# YEAR AT A GLANCE

## Student Learning Outcomes by Marking Period

### 2019-2020

## FIRST TERM

<table>
<thead>
<tr>
<th>Dates</th>
<th>Unit Overview</th>
<th>District Endorsed Curriculum Resource</th>
<th>To Demonstrate Proficiency by the End of the Quarter Students Will... (with eligible content references):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marking Period Starts:</td>
<td><strong>Unit: Intro to PE</strong></td>
<td>SPARK: K-2 Building a Foundation</td>
<td>Content/skill SWBAT statement (corresponding standards)</td>
</tr>
<tr>
<td>Suggested Completion Date</td>
<td>Unit Title: <em>PE 101 (Routines, Rituals and Relevance)</em></td>
<td>SPARK: K-2 ASAPs</td>
<td>• Demonstrate the ability to follow basic class routines and rules (M. 24)</td>
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<td><strong>Unit: Movement Skills &amp; Concepts: Locomotor Skills</strong></td>
<td>OPEN Phys. Ed: K-2 Flag Tag Games</td>
<td>• Identify physical education as a class that is both enjoyable and challenging (F. 13)</td>
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<td>• Identify safety risks in a variety of activities (M. 25)</td>
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<td>• Identify personal space and other spatial relationships (M. 15)</td>
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<td><strong>Unit: Movement Skills &amp; Concepts: Non-locomotor Skills</strong></td>
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**BOSTON Public Schools**

*DEPARTMENT NAME*
Health & Wellness: P.E.
GRADE LEVEL: 2nd

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**District Endorsed Curriculum Resource**

- **SPARK:** K-2 Building a Foundation
- **SPARK:** K-2 ASAPs

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**To Demonstrate Proficiency by the End of the Quarter Students Will... (with eligible content references):**

- 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 and physical activity in terms of health (F.14)
- Identify healthy versus unhealthy behaviors related to nutrition and physical activity (F.15)

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**Date:**

- Marking Period Starts: 9/5/19
- Marking Period Ends: 10/11/19
- Suggested Completion Date: 11/1/19
Suggested Equipment:
- Gym mats or yoga mats
- Beanbags
- Poly spots per student
*PE Lending Library
Balance and Coordination
Unit

- 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: 11/27/19

Unit Overview
Unit Title examples: Roll, Throw & Catch
- 6-7” balls
- Cones
- Poly spots
- Bowling Pins or other targets
- Fleece Balls
- Bean bags and other tossables

SPARK: K-2 Catching and Throwing (see rolling lessons)

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)
- 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: 11/29/19
Assessments During This Period: SPARK Folio K-2 assessments; HWD Run & Skip Motor Skill Benchmark Assessments; OPEN Phys. Ed. assessments

DEPARTMENT NAME
Health & Wellness: P.E.
GRADE LEVEL: 2nd

YEAR AT A GLANCE
Student Learning Outcomes by Marking Period
2019-2020

SECOND TERM
Overarching/general themes and resources

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| Marking Period Starts: 12/2/19 | Unit: Movement Skills & Concepts: Manipulating Objects with Hands | SPARK: K-2 Dribbling, Volleying and Striking (see bounce activity plans) | 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: 12/20/19 | Unit Title examples: Bounce, Dribble & Pass | OPEN Phys. Ed: K-2 Ball Handling Skills (see bounce activity plans) |                                                                                                       |
| Suggested Completion Date: 1/17/20 | Unit: Movement Skills & Concepts: Manipulating objects with hands and short-handled implements  
Unit Title example: **Volley & Strike with hands, Four-Square, Modified Volleyball**  
Suggested Equipment:  
- Bounce Balls  
- Cones  
- Poly spots  
**SPARK**: K-2 Catching and Throwing (see underhand lessons)  
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) |
|---------------------------------|---------------------------------|---------------------------------|
| Marking Period Starts: 2/7/20 | Unit: Health-Related Fitness: Aerobics  
Unit Title examples: **Aerobic Games, Chasing and Fleeing, Obstacle Courses, Jump Rope**  
Suggested Equipment:  
- Cones  
- Noodle Tag Sticks  
- Aerobic Station Task Cards  
- Jump Ropes  
*PE Lending Library: Obstacle Course Unit*  
**SPARK**: K-2 Games  
**OPEN Phys. Ed: K-2 Flag Tag Games**  
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/games (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: 3/13/20 | Unit: Lifelong Physical Activity Skills: Rhythms & Dance  
Unit Title examples: *Dance, Rhythm Sticks*  
Suggested Equipment: *Music, Music player/speaker, Rhythm Sticks, Scarves, Bells  
*Rhythms & Dance PE Lending Library Unit* | **SPARK**: K-2 *Dance*  
**OPEN Phys. Ed**: K-2 *Dance* | 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: 3/13/18

