

K-2 HPELW
Quarter 1
Remote Learning
Practice and Enrichment Packet



Hello SCS Family,

This resource packet was designed to provide students with activities which can be completed at home independently or with the guidance and supervision of family members or other adults. The activities are aligned to the TN Academic Standards for Health, Physical Education and Lifetime Wellness (HPELW) and will provide additional practice opportunities for students to develop and demonstrate their knowledge and understanding.

A suggested pacing guide is included; however, students can complete the activities in any order over the course of several days. Below is a table of contents which lists each activity.

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Orientation and Physical Fitness Activity	3	Weeks 1-3
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Week 1- Week 3

K-2 Aligned Learning: Orientation and Physical Fitness

Grade Level Component (s)/Sub-Component (s)	<p>Component 4: Personal & Social Responsibility (PSR) Subcomponent: Personal Responsibility PSR.1 Personal Responsibility Subcomponent: Accepting Feedback PSR.2 Feedback Subcomponent: Cooperation PSR.3 Working With Others Subcomponent: Procedures & Rules PSR.4 Procedures & Rules Subcomponent: Safety PSR.5 Safety Component 5: Values Physical Activity (VPA) Subcomponent: Appreciation VPA.1 Appreciation Subcomponent: Challenge</p>
Caregiver Support Option	<p>Discuss the importance of safety while demonstrating skills, listening, working with others, practicing social distance, handling equipment and materials. Also, discuss the value of physical activity to promote lifetime physical fitness and activity. Allow the student to have voice when creating the rules so they'll have buy-in to your management system.</p>
Materials Needed	<p>Music/Video/ (See links/pdfs below), computer and speaker, See Activity Sheet for Uno Fitness or Deck of Fitness</p>
Question to Explore	<p>Why do I have to practice safety and follow the rules in physical education? What is the COVID-19 virus? Why is physical fitness important?</p>
Student Directions	<p>Review safety rules videos. Review Covid -19 facts and follow activities below.</p>

Student Instructional Task:

1. Student will discuss and review COVID facts and safety procedures for physical education activities.
2. Student/Family can select Fitness Uno or Deck of Fitness to participate in physical activity to increase physical fitness level.

Activity 1:

- Discuss COVID and the importance of washing your hands, sanitizing if no hand washing stations are available, wearing a mask, and social distancing with the student.

<https://uthsc.edu/coronavirus/documents/coronavirus-kids-fact-sheet.pdf>

UTHSC Coronavirus Facts for Kids



WHAT IS A VIRUS?

A **virus** is a type of germ that uses the cells in our bodies to make more copies of itself. Viruses cause many diseases. You've probably had the common cold, which is caused by a virus. Some viruses can make people very sick, and we do not always have medicines to fight these viruses.



WHAT ABOUT CORONAVIRUS?

The **new coronavirus** causes a disease called **COVID-19**. If someone breathes in the virus, it gets into their nose and then attacks their lungs. Some people who get COVID-19 (like older adults and people with other health problems) may have trouble breathing and need to go to the hospital. Luckily, most kids who catch the coronavirus only get a little bit sick. They may even feel well.



WHAT IS SOCIAL DISTANCING? WHY ARE WE DOING IT?

Social distancing means staying away from other people to slow down the spread of the coronavirus. People catch COVID-19 from other people who already have it. By closing schools and businesses and **staying home**, we can make sure fewer people will catch it at one time. This makes it easier for hospitals to help the people who get very sick.



HOW LONG WILL THIS LAST?

No one knows. Social distancing could last for **weeks or months**.

But here's the good news: **There are lots of people working to fight COVID-19.** Doctors and nurses are taking care of people with the virus. Scientists are looking for new medicines. Factory workers are making hospital supplies. Grocery store workers are making sure people can buy food.

You can help them by **staying home and wearing a mask** if you have to be in public.

- Review the YouTube video or the rules below to learn about physical education rules and procedures. Then, create a set of home rules (3 rules) for at home activities to encourage safety while performing at home activity.

<https://www.youtube.com/watch?v=xW6h0Vlv9T0>

[PE Specialist Classroom Management System](#) (See written example below)

The Baseline - Management

- Have clear expectations – Have them posted on your walls – communicate them to your students

