

HPS Scope & Sequence  
K-8 Grade Level Essential Skills  
Created: 2009-2011  
Published: Fall 2011



Grade Level: 2  
Subject: Physical Education

Howell Public Schools (HPS) has studied the work of Dr. Robert Marzano and other educational consultants. In Marzano's book *What Works in Schools: Translating Research into Action*, the author points to the necessity of school districts having a "guaranteed and viable curriculum." Marzano stresses the importance of everyone in the school community understanding what skills will be taught for mastery at each grade level, and then guaranteeing that happens. Using this research, our district has undertaken the task of creating an aligned curriculum that prepares students to successfully meet the academic rigors of Michigan's Grade Level Content Expectations (GLCEs), as well as the new national Common Core Standards. The timeline of our Scope & Sequence development is as follows:

2008-09

Small groups of teachers worked under the guidance of curriculum consultants and HPS administrators to study the core content curriculums of English, math, science and social studies. Through professional development efforts, these groups learned to identify subsets of fundamental, non-negotiable content expectations that require a higher degree of mastery than the other expectations within the content area. HPS has chosen to call these fundamental, non-negotiable content expectations for each grade level subject "Essential Skills". Expectations that were not considered fundamental to the success of all students are not included in this document, but may be found on the MDE web site at [http://www.michigan.gov/mde/0,1607,7-140-28753\\_33232---,00.html](http://www.michigan.gov/mde/0,1607,7-140-28753_33232---,00.html)

Teacher groups then assigned a recommended number of lessons, per quarter, needed to successfully teach each GLCE, thus securing the curriculum as viable. Vocabulary, a researched component to uniform student achievement, was identified by quarter (nine-week sessions). Examples of formative assessments were provided for each expectation, with the creation of uniform summative assessments to follow the final approval of this document. Upon completion of draft essential skills for each subject, the teacher groups used supporting MDE documents to align their chosen skills horizontally for grades kindergarten through eight. These documents were then published in August 2009.

2009-2011

Teachers of the elective classes (Art, Music, Technology, Physical Education, Consumers Science, World Language, etc.) began creating Scope & Sequence documents for their subjects in 2009. The Michigan Department of Education (MDE) did not initially provide standards for most of these subjects, so these teachers looked to national standards as their guide. Later, as time went on, the MDE began releasing K-8 aligned standards that our teachers began incorporating. Finished documents began materializing in the spring of 2011, with a goal of each subject having a Scope & Sequence by the summer of 2012. Please Note: Elective teachers at the elementary see students approximately one day a week, so the Scope & Sequences for these subjects are relatively short compared to secondary elective teachers who see students daily for either a quarter, a semester or a year long experience.

HPS Scope Sequence  
2nd Grade Physical Education  
Created 2/2011

| Standard or GLCE # | Standard or GLCE Language | What this means:  | S   | Time Days | Possible Embedded Assessment(s)   | Vocabulary  |
|--------------------|---------------------------|---|---|-----------|---|---|
|                    | Students will . . . .     |  |  | 33        |  |  |

**Physical Education Scope and Sequence-2nd Grade**

**Spatial Awareness**

|              |   |  |   |   |  |   |
|--------------|---|--|---|---|--|---|
| M.MC.02.0    | Demonstrate selected space awareness movement concepts for location (e.g., self-space and general space) in isolated settings.  | Being aware of your surroundings (ex. The gym, other students, objects)  | 1 | 1 |  | Space awareness, self-space, general space  |
| M.MC.02.06   | Demonstrate selected effort movement concepts for time (i.e., fast/slow and sudden/sustained) in isolated settings.   | Controlled movement at different speeds  | 2 | 1 |  | Speed, fast/slow, sudden/sustained  |
| K.MC.02.01   | Describe space awareness movement concepts for location (e.g., self-space and general space).   | Being able to describe moving in your own space  | 3 | 1 |  | Self-space, general space   |
| B.PS.02.01   | Exhibit selected behaviors which exemplify each of the personal/social character traits of responsibility, best effort, cooperation, and compassion in limited isolated settings.                               | Displaying responsibility, positive behavior, best effort and sportsmanship                                      | 6 | 1 |  | Personal/social responsibility, best effort, cooperation  |
| M.MC.02.1111 | Demonstrate selected relationship movement concepts with people (i.e., leading/following, mirroring/matching, unison/contrast, solo, alone in mass, partners, groups, and between groups) in isolated settings. | Demonstrate moving by copying another persons movement   | 7 | 1 |  | Leading/following, mirroring/matching, unison/contrast, solo, alone in mass, partners, groups, and between groups |
| M.MC.02.04   | Demonstrate selected space awareness movement concepts for pathways (i.e., straight, curved, and zigzag) in isolated settings.  | Demonstrate moving in a straight line, curved line, clockwise, counterclockwise, forward, backwards and sideways | 8 | 1 |  | pathways, straight, curved, zig-zag   |

