

GRADE LEVEL: SECOND

SUBJECT: PHYSICAL EDUCATION

DATE: 2018-2019

GRADING PERIOD: QUARTER 1

MASTER COPY 1-8-19

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
MOTOR SKILLS AND MOVEMENT					
Locomotor Skills <ul style="list-style-type: none"> • Hopping • Galloping • Running • Sliding • Skipping • Leaping • Walking • Running 	2.1.1.A: Performs mature patterns in locomotor skills in isolation (leap).	<ul style="list-style-type: none"> • Performs mature patterns in locomotor skills in isolation (leap). 	<ul style="list-style-type: none"> • Teacher observation 	<ul style="list-style-type: none"> • Leap 	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> • Jumping and landing patterns <ul style="list-style-type: none"> – Horizontal Plane – Vertical Plane 	<p>2.1.2.A: Demonstrates four of the five critical elements for jumping and landing in a horizontal and vertical planes using a variety of 1-and 2-foot take-offs and landings.</p>	<ul style="list-style-type: none"> • Demonstrates jumping in horizontal and vertical planes with 1 foot take offs. • Demonstrates jumping in horizontal and vertical planes with 2 foot take offs. • Implements jumping with 4 of the 5 critical elements. • Demonstrates landing in horizontal and vertical planes. • Implements landing with 4 of the 5 critical elements. 	<ul style="list-style-type: none"> • Teacher observation 		CRITICAL
<ul style="list-style-type: none"> • Rhythm 	<p>2.1.3.A: Performs a teacher-and/or student designed rhythmic activity with correct response to simple rhythms.</p>	<ul style="list-style-type: none"> • Performs rhythmic steps that are teacher designed to simple rhythms. • Performs rhythmic steps that are student designed to simple rhythms. 		<ul style="list-style-type: none"> • Side step • Grapevine 	ADDITIONAL
<p>Nonlocomotor Skills</p> <ul style="list-style-type: none"> • Bend • Twist • Turn • Sway 	<p>2.1.4.A: Performs a sequence of non-locomotor skills, transitioning smoothly from one skill to another.</p>	<ul style="list-style-type: none"> • Demonstrates a sequence of non-locomotor skills with smooth transitions. 	<ul style="list-style-type: none"> • Teacher observation 	<ul style="list-style-type: none"> • Balance 	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> Weight transfer 	2.1.6.A: Transfers weight from feet to different body parts/bases of support for balance and/or travel.	<ul style="list-style-type: none"> Transfers weight from feet to another body part to support for balance. Transfers weight from feet to another body part to support for travel. 	<ul style="list-style-type: none"> Teacher observation 		CRITICAL
Manipulative Skills <ul style="list-style-type: none"> Throw 	2.1.7.A: Throws underhand using a mature pattern.	<ul style="list-style-type: none"> Performs underhand throw with a mature pattern. 	<ul style="list-style-type: none"> Teacher observation 	<ul style="list-style-type: none"> Underhand 	CRITICAL
	2.1.7.B: Throws overhand with different sizes and types of objects in a developing pattern.	<ul style="list-style-type: none"> Demonstrates overhand throw with different size objects. Uses a developing pattern in the throw. 	<ul style="list-style-type: none"> Teacher observation 	<ul style="list-style-type: none"> Overhand 	IMPORTANT
<ul style="list-style-type: none"> Catch 	2.1.9.A: Catches a self-tossed or well-thrown large ball with hands, not trapping or cradling against the body.	<ul style="list-style-type: none"> Catches a gently tossed large ball with hands only. 	<ul style="list-style-type: none"> Teacher observation Catching Rubric 		CRITICAL
<ul style="list-style-type: none"> Foot Pass/Kick 	2.1.11.A: Demonstrates an emerging pattern while passing and kicking a moving ball with the inside of the foot.	<ul style="list-style-type: none"> Pass a moving ball with the inside of the foot. Kicks a moving ball with the inside of the foot. 	<ul style="list-style-type: none"> Teacher observation Rubric 	<ul style="list-style-type: none"> Inside foot 	CRITICAL
