



This document is designed to help North Carolina educators teach the Essential Standards (Standard Course of Study). NCDPI staff are continually updating and improving these tools to better serve teachers.

***K-2 Physical Education* • Unpacked Content**

For the new Common Core standards that will be effective in all North Carolina schools in the 2012-13.

What is the purpose of this document?

To increase student achievement by ensuring educators understand what the standards mean a student must know and be able to do completely and comprehensively.

What is in the document?

Descriptions of what each standard means a student will know and be able to do. The “unpacking” of the standards done in this document is an effort to answer a simple question “What does this standard mean that a student must know and be able to do?” and to ensure that description is helpful, specific and comprehensive. In Physical Education, students acquire the knowledge and skills for movement that provide the foundation for enjoyment, continued social development through physical activity, and access to a physically-active lifestyle. The student exhibits a physically-active lifestyle and understands the relationship between physical activity and health throughout the lifespan.

Physical education teachers need to focus on the most critical of the essential standards that students must know and be able to do. These critical objectives should be assessed (pre, during, post) and shared with the next grade level physical educator. Standards, Assessments and Selection Criteria in highlighted sections are suggested to be the most critical standards to assess.

How do I send Feedback?

We intend the explanations and examples in this document to be helpful, specific and comprehensive. That said, we believe that as this document is used, teachers and educators will find ways in which the unpacking can be improved and made ever more useful. Please send feedback to us at feedback@dpi.state.nc.us and we will use your input to refine our unpacking of the standards. Thank You!

Just want the standards alone?

You can find the standards alone at <http://www.ncpublicschools.org/acre/standards/new-standards/>

In Grades K-2, children learn fundamental movement skills and begin to understand how the muscles, bones, heart, and lungs function in relation to physical activity. Students begin to develop a vocabulary for movement and apply concepts dealing with space and body awareness. Students are engaged in activities that develop basic levels of strength, endurance, and flexibility. In addition, students learn to work safely in group and individual movement settings. A major objective is to present activities that complement their natural inclination to view physical activity as challenging and enjoyable.

The focus for kindergarten students is on learning basic body control while moving in a variety of settings. Students become aware of strength, endurance and flexibility in different parts of their bodies and begin to learn ways to increase health-related fitness.

Motor Skill		K. MS
Essential Standard	Apply competent motor skills and movement patterns needed to perform a variety of physical activities.	
Unpacking		
What does this standard mean that a student will know and be able to do?		
The student demonstrates competency in fundamental movement patterns and proficiency in a few specialized movement forms. The student is expected to:		
• Travel in different ways in a large group without bumping into others or falling; • Demonstrate clear contrasts between slow and fast movement when traveling; • Demonstrate non-locomotor (axial) movements such as bend and stretch; • Maintain balance while bearing weight on a variety of body parts; • Walk forward and sideways the length of a beam without falling; • Demonstrate a variety of relationships such as under, over, behind, next to, through, right, left, up, down, forward, backward, and in front of; • Roll sideways (right or left) without hesitating; and • Toss a ball and catch it before it bounces twice.		

Clarifying Objective	Unpacking What does this objective mean that a student will know and be able to do?	
PE.K.MS.1.1: Execute recognizable forms of the basic locomotor skills.	Students show recognizable forms in the execution of the eight basic locomotor skills (e.g., gallop, leap, skip) while engaged in lessons or activities.	
	ASSESSMENT	SAMPLE CRITERIA
	Developmental checklist for the following locomotor skills: • Walking • Running • Hopping • Skipping • Galloping • Chasing • Fleeing • Dodging	Expectation: Only one of the skills will be at the mature level, but assessment will take the form of a developmental checklist for each skill so student progress can be tracked over time. Walking would be the only locomotor skill at the mature level.
PE.K.MS.1.2: Use recognizable forms of the basic manipulative skills.	Students show recognizable forms in the execution of the five basic manipulative skills (e.g., catching, throwing, kicking, striking, and dribbling with hand or foot) while engaged in lessons or activities. • Pathways and Creative Moves • Movement Concepts using Hoops • Body Management and Balance • Pairing and Moving Together • Chasing and Fleeing • Locomotor Skills • Levels and Direction	
PE.K.MS.1.3: Create transitions between sequential locomotor skills.	Students' transition between one locomotor skill to another and use in a variety of sequential movements with music (e.g., as in a simple dance) and/or without music while engaged in lessons or activities.	
	ASSESSMENT	SAMPLE CRITERIA
	Rubric that focuses on the ability for students to smoothly move from one movement to the next. The rubric will have three levels.	Expectation: The majority of students (80%) will demonstrate competency in combining at least two locomotor movements into a sequence. Students should select which locomotor movements to place in their sequence.