**Non-Locomotor**

|            |   |   |   |   |  |  |
|------------|---|---|---|---|--|--|
| M.MS.02.01 | Demonstrate selected elements of non-locomotor skills of balancing, bending, stretching, rocking, rolling, curling, twisting, turning, pushing, pulling, swinging, swaying, transferring weight, jumping, and landing in isolated settings. | Being able to balance, bend, rock, roll, swing, jump and land | 9 | 1 |  | balancing, bending, stretching, rocking, rolling, curling, twisting, turning, pushing, pulling, swinging, swaying, transferring weight, jumping, and landing |
|------------|---|---|---|---|--|--|

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## Physical Education Scope and Sequence-2nd Grade

|            |  |   |    |   |  |  |
|------------|--|---|----|---|--|--|
| A.PE.02.01 | Participate, at a moderate to vigorous intensity level, in physical activities that focus on skill building rather than on formal game structure, a variety of locomotor activities, a variety of developmentally appropriate physical activities that incorporate manipulative skills, dodging, and chasing and fleeing activities. | Student is able to object control in a controlled setting (ex. Dribble with hands/ feet, roll, strike, overhand/ underhand throw, dodging, chasing and fleeing) | 10 | 1 |  | Skill practice   |
| K.MS.02.01 | Describe the critical elements of the following non-locomotor skills: balancing, bending, stretching, rocking, rolling, curling, twisting, turning, pushing, pulling, swinging, swaying, and landing.  | Describe the the elements of balance, bending, stretching, rocking, rolling, curling, twisting, turning, pushing, pulling, swinging, swaying and landing        | 11 | 1 |  | balancing, bending, stretching, rocking, rolling, curling, twisting, turning, pushing, pulling, swinging, swaying, and landing |
| B.PS.02.01 | Exhibit selected behaviors which exemplify each of the personal/social character traits of responsibility, best effort, cooperation, and compassion in limited isolated settings.  | Exhibit responsibility, positive behavior, best effort and sportsmanship  | 12 | 1 |  | Personal/social responsibility, best effort, cooperation   |
| A.HR.02.01 | Recognize that there are five components of health-related fitness.  | Recognize that there are five components of health-related fitness.   | 13 | 1 |  | Cardio endurance, muscular strength and endurance, flexibility, and body composition   |

### Locomotor Skills

|            |   |  |    |   |  |  |
|------------|---|--|----|---|--|--|
| K.MS.02.02 | Describe the critical elements of the following locomotor skills: walk, run, leap, jump, skip, hop, gallop, slide, chase, and flee.   | Describe critical elements of walking, running, leaping, jumping, skipping, hopping, galloping, sliding, chasing and fleeing | 14 | 1 |  | locomotor skills, walk, run, leap, jump, skip, hop, gallop, slide, chase, and flee |
| B.PS.02.01 | Exhibit selected behaviors which exemplify each of the personal/social character traits of responsibility, best effort, cooperation, and compassion in limited isolated settings. | Students are exhibiting responsibility, best effort, cooperation and compassion  | 15 | 1 |  | Personal/social responsibility, best effort, cooperation                           |
| M.MS.02.02 | Demonstrate mature form of locomotor skills of walk, run, leap, slide, gallop, hop, skip, and flee in isolated settings.  | Student is able to walk, run, leap, slide, gallop, hop, skip and flee using proper technique                                 | 16 | 1 |  | locomotor skills, walk, run, leap, slide, gallop, hop, skip, and flee              |

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## Physical Education Scope and Sequence-2nd Grade

|            |   |   |    |   |  |  |
|------------|---|---|----|---|--|--|
| A.PE.02.01 | Participate, at a moderate to vigorous intensity level, in physical activities that focus on skill building rather than on formal game structure, a variety of locomotor activities, a variety of developmentally appropriate physical activities that incorporate manipulative skills, dodging, and chasing and fleeing activities.                  | Student is able to object control in a controlled setting (ex. Dribble with hands/ feet, roll, strike, overhand/ underhand throw, dodging, chasing and fleeing)     | 17 | 1 |  | skill practice   |
| A.PA.02.01 | Participate, at a moderate to vigorous intensity level, in physical activities that focus on skill building rather than on formal game structure, a variety of locomotor activities, a variety of developmentally appropriate physical activities that incorporate manipulative skills, dodging, and chasing and fleeing activities on a daily basis. | Student is able to control an object in a controlled setting. (ex. Dribble with hands/ feet, roll, strike, overhand/ underhand throw, chasing, fleeing and dodging) | 18 | 1 |  | skill practice   |
| B.FB.02.01 | Use limited cues from teachers to improve motor skills and movement patterns, fitness, and physical activity in isolated settings.  | Following teacher instructions on dribbling, rolling, striking and throwing   | 19 | 1 |  | Following instructions   |
| A.HR.02.01 | Recognize that there are five components of health-related fitness.   | Understand the five components of fitness (muscle strength, muscle endurance, cardio, body composition, flexibility)  | 20 | 1 |  | Cardio endurance, muscular strength and endurance, flexibility, and body composition |
| A.PA.02.01 | Participate, at a moderate to vigorous intensity level, in physical activities that focus on skill building rather than on formal game structure, a variety of locomotor activities, a variety of developmentally appropriate physical activities that incorporate manipulative skills, dodging, and chasing and fleeing activities on a daily basis. | Student is able to control an object in a controlled setting. (ex. Dribble with hands/ feet, roll, strike, overhand/ underhand throw, chasing, fleeing and dodging) | 21 | 1 |  | skill practice   |

