beat or pattern activates the brain to facilitate learning.
- Individuals who learn the benefits of motor skills are more likely to participate in health-enhancing forms of physical activity throughout life.

## 2. Physical and Personal Wellness

Includes physical activity, healthy eating, and sexual health and teaches lifelong habits and patterns for a fit, healthy, and optimal childhood and adulthood; examines society, media, family, and peer influence on wellness choices; practices decision-making and communication skills for personal responsibility for wellness; and identifies the consequences of physical inactivity, unhealthy eating, and early sexual activity. Includes health promotion and disease prevention, and teaches responsibility and skills for personal health habits as well as behavior and disease prevention; sets personal goals for optimal health; examines common chronic and infectious diseases and causes; and recognizes the physical, mental, and social dimensions of personal health.

### Prepared Graduates

The prepared graduate competencies are the preschool through twelfth-grade concepts and skills that all students who complete the Colorado education system must master to ensure their success in a postsecondary and workforce setting.

#### **Prepared Graduates in the Physical and Personal Wellness standard are:**

- Participate regularly in physical activity
- Achieve and maintain a health-enhancing level of physical fitness
- Apply knowledge and skills to engage in lifelong healthy eating
- Apply knowledge and skills necessary to make personal decisions that promote healthy relationships and sexual and reproductive health
- Apply knowledge and skills related to health promotion, disease prevention, and health maintenance

<b>Content Area: Physical Education - Second Grade</b>	
<b>Standard 2: Physical and Personal Wellness in Physical Education</b>	
<b>Prepared Graduates:</b> Achieve and maintain a health-enhancing level of physical fitness	
<b>Grade Level Expectation</b> <b>Concepts and skills students master:</b> 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	
<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<b>Students can:</b> <ol style="list-style-type: none"> <li>a. Correctly identify activities and the locomotor, nonlocomotor, and manipulative skill involved</li> <li>b. Identify activities enjoy the most, and connect success with enjoyment of activity</li> </ol>	<b>Inquiry Questions:</b> <ol style="list-style-type: none"> <li>1. What is the relationship between enjoyment and wellness when choosing activities to participate in?</li> <li>2. How does the ability to successfully perform various movements encourage increased participation in activities for enjoyment?</li> <li>3. 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?</li> </ol>
	<b>Relevance and Application:</b> <ol style="list-style-type: none"> <li>1. Individuals identify sports equipment such as skateboards and bicycles that requires locomotor skills.</li> <li>2. Individuals value physical activity for a lifetime. For example, they might take an interest in outdoor activities.</li> <li>3. Individuals photograph their favorite physical activities. Individuals watch sports programs on television, and identify activities that involve locomotor, nonlocomotor and manipulative skills.</li> </ol>
	<b>Nature of Discipline:</b> <ol style="list-style-type: none"> <li>1. Physical activities involve locomotor, nonlocomotor, and manipulative skills.</li> <li>2. The more one performs physical activities, the more success and fun he or she will have doing them.</li> </ol>



**Content Area: Physical Education - Second Grade**

**Standard 2: Physical and Personal Wellness in Physical Education**

**Prepared Graduates:**

Participate regularly in physical activity

**Grade Level Expectation**

**Concepts and skills students master:**

2. Identify good brain health habits

<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<p><b>Students can:</b></p> <ol style="list-style-type: none"><li>Explain the fuel requirements of the body during physical activity and inactivity</li><li>Identify healthy food choices to fuel the body</li><li>Determine the proper amount of sleep to get every night</li><li>Identify changes in the body during exercise and how that makes you feel</li><li>Identify feelings resulting from challenges, successes, and failures in physical activity</li></ol>	<p><b>Inquiry Questions:</b></p> <ol style="list-style-type: none"><li>1. What are your favorite healthy snacks?</li><li>2. How do you face challenges, overcome failures, and celebrate successes in physical activity? Do you feel better or worse when you get a lot of sleep at night? Why?</li></ol>
	<p><b>Relevance and Application:</b></p> <ol style="list-style-type: none"><li>1. Individuals know the link between good nutrition and physical activity for being healthy.</li><li>2. Individuals ask their parents about healthy foods.</li><li>3. Individuals identify healthy foods on television or billboards.</li><li>4. Individuals experience a wide range of positive emotions and feelings through physical activity.</li><li>5. Individuals create a video demonstrating a wide range of emotions during physical activity.</li></ol>
	<p><b>Nature of Discipline:</b></p> <ol style="list-style-type: none"><li>1. Physical activity affects overall health and fitness.</li><li>2. Taking responsibility for one's own health is an essential step toward developing and maintaining a healthy, active lifestyle.</li><li>3. Food choices affect overall health and fitness.</li></ol>