PE.K.MS.1.4: Use non-locomotor and locomotor skills in response to even and uneven rhythms in order to integrate beat awareness.	Students demonstrate locomotor and non locomotor skills to rhythm of a drum beat or music. • Co-Teach with music teacher • Have students develop movements and dances to a beat • Long Rope Jumping II • Individual Rope Jumping II • The Bunny Hop • The Hokey Pokey • The Conga • Seven Jumps • The Muffin Man • The Shoemaker's Dance
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Movement Concepts		K.MC
Essential Standard	Understand concepts, principles, strategies and tactics that apply to the learning and performance of movement.	
Unpacking What does this standard mean that a student will know and be able to do? The student applies movement concepts and principles to the learning and development of motor skills. The student is expected to: • Identify selected body parts such as head, back, chest, waist, hips, arms, elbows, wrists, hands, fingers, legs, knees, ankles, feet, and toes; and • Demonstrate movement forms of various body parts such as head flexion, extension, and rotation.		
Clarifying Objective	Unpacking What does this objective mean that a student will know and be able to do?	
PE.K.MC.2.1: Understand the meaning of words and terms associated with movement.	Students’ use the concepts of self-space, general space, pathways (e.g., straight, curve, zigzag), levels (e.g., low, medium, high), and directions (e.g., forward, backward, sideways, diagonal, up, down) with a variety of locomotor and non-locomotor skills. • Games with verbal cues • Word Walls • Follow the leader type games • Locomotor Skills, Levels, and Direction • Pathways and Creative Moves	

	• Movement Concepts using Hoops	
PE.K.MC.2.2: Identify one or more of the essential elements of correct form for the five fundamental manipulative skills.	Students demonstrate one or more of the essential elements of each of the five manipulative skills.	
	ASSESSMENT:	SAMPLE CRITERIA:
	Developmental checklist for the following manipulative skills: • Kicking • Catching • Throwing • Dribbling • Striking	Expectation: None of the skills will be at the mature level, but assessment will take the form of a developmental checklist for each skill so student progress can be tracked over time.
PE.K.MC.2.3: Use teacher feedback to improve basic motor performance.	Students demonstrate the ability to use teacher feedback to improve individual motor performance while engaged in lessons or activities. • Clear and concise verbal cues (80/20 rule) • 3/1 ratio between positive-specific feedback and corrective statements • Skill checklist and rubrics • Locomotor Skills, Levels, and Direction • Pathways and Creative Moves • Movement Concepts using Hoops • Body Management and Balance	
PE.K.MC.2.4: Illustrate activities that increase heart rate.	Students' state and can perform activities that help increase heart rate such as varying speeds while walking and running, etc. • Aerobic activities • Tag games • Aerobic fitness stations	

