Second Grade Comprehensive PE Curriculum Map 2022

Pacing Guide	Standard Code & Indicator	Sample Learning Activities	Assessments	Additional Standards

| August - November | 2.2.2.MSC.1: Perform a combination of sequences of locomotor movements and rhythmic activities (e.g., walking, balancing, hoping, skipping, running).

2.2.2.MSC.2: Differentiate non-locomotor and locomotor movements as well transferring body weight (e.g., stretching, bending, twisting, curling).

2.2.2.MSC.3: Demonstrate manipulative movements (e.g., throwing, catching, dribbling, running, kicking) while moving in personal and general space, time, directions, pathways and ranges.

2.2.2.MSC.4: Differentiate manipulative movements (e.g., throwing, catching, dribbling).

2.2.2.MSC.5: Adjust and correct movements and skill in response to feedback.

2.2.2.PF.1: Explain the benefits of regular physical activity and what it means to be physically fit in relation to personal health. (e.g., healthy heart, strong bones, increased energy, strong muscles).

2.2.2.PF.2: Explore how to move different body parts in a controlled manner.

2.2.2.PF.3: Engage in moderate to vigorous age-appropriate physical movement and physical activities that promote movement (e.g., games, challenges, team building).

2.2.2.PF.4: Demonstrate strategies and | Perform a sequence of sport and motor specific skill cues while participating in class activities.

Imitate animals and objects which sway, such as elephants walking and trees swaying in the wind. Work in partners to create warm up exercises and present to the class.

Drills / age appropriate lead up games (pin knockdown, mini-basketball, etc).

Have students explain to classmates the purpose and difference between various unit skills.

Done during any activity; teacher / peer modeling of an activity or locomotive movement.

During skill units, question students on the specific benefit of how this skill, and exercise in general, helps to promote a healthy lifestyle.

All PE activities Various relay races Jump rope activities Dribbling – hands/feet activities | **Formative Assessments:**
Teacher Observation
Student Feedback
Exit tickets
Classwork/Homework
Teacher/peer conferences
Small group/large group discussions
Small group work stations

Summative Assessments:
Quizzes
Unit Test

Benchmark Assessments:
BOY Skill Assessment

Alternative Assessments:
Open book exams
Take home exams
Collaborative testing
Student portfolios
Performance Tests
Retake option

[Accommodations and Modifications](#) | **Interdisciplinary Standard:**
6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions.

Technology Standard:
8.1.2.AP.4
 Break down a task into a sequence of steps for different movement activities. |
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December - March	2.2.2.MSC.6: Execute appropriate behaviors and etiquette while participating in and viewing activities, games, sports, and other events to contribute to a safe environment.	All class activities and cooperative games Discussions on appropriate behaviors.	**Formative Assessments:** Teacher Observation Completed Graphic Organizers Exit tickets Classwork/Homework	**Interdisciplinary Standard:** 6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions.
	2.2.2.MSC.7: Demonstrate kindness towards self and others during physical activity to create a safe and caring environment.	All class activities Have a reward system to highlight student's positive behavior.	**Summative Assessments:** Test Quiz	**Technology Standard:** 8.1.2.AP.4 Break down a task into a sequence of steps for offense and defense skills.
	2.2.2.MSC.8: Explain the difference between offense and defense.	During gameplay, use questioning to have students identify the offense and defense during a particular game.	**Benchmark Assessments:** **Alternative Assessments:** Open book exams	
	2.2.2.LF.1: Express one's feelings and emotions when involved in movement and physical activities to increase positive behaviors.	Before participating in competitive play, have students express how they feel about exercise to a classmate.	Take home exams Collaborative testing Student portfolios Performance Tests Retake option	
	2.2.2.LF.2: Perform movement skills that involve controlling and adapting posture and balance, to successfully negotiate different environments (e.g., mats, turf fields, grass fields, hard surfaces, gym floors, sand, water, snow) during physical activity.	Have students perform various balance and body control movements in warmup. Introduce students to different yoga poses.	[Accommodations and Modifications](#)	
	2.2.2.LF.3: Explore the body's range of motion through participating in flexibility and breathing exercises (e.g., stretching, mindfulness, yoga).	Have students perform various yoga poses.		
	2.2.2.LF.4: Identify physical activities available outside of school that are in the	Direct students to PAL, recreation programs, other local organizations that promote physical activity.		

March - June	2.2.2.MSC.1: Perform a combination of sequences of locomotor movements and rhythmic activities (e.g., walking, balancing, hoping, skipping, running).	Perform a sequence of sport and motor specific skill cues while participating in class activities.	**Formative Assessments:** Teacher Observation Completed Graphic Organizers Exit tickets Classwork/Homework Teacher Conferences Small group/large group discussions and work stations Reading aloud	**Interdisciplinary Standard:** 6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions.
	2.2.2.MSC.2: Differentiate non-locomotor and locomotor movements as well transferring body weight (e.g., stretching, bending, twisting, curling).	Imitate animals and objects which sway, such as elephants walking and trees swaying in the wind. Work in partners to create warm up exercises and present to the class.		**Technology Standard:** 8.1.2.AP.4 Break down a task into a sequence of steps for different movement activities.
	2.2.2.MSC.3: Demonstrate manipulative movements (e.g., throwing, catching, dribbling, running, kicking) while moving in personal and general space, time, directions, pathways and ranges.	Drills / age appropriate lead up games (pin knockdown, mini-basketball, etc).	**Summative Assessments:** Unit tests Quiz Written responses Quizzes	
	2.2.2.MSC.4: Differentiate manipulative movements (e.g., throwing, catching, dribbling).	Have students explain to classmates the purpose and difference between various unit skills.	**Benchmark:** EOY Skill Assessment	
	2.2.2.MSC.5: Adjust and correct movements and skill in response to feedback.	Done during any activity; teacher / peer modeling of an activity or locomotive movement.	**Alternative Assessments:** Open book exams Take home exams Collaborative testing Student portfolios Performance Tests Retake option	
	2.2.2.MSC.6: Execute appropriate behaviors and etiquette while participating in and viewing activities, games, sports, and other events to contribute to a safe environment.	All class activities and cooperative games Discussions on appropriate behaviors.	[Accommodations and Modifications](#)	
	2.2.2.MSC.7: Demonstrate kindness towards self and others during physical activity to create a safe and caring environment.	All class activities Have a reward system to highlight student's positive behavior.		

Instructional/Supplemental Materials: Internet/YouTube/Pinterest, Paper/graphic organizer, Colored pencils/crayons, SmartBoard/Computer/projector, Pamphlets/posters, Kidshealth.org

21st Century Standards: 9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

21st Century Skills: Collaboration, communication, information literacy, media literacy, technology literacy

Career Ready Practices: CRP1. Act as a responsible and contributing citizen and employee. CRP4. Communicate clearly and effectively and with reason.