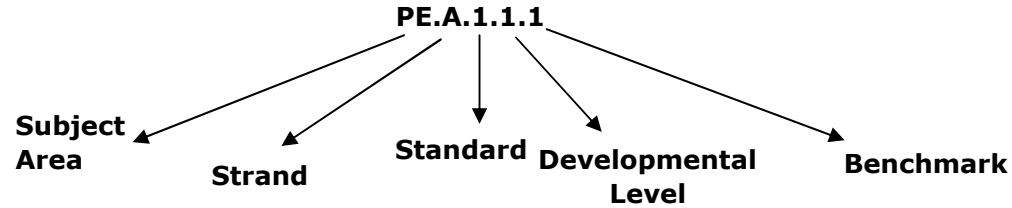


QUARTER 1	QUARTER 2
<ul style="list-style-type: none"> <li>• Rules/Consequences/Fair Play</li> <li>• Following Directions</li> <li>• Personal Space/Spatial Awareness</li> <li>• Safety / Emergency Situations</li> <li>• Warm Up/Cool-Down</li> <li>• Cooperation/Sharing</li> <li>• Basic Locomotor Skills</li> <li>• Chasing/Fleeing/Dodging</li> <li>• Games/Teamwork</li> <li>• Environmental Conditions</li> <li>• Accommodations</li> </ul>	<ul style="list-style-type: none"> <li>• Success/Failures</li> <li>• Directions/Sequencing/Levels/Shapes</li> <li>• Throwing/Catching</li> <li>• Kicking</li> <li>• Creative Movement</li> </ul>
QUARTER 3	QUARTER 4
<ul style="list-style-type: none"> <li>• Fitness Assessment</li> <li>• Continued Activities in Increased Heart Rate/Target Heart Rate/Pulse</li> <li>• Muscle/Flexibility/Aerobic Activities</li> <li>• Heart/Blood Flow</li> <li>• Landing Techniques</li> </ul>	<ul style="list-style-type: none"> <li>• Success/Accomplishments from Physical Activities</li> <li>• Striking Lightweight Objects with Body Parts and Lightweight Implements</li> <li>• Absorbing Forces</li> <li>• Various Ways to Manage Body Weight</li> <li>• Balance</li> <li>• Throwing with Accuracy</li> </ul>

**Performance benchmarks specify *how good is good enough*. They indicate the levels of achievement that students are expected to attain in the content standards. A performance benchmark indicates the quality of student performance that is deemed acceptable. They describe behaviors that indicate progress toward a content standard.**

The following is the benchmark identification code:



<b>Second Grade</b>
<b>Content: Strand A: Physical Education Literacy</b>
<b>Standard 1:</b> The student demonstrates competency in many movement forms and proficiency in a few forms of physical activity.
<b>Standard 2:</b> The student applies concepts and principles of human movement to the development of motor skills and the learning of new skills.
<b>Standard 3:</b> The student analyzes the benefits of regular participation in physical activity.
<b>Content: Strand B: Responsible Physical Activity Behaviors</b>
<b>Standard 1:</b> The student achieves and maintains a health-enhancing level of physical fitness.
<b>Standard 2:</b> The student demonstrates responsible personal and social behavior in physical activity.
<b>Content: Strand C: Advocate and Promote Physically Active Lifestyles.</b>
<b>Standard 1:</b> The student understands how participating in physical activity promotes inclusion and understanding of the abilities and cultural diversity of people.
<b>Standard 2:</b> The student understands that physical activity provides the opportunity for enjoyment, challenge, self-expression and communication.
<b>I=INTRODUCTORY: Skills designated as <u>introductory</u> are those for which mastery is expected of all students. These skills are the foundation for the developmental skills shall be the first instructional priority.</b>
<b>D=DEVELOPMENTAL: Skills designated as <u>developmental</u> are those skills for which all students shall receive instruction with the expectation of mastery. Developmental skills are the core of the grade-level curriculum</b>

**P=PROFICIENT: Skills designated as proficient are those skills designed for advanced students. They are a logical extension of the developmental curriculum.**