Health-Related Fitness		K.HF
Essential Standard	Understand the importance of achieving and maintaining a health-enhancing level of physical fitness.	
Unpacking What does this standard mean that a student will know and be able to do? The student exhibits a health enhancing, physically-active lifestyle that improves health and provides opportunities for enjoyment and challenge. The student knows the benefits from being involved in daily physical activity and factors that affect physical performance. The student is expected to: • Describe and select physical activities that provide opportunities for enjoyment and challenge; • Participate in moderate to vigorous physical activities on a daily basis that cause increased heart rate, breathing rate, and perspiration; • Participate in appropriate exercises for flexibility in shoulders, legs, and trunk; • Lift and support his/her own weight in selected activities that develop muscular strength and endurance of the arms, shoulders, abdomen, back, and legs such as hanging, hopping, and jumping; • Describe the benefits from involvement in daily physical activity such as feel better and sleep better; • Observe and describe the immediate effect of physical activity on the heart and breathing rate and perspiration; • Locate the lungs and explain their purpose; and • Identify opportunities for physical activity in and outside of school.		
Clarifying Objective	Unpacking What does this objective mean that a student will know and be able to do?	
PE.K.HF.3.1 Recognize one or more of the five health-related fitness components and the associated exercises.	Students identify one or more health related fitness components (i.e., cardio respiratory endurance, muscular strength and endurance, flexibility, and body composition) and the associated exercises that develop muscular strength, endurance, and flexibility (e.g., arms, shoulders, abdomen, and legs) in a variety of muscle groups. Such as in Fitnessgram: • Muscular Strength: Muscular strength is ability of a muscle to exert a maximal force through a given range of motion or at a single given point. (push-ups and pull ups) • Muscular Endurance: Muscular Endurance refers to the capacity of a muscle to exert a submaximal force	

	through a given range of motion or at a single point over a given time. (Do muscular exercises for long sets) • Cardiovascular Endurance: Cardiovascular Endurance is the ability to continue training the cardiovascular system for a period longer than twenty minutes (on average). (Jogging, Swimming, Biking) • Flexibility: Flexibility is the ability of a joint to move through a full range of motion. (stretches and yoga) • Body Composition: Body Composition is the ratio of lean body mass to fat body mass. (healthy and make sure to get 60 minutes or more of exercise per day)	
	ASSESSMENTS:	SAMPLE CRITERIA:
	A worksheet will require K level students to match a picture of an activity with a picture of a health related fitness component. For example, a picture of a person running would be matched with a picture of a heart for cardio respiratory endurance.	Expectation: K students (at least 80%) will be able to match at least one activity picture to the correct health related fitness component.
PE.K.HF.3.2: Identify opportunities for increased physical activity.	Students identify community resources where they can participate in physical activity (e.g., using playground equipment, jumping rope, YMCA). • Student Surveys • Community physical activity guest speakers • Flyers and emails home to increase awareness • Webpage devoted to community opportunities	
PE.K.HF.3.3: Select moderate-to-vigorous physical activity (MVPA) and sustain for periods of accumulated time.	Students sustain MVPA for short periods of time that accumulate and describe the physiological signs of the body (e.g., sweating, fast heart rate, heavy breathing). • Limit transition time • Involvement by all • Aerobic activities • Tag games • Catch a tail • Aerobic fitness stations	

Personal/Social Responsibility

K.PR

Essential Standard	Use behavioral strategies that are responsible and enhance respect of self and others and value activity.
Unpacking What does this standard mean that a student will know and be able to do? The student understands basic components such as strategies and rules of structured physical activities including, but not limited to games, sports, dance, and gymnastics. The student develops positive self-management and social skills needed to work independently and with others in physical activity settings. The student understands safety practices associated with physical activity and space. The student is expected to: • Use equipment and space properly; • Know and apply safety practices associated with physical activity such as not pushing in line and drinking water during activity; • Explain how proper shoes and clothing promotes safe play and prevent injury; • Respond appropriately to starting and stopping signals; • Demonstrate the ability to play within boundaries during games and activities; • Follow rules, procedures, and safe practices; • Work in a group setting in cooperation with others; and • Share space and equipment with others.	
Clarifying Objective	Unpacking What does this objective mean that a student will know and be able to do?
PE.K.PR.4.1: Use basic strategies and concepts for working cooperatively in group settings.	Students demonstrate the ability to use understandings (e.g., “games have rules”) in group settings in physical education. • Teachers model cooperation and conflict resolution skills • Role playing • Pairing and Moving Together • Parachute Activities
PE.K.PR.4.2: Understand how social interaction can make activities more enjoyable.	Students demonstrate the ability to understand how social interaction (including playing with friends) can make activities more enjoyable. • Teachers model cooperation • Role playing • Pairing and Moving Together • Partner Activities • Partner Tag

	• Partner Stunts	
PE.K.PR.4.3: Use safe practices when engaging in physical education activities.	Students demonstrate the ability to use safe practices within physical education activities, with little or no reminders from the teacher.	
	ASSESSMENT	SAMPLE CRITERIA
	A performance related checklist that focuses on the following dispositions will be developed: • Sharing • Listening • Following Directions	Expectation: At least 80% of the students will demonstrate competency on two of the three performance related behaviors of sharing, listening, and following directions.