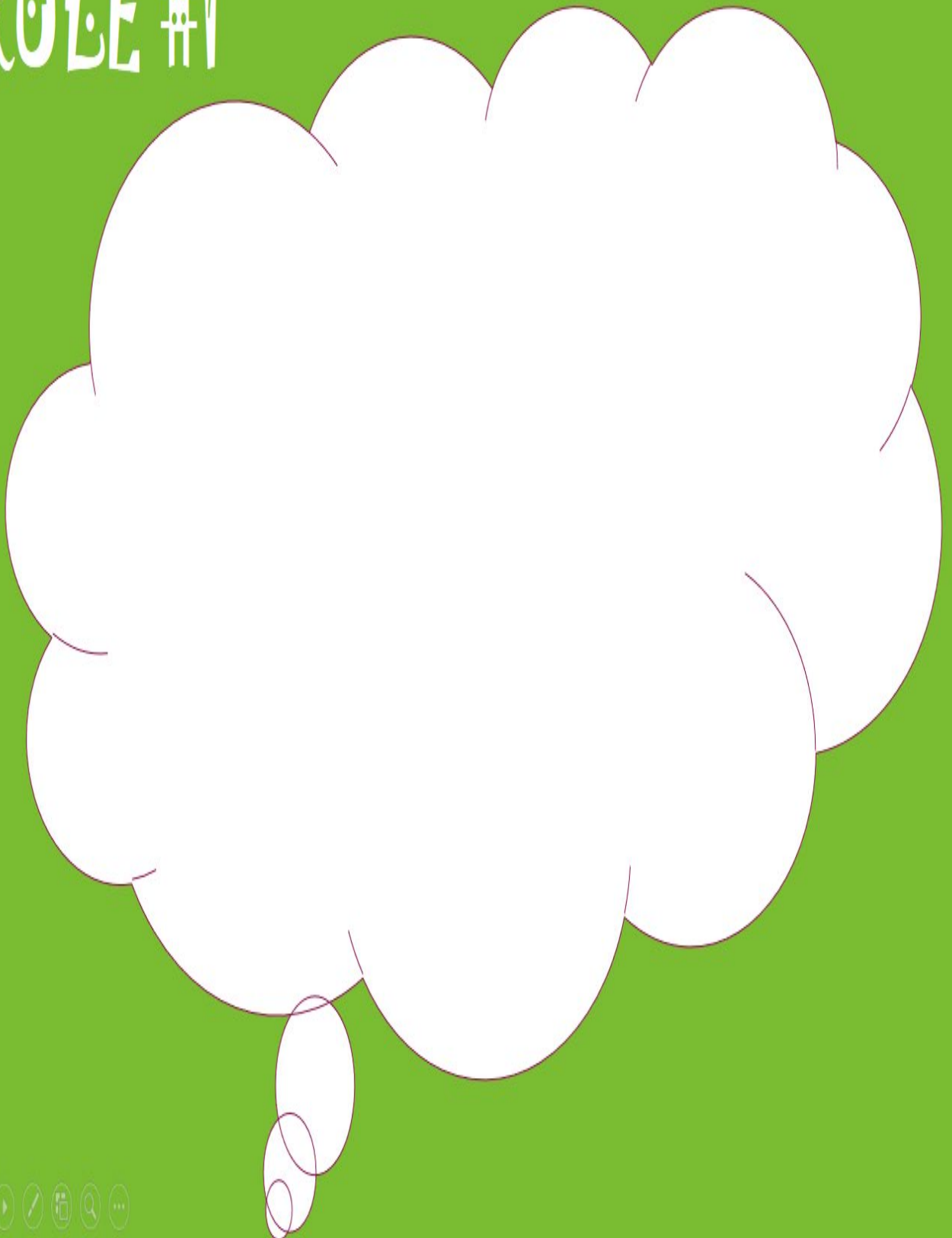
The image shows two posters side-by-side. The left poster is titled 'P.E. Rules and Expectations' and is divided into three sections: 'Respect Yourself' (with a person icon), 'Respect Others' (with a group of people icon), and 'Respect This Place' (with a house icon). The right poster is titled 'Consequences' and lists three levels: 'Strike 1 = Warning' (with a warning triangle icon), 'Strike 2 = Refocus' (with a warning triangle icon), and 'Strike 3 = Time Out & Note Home' (with a document icon).

Category	Icon	Rules/Expectations
Respect Yourself	Person	Stay on your feet Have fun and do your best Wear athletic shoes
Respect Others	Group of People	Don't interrupt others Use Good Sportsmanship
Respect This Place	House	Don't touch equipment without permission Take care of our gym

Strike	Consequence	Icon
Strike 1	Warning	Warning Triangle
Strike 2	Refocus	Warning Triangle
Strike 3	Time Out & Note Home	Document

Create 3 Home Rules for Physical Education using the rule charts below.

