

COMMUNITY UNIT SCHOOL DISTRICT 200

Physical Education K-8 Philosophy

We believe daily physical education/health programs enhance the capacity of every student’s mind, body and social well-being. Through comprehensive physical education and health programs student will have the ability to make informed choices, improved academic performances, achieve lifetime wellness, accomplish personal goals, and contribute to society.

SECOND GRADE

- 1. Subject Expectation (State Goal 19) The student will acquire movement skills and understand concepts needed to engage in health enhancing physical activity.**

Essential Learning1 (Learning Standard A)	Demonstrate physical competency in individual and cooperative group activities, creative movement, and lifetime leisure activities
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- Critical Content** 19.A.1 a. demonstrate control when performing fundamental locomotor, non-locomotor, and manipulative skills

<u>Locomotor</u>	<u>Nonlocomotor</u>	<u>Ball Handling/ Manipulatives</u>	<u>Creative Movement</u>
galloping	balancing	catching	animal walks
hopping	bending	dribbling	body shapes
jogging	pulling	kicking	
jumping	pushing	pulling	
leaping	rocking/rolling	punting	
running	stretching	pushing	
skipping	turning	rolling	
sliding	twisting	striking	
walking		throwing	
		trapping	
		volleying	

- 19.A.1 b. demonstrate developmental form fundamental skills

Essential Learning 2 (Learning Standard B)	Analyze various movement concepts and applications
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- Critical Content** 19.B.1 a. demonstrate spatial awareness including
- levels (high, medium, low)
 - direction (up, down, forward, backwards, sideways)
 - pathways (straight, zigzag, curved)
 - personal/general space
 - creative movement

NOTE: *such as* = an example used for clarification, but not a mandatory concept
including= a mandatory concept
 * = exceeds state standards

Grade 2

19.B.1 b. explore and recognize relationships to objects and people

such as

- hoops
- mats
- wands
- ropes
- beams
- ribbons
- partner stunts
- springboards
- vaulting box

19.B.1 c. distinguish between moving behind, ahead of, next to, near to, over, under, on, or besides, around and through

19.B.1 d. participate in dodging fleeing activities in slower speeds with out running into other objects

Essential Learning 3 (Learning Standard C)	Demonstrate knowledge of rules and safety during physical activity
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Critical Content

19.C.1 a. show understanding and follow simple health and safety rules

- discuss and apply safety rules for daily activities
- demonstrate safe movement in general and personal space
- name possible injuries that can occur when not following safety rules
- practice the components of good sportsmanship with fewer teacher cues

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**2. Subject Expectation
(State Goal 20)**

The student will achieve and maintain a health-enhancing level of physical fitness based upon continual self-assessment.

**Essential Learning 1
(Learning Standard A)**

Know and apply the principles and components of health-related fitness

- Critical Content**
- 20.A.1a a. explore and provide limited feedback about the components of health-related fitness *such as*
- cardiovascular endurance
 - muscular strength
 - muscular endurance
 - flexibility
- 20.A.1b b. engage in sustained physical activity that causes increased
- cardiovascular endurance
 - muscular strength
 - muscular endurance
 - range of motion
- 20.A.1b c. increase duration or intensity to improve fitness levels

**Essential Learning 2
(Learning Standard B)**

Assess individual fitness levels

- Critical Content**
- 20.B.1 a. monitor immediate effects of physical activity on the body *such as*
- a faster heartbeat
 - increased breathing rate
 - muscle fatigue
 - increased body temperature
 - thirst and sweating
- * b. identify personal preferences related to physical activity

**Essential Learning 3
(Learning Standard C)**

Set goals based on fitness data and develop, implement and monitor an individual fitness improvement plan

- Critical Content**
- 20.C.1 a. identify a realistic health-related goals *such as*
- participating in a variety of activities at home and at school that improve
 - cardiovascular endurance
 - muscular strength
 - muscular endurance
 - flexibility
- 20.C.1 b. identify positive and negative behavioral choices and their impact on wellness levels

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3. Subject Expectation (State Goal 21) The student will develop team-building skills by working with others through physical activity.

Essential Learning 1 (Learning Standard A)	Demonstrate individual responsibility during group physical activities
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- Critical Content**
- 21.A.1a a. demonstrate directions and class procedures while participating in physical activities
 - 21.A.1b b. use identified procedures and safe practices with little or no reinforcement during group physical activities
 - 21.A.1b c. complete a task in a given amount of time when participating in a group activity
 - 21.A.1c d. work independently on task for short periods of time
 - 21.A.1c e. demonstrate sportsmanship including
 - waiting for a turn
 - sharing equipment
 - accepting partners

Essential Learning 2 (Learning Standard B)	Demonstrate cooperative skills during structured group physical activity
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- Critical Content**
- 21.B.1 a. demonstrate the ability to work cooperatively with others to accomplish an assigned task
 - 21.B.1 b. demonstrate sportsmanship including
 - waiting for a turn
 - sharing equipment
 - accepting partners

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FINE ARTS - DANCE

- 1. Subject Expectation (State Goal 25) The student will know the language of the arts.**

Essential Learning 1 (Learning Standard A)	Understand the sensory elements, organizational principles and expressive qualities of dance
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- Critical Content**
- 25.A.1 a. explore moving rhythmically with directions, pathways and levels in personal and general space
 - 25.A.1 b. explore use of locomotor and non-locomotor movements to a rhythm and body parts to a rhythm
 - 25.A.1 c. explore quick and slow speed and firm and fine force of personal and shared space
 - 25.A.1 d. explore strong and light force of personal and general space
 - “Move Like a Machine”
 - “Popcorn”
 - 25.A.1 e. identify the principles of AB choreographic form *such as*
 - “A” a movement phrase
 - “B” a new movement phrase
 - “Chicken Dance”
 - “Tony Chestnut”
 - 25.A.1 f. suggest that locomotor and nonlocomotor movement can convey meaning (e.g. light, quick skips suggest happiness, dragging feet suggest sadness)

Essential Learning 2 (Learning Standard B)	Understand the similarities, distinctions and connections in and among dance
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- Critical Content**
- 25.B.1a a. identify similarities in and among dance (e.g. pattern, sequence and mood)
 - pattern in dance-stomp/clap
 - pattern in art-red/black

- 2. Subject expectation (State Goal 26) The student through creativity and performance will understand how the works of art are produced.**

Essential Learning 1 (Learning Standard A)	Understand processes, traditional tools and modern technologies used in dance
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- Critical Content**
- 26.A.1a a. explore appropriate body readiness in preparation for dancing including conditioning and practicing
 - 26.A.1a b. understand that the body is the primary tool of dance and identify secondary tools (props) *such as*

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- ribbons
 - hoops
 - scarves
 - wands
 - recordings
- 25.A.1a c. explore movement combining two or more elements (join body shape and level “YMCA”)

Essential Learning 2 (Learning Standard B)	Apply the skills and knowledge necessary to create and perform a dance routine
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- Critical Content**
- 26.B.1 a. perform and differentiate among basic locomotor, nonlocomotor movements and traditional dance forms and create simple dance sequences
- 26.B.1 b. solve problems and make decisions on the appropriateness of movement in response to teacher-directed tasks maintaining a rhythm *such as*
- the “Macarena” or create another machine to “Move Like a Machine”

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