Grade 1

First grade students continue to develop basic body control, fundamental movement skills, and health-related fitness components such as strength, endurance, and flexibility. Students can state key performance cues for basic movement patterns such as throwing and catching. Students continue to learn rules and procedures for simple games and apply safety practices associated with physical activities.

Motor Skill		1. MS
Essential Standard	Apply competent motor skills and movement patterns needed to perform a variety of physical activities.	
Unpacking		
What does this standard mean that a student will know and be able to do?		
Students show recognizable forms in the execution of all eight basic locomotor skills (walking, running, galloping, chasing, fleeing, skipping, hopping, and dodging) in different pathways, levels, or directions as directed by the teacher. The student is expected to:		
• Demonstrate an awareness of personal and general space while moving at different directions and levels such as high, medium, and low; • Demonstrate proper foot patterns in hopping, jumping, skipping, leaping, galloping, and sliding; • Demonstrate control in balancing and traveling activities; • Demonstrate the ability to work with a partner such as leading and following; • Clap in time to a simple rhythmic beat; • Create and imitate movement in response to selected rhythms; • Jump a long rope; and • Demonstrate on cue key elements in overhand throw, underhand throw, and catch.		
Clarifying Objective	Unpacking (What does this objective mean that a student will know and be able to do?)	
PE.1.MS.1.1: Execute recognizable forms of all eight basic locomotor skills in different pathways, levels, or directions	Demonstrate 8 locomotor skills (walking, running, galloping, chasing, fleeing, skipping, hopping, and dodging): • Pathways (straight, curved and zig-zag) • Directions (for/backward; up/down; sideways) • Levels (high, medium, low)	
	ASSESSMENT	SAMPLE CRITERIA
	• Developmental checklist for the above listed movement concepts in conjunction with the varying levels, directions, and/or pathways.	Expectation: At least 80% of the students will demonstrate the ability to combine two or more locomotor skills in varying levels, directions, and/or

		pathways.
PE.1.MS.1.2: Use recognizable forms of the basic manipulative skills.	Students show recognizable forms of the basic manipulative skills to throwing (e.g., underhand, overhand, two-handed), catching (self-toss and from a partner), kicking (stationary and gently rolled ball), striking (with hand and short-handle paddles), and dribbling (with foot and hand) to self and/or partner.	
	ASSESSMENT	SAMPLE CRITERIA
	Developmental checklist for the following manipulative skills: • Throwing(under/over) • Catching • Kicking • Striking • Dribbling (foot/hand)	Expectation: At least 80% of the students will demonstrate the ability to: 1. Catch a yarn ball from a self-toss 8 out of 9 times. 2. Kick a stationary ball using a developmental pattern. 3. Volley a balloon 10 times consecutively using either hand.
PE.1.MS.1.3: Generate smooth transitions between sequential locomotor skills.	Students travel in a curved or zigzag pathway, moving body parts from one level to another, contrasting the speed or force of movement to music. • Rubrics and Checklist • Locomotor Skills, Levels, and Direction • Pathways and Creative Moves • Body Management and Balance • Jump Rope Routines • Stunts Add-on	
PE.1.MS.1.4: Use non-locomotor and locomotor skills in a variety of pathways, in different directions, and at different levels in response to music.	Students travel in a curved or zigzag pathway, moving body parts from one level to another, contrasting the speed or force of movement to music. • Long Rope Jumping • Individual Rope Jumping • Ribbon Wand Exploration • Develop a sequence of simple movements to music • Hoop Spinning • Dances • Create a Dance	