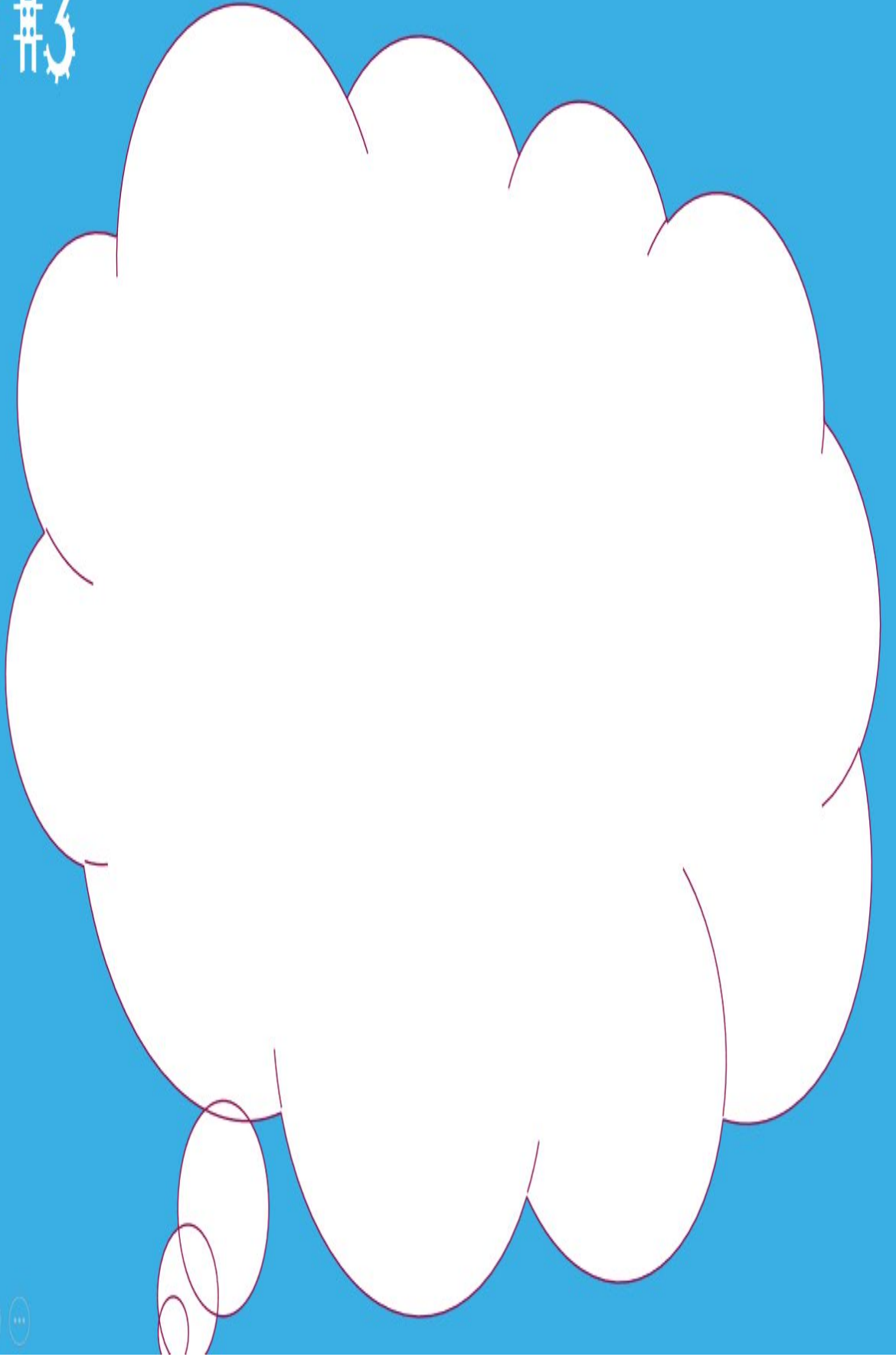
RULE #1



RULE #2



RULE #3



Activity 2: Fitness Uno or Deck of Fitness (pages below)

- Fitness UNO (OPEN PhysED-Active at Home)
 - <https://openphysed.org/wp-content/uploads/2018/09/OPEN-At-Home-07-FitnessUno.pdf>
 - <https://openphysed.org/wp-content/uploads/2018/09/OPEN-At-Home-07-FitnessUno-Chart.pdf>
- Deck of Fitness
 - <https://openphysed.org/wp-content/uploads/2018/09/OPEN-At-Home-06-DeckOfFitness.pdf>

ACTIVITY GOALS

- I will follow the rules and have fun with my friends and family.

TEACHING TIPS

- Use Proper Form
- Increase Your Heart Rate
- Play Fairly
- Have Fun

ACTIVITY SET-UP & PROCEDURE

Equipment:

- 1 deck of UNO Cards
- 1 hula hoop
- 1 cone or spot marker per team
- 1 UNO Fitness Chart per team of 2 players

Set-Up:

- Shuffle the UNO Cards and scatter them on the floor inside the hula hoop.
- Place 1 cone or spot marker per team 10–20 meters away from the hoop.
- Create teams of 2 players, each team behind a cone or spot marker with an UNO Fitness Chart.



