



## Physical Education - Grade 2

### **Course Description:**

The Indian Community School cultivates an enduring cultural identity and critical thinking by weaving indigenous teachings with a distinguished learning environment. The curriculum for this course is developed from the [National Shape America Standards](#) and the framework of the [ICS Our Ways Cultural Calendar](#). In this course, students are actively engaged in a safe, caring, fun, physically active environment with an emphasis on lifetime fitness and American Indian culture. Contemporary, as well as Native sports, games, activities, dances, stories, language and teachings will be utilized. Our Sacred Gifts, traditional teachings, and the medicine wheel guide us as we learn to take care of our body, recognize our community responsibilities, and learn to live in balance while incorporating 21st century skills (collaboration, communication, critical thinking, creativity), student choice, and digital literacy. Physical literacy skills, including motor skills and movement patterns, concepts and strategies, health-enhancing physical fitness, responsible behavior, and valuing physical activity are introduced and practiced. Skills at this level continues to focus on emerging levels of basic age appropriate motor skills, movement knowledge, physical activity knowledge, active engagement, fitness knowledge, nutrition, personal responsibility, accepting feedback, working with others, safety and participation in physical activity for health, challenge and self-expression/enjoyment.

### **Enduring Understandings:**

- Being physically active as an American Indian or Alaskan Native is important in living a healthy balanced life, incorporating the physical, mental, emotional, and spiritual self.
- People who participate in regular physical activity are less likely to become obese and are more likely to lead active, healthy lifestyles as adults.
- Physically active people have more active brains and physical activity decreases anxiety and depression and contributes to overall well-being.
- Repetition of proper technique leads to improvement and successful skill acquisition and is important in nurturing resilience.
- Foundational movement skills and patterns are necessary including locomotor, non-locomotor, and manipulatives to enjoy physical activity and to facilitate continued motor skill development and improve the capacity for successful and advanced levels of performance to further the likelihood of participation on a daily basis.
- Application of cognitive movement concepts increases the individual's ability to understand and enhance motor skill acquisition and performance.
- Engaging in regular participation of meaningful health-enhancing physical activities is necessary to maintain personal physical fitness.
- Grandfather teachings guide us in developing responsible personal and social behaviors.
- Indigenous games are known as the Games of Life and strengthen our community by recognizing and valuing each person as a welcome part of the circle.
- Technology use and application contributes to personalized 21st century physical literacy skills.

### **MOTOR SKILLS AND MOVEMENT PATTERNS**

- I can skip using a mature pattern. (S1.E1.2)
- I can run with a mature pattern. (S1.E2.2a)



- I can travel and differentiate between jogging and sprinting. (S1.E2.2a)

## **MOTOR SKILLS AND MOVEMENT PATTERNS (continued)**

- I can demonstrate jumping and landing in a horizontal plane using a variety of one-foot and two-foot take-offs and landings. (S1.E3.2)
- I can demonstrate jumping and landing in a vertical plane. (S1.E4.2)
- I can perform a rhythmic activity with correct response to simple rhythms. (S1.E5.2)
- I can balance on different bases of support, combining levels and shapes. (S1.E7.2a)
- I can transfer weight from my feet to different body parts and bases of support for balance and travel. (S1.E8.2)
- I can roll in different directions with either a narrow or curled body shape. (S1.E9.2)
- I can throw overhand. (S1.E13.2)
- I can volley an object with an open palm, sending it upward. (S1.E14.2)
- I can catch a self-tossed or well-thrown large ball with my hands. (S1.E16.2)
- I can dribble in self-space with my preferred hand in a mature pattern. (S1.E17.2a)
- I can dribble using my preferred hand while walking in general space. (S1.E17.2b)
- I can dribble with my feet in general space with control of the ball and my body. (S1.E18.2)
- I can use a continuous running approach and kick a moving ball. (S1.E21.2)
- I can volley an object upward with consecutive hits. (S1.E22.2)
- I can strike an object upward with a short-handled implement, using consecutive hits. (S1.E24.2)
- I can strike an object with a long-handled implement, using correct grip and side/body orientation. (S1.E25.2)
- I can jump a self-turned rope consecutively forward and backward with a mature pattern. (S1.E27.2a)
- I can jump a long rope 5 times consecutively with student turners. (S1.E27.2b)

## **MOVEMENT AND PERFORMANCE**

- I can combine locomotor skills in general space to a rhythm. (S2.E1.2)
- I can combine shapes, levels and pathways into simple sequences. (S2.E2.2)
- I can vary time and force with gradual increases and decreases. (S2.E3.2)

## **HEALTH-ENHANCING PHYSICAL ACTIVITY AND FITNESS**

- I can describe large-motor and or manipulative physical activities for participation outside of physical education class. (S3.E1.2)
- I can engage actively in physical education class instruction and practice. (S3.E2.2)



- I can identify physical activities that contribute to fitness. (S3.E3.2b)
- I can recognize the “good health balance” of good nutrition with physical activity. (S3.E6.2)

## PERSONAL AND SOCIAL RESPONSIBILITY

- I can practice skills with minimal reminders. (S4.E1.2)
- I can accept responsibility for my class protocols by my behavior and performance actions. (S4.E2.2)
- I can accept specific corrective feedback from the teacher. (S4.E3.2)
- I can work on task with a partner. (S4.E4.2)
- I can recognize the role of rules and etiquette in physical activities. (S4.E5.2)
- I can work independently and safely in physical education. (S4.E6.2a)
- I can work safely with equipment in physical education. (S4.E6.2b)

## VALUE OF PHYSICAL ACTIVITY

- I can recognize the value of “good health balance.” (S5.E1.2)
- I can compare physical activities that bring confidence and challenge. (S5.E2.2)
- I can identify physical activities that provide self-expression. (S5.E3.2)