<ul style="list-style-type: none"> Foot Dribble 	2.1.12.A: Dribbles with the feet in general space with control of ball and body.	<ul style="list-style-type: none"> Dribbles with the feet control of ball and body. 	<ul style="list-style-type: none"> Teacher observation Rubric 	<ul style="list-style-type: none"> Inside foot dribble Outside foot dribble 	CRITICAL
<ul style="list-style-type: none"> Foot Trap Receive 	2.1.13.A: Performs emerging pattern while receiving with the non-preferred foot when stationary.	<ul style="list-style-type: none"> Receives with the non-preferred foot when stationary. 	<ul style="list-style-type: none"> Teacher observation Rubric 	<ul style="list-style-type: none"> Trap Give 	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> Strike <ul style="list-style-type: none"> Underhand 	2.1.14.A: Volleys an object upward with consecutive hits with open palm or forearms.	<ul style="list-style-type: none"> Performs a volley in the upward motion with open palm. Performs a volley in the upward motion with forearms 	<ul style="list-style-type: none"> Teacher Observation 	<ul style="list-style-type: none"> Open palm Forearm hit 	IMPORTANT
<ul style="list-style-type: none"> Jump Rope 	2.1.16.A: Jumps a self-turned rope consecutively forward and backward with a mature pattern.	<ul style="list-style-type: none"> Manipulates a self-turned rope to consecutively jump in a forward pattern. Manipulates a self-turned rope to consecutively jump in a backwards pattern. 	<ul style="list-style-type: none"> Teacher observation 		IMPORTANT
KNOWLEDGE					
Space	2.2.1.A: Combines locomotor skills in general space to a rhythm.	<ul style="list-style-type: none"> Applies rhythm to locomotor movements in open space. 	<ul style="list-style-type: none"> Teacher observation 		CRITICAL
Pathways, Shapes, Levels	2.2.2.A: Combines shapes, levels and pathways into simple travel, dance and gymnastics sequences.	<ul style="list-style-type: none"> Manipulates body into shapes with simple travel. Manipulates body level with simple travel. Maneuvers pathways with simple travel. Combines shape, level and pathway into dance. Combines shape, level, and pathway in gymnastic sequences. 	<ul style="list-style-type: none"> Teacher observation 		CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
Speed, Direction, Force	2.2.3.A: Varies time and force with gradual increases and decreases.	<ul style="list-style-type: none"> Varies force and timing to movement with increases and decreases. 	<ul style="list-style-type: none"> Teacher observation 	<ul style="list-style-type: none"> Force 	IMPORTANT
PHYSICAL ACTIVITY AND FITNESS LEVEL					
Physical activity knowledge	2.3.1.A: Describes large motor and/or manipulative physical activities for participation outside physical education class.	<ul style="list-style-type: none"> Verbalizes participation in outside activities that use large motor skills. Verbalizes participation in outside activities that use manipulative physical activities. 	<ul style="list-style-type: none"> Discussion 		IMPORTANT
Engages in physical activity	2.3.2.A: Actively engages in physical education class in response to instruction and practice.	<ul style="list-style-type: none"> Actively engages in physical education activities in response to instruction. Actively engages in physical education activities in response to practice. 	<ul style="list-style-type: none"> Teacher observation 		CRITICAL
Fitness knowledge	2.3.3.A: Recognizes the use of the body as resistance (such as holds body in plank position, bear crawl, crab walk, etc.) for developing strength.	<ul style="list-style-type: none"> Understands that to develop strength the body is used as resistance. <ul style="list-style-type: none"> Plank position Bear crawl Crab walk 		<ul style="list-style-type: none"> Resistance Strength 	IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
