

LITTLE ROCK SCHOOL DISTRICT

August 2012

Physical Education and Health Curriculum Map

Second Grade

Month	Content	Skills/Benchmarks	Essential Questions	Assessments	Strategies/Resources
August	Week 1 and 2 Orientation/Personal Space/General Space	<p>PEL Curriculum Framework (2011):</p> <p><i>[Please note: Only the most relevant standards are listed. It is understood that all other applicable standards are also addressed.]</i></p> <p>PEL.1.2.1 Perform movement patterns using various body parts (e.g., games, free movement)</p>	Do students understand the difference between personal and general space?	Teacher Observation	<p>SPARK PE Curriculum K-2</p> <p>See TABS in your Spark Program Manual to locate resources for each unit.</p>
September	Week 3 and 4 Locomotor Skills, Levels/Directions	<p>PEL.2.2.3 Use <i>locomotor</i> skills in <i>low-organized games</i> (e.g., tag games)</p>	Can students perform various locomotor skills at different levels/directions?	Teacher Observation	<p>SPARK PE Curriculum K-2</p> <p>SPARK PE Curriculum K-2</p>
	Week 5 and 6 Space/Tempo/ Pathways/ Creative moves	<p>PEL.1.2.2 Travel independently in a large group while safely and quickly changing speed and direction within a boundary</p> <p>PEL.1.2.3 Demonstrate a movement sequence combining <i>locomotor</i> and <i>non-locomotor</i> skills (e.g., combine galloping, skipping, jumping,</p>	Can students respond appropriately to cues involving space/tempo/pathways and creative moves?	Teacher Observation	

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		bending, swaying, twisting in a sequence, jumping rope using different feet patterns)			
October	Week 7 Body Management/ Balance	<p>PEL.3.2.8 Demonstrate how <i>muscular strength</i> plays a role in developing strong, healthy bones and muscles</p> <p>PEL.2.2.2 Recognize the major bones in the skeletal system:</p> <ul style="list-style-type: none"> • cranium • vertebrae • ribs • humerus • radius • ulna • pelvis • femur • fibula • tibia <p>phalanges</p>	Are the activities increasing the students' balance, coordination, flexibility, agility and strength?	Teacher Observation	SPARK PE Curriculum K-2
	Week 8 and 9 Kicking/Trapping	<p>PEL.1.2.13 Kick a stationary or moving ball and follow through toward a target</p> <p>PEL.1.2.14 <i>Trap</i> and pass a ball with control in an activity or game</p>	Can students receive passes, trap and control balls in different ways?	Teacher Observation	SPARK PE Curriculum K-2

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	Week 10 and 11 Striking	PEL.1.2.10 Step toward and strike a stationary object	Are the activities providing opportunities for students to learn and practice striking an object that is stationary or moving?	Teacher Observation	SPARK PE Curriculum K-2
November	Week 12 and 13 Dribbling	PEL.1.2.9 Dribble in control with the dominate hand while moving in a general space PEL.1.2.12 Dribble a ball using feet in a variety of pathways around or through various obstacles, keeping the ball in control	Can students continually bounce a ball without catching it?	Teacher Observation	SPARK PE Curriculum K-2
	Week 14 and 15 Volleying	PEL.1.2.11 Volley a light-weight ball tossed by a partner or self—using arms, hands, or racquet	Can the students volley an object with various body parts at varying levels?	Teacher Observation	SPARK PE Curriculum K-2
December	Week 16 and 17 Dance/Rhythm	PEL.1.2.4 Maintain a steady beat while listening to music PEL.1.2.5 Perform instructional dance sequences to music (e.g., chicken dance, electric slide, cupid shuffle, tony chestnut)	Is a child’s creative potential enhanced through music, dance and rhythmic forms?	Teacher Observation	SPARK PE Curriculum K-2

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December/ January	Week 18 and 19 Stunts/Tumbling	<p>PEL.3.2.7 Perform a proper stretch safely for a minimum of 10 to 20 seconds</p> <p>PEL.4.2.1 Discuss how the activity of the day relates to a healthy life-style</p>	Are stunts and tumbling activities increasing the students' balance, coordination, flexibility, agility and strength?	Teacher Observation	SPARK PE Curriculum K-2
January	Week 20 and 21 Parachute	<p>PEL.5.2.1 Utilize acceptable behaviors while participating in physical activities</p> <p>PEL.5.2.3 Cooperate with others to complete an assigned task</p>	Are parachute activities providing all students opportunity to participate successfully?	Teacher Observation	SPARK PE Curriculum K-2
January/ February	Week 22, 23 and 24 Manipulatives/ Speed Stacks	<p>PEL.4.2.2 Identify <i>leisure activities</i> that promote healthy living</p> <p>PEL.5.2.2 Comply positively with rules and procedures of structured games</p>	Are students' kinesthetic experiences enhanced while using a variety of manipulatives?	Teacher Observation	SPARK PE Curriculum K-2

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February	Week 25 and 26 Jumping	<p>PEL.3.2.1 Understand that the heart produces a pulse when beating</p> <p>PEL.3.2.2 Understand <i>health</i> benefits related to increased heart beat during activity</p>	Do jumping activities provide personal improvement opportunities and development of cardio-respiratory endurance?	Teacher Observation	SPARK PE Curriculum K-2
March	Week 27 and 28 Chasing/Fleeing	<p>PEL.3.2.3 Determine how increasing the intensity of the activity increases the heartbeat</p> <p>PEL.3.2.4 Participate in an age-appropriate activity, exercise, or game that encourages pacing to develop <i>cardio-respiratory</i> endurance</p>	Are students' participating safely while playing chasing/fleeing games?	Teacher Observation	SPARK PE Curriculum K-2

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March/ April	Week 29 and 30 Catching/Throwing	<p>PEL.1.2.6 Demonstrate follow-through to opposite hip when throwing an object</p> <p>PEL.1.2.7 Catch more than one self-tossed object (e.g., juggling scarves)</p> <p>PEL.1.2.8 Catch a ball thrown overhand</p>	Can students successfully roll, throw, and catch an object?	Teacher Observation	SPARK PE Curriculum K-2
April	Week 31 and 32 Games	<p>PEL.2.2.4 Participate in <i>low-organized games</i> that utilize basic <i>motor skills</i></p>	Are the games encouraging and reinforcing movement skills, strategies and cooperation?	Teacher Observation	SPARK PE Curriculum K-2
May	Week 33 and 34 Fitness/Flexibility/ Circuits	<p>PEL.2.2.1 Recognize major muscle groups:</p> <ul style="list-style-type: none"> • biceps • triceps • quadriceps • abdominals • hamstrings • calf muscles • gluteus muscles <p>PEL.3.2.9 Demonstrate how</p>	Are students being encouraged to meet the fitness level and social structure of the activities?	Teacher Observation	SPARK PE Curriculum K-2

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	<p>Week 35 and 36 Fitness Assessments/ Games</p>	<p><i>muscular endurance</i> plays a role in <i>health-related fitness</i></p> <p>PEL.3.2.10 Participate in a nationally recognized health-fitness assessment:</p> <ul style="list-style-type: none"> • <i>cardio-respiratory endurance</i> • <i>body composition</i> • <i>muscular strength and endurance</i> • <i>flexibility</i> 	<p>Can students perform the activities required to participate in the Fitnessgram Assessment?</p>	<p>Teacher Observation Fitnessgram</p>	<p>SPARK PE Curriculum K-2 Fitnessgram</p>