Activity Procedures:

- Today's friendly competition is Fitness Uno. We will be developing our personal fitness with friends and family. This game is played in 2 phases.
- During Phase 1, your team will run in relay-race format (1 player at a time) to the hoop to grab 1 UNO card per visit. Do not look at the card when you pick it up. When you return, give your teammate a high-5, and then she/he will run to the hoop. Place the cards face-down in a pile.
- When your team has 10 cards, it's time for Phase 2. During this phase, your team will work to return all of your cards to the hoop. To do that, flip over 1 UNO card at a time and use the UNO Fitness Chart to determine which exercise to perform. The number on the card determines the number of exercise repetitions you'll complete. Everyone on your team must complete the exercises together.
- Once you've finished an exercise set, 1 player will return the card to the hoop. Repeat until all cards are back in the hoop.

UNO Chart Info:

- Red = invisible jump rope; blue = jumping jacks; green = mummy jacks; yellow = stationary sprints.
- Wild card = free (no repetitions); draw 2 cards = draw 2 new cards; reverse = count 10 reps backwards; skip = free (no repetitions); wild draw 4 = give to another team—they must draw 4.

Fitness UNO Chart: Aerobic Capacity

RED	Invisible Speed Rope
BLUE	Jumping Jacks
GREEN	Mummy Jacks
YELLOW	Stationary Sprints

- Wild cards: free—discard with no repetitions.
- Draw 2 cards: draw 2 new cards.
- Reverse cards: count 10 repetitions backward.
- Skip cards: free—discard with no repetitions.
- Wild Draw 4 cards: give to another team—they must draw 4.

OPENPhysEd.org

ACTIVITY GOALS

- I will perform exercises with perfect form and at a safe speed.

TEACHING TIPS

- Use Proper Form
- Pace Your Movement
- Have Fun!

ACTIVITY SET-UP & PROCEDURE

Equipment:

- 1 deck of cards
- Fun music and music player

Set-Up:

1. Shuffle and place the deck of cards face down where everyone can reach it.
2. Create an exercise chart using the list shown under the "Tips" section below. (It's okay to modify your chart using different exercises.)



Activity Procedures:

1. Today's friendly competition is Deck of Fitness. The object of the game is to do as many repetitions as you can of each exercise.
2. When you draw a card, you'll use the exercise chart to determine which exercise to do. Complete the number of repetitions shown on your card. For example, if you draw the 4 of hearts, perform 4 jumping jacks.
3. Face cards (e.g., a king) are worth 10 repetitions. Aces are worth 11 repetitions.
4. In round 1, you and your friends will play together and select 1 card for everyone to perform. In round 2, you can compete: Everyone will choose their own card and complete their own repetitions/exercises.

Tips:

- Make sure you pace your activity safely. Don't give up form for the sake of speed.
- Be sure you have enough activity space for safe movement.
- Follow this format, or create your own:
 - Hearts = Jumping Jacks
 - Clubs = Push-Ups
 - Diamonds = Invisible Jump Rope Jumps
 - Spades = Squats

EATING
HEALTHY
101

- **Hydration Station:** Be sure to stay hydrated before, during, and after exercising. Water has zero calories and is the best way to stay hydrated!

Week 4-Week 7	
K-2 Standards-Aligned Learning: Locomotor and Non Locomotor	
Grade Level Component s/Sub-Component	<p>COMPONENT 1: MOTOR SKILL SUBCOMPONENT: LOCOMOTOR MS.1 Hop (One-Foot), Gallop, Slide, Skip MS.2 Jog, Run MS.3 Jump & Land For Distance (Horizontal) MS.4 Jump & Land For Height (Vertical) SUBCOMPONENT: DANCE/RHYTHMIC ACTIVITIES MS. 5 Dance SUBCOMPONENT: NONLOCOMOTOR OR EDUCATIONAL GYMNASTICS MS.6 Balance MS.7 Weight Transfer & Rolling (OPTIONAL) MS.8 Combinations (OPTIONAL)</p>
Caregiver Support Option	Students may need assistance with skills so use the appropriate cues to help them along the way. Be sure to stay in sequence when providing assistance to the student. Students must practice and demonstrate these skills to form mature patterns.
Materials Needed	Locomotor cues, Links to the pdfs and YouTube, Space for movement
Question to Explore	What are locomotor skills? Why are locomotor skills important? What are non-locomotor skills? Why are non-locomotor skills important?
Student Directions	Students will explore locomotor and non-locomotor moves. Review activity one and two.

