

Focus: Students will demonstrate developmentally appropriate progress in manipulative, locomotor, and balance and weight transfer skills. Students will build on proper skill techniques and performance of skills while incorporating fitness, body awareness and movement concepts. Students will develop self-control and cooperative interactions during physical activity. Students will strengthen and expand their knowledge of the benefits of exercise on the brain and body.

<b>Manipulative</b>	<b>Understanding: Students will execute a variety of motor patterns and skills needed to participate in physical activities and become competent movers.</b>	<b>District/IL Standard/SHAPE</b>	<b>Pacing</b>	<b>Key Vocabulary</b>
2.PE.1	<b>Students who demonstrate understanding will be able to:</b>			
2.PE.1.1	Throw underhand using a mature pattern.	S1.E13.2, IL19A.1a, IL19A.2b		
2.PE.1.2	Throw overhand, demonstrating 2 of the 5 critical elements of a mature pattern.	S1.E14.2, IL19A.1a, IL19A.2b		
2.PE.1.3	Catch a self-tossed or well-thrown large ball with hands, not trapping or cradling against the body.	S1.E16.2, IL19A.1a, IL19A.2b		
2.PE.1.4	Dribble in self-space with preferred hand demonstrating a mature pattern.	S1.E17.2a, IL19A.1a, IL19A.2b		
2.PE.1.5	Dribble using the preferred hand while walking in general space.	S1.E17.2b, IL19A.1a, IL19A.2b		
2.PE.1.6	Dribble with the feet in general space with control of ball and body.	S1.E18.2, IL19A.1a, IL19A.2b		
2.PE.1.7	Use a continuous running approach and kick a moving ball, demonstrating 3 of the 5 critical elements of a mature pattern.	S1.E21.2, IL19A.1a, IL19A.2b		
2.PE.1.8	Volley an object upward with consecutive hits.	S1.E22.2, IL19A.1a, IL19A.2b		
2.PE.1.9	Strike an object upward with a short-handled implement, using consecutive hits.	S1.E24.2, IL19A.1a, IL19A.2b		
2.PE.1.10	Strike a ball off a tee or cone with a bat, using correct grip and proper body orientation.	S1.E25.2, IL19A.1a, IL19A.2b		
2.PE.1.11	Jump a self-turned rope consecutively forward and backward with a mature pattern.	S1.E27.2a, IL19A.1a, IL19A.2b		
2.PE.1.12	Jump a long rope 5 times consecutively with student turners.	S1.E27.2b, IL19A.1a, IL19A.2b		
2.PE.1.13	Roll a ball using a mature pattern	IL19A.1a, IL19A.2b		
<b>Locomotor</b>	<b>Understanding: Students will demonstrate a mature pattern of selected locomotor skills.</b>	<b>District/IL Standard/SHAPE</b>	<b>Pacing</b>	<b>Key Vocabulary</b>
2.PE.2	<b>Students who demonstrate understanding will be able to:</b>			
2.PE.2.1	Skip using a mature pattern.	S1.E1.1, IL19A.1a, IL19A.2b		
2.PE.2.2	Run with a mature pattern.	S1.E2.2A, IL19A.1a, IL19A.2b		
2.PE.2.3	Perform the leap while maintaining balance	S1.E1.2, IL19A.1a		
2.PE.2.4	Travel showing differentiation between jogging and sprinting.	S1.E2.2B, IL19A.1a, IL19A.2b		
2.PE.2.5	Demonstrate 4 of the 5 critical elements for jumping and landing in a vertical plane	SE.E1.1, IL19A.1a, IL19A.2b		