<b>QTR</b>	<b>I D P</b>	<b>SSS Grade Level Expectations</b>	<b>Textbook Resources</b> <small>Identified by Chapter-Section (i.e., 4 - 6)</small>	<b>Supplemental Resources</b>	<b>Instructional Strategies</b>	<b>Assessment</b>
<b>Quarter 1</b>	<b>D</b>	<b>PE.B.2.1.2</b> Follows directions given by instructor or group leader. <b>Content/Key Terms:</b> Rules, Boundaries, Consequences				
	<b>D</b>	<b>PE.B.2.1.4</b> Identifies appropriate behaviors for participating with others in physical activity settings. <b>Content/Key Terms:</b> Personal Space, General Space, Compliments, Safety				
	<b>D</b>	<b>PE.B.2.1.1</b> Understands the importance of being aware of one's surroundings and acting in a safe manner while participating in physical activity settings. <b>Content/Key Terms:</b> Personal Space, General Space, Boundaries				
	<b>D</b>	<b>PE.C.1.1.1</b> Knows the importance of demonstrating consideration of others in physical activity settings. <b>Content/Key Terms:</b> Respect				
	<b>D</b>	<b>PE.C.2.1.3</b> Recognizes the benefits that accompany cooperation and sharing. <b>Content/Key Terms:</b> Team Work, Taking turns				

QTR	I D P	SSS Grade Level Expectations	Textbook Resources Identified by Chapter-Section (i.e., 4 - 6)	Supplemental Resources	Instructional Strategies	Assessment
	D	<p><b>PE.B.2.1.3</b> Understands the difference between compliance and noncompliance with game rules and fair play.  <b>Content/Key Terms:</b>            Fair Vs. Unfair, Right Vs. Wrong</p>				
Quarter 1	D	<p><b>PE.A.1.1.7</b> Demonstrates basic locomotor skills (e.g., hop, walk, run, jump, leap, gallop, skip and slide).  <b>Content/Key Terms:</b>            Locomotor Skills</p>				
	D	<p><b>PE.A.2.1.5</b> Uses movement control to run, hop and skip in different ways in a large group without bumping into others or falling.  <b>Content/Key Terms:</b>            Control</p>				
	D	<p><b>PE.B.1.1.3</b> Knows various warm-up and cool-down exercises.  <b>Content/Key Terms:</b>            Flexibility, Heart Rate, Pulse</p>				
	D	<p><b>PE.A.1.1.4</b> Chases, flees and dodges to avoid or catch others and maneuver around obstacles.  <b>Content/Key Terms:</b>            Spatial Awareness</p>				
	D	<p><b>PE.A.1.1.3</b> Adapts movement to changing environmental conditions.  <b>Content/Key Terms:</b>            Hydration, Sun Screen, Sun Glasses</p>				
	D	<p><b>PE.C.1.1.2</b> Knows games to play with students who have disabilities.  <b>Content/Key Terms:</b>            Modifications, Awareness, Teamwork</p>				

<b>QTR</b>	<b>I D P</b>	<b>SSS Grade Level Expectations</b>	<b>Textbook Resources</b> Identified by Chapter-Section (i.e., 4 - 6)	<b>Supplemental Resources</b>	<b>Instructional Strategies</b>	<b>Assessment</b>
<b>END OF QUARTER 1</b>						

QTR	I D P	SSS Grade Level Expectations	Textbook Resources Identified by Chapter-Section (i.e., 4 - 6)	Supplemental Resources	Instructional Strategies	Assessment
Quarter 2	D	<b>PE.C.2.1.1</b> Identifies the feelings resulting from challenges, successes and failures in physical activity. <b>Content/Key Terms:</b> Goals, Improvement				
	D	<b>PE.A.2.1.4</b> Uses concepts of space and movement to design and practice sequences that show the use of all three types of pathways (e.g., straight, zigzag and curved). <b>Content/Key Terms:</b> Sequence, Pathway				
	D	<b>PE.A.1.1.9</b> Knows various techniques for catching thrown objects. <b>Content/Key Terms:</b> Hands Cupped, Absorption of Force, Give				
	D	<b>PE.A.1.1.2</b> Kicks stationary and rolled balls with strong force while maintaining balance. <b>Content/Key Terms:</b> Using the Instep				
	D	<b>PE.A.1.1.1</b> Combines shapes, levels, directions, pathways and ranges into simple sequences. <b>Content/Key Terms:</b> Shapes, Levels, Directions				
	D	<b>PE.C.2.1.2</b> Knows various ways to use the body in movement activities to communicate ideas and feelings (e.g., creative movement). <b>Content/Key Terms:</b> Rhythm				