Movement Concepts		1.MC
Essential Standard	Understand concepts, principles, strategies and tactics that apply to the learning and performance of movement.	
Unpacking What does this standard mean that a student will know and be able to do? The student applies movement concepts and principles to the learning and development of motor skills. The student is expected to: • Recognize that motor skill development requires correct practice; and • Demonstrate a base of support and explain how it affects balance.		
Clarifying Objective	Unpacking What does this objective mean that a student will know and be able to do?	
PE.1.MC.2.1: Use movement and manipulative skills involving equipment	Students use the concepts of self-space, general space, pathways (e.g., straight, curve, zigzag), levels (e.g., low, medium, high), and directions (e.g., forward, backward, sideways, diagonal, up, down) while using equipment such as beanbags, scarves, balls, etc. • Control Soccer Dribble around Obstacles • Shadow Dribble • Soccer Passing in Pairs • Triangle Passing • 3 player Kick and Score	
	ASSESSMENT	SAMPLE CRITERIA
	Developmental checklist for maintaining self-space while moving in general space. Developmental checklist for effective use of general space by varying directions, pathways, and levels.	Expectation: At least 80% of the students will demonstrate the ability to: 1. Move in general space by varying at least two of the following: directions, pathways, and levels. 2. Maintain self-space while moving in general space.
PE.1.MC.2.2: Illustrate two or more of the essential elements of correct form for the five fundamental manipulative skills.	Students demonstrate two or more essential elements of all five manipulative skills (e.g., knows how to align body and hands to catch a variety of objects, performs an overhand throw with hand/foot opposition and correct body alignment). Teacher ideas:	

	• Clear and concise verbal cues • Checklist and rubrics • Modify size, weight, and type of manipulative • Modify size, shape, and types of targets Various opportunities/ examples • Rolling and Catching with Partner • Throwing Underhand to Targets • Self Toss and Catch • Overhand Throw for Distance • Catching and Throwing Circuit • Dribbling “Soccer Style” • Soccer Partner Roll, Pass, and Trap • Tunnel Dribble • Soccer Kicking for Distance • Soccer Kicking for Accuracy • Soccer Golf • Kicking and Trapping Circuit • Bounce and Catch Introduction • Dribbling Introduction • Volleying and Striking Introduction • Striking with Paddles • Paddle Circuit • Batter up • Dribbling, Volleying, and Striking Unit
PE.1.MC.2.3 Understand how to use teacher and peer feedback to improve basic motor performance.	Students demonstrate the ability to use teacher and peer feedback to improve individual motor performance while engaged in lessons or activities. • Clear and concise verbal cues (80/20 rule) • 3/1 ratio between positive-specific feedback and corrective statements • Skill checklist and rubrics • Self and peer assessments • Locomotor Skills, Levels, and Direction • Pathways and Creative Moves • Movement Concepts using Hoops

	• Body Management and Balance
PE.1.MC.2.4 Illustrate activities that increase heart rate and make muscles strong.	Students' state and can perform activities that help increase flexibility and muscular strength. For example, playing on monkey bars at recess help muscular strength. • Aerobic activities • Crazy Cones • Tag games • Aerobic fitness stations • Fitnessgram activities • Push-ups • Pull-ups • Curl-ups • Exercise Band activities

Health-Related Fitness		1.HF
Essential Standard	Understand the importance of achieving and maintaining a health-enhancing level of physical fitness.	
Unpacking What does this standard mean that a student will know and be able to do? The student exhibits a health-enhancing, physically-active lifestyle that improves health and provides opportunities for enjoyment and challenge. The student knows the benefits from being involved in daily physical activity and factors that affect physical performance. The student knows and applies safety practices associated with physical activities. The student is expected to: • Describe and select physical activities that provide opportunities for enjoyment and challenge; • Participate in moderate to vigorous physical activities on a daily basis that cause increased heart rate, breathing rate, and perspiration; • Participate in appropriate exercises for flexibility in shoulders, legs, and trunk; • Lift and support his/her own weight in selected activities that develop muscular strength and endurance of the arms, shoulders, abdomen, back, and legs such as hanging, hopping, and jumping; • Distinguish between active and inactive lifestyles; • Describe the location and function of the heart; • Describe how muscles and bones work together to produce movement; • Use equipment and space safely and properly; and		

- Describe the importance of protective equipment in preventing injury such as helmets, elbow/knee pads, wrist guards, proper shoes, and clothing;

