











Grade 2 PE

Month	Content	Skills	Assessment
<p>August 2006</p>	<p>A.Physical education class rules and expectations for safe participation</p> <p>B.Spatial awareness</p> <p>C.Signals</p> <p>D.Patterns and combinations of Locomotor and Nonlocomotor Movements</p> <p>E.Character Education Respect</p>	<p>A1. Understand and demonstrate consequences and privileges in physical education class</p> <p>A2.Respond appropriately to reinforcement of class and activity specific rules</p> <p>B.Recognize personal space and share general space and equipment avoiding injury to self and others</p> <p>C1.Recognize the whistle as a signal to stop, look, and listen</p> <p>C2.Apply verbal signals to classroom and gymnasium procedures</p> <p>C3.Express vocal noises with low volume</p> <p>D.Initiate and combine locomotor and nonlocomotor actions</p> <p>E.Interpret the word respect to action by treating others the way you want to be treated</p> <p></p> <p></p>	<p>A-E.Teacher/peer observation with anecdotal notes, checklists, and grading rubrics. Verbal response to teacher prompt.</p>
<p>September 2006</p>	<p>A. Throwing and Catching with balls of various sizes and shapes</p> <p>B. Character education Cooperation</p>	<p>A1. Demonstrate trunk rotation</p> <p>A2. Demonstrate opposition</p> <p>A3.. Demonstrate follow-through</p> <p>A4. Demonstrate accuracy</p> <p>A5. Demonstrate hand preference</p> <p>A6. Demonstrate tracking a ball with the eyes until the ball is caught in the hands</p> <p>A7. Demonstrate grasping the ball with the hands on a catch and not dropping it</p> <p></p> <p></p> <p>B.Through verbal and nonverbal behavior demonstrate how to work together with peers of different</p>	<p>A-B. Teacher observation, anecdotal notes, checklists</p>

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		<p>gender, race, and ethnicity to get the job done</p> <p>B1.Seek out, participate with, and show respect to persons of like and different skill levels</p>	
<p>October 2006</p>	<p>A.Kicking Skills</p> <p>B.Base Running</p> <p>C.Character Education Patience</p>	<p>A1.Demonstrate kicking a stationary ball with the dominant foot</p> <p>A2.Demonstrate kicking a rolling ball with the dominant foot</p> <p>B.Execute running bases</p> <p>C.Interpret patience into action by waiting without complaining</p> 	<p>A-C.Teacher observation and anecdotal records</p>
<p>November 2006</p>	<p>A.Manipulative work in stations</p> <p>B.Character Education forgiveness</p>	<p>A.Safely move a puck and a ball with a hockey stick</p> <p>A1.Strike a ball with a paddle a consecutive number of times</p> <p>A2.Move in a variety of positions on a scooter through a designated space</p> <p>A3.Throw, push, and kick a Cageball through a designated space</p> <p>A4.Repeatedly jump a self-turned rope</p> <p>A5.Repeatedly jump a long rope</p> <p>A6.Rotate a hula hoop around various body parts</p> <p>A7.Move the parachute cooperatively with a group</p> <p>A8.Make responsible decisions about the use of time to complete assigned tasks</p> <p>B.Play and cooperate with others regardless of personal differences.</p> <p>B1.Seek out, participate with and show respect for persons of like and different skill levels.</p> 	<p>A-B.Teacher and peer observation, anecdotal notes, and checklists.</p>
<p>January 2007</p>	<p>A. Basketball Skills</p> <p>B. Character education: Patience.</p> <p>C. Strength building</p>	 <p>A1.Move the basketball in your hands and around your body while maintaining control</p> <p>A2.Demonstrate stationary dribbling while maintaining control of the ball</p> <p>A3.Demonstrate dribbling while moving and maintaining control of the ball.</p> <p>A4. Demonstrate chest passes and bounce passes with a partner first in a stationary position; then while moving</p>	<p>A-C. Teacher anecdotal notes and teacher and peer checklists.</p>

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		<p>A5. Demonstrate the BEEF technique of shooting a basketball</p> <p>B1. Demonstrate waiting without complaining and taking turns. B2. Recognize that skill development requires practice. B3. Accept the feelings resulting from challenges, successes, and failures in physical activity. B2. Compare and contrast individual strengths and weakness and display tolerance personally and for others</p> <p>C1. Demonstrate curl-ups C2. Demonstrate push-ups</p> <p></p>	
<p>February 2007</p>	<p>Rhythmic Movement A. Aerobic Dances B. Folk Dances C. Rope Jumping to Music D. Musical Games E. Character Education Fairness</p>	<p>A1. ChaChaSlide A2. Electric Slide A3. Achy, Breaky</p> <p>B1. Hokey Pokey B2. Looby Loo B3. Skip to My Lou B4. Pattycake Polka B5. O'Belinda Square Dance B6. Stomp, Clap Square Dance B7. Pop Goes the Weasel B8. Troika B9. Hora B10. Tinnikling B11. Limbo</p> <p>C. Rope Jumping to Music using variety of CDs with cues</p> <p>D. Musical Games</p> <p>E1. Seek out, participate with, and show respect for persons of like and different skill levels. E2. Participate in games, dances, and other activities from various cultural and ethnic backgrounds. E3. Identify ways in which all students might be included in an activity. E4. Play and cooperate with others regardless of personal differences. </p>	<p>A-E. Teacher observation and anecdotal notes.</p>
<p>April 2007</p>	<p>Track and Field Events A. Running sprints B. Throwing Activities</p>	<p>A. Develop a standing start recognizing the start line and signals: marks, set, go A1. Maintain top speed through the finish line without slowing down</p>	<p>A-E. Teacher observation and anecdotal records.</p>

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	<p>C.Manipulative Activities</p> <p>D.Group Activities</p> <p>E.Character Education Caring</p>	<p>A2.Run in your own lane</p> <p>A3.Recognize that time and effort are prerequisites for skill improvement and fitness benefits</p> <p>A4.Recognize areas for personal improvement</p> <p>B.Throw softballs, baseballs, footballs, and frisbees for accuracy and distance</p> <p>C1.Racket and ball juggle</p> <p>C2.HulaHoop for time</p> <p>D.Tug of War</p> <p>E.Interpret caring into action by showing concern for others.</p> <p>C.</p> <p>C.Combine locomotor movements and manipulatives to complete a task</p> <p>D1.Identify ways all students might be included</p> <p>D2.Work with others regardless of personal or physical differences</p> <p>E.Show concern for others</p> <p></p>	