Assessments During This Period: *SPARK Folio K-2 assessments, Open Dribbling Assessment; OPEN Phys. Ed. assessments*

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| DEPARTMENT NAME  
Health & Wellness: P.E.  
GRADE LEVEL: 2nd | YEAR AT A GLANCE  
Student Learning Outcomes by Marking Period  
2019-2020 |

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<tr>
<th>THIRD TERM</th>
<th>Overarching/general themes</th>
<th>District Endorsed Curriculum Resource</th>
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| **Marking Period Starts:** 3/16/20 | **Unit:** Personal & Social Skills: Cooperation  
Unit Title examples: *Cooperative Games, Project Adventure, Parachute*  
Suggested Equipment: *Cones, Poly spots, Fleece balls, Rubber or bean bag* | **Project Adventure:** Elementary: *Second Grade*  
**SPARK**: K-2 *Parachute*  
**OPEN PE**: K-2 *Parachute*  
**OPEN Phys. Ed**: K-2 *Personal and Social Responsibility*  
**OPEN Phys. Ed**: K-2 *Field* | Content/skill SWBAT statement (corresponding standards)  
- Demonstrate the attributes of an effective partner (PS. 4)  
- Recognize when working with an effective partner (PS. 4)  
- Demonstrate the ability to take responsibility for personal behaviors in group activities (PS. 5)  
- Demonstrate the ability to solve a problem with a partner in a physical activity setting (PS.7)  
- Demonstrate respect 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: 5/2/20

**Unit:** Movement Skills & Concepts: Manipulating Objects with Short Handled Implements  
**Unit Title examples:** *Strike with Short-Handled Paddles*  
**Suggested Equipment:** - Beachballs or balloons  
- Short handled paddles  

**SPARK: K-2 Dribbling, Volleying and Striking (see striking lessons)**  
**OPEN Phys. Ed: K-2 Volleying and Striking Unit**  

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 for 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: 5/22/20

**Unit:** Movement Skills & Concepts: Manipulating Objects with Feet  
**Unit Title examples:** *Strike & Trap with Feet*  
**Suggested Equipment:** - Soccer balls  
- Cones  
- Poly spots  

**SPARK: K-2 Kicking and Trapping**  
**OPEN Phys. Ed: K-2 Foot Skills Unit**  

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 using the inside of the foot toward a partner or target (M. 12)  
- Identify the roles of both the feet and legs when kicking a ball (M.17)  
- Demonstrate the ability to stop and control a slow moving ball with feet (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: 6/17/20

**Unit:** Lifelong Physical Activity Skills: Leisure  
**Unit Title examples:** *Leisure Activities, Summer Games, Yard or Park Games*  
**Suggested Equipment:** - Playground Balls  
- Yard Games  

**SPARK: K-2 Recess Activities**  
**OPEN Phys. Ed: K-2 Field Day 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)

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**Third Marking Period Ends: 6/19/20**

Assessments During This Period: SPARK Folio K-2 assessments, OPEN Phys. Ed. assessments; Project Adventure assessments