	2.3.3.B: Identifies physical activities that contribute to fitness.	<ul style="list-style-type: none"> Recognizes that physical activities help with fitness. 			IMPORTANT
Body Systems	2.3.5.A: Recognizes structure and function of the circulatory and respiratory system.	<ul style="list-style-type: none"> Describes structure of circulatory system. Describes structure of respiratory system. Describes function of circulatory system. Describes function of respiratory system. 		<ul style="list-style-type: none"> Circulatory Respiratory 	IMPORTANT
Nutrition	2.3.6.A: Recognizes the “good health balance” of nutrition and physical activity.	<ul style="list-style-type: none"> Identifies a balance of good nutrition. Identifies a balance of good physical activity. 		<ul style="list-style-type: none"> MyPlate Food Groups <ul style="list-style-type: none"> Vegetables Fruits Protein Grains Dairy 	IMPORTANT
PERSONAL AND SOCIAL BEHAVIOR					
Personal Responsibility	2.4.1.A: Practices skills with minimal teacher prompting.	<ul style="list-style-type: none"> Practices skills with minimal teacher prompting. 	<ul style="list-style-type: none"> Teacher observation 		CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
	2.4.1.B: Accepts responsibility and consequences for following rules and protocols.	<ul style="list-style-type: none"> • Accepts responsibility for following rules. • Accepts responsibility for following protocol. • Accepts consequences for not following rules. • Accepts consequences for not following protocol. 	<ul style="list-style-type: none"> • Teacher observation 		CRITICAL
Accepting Feedback	2.4.2.A: Accepts corrective feedback from the teacher.	<ul style="list-style-type: none"> • Accepts corrective feedback from the teacher. 	<ul style="list-style-type: none"> • Teacher observation 		CRITICAL
Working with Others	2.4.3.A: Works independently with others in partner activities.	<ul style="list-style-type: none"> • Works independently with others in partner activities. 	<ul style="list-style-type: none"> • Teacher observation 		CRITICAL
Rules & Etiquette	2.4.4.A: Accepts responsibility and consequences for following rules and protocols for class activities.	<ul style="list-style-type: none"> • Accepts responsibility for following rules for class activities. • Accepts responsibility for following protocol for class activities. • Accepts consequences for not following rules for class activities. • Accepts consequences for not following protocol for class activities. 	<ul style="list-style-type: none"> • Teacher observation 		CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
Safety	2.4.5.A: Works independently and safely in physical education, including equipment use.	<ul style="list-style-type: none"> • Works safely with peers with equipment. • Works safely with peers without equipment. • Works safely independently without equipment. • Works safely independently with equipment. 	<ul style="list-style-type: none"> • Teacher observation 		CRITICAL
VALUE OF PHYSICAL ACTIVITY					
Health	2.5.1.A: Recognizes the value of “good health balance”.	<ul style="list-style-type: none"> • Discusses the value of good health balance. 	<ul style="list-style-type: none"> • Group discussion 		IMPORTANT
Challenge	2.5.2.A: Compares physical activities that bring confidence and challenge.	<ul style="list-style-type: none"> • Compares physical activities that bring confidence. • Compares physical activities that bring challenge. 	<ul style="list-style-type: none"> • Group discussion 		IMPORTANT
Self-expression and Enjoyment	2.5.3.A: Identifies physical activities that provide self-expression.	<ul style="list-style-type: none"> • Verbalizes physical activities that provide self-expression. 			IMPORTANT
Social Interaction	2.5.4.A: Understands that physical activities can foster cooperation.	<ul style="list-style-type: none"> • Comprehends that physical activities can lead to cooperation. 	<ul style="list-style-type: none"> • Group discussion 		IMPORTANT

