DEPARTMENT NAME Health & Wellness: P.E. GRADE LEVEL: 2nd	**YEAR AT A GLANCE** **Student Learning Outcomes by Marking Period** **2014-2015**

FIRST TERM	**Overarching/general themes**	
Dates	**Textual References**	**To Demonstrate Proficiency by the End of the Quarter Students Will…. (with eligible content references):**
Marking Period Starts: 9/4/14 Suggested Completion Date: 9/19/14	**Unit: Intro to PE Unit Title: ***PE 101*	• Content/skill SWBAT statement (corresponding standards) • Demonstrate the ability to follow basic class routines and rules (M. 24) • Identify physical education as a class that is both enjoyable and challenging (F. 13) • Identify safety risks in a variety of activities (M. 25) • Identify personal space and other spatial relationships (M. 15) • Identify basic rules of simple games (M.24) • Understand the importance of nutrition on one's on health (F.14) • Identify healthy versus unhealthy snacks (F.15)
Suggested Completion Date: 10/17/14	**Unit: Movement Skills & Concepts: Locomotor Skills Unit Title: ***Locomotor Skills*	• Content/skill SWBAT statement (corresponding standards) • Demonstrate proper form for all seven locomotor skills (M. 1) • Demonstrate a ability to perform several locomotor skills in a pattern or given sequence (M. 3) • Demonstrate the ability to move safely within a given activity space while performing movements at various speeds (M.25, M. 18) • Demonstrate the ability to combine speeds, directions, pathways and levels as directed by instructor (M. 1, M. 22) • Demonstrate the ability to jump and leap for distance (M. 1, M. 23) • Identify skill cues specific to each to locomotor skill (M. 1, M. 2)
Suggested Completion Date: 10/31/14	Unit: Movement Skills & Concepts: Non-locomotor Skills Unit Title examples: ***Non-locomotor Movements; Stunts & Balancing, Body Awareness, Movement Exploration, Yoga***	• Content/skill SWBAT statement (corresponding standards) • Demonstrate the ability to perform all non-locomotor movements using proper form (M. 4) • Demonstrate the ability to perform non-locomotor movements at varying speeds and levels (M.4, M. 18, M. 21) • Identify several body parts in relation to right and left sides (M.16) • Demonstrate the ability to support own body weight in various positions for at least 20 seconds (M. 5, F. 6) • Balance on each foot for 20 seconds (M. 5) • Balance on a piece of equipment for a given amount of time (M.5) • Identify muscles being strengthened during the performance of particular physical activities (F.7) • Demonstrate the proper form of stretching for large muscle groups (Quads, Hamstrings, Biceps, etc) (F. 9) • Identify the major bones of the body (F. 12)
Suggested Completion Date: 11/26/14	Unit: Movement Skills & Concepts: Manipulating Objects with Hands Unit Title examples:	• Content/skill SWBAT statement (corresponding standards) • Roll a ball using mature form to a partner or target (M. 9) • Throw an object overhand using mature form to a partner or target (M. 7) • Catch a gently thrown object from a partner (M. 8) • Demonstrate the ability to fulfill varying roles in activities involving manipulative skills (M. 24, M. 26)

	Roll, Throw & Catch	• Demonstrate the ability to act as an effective teammate or partner in activities involving manipulative skills (PS. 3, PS. 4) • Identify the skill cues for roll, throw and catch (M. 14)
First Marking Period Ends: 11/16/14 Assessments During This Period: *SPARK Folio K-2 assessments; Department Run & Skip Motor Skill Benchmark Assessments*		

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SECOND TERM	**Overarching/general themes**	
Dates	**Textual References**	**To Demonstrate Proficiency by the End of the Quarter Students Will…. (with eligible content references):**
Marking Period Starts: 12/1/14 Suggested Completion Date: 12/23/14	Unit: Movement Skills & Concepts: Manipulating Objects with Hands Unit Title examples: ***Bounce, Dribble & Pass***	• Content/skill SWBAT statement (corresponding standards) • Demonstrate the ability to self-bounce and catch repeatedly at different levels (M. 10, M. 21) • Catch a ball bounced from a partner at varying distances (M. 8) • Bounce a ball to partner so that it arrives at waist level (M. 10) • Dribble using dominant and non-dominant hand while in a stationary position (M. 11) • Dribble, alternating hands, while in a stationary position (M. 11) • List the skills cues associated with dribbling a ball (M. 11)
Suggested Completion Date: 1/23/15	Unit: Movement Skills & Concepts: Manipulating objects with hands and short-handled implements Unit Title example: ***Volley & Strike with hands, Four-Square***	• Content/skill SWBAT statement (corresponding standards) • Strike a large, lightweight object with hands repeatedly while moving in different directions (M.13, M. 19) • Strike a large, lightweight object back and forth with a partner at least five times (M. 13, PS. 4) • Strike a lightweight object, using hands, toward a target at least five times (M. 13) • Volley a large, lightweight object for at least 10 seconds with a small group (M. 13, PS. 4, PS. 7) • Demonstrate the ability to share space and equipment during volleying activities (PS. 2) • Demonstrate the ability to follow basic rules for volleying activities (M. 24) • Identify the skill cues for striking with hands (M. 14) • Identify two leisure activities, including recess, that involve striking or volleying with hands (LL. 1, LL. 3)
Suggested Completion Date: 2/13/15	Unit: Health-Related Fitness: Aerobics Unit Title examples: ***Aerobic Games, Chasing and Fleeing, Obstacle Courses, Jump Rope***	• Content/skill SWBAT statement (corresponding standards) • Demonstrate the ability to participate in aerobic activities for increasing amounts of time (F. 1) • Recognize that oxygen plays a key role in physical activity (F. 2) • Identify the basic function of the heart (F. 4) • Explain the role of blood in transporting oxygen to the heart and muscles (F. 5) • Demonstrate the ability to apply and combine locomotor movements during aerobic activities (F. 1, M. 1) • Explain how warm-up prepares the body for exercise (F. 11)

