



# SCHOOL DISTRICT OF MONROE

*Preparing for the Future, One Child at a Time*

## Physical Education (Grade 2)

### **Course Description:**

The curriculum for this required course is developed from the [Wisconsin Model Academic Standards for Physical Education](#). Students will be exposed to a quality physical education program that will work to increase physical competence, health-related fitness, self-responsibility, and enjoyment of physical activity for all students so that they can be physically active for a lifetime. The information in this course overview outlines what students should understand and be able to do by the end of the semester/year.

### **Mastery Standards:**

PK-12 Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

- Locomotors. (1:1: A1-A4)
- Manipulatives. (1:1: B1-B4)
- Non-Locomotor (1:1: C1)

PK-12 Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

- Demonstrates cognitive understanding. (2:1: A1- A8)

PK-12 Standard 3: Participates regularly in physical activity.

- Chooses to be physically active. (3:1: A1-A3)

PK-12 Standard 4: Achieves and maintains a health-enhancing level of physical fitness.

- Chooses to be physically active (4:1A: A1-A3)
- Manages healthy physical activity (4:1: B1-B3)

PK-12 Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

- Incorporates safe practices and adherence to rules and procedures. (5:1: A1-A7)
- Demonstrates teamwork, ethics, and positive social interaction. (5:1: B1-B6)

PK-12 Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

- Engages in physical activity for enjoyment. (6:1: A1-A5)

Unit	Description of Unit and Learning Targets
<p><b>Unit Title: Locomotor Skills</b></p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"><li>• What locomotor skill could you do to travel the fastest?</li><li>• How can we adjust the weight of our bodies to different body parts?</li><li>• What activities or sports have you seen different types of pathways or patterns?</li><li>• How can speed be used in different activities?</li></ul>	<p>During this unit students will work towards proficiency in basic locomotor skills and movements. Smooth Transitions between skills will also be emphasized between sequential locomotor skills.</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"><li>• I can skip, hop, slide, and run.</li><li>• I can travel fast and slow.</li><li>• I can change directions and move in different pathways.</li><li>• I can tumble with different rolls, jumps, and balances.</li></ul>

<p><b>Unit Title: Manipulative Skills</b></p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> <li>● In what sports/activities have you seen an underhand toss/throw?</li> <li>● In what sports/activities have you seen an overhand throw?</li> <li>● Why do we use targets when throwing or kicking objects?</li> <li>● How does the rope turner play an important role when learning and practicing partner jumps?</li> </ul>	<p>This unit provides students the opportunity to improve the different ways to move an object with their hands and feet.</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> <li>● I can throw a ball underhand.</li> <li>● I can throw a ball overhand.</li> <li>● I can control an object with my feet.</li> <li>● I can control an object with my hands.</li> <li>● I can hit a target with an object.</li> <li>● I can strike an object.</li> <li>● I can perform different rope jumps individually.</li> <li>● I can perform different rope jumps with a partner using long ropes.</li> </ul>
<p><b>Unit Title: Non-Locomotor Skills</b></p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> <li>● How can I balance on different body parts?</li> <li>● Does the height of your body affect balance?</li> <li>● What are some other shapes we could make our bodies do?</li> <li>● What are some balances or shapes we could do with a partner?</li> </ul>	<p>Students during this unit strive for competency in balancing with a variety of body parts and to create shapes with their bodies.</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> <li>● I can balance on different parts of my body.</li> <li>● I can balance on different objects.</li> <li>● I can make my body round, twisted, and narrow.</li> <li>● I can make my body symmetrical and asymmetrical.</li> </ul>
<p><b>Unit Title: Cognitive Understanding</b></p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> <li>● What are the benefits of participating in a safe manner?</li> <li>● What would be some examples of great effort in different physical activities?</li> <li>● Why do teachers give students feedback?</li> <li>● How can cue words be used to improve skills?</li> </ul>	<p>Students learn and apply concepts such as actions, planes, and personal/general space. They work to become proficient at identifying elements of correct form for different fundamental skills.</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> <li>● I can identify different body planes and various body parts.</li> <li>● I can demonstrate safety with and without equipment.</li> <li>● I can demonstrate best effort by trying new and hard tasks.</li> <li>● I can identify cue words for skills that are being taught.</li> <li>● I can correct movements in response to feedback.</li> <li>● I can identify the benefits of physical activity on the heart, lungs, and muscles.</li> <li>● I can participate in games and activities that use academic and health skills.</li> </ul>
<p><b>Unit Title: Participates in Physical Education Regularly</b></p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> <li>● What are some different types of activities outside of school you could participate in to improve your health?</li> <li>● How can vigorous activity improve your health?</li> <li>● How could you change some of the activities we do in class so that you could do them at home or with friends without the same equipment?</li> </ul>	<p>Young children will participate in a wide variety of gross motor activities that involve locomotion, non-locomotion, and the manipulation of objects. Students will recognize that participation in moderate to vigorous physical activity has both temporary and lasting effects on the body.</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> <li>● I can participate in vigorous physical activity on a periodic basis.</li> <li>● I can organize a game for after school with equipment.</li> <li>● I can organize a game for after school without equipment.</li> </ul>
<p><b>Unit Title: Achieves and Maintains a health-enhancing level of physical fitness.</b></p>	<p>Students understand that exercising and playing games can bring enjoyment. In this unit, students will also have an understanding how exercise affects other parts of the body. By performing different</p>

Essential Questions:

- What are some things the body does when exercising?
- What are some things that could cause muscles to “hurt” after exercising?
- How can we improve strength in different parts of the body?

movements, students will recognize how different exercises can improve their heart rate, and upper and lower body strength. This unit will be embedded throughout all of the other units.

Learning Targets:

- I can climb, hang, and do the monkey bars to improve upper body strength.
- I can do different exercises without tiring easily.
- I can identify different muscle groups.
- I can increase my breathing and heart rate by increasing physical activity.