### Manipulative Skills

|            |   |  |    |   |  |  |
|------------|---|--|----|---|--|--|
| K.MS.02.03 | Describe selected critical elements of the following manipulative skills: roll and underhand throw.   | Describing key words on how to roll and underhand throw.       | 22 | 1 |  | manipulative skills, roll, underhand throw               |
| B.PS.02.01 | Exhibit selected behaviors which exemplify each of the personal/social character traits of responsibility, best effort, cooperation, and compassion in limited isolated settings. | Students are participating, listening and following directions | 23 | 1 |  | personal/social responsibility, best effort, cooperation |
| M.MS.02.03 | Demonstrate selected elements of the mature form of manipulative skills of roll, underhand throw, and overhand throw in isolated settings.  | Student is able to roll, underhand throw, overhand throw       | 24 | 1 |  | manipulative skills, roll, underhand throw               |

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| <b>Physical Education Scope and Sequence-2nd Grade</b> |   |  |   |           |   |   |
| A.PE.02.01   | Participate, at a moderate to vigorous intensity level, in physical activities that focus on skill building rather than on formal game structure, a variety of locomotor activities, a variety of developmentally appropriate physical activities that incorporate manipulative skills, dodging, and chasing and fleeing activities.                  | Student is able to object control in a controlled setting (ex. Dribble with hands/ feet, roll, strike, overhand/ underhand throw, dodge, shace and flee)           | 25  | 1         |   | skill practice  |
| B.FB.02.01   | Use limited cues from teachers to improve motor skills and movement patterns, fitness, and physical activity in isolated settings.  | Following teacher instructions on dribbling, rolling, striking and throwing/ catching  | 26  | 1         |   | following instructions  |
| A.PA.02.01   | Participate, at a moderate to vigorous intensity level, in physical activities that focus on skill building rather than on formal game structure, a variety of locomotor activities, a variety of developmentally appropriate physical activities that incorporate manipulative skills, dodging, and chasing and fleeing activities on a daily basis. | Student is able to control an object in a controlled setting. (dribble with hands/ feet, roll. Strike, overhand/ underhand throw, dodging, chasing and fleeing)    | 27  | 1         |   | skill practice  |
| A.AN.02.01   | Sustain moderate to vigorous levels of physical activity that cause increased heart rate, breathing rate, perspiration, etc. (e.g., running, galloping, skipping, and hopping).   | Students are able to dp activities that increase heart rate, breathing rate, perspiration etc...   | 28  | 1         |   | heart rate, breathing rate, perspiration  |
| A.AN.02.02   | Support body weight while participating in activities that improve physical fitness.  | Supporting your body weight to develop muscles   | 29  | 1         |   | support body weight   |
| A.PA.02.01   | Participate, at a moderate to vigorous intensity level, in physical activities that focus on skill building rather than on formal game structure, a variety of locomotor activities, a variety of developmentally appropriate physical activities that incorporate manipulative skills, dodging, and chasing and fleeing activities on a daily basis. | Student is able to control an object in a controlled setting (ex. Dribble with hands/ feet, roll, strike, overhand/ underhand throw, dodging, chasing and fleeing) | 30  | 1         |   | skill practice  |
| <b>Rhythmic Activities</b>                             |   |  |   |           |   |   |
| K.RA.02.01   | Compare basic rhythmic patterns.  | Able to compare basic rhythmic patterns  | 31  | 1         |   | rhythmic patterns   |
| B.PS.02.01   | Exhibit selected behaviors which exemplify each of the personal/social character traits of responsibility, best effort, cooperation, and compassion in limited isolated settings.   | Displays positive behavior and sportsmanship   | 32  | 1         |   | personal/social responsibility, best effort, cooperation                            |
| M.RA.02.01   | Demonstrate self-selected locomotor and axial movement patterns to even and uneven rhythms.   | being able to move to a beat   | 34  | 1         |   | locomotor/axial movements, even/uneven rhythms                                      |

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**Physical Education Scope and Sequence-2nd Grade**

**Outdoor Pursuit**

|            |  |  |    |   |  |                            |
|------------|--|--|----|---|--|----------------------------|
| K.OP.02.03 | Identify selected elements of types of equipment with outdoor pursuits.                | Identify elements of equipment with outdoor pursuit    | 35 | 1 |  | outdoor equipment          |
| M.OP.02.02 | Demonstrate use of selected locomotor skills in outdoor pursuits in isolated settings. | Able to use select locomotor skills in outdoor pursuit | 36 | 1 |  | locomotor skills, outdoors |