Student Instructional Task

Activity 1: Define locomotor and non-locomotor movements?

Listen to the explanation via the video link or review the information below of locomotor and non-locomotor movements?

<https://youtu.be/GN1cjZwqS8Y>

- Locomotor Information

LOCOMOTOR MOVEMENTS

NON-LOCOMOTOR MOVEMENTS



MOTOR SKILLS

- **CONTENT- PHYSICAL EDUCATION**
- **GRADE K- 2ND**
- **THIS VISUAL WILL ASSIST STUDENTS TO GAIN AN UNDERSTANDING OF THE DIFFERENCES BETWEEN LOCOMOTOR AND NON-LOCOMOTOR MOVEMENTS.**
- **OBJECTIVE-AFTER COMPLETING THIS LESSON THE STUDENTS WILL BE ABLE TO ACTIVELY DEMONSTRATE THE DIFFERENCE BETWEEN LOCOMOTOR AND NON LOCOMOTOR MOVEMENTS.**
- **NATIONAL STANDARD-A PHYSICALLY EDUCATED PERSON DEMONSTRATES COMPETENCY IN MOTOR SKILLS AND MOVEMENT PATTERNS NEEDED TO PERFORM A VARIETY OF PHYSICAL ACTIVITIES.**
- **ACCOMPLISHMENT-STUDENTS WILL BE ABLE TO RECOGNIZE SPECIFIC MOTOR SKILLS THAT ARE USED IN EVERYDAY ACTIVITIES.**

WHAT IS LOCOMOTOR???

IS...MOVEMENT.



8 LOCOMOTOR MOVEMENTS

WALK

RUN

SKIP

JUMP

HOP

GALLOP

LEAP

SLIDE

EXAMPLES OF LOCOMOTOR

- **WALKING TO THE CAR.**
- **PLAYING CHASE WITH FRIENDS.**
- **HOPSCOTCH**
- **JUMPING ROPE**
- **CAN YOU THINK OF SOME EXAMPLES?**

WHAT IS NON-LOCOMOTOR???



**IS STATIONARY
MOVEMENT SKILLS
WHAT DOES THAT MEAN?...
BODY MOVEMENT OCCURS
BUT THE BODY DOESN'T
MOVE FROM PLACE TO
PLACE.**

8 NON-LOCOMOTOR MOVEMENTS

TWISTING

BENDING

SWAYING

EXTENDING

STRETCHING

TURNING

SWINGING



LIFTING

NON-LOCOMOTOR EXAMPLES..

**THINK OF 3 THINGS YOU DO EVERYDAY THAT
NON LOCOMOTOR...**

Activity 2: After listening or reviewing examples of locomotor and non-locomotor movements. Demonstrate which locomotor and non-locomotor movements you can do. Then, review each skill with the student and sure to assist with the appropriate cues.

- https://www.pecentral.org/lessonideas/locomotor_skill_cards.pdf

<h2 style="text-align: center;">GALLOP</h2>  <p style="text-align: center;"><u>CUES:</u></p> <ul style="list-style-type: none">• Stand with feet shoulder width apart• Step forward with lead foot• Take long slide forward• Back foot chase to catch lead foot• Close feet fast together	<h2 style="text-align: center;">JUMP</h2>  <p style="text-align: center;"><u>CUES:</u></p> <ul style="list-style-type: none">• Stand with feet shoulder width apart• Keep hands on sides• Bend knees slightly• Explode up with legs• Bend knees when landing
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HOP



CUES:

- Balance on one foot
- Keep other foot off the ground
- Have arms to sides to help balance
- Bend knees when hopping off ground and when landing
- Keep eyes up and forward

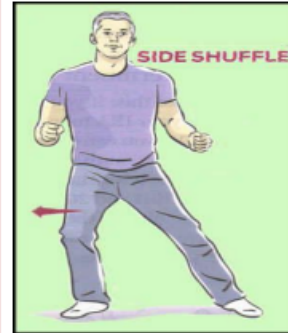
SKIP



CUES:

- Stand with feet shoulder width apart
- Step forward with your lead foot and hop
- Repeat pattern on opposite foot
- Keep eyes up and forward

SLIDE



CUES:

- Stand with feet shoulder width apart
- Bend knees slightly
- Step to the side with lead foot
- Back foot chase to catch lead foot

LEAP



CUES:

- Stand with feet shoulder width apart
- Bend knees slightly
- Do a long jump off one foot and land on the opposite foot
- Keep eyes up and forward

RUN



CUES:

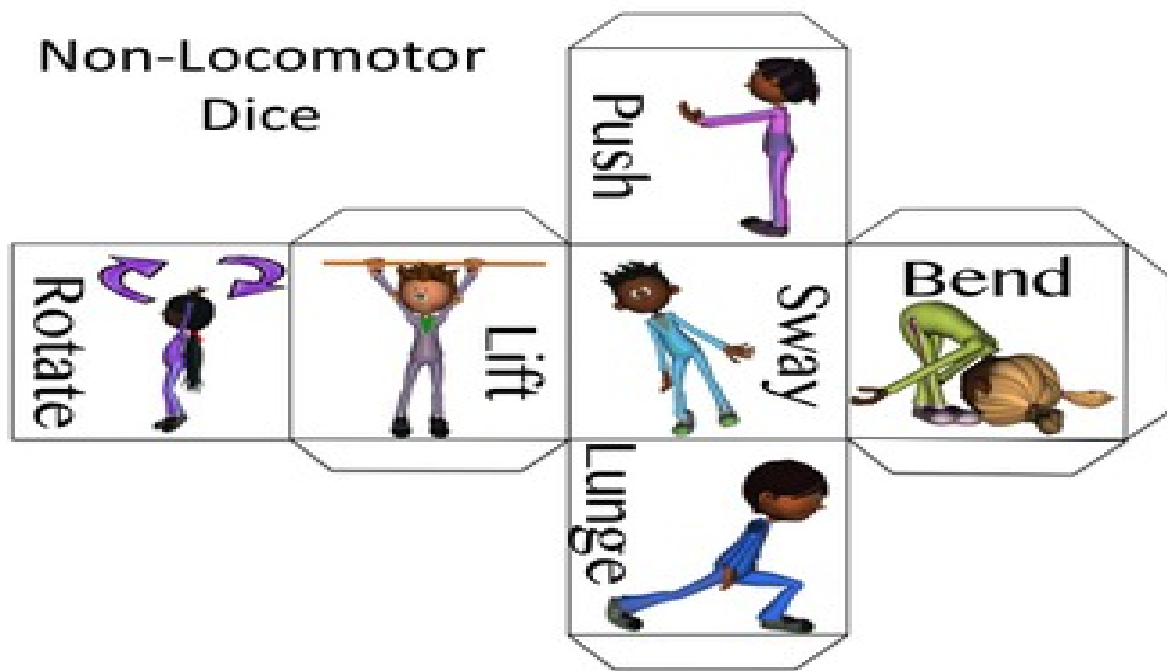
- March high, lift knees to waist
- Push your toes off the ground
- Swing hands from low to high fast (hips to ears)
- Keep head and chin straight ahead

WALK



CUES:

- Stand with feet shoulder width apart
- Step forward with lead foot
- Keep feet apart and don't cross them
- Keep eyes up and forward



- After reviewing each locomotor and non-locomotor skills, allow students to have fun. Put on the music and explore locomotors and non-locomotors with music.
- Turn on some music or go to YouTube Have Fun Teaching Locomotor Songs
[Walking Locomotor Song](#)
[Hopping and Skipping Locomotor Song](#)

Week 8 -Week 9

K-2 Standards-Aligned Learning: Locomotor and Non Locomotor

Grade Level Component s/Sub-Component s	<p>SUBCOMPONENT: LOCOMOTOR</p> <p>MS.1 Hop (One Foot), Gallop, Slide, Skip</p> <p>MS.2 Jog, Run</p> <p>MS.3 Jump & Land For Distance (Horizontal)</p> <p>MS.4 Jump & Land For Height (Vertical)</p> <p>SUBCOMPONENT: DANCE/RHYTHMIC ACTIVITIES</p> <p>MS.5 Dance</p> <p>SUBCOMPONENT: NONLOCOMOTOR OR EDUCATIONAL GYMNASTICS</p> <p>MS6. Balance</p> <p>MS.7 Weight Transfer & Rolling (Optional)</p> <p>MS. 8 Combinations (Optional)</p> <p>MOVEMENT KNOWLEDGE & APPLICATION (MKA)</p> <p>SUBCOMPONENT: MOVEMENT CONCEPTS (a: verbal or written; b & c: performance)</p> <p>MKA.1 Space Awareness (Location)</p> <p>MKA.2 Space Awareness (Pathways, Levels, Directions)</p> <p>MKA.3 Effort: Speed And Force</p> <p>MKA.4 Relationships (Body Shapes, With Objects, With People)</p> <p>MKA.5 Movement Principles (Base Of Support, Muscle Tension, Ready Position)</p> <p>SUBCOMPONENT: ANALYSIS & STRATEGIES</p> <p>MKA.6 Performance Cues</p> <p>MKA.7 Simple Strategies</p> <p>FITNESS AND PHYSICAL ACTIVITY</p> <p>SUBCOMPONENT: PHYSICAL ACTIVITY & KNOWLEDGE</p> <p>FPA.2 Physical Activity</p> <p>PERSONAL & SOCIAL RESPONSIBILITY (PSR)</p> <p>SUBCOMPONENT: PERSONAL RESPONSIBILITY</p> <p>PSR.1 Personal Responsibility</p> <p>SUBCOMPONENT: ACCEPTING FEEDBACK</p> <p>PSR.2 Feedback</p> <p>SUBCOMPONENT: COOPERATION</p> <p>PSR.3 Working With Others</p> <p>SUBCOMPONENT: SAFETY</p> <p>PSR.5 Safety</p>
Caregiver Support Option	Students may need assistance with skills so use the appropriate cues to help them along the way. Be sure to stay in sequence when providing assistance to the student. Students must practice and demonstrate these skills to form mature patterns.
Materials Needed	Locomotor cues, YouTube, Radio or Music Stream, Space for movement, Mats