2.PE.2.6	Demonstrate 4 of the 5 critical elements for jumping and landing in a horizontal plane using a variety of 1- and 2-foot take-offs and landings.		SE.E3.2, IL19A.1a, IL19A.2b		
2.PE.2.7	Perform a teacher- and/or student-designed rhythmic activity with correct response to simple rhythms.		S1.E5.2, IL19A.1a, IL19A.2b		
<b>Balance and Weight Transfer</b>	<b>Understanding: Students will explore changes in body position and its effect on balance and stability.</b>		<b>District/IL Standard/SHAPE</b>	<b>Pacing</b>	<b>Key Vocabulary</b>
2.PE.3	<b>Students who demonstrate understanding will be able to:</b>				
2.PE.3.1	Balance on different bases of support, combining levels and shapes.		S1.E7.2a, IL19A.1a		
2.PE.3.2	Balance in an inverted position with stillness and supportive base.		S1.E7.2b, IL19A.1a		
2.PE.3.3	Identify simple cues involved in weight transfer and balance movements		IL. 19B. 1b		
2.PE.3.4	Transfer weight from feet to different body parts/bases of support for balance and/or travel.		S1.E8.2, IL19A.1a		
2.PE.3.5	Roll in different directions with either a narrow or curled body shape.		S1.E9.2, IL19A.1a		
<b>Cooperative</b>	<b>Understanding: Students will demonstrate personal responsibility with others in group settings.</b>		<b>District/IL Standard/SHAPE</b>	<b>Pacing</b>	<b>Key Vocabulary</b>
2.PE.4	<b>Students who demonstrate understanding will be able to:</b>				
2.PE.4.1	Work independently with others in partner environments.		S4.E4.2, IL21A.1c, SEL. 2C.1a, SEL.2C.1b		
2.PE.4.2	Practice group decision making during a small group activity		IL 21A.1b, SEL.2C.1a, SEL.3B.1b		
2.PE.4.3	Recognize the role of rules and etiquette in teacher-designed physical activities.		S4.E5.2, IL21A.1b, IL21A.1a		
2.PE.4.4	Work cooperatively with others to complete a task with minimal teacher intervention		IL21A.1b, SEL.2C.1a, SEL.2C.1b		
<b>Fitness</b>	<b>Understanding: Students will be able to identify the skills needed to engage in health and skill-related components.</b>		<b>District/IL Standard/SHAPE</b>	<b>Pacing</b>	<b>Key Vocabulary</b>
2.PE.5	<b>Students who demonstrate understanding will be able to:</b>				
2.PE.5.1	Describe large-motor and/or manipulative physical activities for participation outside physical education class		S3.E1.2, IL20A.1b		
2.PE.5.2	Explain the immediate effects of exercise on the body.		IL19A1b		
2.PE.5.3	Participate in moderate to vigorous levels of physical activity for an extended period of time		IL20B.1b		
2.PE.5.4	Actively engages in health-related fitness and skill-related activities physical education class.		S3.E2.2, IL20B.1b		
2.PE.5.5	Identify the components of health-related and skill-related fitness.		S3.E3.4, IL20A.1a		
2.PE.5.6	Use own body as resistance for developing strength.		S3.E3.2a, IL20A.1b		
2.PE.5.7	Demonstrate how to locate a pulse in the wrist or neck to measure heart rate		IL20B.2a		
2.PE.5.8	Identify physical activities that contribute to fitness.		S3.E3.2b, IL20A.1a		
2.PE.5.9	Discuss realistic health-related fitness goals.		IL20C.1a		
2.PE.5.10	Identify activities that help improve health-related and skill-related fitness.		IL20A.1a		
<b>Personal Responsibility</b>	<b>Understanding: Students will exhibit responsible personal and social behavior that respects self and others.</b>		<b>District/IL Standard/SHAPE</b>	<b>Pacing</b>	<b>Key Vocabulary</b>
2.PE.6	<b>Students who demonstrate understanding will be able to:</b>				
2.PE.6.1	Follow directions and practices skills with minimal teacher prompting		S4.E1.2, IL21A.1a, IL21A.1b		
2.PE.6.2	Accept responsibility for class protocols with behavior and performance		S4.E2.2, IL21A.1b		