Clarifying Objective	Unpacking What does this objective mean that a student will know and be able to do?	
PE.1.HF.3.1: Recognize two or more of the five health-related fitness components and the associated exercises.	Students identify two or more health related fitness components (i.e., cardio respiratory endurance, muscular strength and endurance, flexibility, and body composition) and list the associated exercises that develop muscular strength, endurance, and flexibility (e.g., arms, shoulders, abdomen, and legs) in a variety of muscle groups.	
	ASSESSMENT	
	A worksheet will require students to match at least two different pictures of activities with the appropriate health related fitness components. Under the identified components students will list at least one exercise that would contribute to improving health related fitness in the identified components.	SAMPLE CRITERIA
PE.1.HF.3.2: Identify opportunities for increased physical activity.	Students identify physical activities they participate in outside of school and share why they enjoy them and how they challenge them with the class. • Community physical activity guest speakers • Flyers and emails home to increase awareness • Webpage devoted to community opportunities	
PE.1.HF.3.3: Select moderate-to-vigorous physical activity (MVPA) and sustain for periods of accumulated time.	Students participate in varying times and speeds of activity recognizing changes in heart rate and other physiological signs. (Limit transition time, get students active quickly) • Aerobic activities • Various academic related tag games • Crazy Cones • Tag games • Aerobic fitness stations	

Personal /Social Responsibility

1.PR

Essential Standard	Use behavioral strategies that are responsible and enhance respect of self and others and value activity.	
Unpacking What does this standard mean that a student will know and be able to do? The student understands basic components such as strategies and rules of structured physical activities including, but not limited to games, sports, dance, and gymnastics. Additionally, The student develops positive self-management and social skills needed to work independently and with others in physical activity settings. The student is expected to: • Demonstrate starting and stopping signals; • Explain boundaries and rules for simple games. • Follow directions and apply safe movement practices; • Interact, cooperate, and respect others; and • Resolve conflicts in socially acceptable ways such as talking and asking the teacher for help.		
Clarifying Objective	Unpacking What does this objective mean that a student will know and be able to do?	
PE.1.PR.4.1: Use basic strategies and concepts for working cooperatively in group settings.	Demonstrate the proper way to ask a partner to work together. Display consideration of others while participating. Identify feelings resulting from cooperative physical participation. Differentiate between positive and negative behaviors (e.g., waiting your turn vs. pushing in line, honesty vs. lying). Use appropriate conflict resolution skills.	
	ASSESSMENT	SAMPLE CRITERIA
	Developmental checklist on identified components for following parameters established for safe participation in the activity.	Expectation: At least 80% of the students will be able to demonstrate 8 of the 10 components identified on the developmental checklist.
PE.1.PR.4.2: Understand how social interaction can make activities more enjoyable.	Students demonstrate the ability to understand how social interaction (including playing with friends) can make activities more enjoyable. (Teachers should model cooperation.) • Role playing • Pairing and Moving Together • Partner Activities • Partner Tag • Partner Stunts	

PE.1.PR.4.3: Use safe practices when engaging in physical education activities.	Students demonstrate the ability to use safe practices within physical education activities, with little or no reminders from the teacher. • Boundaries • Model and Monitoring Procedures • Stop and Start Signals • Body Management and Balance • The Freeze • Stunts Introduction • Jumping and Landing
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Grade 2

Second grade students learn to demonstrate key elements of fundamental movement skills and mature form in locomotive skills. Students are introduced to health-related fitness components and why they are important measures. Students are introduced to basic concepts of health promotion such as the relationship between a physically-active lifestyle and the health of the heart. Students learn to work in a group and demonstrate the basic elements of socially responsible conflict resolution.