Question to Explore	Which locomotor and non-locomotor skills do I perform in my everyday routine? Why are locomotor and non-locomotor skills important?
Student Directions	Students will explore locomotor and non-locomotor moves. Then, demonstrate mature patterns in different activities that combine locomotor and non-locomotor skills through physical fitness.

Student Instructional Task




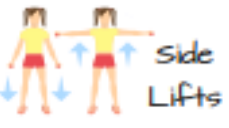




















Activity 1: Review locomotor and non-locomotor movements by participating in a physical fitness workout.


- Participate in physical activities using locomotor and non-locomotor skills with caregivers or family members. Select at least one of the listed activities on week 8 and 9.
 - Perform a 10-minute dance challenge (i.e. https://youtu.be/sHd2s_saYsQ).
 - Walk, jog, and/or run for 10-minutes three times a day.
 - Participate in a Yoga activity (i.e. <https://youtu.be/02E1468SdHg>) for 15-20 minutes.
 - Perform an activity using the locomotor and non-locomotor skills using the skill cards

Activity 2: Perform various locomotor and non-locomotor skills by demonstrating skills in the PE Fitness Circuit on week 8 and 9.

- See the instructions on the bottom of Roll a Circuit card.

ROLL A CIRCUIT

	ROLL 1 - CARDIO	ROLL 2 - CORE	ROLL 3 - LEGS	ROLL 4 - ARMS
●	Line Jumps 	Airplane Twists 	Squat Toss 	Side Lifts 
● ●	Skip Rope 	Crunch Toss 	Leg Lifts 	Tricep Rows 
● ● ●	Criss Cross Crunch 	Plank 	Lunges 	Arm Lifts 
● ● ● ●	Mountain Climbers 	Leg Kick-ups 	Side Leg Raises 	Knee Push-ups 
● ● ● ● ●	Run on the Spot 	Side Bends 	Burpees 	Arm Circles 
● ● ● ● ● ●	Jump Squat 	Plank Push-ups 	Hip Press 	Boxing 

Game: Roll the die. Complete the connected **cardio** activity for 30 seconds. Roll again and complete **core**, **legs** and **arms**. 

Optional: Use equipment (i.e. water bottle, beanbag, balloon or pillow) Roll the die to determine how many seconds to do the activity (times 10) Challenge yourself to complete a second and third set.

GRADE LEVEL OUTCOMES (STANDARDS) ADDRESSED:

Kindergarten Outcomes (Standards)

- MS 1.0: Performs locomotor skills while maintaining balance
- MS 2.0: Jogs while maintaining balance
- MS 3.0: Jumps and lands with two feet while maintaining balance for distance. (Horizontal)
- MS. 4.0: Jumps and lands with two feet while maintaining balance height. (Vertical)
- MS.5.0 Demonstrates beat awareness by moving to varying rhythms.
- MS.6.0 Maintains momentary stillness on various bases of support (body parts).
- MS.7.0a Transfers weight from one body part to another.
- MS.7.0b Rolls sideways in a narrow (log) or curled (egg) body shape.
- MS.8.0 Developmentally appropriate at grade 2
- MKA.1.0a Identifies self-space.
- MKA.1.0b Moves in self-space.
- MKA.2.0a Identifies five directions of travel (forward, backward, sideways, up/down).
- MKA.2.0b Travels in five directions (forward, backward, sideways, up/down).
- MKA.3.0a Identifies fast and slow speeds.
- MKA.3.0b Travels using fast and slow speeds.
- MKA.4.0a Identifies narrow, wide, curled, and twisted body shapes.
- MKA.4.0b Demonstrates narrow, wide, curled, and twisted body shapes.
- MKA.5.0a Identifies bases of support (body parts).
- MKA.5.0b Demonstrates bases of support on a variety of body parts.
- PSR.1.0 Follows directions with few prompts (e.g., safe behaviors, taking turns).
- PSR.2.0 Actively listens to teacher feedback.
- PSR.3.0 Shares equipment with others.
- PSR.4.0 Recalls procedures and rules in the learning environment.
- PSR.5.0 Participates safely and uses equipment properly with few reminders.
- FPA.2.0 Identifies active-play opportunities outside physical education class.
- VPA.1.0 Recognizes and participates in physical activity for enjoyment.
- VPA.2.0 Acknowledges some physical activities are challenging/ difficult.