GRADE LEVEL: SECOND

SUBJECT: PHYSICAL EDUCATION

DATE: 2018-2019

GRADING PERIOD: QUARTER 2

MASTER COPY 1-8-19

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
MOTOR SKILLS AND MOVEMENT					
Locomotor Skills <ul style="list-style-type: none"> • Hopping • Galloping • Running • Sliding • Skipping • Leaping • Walking • Running 	2.1.1.A: Performs mature patterns in locomotor skills in isolation (leap).	<ul style="list-style-type: none"> • Performs mature patterns in locomotor skills in isolation (leap). 	<ul style="list-style-type: none"> • Teacher observation 		IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> • Jumping and landing patterns <ul style="list-style-type: none"> – Horizontal plane – Vertical plane 	<p>2.1.2.A: Demonstrates four of the five critical elements for jumping and landing in a horizontal and vertical planes using a variety of 1-and 2-foot take-offs and landings.</p>	<ul style="list-style-type: none"> • Demonstrates jumping in horizontal and vertical planes with 1 foot take offs. • Demonstrates jumping in horizontal and vertical planes with 2 foot take offs. • Implements jumping with 4 of the 5 critical elements. • Demonstrates landing in horizontal and vertical planes. • Implements landing with 4 of the 5 critical elements. 	<ul style="list-style-type: none"> • Teacher observation 		CRITICAL
<ul style="list-style-type: none"> • Rhythm 	<p>2.1.3.A: Performs a teacher-and/or student designed rhythmic activity with correct response to simple rhythms.</p>	<ul style="list-style-type: none"> • Performs rhythmic steps that are teacher designed to simple rhythms. • Performs rhythmic steps that are student designed to simple rhythms. 		<ul style="list-style-type: none"> • Side step • Grapevine 	CRITICAL
<p>Nonlocomotor Skills</p> <ul style="list-style-type: none"> • Bend • Twist • Turn • Sway 	<p>2.1.4.A: Performs a sequence of non-locomotor skills, transitioning smoothly from one skill to another.</p>	<ul style="list-style-type: none"> • Demonstrates a sequence of non-locomotor skills with smooth transitions. 	<ul style="list-style-type: none"> • Teacher observation 	<ul style="list-style-type: none"> • Balance 	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> Weight transfer 	2.1.6.A: Transfers weight from feet to different body parts/bases of support for balance and/or travel.	<ul style="list-style-type: none"> Transfers weight from feet to another body part to support for balance. Transfers weight from feet to another body part to support for travel. 	<ul style="list-style-type: none"> Teacher observation 		CRITICAL
Manipulative Skills <ul style="list-style-type: none"> Throw 	2.1.7.A: Throws underhand using a mature pattern.	<ul style="list-style-type: none"> Performs underhand throw with a mature pattern. 	<ul style="list-style-type: none"> Teacher observation 	<ul style="list-style-type: none"> Underhand 	IMPORTANT
	2.1.7.B: Throws overhand with different sizes and types of objects in a developing pattern.	<ul style="list-style-type: none"> Demonstrates overhand throw with different size objects. Throws overhand with different types of objects in a developing pattern. 	<ul style="list-style-type: none"> Teacher observation 	<ul style="list-style-type: none"> Overhand 	CRITICAL
<ul style="list-style-type: none"> Catch 	2.1.9.A: Catches a self-tossed or well-thrown large ball with hands, not trapping or cradling against the body.	<ul style="list-style-type: none"> Catches gently tossed large ball with hands only. Catches a self-tossed large ball with hands. 	<ul style="list-style-type: none"> Teacher observation 		IMPORTANT
	2.1.9.B: Catches various sized balls by a skilled thrower.	<ul style="list-style-type: none"> Performs catches from tosses of different sized balls thrown by a skilled thrower. 	<ul style="list-style-type: none"> Catching Rubric 		CRITICAL
<ul style="list-style-type: none"> Foot Pass/Kick 	2.1.11.A: Demonstrates an emerging pattern while passing and kicking a moving ball with the inside of the foot.	<ul style="list-style-type: none"> Pass a moving ball with the inside of the foot. Kicks a moving ball with the inside of the foot. 			IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> Foot Dribble 	<p>2.1.12.A: Dribbles with the feet in general space with control of ball and body.</p>	<ul style="list-style-type: none"> Dribbles with the feet in general space with control of ball. Dribbles with the feet in general space with control of body. 	<ul style="list-style-type: none"> Teacher observation Rubric 		IMPORTANT