Motor Skill		2. MS
Essential Standard	Apply competent motor skills and movement patterns needed to perform a variety of physical activities.	
Unpacking		
What does this standard mean that a student will know and be able to do?		
The student demonstrates competency in fundamental movement patterns and proficiency in a few specialized movement forms. The student is expected to:		
• Travel independently in a large group while safely and quickly changing speed and direction; • Demonstrate skills of chasing, fleeing, and dodging to avoid or catch others; • Combine shapes, levels, and pathways into simple sequences; • Demonstrate mature form in walking, hopping, and skipping; • Demonstrate balance in symmetrical and non-symmetrical shapes from different basis of support; • Demonstrate a variety of relationships in dynamic movement situations such as under, over, behind, next to, through, right, left, up, or down; • Demonstrate simple stunts that exhibit personal agility such as jumping-one and two foot takeoffs and landing with good control; • Demonstrate smooth transition from one body part to the next in rolling activities such as side roll, log roll, balance/curl, and roll/balance in a new position; • Demonstrate control weight transfers such as feet to hands with controlled landing and feet to back; • Demonstrate the ability to mirror a partner; • Walk in time to a 4/4 underlying beat; • Perform rhythmical sequences such as simple folk, creative, and ribbon routines; • Jump a self-turned rope repeatedly; and • Demonstrate on cue key elements of hand dribble, foot dribble, kick and strike such as striking balloon or ball with hand.		

Clarifying Objective	Unpacking What does this objective mean that a student will know and be able to do?	
PE.2.MS.1.1: Execute combinations of locomotor skills in different pathways, levels, or directions.	Cards and stations combining various locomotor skills, levels, and direction/pathways and creative moves Experience body management and balance Pairing and moving together Chasing and Fleeing	
PE.2.MS.1.2: Execute a variety of manipulative skills while maintaining good balance and follow-through.	Students will perform kicking, throwing, catching, and striking in different pathways, levels and directions when provided planned instruction. Directional (forward/backward/sideway/turn around/half- turn /left/right); Levels (high/medium/low); locomotor skills (slide/step/jump/hop/walk); Pathways (zig-zag/curved/straight).	
	ASSESSMENT	SAMPLE CRITERIA
	Developmental checklist for kicking, throwing, catching, and striking.	Expectation: At least 80% of the students will demonstrate a mature form of kicking with a moving and stationary ball.
PE.2.MS.1.3: Generate smooth and timely transitions between sequential locomotor skills.	Students should be evaluated with a rubric that focuses on the ability for students to smoothly move from one movement to the next. The rubric will have three levels. Examples: Partner Tag games Weight Transfer and Rolls Dance sequences Variety of movement sequences	
	ASSESSMENT	SAMPLE CRITERIA
	Rubric that focuses on the ability for students to smoothly move from one movement to the next. The rubric should have three levels.	Expectation: At least 80% students will demonstrate the ability to transition smoothly through at least three or more locomotor skills.
PE.2.MS.1.4: Apply non-locomotor movements with locomotor patterns and levels in a variety of movement sequences.	Jump rope Ribbon Wand Exploration Animal Balancing Act Static Balances Dynamic Balances Weight Transfer and Rolls	

Floor Routines
Create a dance to the beat

Movement Concepts		2 .MC
Essential Standard	Understand concepts, principles, strategies and tactics that apply to the learning and performance of movement.	
Unpacking What does this standard mean that a student will know and be able to do? The student applies movement concepts and principles to the learning and development of motor skills. The student is expected to: • Recognize that attention to the feeling of movement is important in motor skill development; and • Identify similar movement concepts and terms in a variety of skills such as straddle position, ready position, and bending knees to absorb force.		
Clarifying Objective	Unpacking What does this objective mean that a student will know and be able to do?	
PE.2.MC.2.1: Use equipment to illustrate multiple movement concepts.	Create movement sequence using assigned equipment with beginning, middle, end and teach actions to a partner. Station work on movement skills Control Dribble around Obstacles (hand / foot) Hula Hoop Rolling Ribbon Wand Exploration	
PE.2.MC.2.2: Compare three or more of the essential elements of correct form for the five fundamental manipulative skills.	Identify three essential elements of each of the basic manipulative skills when provided with planned instruction (modify size, weight, and type of manipulative) (modify size, shape, and types of targets) Self and Peer Skill Checklist Rubrics for individual skills • Catch • Throw • Kick • Strike • Dribble • Force/Power/Effort	