Grade 1 Outcomes (Standards)

- MS.1.1 Hops, gallops, and slides using a mature pattern.*
- MS.1.2 Skips using a mature pattern.*
- MS.2.1 Travels showing differentiation between jogging and running.
- MS.4.1 Jumps with proper preparation (arms back & knees bent) and lands softly with knees bent.
- MS.5.1 Combines beat awareness with locomotor and non-locomotor movements.
- MS.6.1 Maintains stillness on various bases of support (body parts) using different body shapes.
- MS.7.1a Transfers weight from hands and feet to hands only for momentary weight support.
- MS.7.1b Performs a forward roll or shoulder roll in a tucked position (chin to chest).
- MS.8.1 Developmentally appropriate at grade 2
- MKA.1.1a Describes general and self-space.
- MKA.1.1b Maintains self-space while traveling in general space.
- MKA.2.1a Describes low, medium, and high levels.
- MKA.2.1b Demonstrates low, medium, and high levels while in self-space and general space.

- MKA.3.1a Describes different speeds and forces.
- MKA.3.1b Demonstrates slow and fast speeds. MKA.4.1a Describes relationships with objects or people (over, around, under, through).
- MKA.4.1b Demonstrates a variety of relationships with objects or people (over, around, under, through).
- MKA.5.1a Contrasts the stability of wide and narrow bases of support.
- MKA.5.1b Differentiates wide and narrow bases of support.
- FPA.2.1 Discusses the benefits of being active/playing.
- PSR.1.1 Accepts personal responsibility by appropriately using equipment and space.
- PSR.2.1 Responds appropriately to teacher feedback.
- PSR.3.1 Works appropriately with others in a variety of class environments.
- PSR.4.1 Adheres to procedures and rules in the learning environment.
- PSR.5.1 Participates safely and uses equipment properly.
- VPA.1.1 Describes positive feelings that result from participation in physical activity.
- VPA.2.1 Exhibits a willingness to attempt new or challenging experiences.

Grade 2 Outcomes (Standards)

- MS.2.2a Jogs and runs using a mature pattern.*
- MS.4.2 Jumps using 4 of 5 critical elements* (hips, knees, & ankles bent, arms extend upward, body extends & stretches upward while in flight, hips, knees, & ankles bend on landing).
- MS.4.2 Jumps using 4 of 5 critical elements* (hips, knees, & ankles bent, arms extend upward, body extends & stretches upward while in flight, hips, knees, & ankles bend on landing).
- MS.5.2 Performs a simple, creative dance using locomotor, non-locomotor, and movement concepts.
- MS.6.2 Maintains stillness on various bases of support at different levels.
- MS.7.2 Performs a forward roll or shoulder roll while maintaining a curled body shape.
- MS.8.2 Moves out of a balance using an appropriate weight transfer and/or roll.
- MKA.1.2a Explains the importance of self-space while moving.
- MKA.1.2b Travels using various locomotor skills in general space.
- MKA.2.2a Explains the use of different pathways.
- MKA.2.2b Demonstrates and applies all three pathways (straight, curvy, zigzag).
- MKA.3.2a Explains the use of speeds and forces.
- MKA.3.2b Demonstrates various speeds and forces.
- MKA.4.2a Explains symmetrical and non-symmetrical body shapes.
- MKA.4.2b Demonstrates symmetrical and non-symmetrical body shapes.
- MKA.4.2c Uses relationships and body shapes in simple dance and/or gymnastics sequences.
- MKA.5.2a Explains the need for muscular tension to maintain balance.
- MKA.5.2b Applies the concept of muscular tension while balancing on various bases of support.
- FPA.2.2 Identifies personal physical activity choices.
- PSR.1.2 Participates with minimal prompting.
- PSR.2.2 Accepts specific teacher feedback
- PSR.3.2 Demonstrates awareness of personal behavior with regard to cooperation and sharing.
- PSR.4.2 Identifies the need for procedures and rules to create a positive learning environment.
- PSR.5.2 Recognizes potential personal safety issues.
- VPA.1.2 Recognizes and participates in physical activity for enjoyment, self-expression, and/or social interaction.

- VPA.2.2 Exhibits a willingness to continue practicing challenging experiences.