<b>QTR</b>	<b>I D P</b>	<b>SSS Grade Level Expectations</b>	<b>Textbook Resources</b> Identified by Chapter-Section (i.e., 4 - 6)	<b>Supplemental Resources</b>	<b>Instructional Strategies</b>	<b>Assessment</b>
<b>Quarter 2</b>	<b>D</b>	<b>PE.A.2.1.6</b> Knows the characteristics of a mature throw. <b>Content/Key Terms:</b> Step with Opposite Foot, Aim for Partner's Chest, Rotation				
<b>END OF QUARTER 2</b>						

QTR	I D P	SSS Grade Level Expectations	Textbook Resources Identified by Chapter-Section (i.e., 4 - 6)	Supplemental Resources	Instructional Strategies	Assessment
Quarter 3	D	<b>PE.B.1.1.4</b> Participates in health-related fitness assessment. <b>Content/Key Terms:</b> Muscular Strength, Flexibility, Muscular Endurance, Cardiorespiratory Endurance				
	D	<b>PE.A.2.1.3</b> Knows various techniques for landing safely. <b>Content/Key Terms:</b> Absorption				
	D	<b>PE.A.3.1.1</b> Identifies changes in the body during physical activity. <b>Content/Key Terms:</b> Pulse, Target Heart Rate, Heart Rate				
	D	<b>PE.B.1.1.2</b> Understands the changes that occur in respiration during vigorous physical activity. <b>Content/Key Terms:</b> Breathing Techniques				
	D	<b>PE.A.3.1.4</b> Knows ways in which physical activity promotes muscular strength. <b>Content/Key Terms:</b> Muscle Strengthening Activities, Body Composition				
	D	<b>PE.A.3.1.2</b> Knows the heart is a muscle that will become stronger as a result of physical activity. <b>Content/Key Terms:</b> Aerobic Type Activities				
	D	<b>PE.B.1.1.1</b> Knows how to move each joint through a functional range of motion <b>Content/Key Terms:</b> Flexibility				
<b>END OF QUARTER 3</b>						

QTR	I D P	SSS Grade Level Expectations	Textbook Resources Identified by Chapter-Section (i.e., 4 - 6)	Supplemental Resources	Instructional Strategies	Assessment
Quarter 4	D	<b>PE.A.3.1.3</b> Understands that physical activity produces feeling of pleasure <b>Content/Key Terms:</b> Success, Reaching Goals, Accomplishments				
	D	<b>PE.A.1.1.5</b> Consistently strikes lightweight objects with body parts and with lightweight implements. <b>Content/Key Terms:</b> Safety, Personal Space				
	D	<b>PE.A.2.1.1</b> Knows how to absorb force by establishing a base of support to receive the force of an oncoming object. <b>Content/Key Terms:</b> Base, Give				
	D	<b>PE.A.1.1.6</b> Knows ways to manage own body weight in a variety of situations (e.g., hanging and climbing, and balancing in symmetrical and asymmetrical shapes on a variety of body parts on mats or apparatus).				
	D	<b>PE.A.2.1.2</b> Knows ways to establish bases of support using various body parts and fundamental principles of balance.				
	D	<b>PE.A.1.1.8</b> Uses an overhand -throwing pattern with accuracy. <b>Content/Key Terms:</b> Aim, Look at Target, Point at Target				
<b>END OF QUARTER 4</b>						