	• Accuracy • Distance	
	ASSESSMENT	SELECTION CRITERIA
	Developmental checklist for the following manipulative skills: • Catching • Throwing • Striking • Volleying • Dribbling	Expectation: At least 80% of the students will demonstrate at least three of the key components for catching, throwing, striking, volleying, and dribbling.
PE.2.MC.2.3: Explain the value of feedback in improving motor performance.	Explain the advantage of clear and concise verbal cues Explain the importance for 3/1 ratio between positive-specific feedback and corrective statements Utilize skill checklist and rubrics with self and peer assessments	
PE.2.MC.2.4: Illustrate activities that are associated with three or more of the five components of health-related fitness.	Muscular Strength: push ups, picking and items in relay, gymnastics Muscular Endurance: moving a variety of ways that increase distance, gymnastics Cardiovascular Endurance: jogging, biking, dancing, gymnastics Flexibility: Stretches, yoga, dance Body Composition: documenting 60 minutes or more of exercise per day	

Health-Related Fitness		2 .HF
Essential Standard	Understand the importance of achieving and maintaining a health-enhancing level of physical fitness.	
Unpacking What does this standard mean that a student will know and be able to do? The student exhibits a health enhancing, physically-active lifestyle that improves health and provides opportunities for enjoyment and challenge. The student knows the benefits from involvement in daily physical activity and factors that affect physical performance. The student is expected to: • Participate in appropriate exercises for flexibility in shoulders, legs, and trunk; • Lift and support his/her weight in selected activities that develop muscular strength and endurance of the arms, shoulders, abdomen, back, and legs such as hanging, hopping, and jumping; • Describe the need for rest and sleep in caring for the body;		

- Describe and select physical activities that provide opportunities for enjoyment and challenge; and - Participate in moderate to vigorous physical activities on a daily basis that cause increased heart rate, breathing rate, and perspiration;		
Clarifying Objective	Unpacking What does this objective mean that a student will know and be able to do?	
PE.2.HF.3.1 Recognize three or more of the five health-related fitness components and the associated exercises.	Learn and participate in (flexibility, muscular strength, CV endurance) and identify which fitness component they are enhancing.	
	ASSESSMENTS: A worksheet will require students to match a list of activities with the appropriate health related fitness component.	SAMPLE CRITERIA: Expectation: At least 80% of the students will identify 3 of the 5 components correctly.
PE.2.HF.3.2: Identify enjoyable and challenging physical activities that one can do for increasing periods of time without stopping.	Student Surveys Community physical activity guest speakers Q and A Group share Create posters for the school hall as a physical activity campaign Identify community opportunities (walking, biking, playing outside or at a local park) Identify recreational teams	
PE.2.HF.3.3: Implement a weekly plan of moderate to vigorous activity that increases breathing and heart rate.	Work Out Journal Aerobic activities Aerobic and fitness stations exercise Play outside with friends	

Personal/Social Responsibility		2 .PR
Essential Standard	Use behavioral strategies that are responsible and enhance respect of self and others and value activity.	
Unpacking What does this standard mean that a student will know and be able to do? The student understands basic components such as strategies and rules of structured physical activities including, but not limited to, games, sports, dance, and gymnastics. The student develops positive self-management and social skills needed to work independently and with others in physical activity settings. The student is expected to:		

- Identify goals to be accomplished during simple games such as not getting tagged;
- Identify strategies in simple games and activities such as dodging to avoid being tagged;
- Display good sportsmanship; and
- Treat others with respect during play.

Clarifying Objective	Unpacking What does this objective mean that a student will know and be able to do?	
PE.2.PR.4.1: Explain the value of working cooperatively in group settings.	Explain in partner practice by identifying characteristics Utilize various groupings and have students assess the differences (advantages and disadvantages)	
PE.2.PR.4.2: Summarize the benefits of positive social interaction as to make activities more enjoyable.	Discussion such as Q and A for closure activity Writing assignment Peer and teacher assessments Group discussions	
	ASSESSMENT	SAMPLE CRITERIA
	Dispositional checklist on appropriate social interactions.	Expectation: At least 80% of the students will meet 8 of the 10 components identified on the Dispositional checklist.
PE.2.PR.4.3: Use safe practices when engaging in physical education activities with little or no prompting.	Effectively demonstrate stop and start signals (games or practice) Effectively demonstrate body management while moving at various speeds	