		• Identify basic safety procedures and rules for a variety of physical activities (M. 25)
Suggested Completion Date: 3/13/15	Unit: Lifelong Physical Activity Skills: Rhythms & Dance Unit Title examples: ***Dance, Rhythm Sticks***	• Content/skill SWBAT statement (corresponding standards) • Identify rhythm and/or dance activities as enjoyable (LL.9) • Demonstrate simple right and left movement patterns to a given beat (M.16, LL.2) • Demonstrate simple forward and backward movement patterns to a given beat (M. 19) • Clap or tap along to a tempo, pattern or sequence (LL.2) • Demonstrate a simple rhythmic pattern with a partner (PS. 3, LL.2) • Identify equipment or resources needed for a given rhythms and/or dance activity (LL. 1)
Second Marking Period Ends: 3/13/15 Assessments During This Period: *SPARK Folio K-2 assessments*		

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THIRD TERM	**Overarching/general themes**	
Dates	**Textual References**	**To Demonstrate Proficiency by the End of the Quarter Students Will…. (with eligible content references):**
Marking Period Starts: 3/16/15 Suggested Completion Date: 4/10/15	**Unit: Personal & Social Skills: Cooperation Unit Title examples: ***Cooperative Games, Project Adventure, Parachute***	• Content/skill SWBAT statement (corresponding standards) • Demonstrate the attributes of an effective partner as defined by instructor (PS. 4) • Recognize when working with an effective partner (PS. 4) • Demonstrate the ability to take responsibility for personal behaviors in a group activity (PS. 5) • Demonstrate the ability to solve a problem with a partner in a physical activity setting (PS.7) • Demonstrate respect, as defined by instructor, for all others in a physical activity setting (PS.8) • Demonstrate the ability to encourage others using verbal and non-verbal cues in a physical activity setting (PS.9)
Suggested Completion Date: 5/8/15	Unit: Movement Skills & Concepts: Manipulating Objects with short handled implements Unit Title examples: ***Strike with short-handled paddles***	• Content/skill SWBAT statement (corresponding standards) • Strike a lightweight object at varying heights repeatedly using a short-handled implement (M.13, M. 23) • Strike a lightweight object at increasing amounts of distance using a short-handled implement (M. 13, M. 23) • Strike a lightweight object back and forth with a partner using a short handled implement (M.13) • Strike a lightweight object towards a large target using a short handled implement (M.13) • Describe how to be an effective partner in striking activities (PS. 4) • Demonstrate given safety procedures when striking with implements (M. 25, PS. 3) • Identify the skill cues for striking with short-handled implements (M. 14)

		• Explain how force relates to striking an object for height and distance (M. 13, M. 23)
Suggested Completion Date: 5/29/15	Unit: Movement Skills & Concepts: Manipulating Objects with Feet Unit Title examples: ***Strike & Trap with Feet***	• Content/skill SWBAT statement (corresponding standards) • Kick a stationary ball using a running approach (M. 12) • Manipulate a ball using different parts of the foot (M.12) • Demonstrate the ability to dribble a ball between stationary obstacles (M.12, M.19) • Kick a ball toward a partner (M. 12) • Identify role of both the foot and leg in kicking a ball (M.17) • Demonstrate the ability to stop a slow moving ball with feet or legs (M.17) • Identify places that kicking and passing activities can take place outside of physical education (LL.3) • Recognize various roles in games involving striking with the feet (M. 26)
Suggested Completion Date: 6/19/15	Unit: Lifelong Physical Activity Skills: Leisure Unit Title examples: ***Leisure Activities, Summer Games, Yard Games***	• Content/skill SWBAT statement (corresponding standards) • Demonstrate the ability to follow rules and procedures for given leisure games/activities (LL.1, M.24) • Identify several leisure activities and name where they can be played outside of physical education (LL. 1, LL.3) • Explain how appropriate practice can improve performance (PS.7) • Name safety considerations for several leisure activities (LL. 1, LL.4) • Identify activities that can contribute to stress relief and relaxation (LL.5) • Identify ways that best effort can be demonstrated for a given leisure activity (LL.8) • Demonstrate the ability to express verbal and non-verbal indicators of enjoyment during physical activities (LL.10)
Third Marking Period Ends: 6/19/15 Assessments During This Period: *SPARK Folio K-2 assessments*		