<ul style="list-style-type: none"> Foot Trap Receive 	<p>2.1.13.A: Performs emerging pattern while receiving with the non-preferred foot when stationary.</p>	<ul style="list-style-type: none"> Receives with the non-preferred foot when stationary. 	<ul style="list-style-type: none"> Teacher observation Rubric 		IMPORTANT
<ul style="list-style-type: none"> Strike <ul style="list-style-type: none"> Underhand 	<p>2.1.14.A: Volleys an object upward with consecutive hits with open palm or forearms.</p>	<ul style="list-style-type: none"> Performs a volley in the upward motion with open palm. Performs a volley in the upward motion with forearms. Volleys with consecutive hits. 	<ul style="list-style-type: none"> Teacher observation 	<ul style="list-style-type: none"> Open palm Forearms 	IMPORTANT
<ul style="list-style-type: none"> Strike <ul style="list-style-type: none"> With an implement 	<p>2.1.15.B: Strikes a ball off a tee or cone with a bat, using correct grip and body alignment.</p>	<ul style="list-style-type: none"> Hits a ball off a tee or cone using a bat. Uses correct grip while hitting a ball with a bat. Uses correct body alignment while using a bat. 	<ul style="list-style-type: none"> Teacher observation 		CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> Jump Rope 	2.1.16.A: Jumps a self-turned rope consecutively forward and backward with a mature pattern.	<ul style="list-style-type: none"> Manipulates a self-turned rope to consecutively jump in a forward pattern. Manipulates a self-turned rope to consecutively jump in a backwards pattern. 	<ul style="list-style-type: none"> Teacher observation 		IMPORTANT
	2.1.16.B: Jumps with a long rope five times consecutively with student turners.	<ul style="list-style-type: none"> Performs five consecutive jumps with a long rope turned by students. 			IMPORTANT
KNOWLEDGE					
Space	2.2.1.A: Combines locomotor skills in general space to a rhythm.	<ul style="list-style-type: none"> Applies rhythm to locomotor movements in open space. 	<ul style="list-style-type: none"> Teacher observation 		CRITICAL
Pathways, Shapes, Levels	2.2.2.A: Combines shapes, levels and pathways into simple travel, dance and gymnastics sequences.	<ul style="list-style-type: none"> Manipulates body into shapes with simple travel. Manipulates body level with simple travel. Maneuvers pathways with simple travel. Combines shape, level and pathway into dance. Combines shape, level, and pathway in gymnastic sequences. 	<ul style="list-style-type: none"> Teacher observation 		CRITICAL
Speed, Direction, Force	2.2.3.A: Varies time and force with gradual increases and decreases.	<ul style="list-style-type: none"> Varies force and timing to movement with increases and decreases. 	<ul style="list-style-type: none"> Teacher observation 	<ul style="list-style-type: none"> Force 	IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
PHYSICAL ACTIVITY AND FITNESS LEVEL					
Physical activity knowledge	2.3.1.A: Describes large motor and/or manipulative physical activities for participation outside physical education class.	<ul style="list-style-type: none"> • Verbalizes participation in outside activities that use large motor skills. • Verbalizes participation in outside activities that use manipulative physical activities. 	<ul style="list-style-type: none"> • Discussion 		IMPORTANT
Engages in physical activity	2.3.2.A: Actively engages in physical education class in response to instruction and practice.	<ul style="list-style-type: none"> • Actively engages in physical education activities in response to instruction. • Actively engages in physical education activities in response to practice. 	Teacher observation		CRITICAL
Fitness knowledge	2.3.3.A: Recognizes the use of the body as resistance (such as holds body in plank position, bear crawl, crab walk, etc.) for developing strength.	<ul style="list-style-type: none"> • Understands that to develop strength the body is used as resistance. <ul style="list-style-type: none"> – Plank position – Bear crawl – Crab walk 	<ul style="list-style-type: none"> • Teacher observation • Teacher discussion 	<ul style="list-style-type: none"> • Resistance • Strength 	CRITICAL
