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| 2nd GradePhysical Education | **NASPE/STATE STANDARDS ADDRESSED:** | **STUDENTS WILL UNDERSTAND…** | **ESSENTIAL QUESTIONS…** | **STUDENTS WILL KNOW & RECALL…** | **STUDENTS WILL BE SKILLED AT…** | **ASSESSMENT EVIDENCE:** |
| ORIENTATION/ PROTOCOLS | 1,5,619,21,24 | \*Class rules create a safe environment\*Teacher/student expectations\*Individual actions/inactions affect others \*Respect for diverse abilities/equipment\*Being prepared for class means (proper shoes, positive attitude, ready to learn…)\*Everyone has the right to a positive & encouraging learning environment**-Be Safe****-Be Respectful****-Be Responsible** | \*How does my behavior affect others during school? | \*How to differentiate between positive and negative behaviors (e.g., waiting your turn vs. pushing in line, honesty vs. lying)\*Class expectations\*Conflict resolution\*How to treat others/equipment\*What a positive & encouraging environment looks like | \*Following agreed-upon rules & directions while participating in physical activities\*Handling equipment properly\*Solving conflicts using positive actions  | \*Teacher observation\*Student demonstration\*Role-play behavior scenarios\*Oral comprehension questions  |
| BODY & SPACE AWARENESS(DIRECTIONS & LEVELS)(PATHWAYS & EFFORT)  | 1,2,3,5,619,21 | \*Spatial awareness and relationships to objects and people\*Definitions of space awareness terms: self-space, general space, direction, levels, pathways, effort | \* What is general space and what kind of movement can I do in general space? | \*Importance of traveling safely in general space\*How to find/check self-space\*When to employ effort concepts at appropriate times | \*Demonstrating control when performing fundamental locomotor skills\*Defining and performing locomotor skills in different directions, levels, locations, and pathways | \*Teacher observation\*Student demonstration\*Oral comprehension questions\*Creation of an obstacle course using: directions & pathways. |
| LOCOMOTOR MOVEMENTS(WALKING, RUNNING, SLIDING, GALLOPING)(HOPPING, JUMPING, LEAPING, SKIPPING) | 1,2,4, & 519,21,24 | \*Proper cues for a variety of locomotor movements | \*How can you use locomotor movements to stay physically active? | \*How to describe the major characteristics of mature locomotor movement | \*Performing a variety of locomotor skills needed to engage in health-enhancing physical activity\*Applying space awareness concepts to the performance of locomotor movements\*Demonstrating safe movement in physical activities  | \*Teacher observation\*Oral comprehension questions\*Cognitive pre/post assessment (K)\*Self-assessment (1st & 2nd Grade) |
| OVERHAND THROWING/CATCHING(LEVELS, SELF-SPACE, SELF-TOSS, CATCH)(DISTANCE, PARTNERS, TRAVELING) | 1,2,4, & 519, 21, 24 | \*Importance of where you release the ball\*Importance of following through\*Importance of hand placement while catching | \*How does learning a new skill make physical activities more enjoyable?\*What is the importance of throwing and catching skills in sports? | \*Characteristics of a mature overhand throw***1. Side to target******2. Bring throwing arm back above shoulder******3. Step with opposite foot******4. Follow through across body***\*Characteristics of a mature catch***1. Eyes on the ball until it reaches hands******2. Reach for the ball; don’t wait for it to come to you***\*Catching hand placement at different levels | \*Demonstrating proper throwing technique\*Demonstrating proper catching technique during self-toss & partner activities\*Working cooperatively with a partner during class activities\*Demonstrating control when performing skill work | \*Teacher observation\*Oral comprehension questions\*Catching Self-Check \*Pre/Post written cognitive assessment\*Pre/Post Psychomotor skill assessment (Rubric Skill Check) |
| HOCKEY SKILLS(STICK HANDLING, PASSING, SHOOTING, SMALL-SIDED GAMES) | 1,2,4, & 519,21,24 | \*Proper cues for tap-dribbling\*Different ways to pass: forehand and backhand pass\*Difference between offense and defense | \*How does teamwork and sportsmanship affect game play?\*When is the best time to use a forehand and backhand pass? | \*Technique cues for tap-dribbling:***1.) Keep puck/ball within reach******2.) Keep both hands on the stick******3. )Use both sides of the hockey stick blade***\*Technique cues for a forehand pass:***1.) Bring puck to back foot******2.)Release puck at front 2.)Shoulder down******3.)Low follow-through***\*Technique cues for a backhand pass:***1.) Upper body twists******2.)Shoulder down******3.)Low follow-through***\*Technique cues for a wrist shot:***1.)Bring puck back******2.)Move weight from back to front foot*** ***3.) Sweep and bend both foot******3.)Low follow-through*** | \*Tap-dribbling a ball/puck in general space- in different directions\*Tap-dribbling at different speeds\*Demonstrating a forehand and backhand pass\*Demonstrating a wrist shot | \*Teacher observation\*Oral comprehension questions\*Pre/Post written cognitive test\*Pre/Post skill testing\*Peer evaluation  |

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| STRIKING WITH A RACKET(BADMINTONSKILLS) | 1,5,619,21,24 | \*Importance of teamwork and cooperation\*Badminton terms: serve, shot, fault, forehand grip, and backhand grip | \*How can badminton be used as a recreational activity to stay fit?The speed and the range of physical movements requires full useof the body and demands much effort.The game provides the opportunity to exercisethe body and gives the feeling of well being essential for good health. | \*Characteristics of badminton skills \*Basic rules of the game*Forehand Grip:*1) Shake hands2) Fingers make a V shape3) Racket head upHigh Serve:1) Forehand grip2) Pinch birdie and hold in front of racket hand3) Underhand swing racket back and swing forward (like underhand throw)4) Drop the birdie on the racket so cork hits racket Flick Serve:1) Backhand grip2) Pinch birdie with two fingers and hold at an angle in front of tilted racket3) Bend wrist back4) Strike birdie by flicking the wrist forward   | \*Striking an object upward with a short-handed implement, using consecutive hits (S1.E24.2)\*Performing a forehand serve \*Working independently and collaborating with peers | \*Teacher observation\*Written pre/post assessments \*Skill testing\*Self-assessments\*Peer assessments  |