### **3. Emotional and Social Wellness**

Includes mental, emotional, and social health skills to recognize and manage emotions, develop care and concern for others, establish positive relationships, make responsible decisions, handle challenging situations constructively, resolve conflicts respectfully, manage stress, and make ethical and safe choices; examines internal and external influences on mental and social health; and identifies common mental and emotional health problems and their effect on physical health.

#### **Prepared Graduates**

The prepared graduate competencies are the preschool through twelfth-grade concepts and skills that all students who complete the Colorado education system must master to ensure their success in a postsecondary and workforce setting.

#### **Prepared Graduates in the Emotional and Social Wellness standard are:**

- Utilize knowledge and skills to enhance mental, emotional, and social well-being
- Exhibit responsible personal and social behavior that respects self and others in physical activity settings

**Content Area: Physical Education - Second Grade**

**Standard 3: Emotional and Social Wellness in Physical Education**

**Prepared Graduates:**

Exhibit responsible personal and social behavior that respects self and others in physical activity settings

**Grade Level Expectation**

**Concepts and skills students master:**

1. Demonstrate positive and helpful behavior and words toward other students

**Evidence Outcomes**

**Students can:**

- a. Describe how positive social interaction can make physical activity with others more fun
- b. Participate in a variety of group settings without distracting behavior
- c. Encourage others by using verbal and nonverbal communication

**21<sup>st</sup> Century Skills and Readiness Competencies**

**Inquiry Questions:**

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 to complete a task? Explain.
4. How can you encourage someone who is shy to participate in a physical activity?

**Relevance and Application:**

1. Individuals encourage friends or peers.
2. Individuals brainstorm the forms of technology that have been used to make physical activity more fun.

**Nature of Discipline:**

1. Successful participation in physical activity requires cooperation with others.
2. Group physical activities should be fun for everyone participating.

#### **4. Prevention and Risk Management**

Includes safety; teaches skills to increase safe physical and social behavior in at home, in school, in the community, and in personal relationships; provides specific knowledge on avoidance of intentional and unintentional injuries; and practices decision-making and communication skills.

##### **Prepared Graduates**

The prepared graduate competencies are the preschool through twelfth-grade concepts and skills that all students who complete the Colorado education system must master to ensure their success in a postsecondary and workforce setting.

##### **Prepared Graduates in the Prevention and Risk Management standard are:**

- Apply rules, procedures, and safe practices to create a safe school environment with little or no reinforcement

**Content Area: Comprehensive Health and Physical Education - Second Grade**

**Standard: 4. Prevention and Risk Management in Health**

##### **Prepared Graduates:**

Apply knowledge and skills to make health-enhancing decisions regarding the use of alcohol, tobacco, and other drugs

**Grade Level Expectation****Concepts and skills students master:**

1. Identify the dangers of using tobacco products and being exposed to second-hand smoke

**Evidence Outcomes****Students can:**

- a. Describe the benefits of not using tobacco
- b. Identify the short- and long-term physical effects of using tobacco and being exposed to tobacco smoke
- c. State reasons why one should avoid second-hand smoke
- d. Demonstrate the ability to assertively refuse an unwanted item or pressure from a peer

**21<sup>st</sup> Century Skills and Readiness Competencies****Inquiry Questions:**

1. Why do people choose to smoke when they know it is bad for them?
2. Why is it important to be able to refuse something that you do not want?
3. What might happen if I saw a friend pick up a cigarette and I didn't say anything...I just walked away?

**Relevance and Application:**

1. Researchers explore the impact of tobacco on the body's ability to function normally.
2. Second-hand smoke impacts air quality .

**Nature of Discipline:**

1. Effective communication skills enhance a person's ability to express wants and defend their beliefs.
2. Research has clearly established that tobacco has a variety of harmful effects on the human body.