	2.3.3.B: Identifies physical activities that contribute to fitness.	<ul style="list-style-type: none"> • Recognizes that physical activities help with fitness. 	<ul style="list-style-type: none"> • Teacher discussion 		CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
Body Systems	2.3.5.A: Recognizes structure and function of the circulatory and respiratory system.	<ul style="list-style-type: none"> • Describes structure of circulatory system. • Describes structure of respiratory system. • Describes function of circulatory system. • Describes function of respiratory system. 	<ul style="list-style-type: none"> • Teacher discussion 	<ul style="list-style-type: none"> • Circulatory • Respiratory 	CRITICAL
Nutrition	2.3.6.A: Recognizes the “good health balance” of nutrition and physical activity.	<ul style="list-style-type: none"> • Identifies a balance of good nutrition. • Identifies a balance of good physical activity. 	<ul style="list-style-type: none"> • Teacher discussion 	<ul style="list-style-type: none"> • MyPlate • Food Groups <ul style="list-style-type: none"> – Vegetables – Fruits – Protein – Grains – Dairy 	CRITICAL
PERSONAL AND SOCIAL BEHAVIOR					
Personal Responsibility	2.4.1.A: Practices skills with minimal teacher prompting.	<ul style="list-style-type: none"> • Practices skills with minimal teacher prompting. 	<ul style="list-style-type: none"> • Teacher observation 		CRITICAL
	2.4.1.B: Accepts responsibility and consequences for following rules and protocols.	<ul style="list-style-type: none"> • Accepts responsibility for following rules. • Accepts responsibility for following protocol. • Accepts consequences for not following rules. • Accepts consequences for not following protocol. 	<ul style="list-style-type: none"> • Teacher observation 		CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
Accepting Feedback	2.4.2.A: Accepts corrective feedback from the teacher.	<ul style="list-style-type: none"> • Accepts corrective feedback from the teacher. 	<ul style="list-style-type: none"> • Teacher observation 		CRITICAL
Working with Others	2.4.3.A: Works independently with others in partner activities.	<ul style="list-style-type: none"> • Works independently with others in partner activities. 	<ul style="list-style-type: none"> • Teacher observation 		CRITICAL
Rules & Etiquette	2.4.4.A: Accepts responsibility and consequences for following rules and protocols for class activities.	<ul style="list-style-type: none"> • Accepts responsibility for following rules for class activities. • Accepts responsibility for following protocol for class activities. • Accepts consequences for not following rules for class activities. • Accepts consequences for not following protocol for class activities. 	<ul style="list-style-type: none"> • Teacher observation 		CRITICAL
Safety	2.4.5.A: Works independently and safely in physical education, including equipment use.	<ul style="list-style-type: none"> • Works safely with peers with equipment. • Works safely with peers without equipment. • Works safely independently without equipment. • Works safely independently with equipment. 	<ul style="list-style-type: none"> • Teacher observation 		CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
VALUE OF PHYSICAL ACTIVITY					
Health	2.5.1.A: Recognizes the value of “good health balance”.	<ul style="list-style-type: none"> • Discusses the value of good health balance. 	<ul style="list-style-type: none"> • Group discussion 		IMPORTANT
Challenge	2.5.2.A: Compares physical activities that bring confidence and challenge.	<ul style="list-style-type: none"> • Compares physical activities that bring confidence. • Compares physical activities that bring challenge. 	<ul style="list-style-type: none"> • Group discussion 		IMPORTANT
Self-expression and Enjoyment	2.5.3.A: Identifies physical activities that provide self-expression.	<ul style="list-style-type: none"> • Identifies physical activities that provide self-expression. 			IMPORTANT
Social Interaction	2.5.4.A: Understands that physical activities can foster cooperation.	<ul style="list-style-type: none"> • Comprehends that physical activities can lead to cooperation. 	<ul style="list-style-type: none"> • Group discussion 		IMPORTANT

GRADE LEVEL: SECOND

SUBJECT: PHYSICAL EDUCATION

DATE: 2018-2019

GRADING PERIOD: QUARTER 3

MASTER COPY 1-8-19

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
MOTOR SKILLS AND MOVEMENT					
Locomotor Skills <ul style="list-style-type: none"> • Hopping • Galloping • Running • Sliding • Skipping • Leaping 	2.1.1.A: Performs mature patterns in locomotor skills in isolation (leap).	<ul style="list-style-type: none"> • Performs mature patterns in locomotor skills in isolation (leap). 	<ul style="list-style-type: none"> • Teacher observation 		IMPORTANT
<ul style="list-style-type: none"> • Jumping and landing patterns <ul style="list-style-type: none"> – Horizontal plane – Vertical plane 	2.1.2.A: Demonstrates four of the five critical elements for jumping and landing in a horizontal and vertical planes using a variety of 1-and 2-foot take-offs and landings.	<ul style="list-style-type: none"> • Demonstrates jumping in horizontal and vertical planes with 1 foot take offs. • Demonstrates jumping in horizontal and vertical planes with 2 foot take offs. • Implements jumping with 4 of the 5 critical elements. • Demonstrates landing in horizontal and vertical planes. • Implements landing with 4 of the 5 critical elements. 	<ul style="list-style-type: none"> • Teacher observation 		IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> Rhythm 	2.1.3.A: Performs a teacher-and/or student designed rhythmic activity with correct response to simple rhythms.	<ul style="list-style-type: none"> Performs rhythmic steps that are teacher designed to simple rhythms. Performs rhythmic steps that are student designed to simple rhythms. 			CRITICAL
Nonlocomotor Skills <ul style="list-style-type: none"> Bend Twist Turn Sway 	2.1.4.A: Performs a sequence of non-locomotor skills, transitioning smoothly from one skill to another.	<ul style="list-style-type: none"> Demonstrates a sequence of non-locomotor skills with smooth transitions. 	<ul style="list-style-type: none"> Teacher observation 		IMPORTANT
<ul style="list-style-type: none"> Weight transfer 	2.1.6.A: Transfers weight from feet to different body parts/bases of support for balance and/or travel.	<ul style="list-style-type: none"> Transfers weight from feet to another body part to support for balance. Transfers weight from feet to another body part to support for travel. 	<ul style="list-style-type: none"> Teacher observation 		CRITICAL
Manipulative Skills <ul style="list-style-type: none"> Throw 	2.1.7.A: Throws underhand using a mature pattern.	<ul style="list-style-type: none"> Performs underhand throw with a mature pattern. 	<ul style="list-style-type: none"> Teacher observation 		IMPORTANT
	2.1.7.B: Throws overhand with different sizes and types of objects in a developing pattern.	<ul style="list-style-type: none"> Demonstrates overhand throw with different size objects. 	<ul style="list-style-type: none"> Teacher observation 		IMPORTANT
<ul style="list-style-type: none"> Catch 	2.1.9.A: Catches a self-tossed or well-thrown large ball with hands, not trapping or cradling against the body.	<ul style="list-style-type: none"> Catches gently tossed large ball with hands only. Catches self-tossed ball with hands only. 	<ul style="list-style-type: none"> Teacher observation 		IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
	2.1.9.B: Catches various sized balls by a skilled thrower.	<ul style="list-style-type: none"> Performs catches from tosses of different sized balls thrown by a skilled thrower. 	<ul style="list-style-type: none"> Catching rubric 		CRITICAL
<ul style="list-style-type: none"> Hand dribble 	2.1.10.A: Dribbles in personal space with preferred hand demonstrating a mature pattern.	<ul style="list-style-type: none"> Controls dribble with preferred hand in personal space with mature pattern. 	<ul style="list-style-type: none"> Dribble rubric 	<ul style="list-style-type: none"> Finger pads 	CRITICAL
	2.1.10.B: Dribbles using the preferred hand while walking in a general space.	<ul style="list-style-type: none"> Dribbles in a general space using preferred hand while walking. 	<ul style="list-style-type: none"> Teacher observation 		CRITICAL
<ul style="list-style-type: none"> Foot Pass/Kick 	2.1.11.A: Demonstrates an emerging pattern while passing and kicking a moving ball with the inside of the foot.	<ul style="list-style-type: none"> Pass a moving ball with the inside of the foot. 			ADDITIONAL
<ul style="list-style-type: none"> Foot Dribble 	2.1.12.A: Dribbles with the feet in general space with control of ball and body.	<ul style="list-style-type: none"> Dribbles with the feet control of ball and body. 	<ul style="list-style-type: none"> Teacher observation Rubric 		ADDITIONAL
<ul style="list-style-type: none"> Foot Trap Receive 	2.1.13.A: Performs emerging pattern while receiving with the non-preferred foot when stationary.	<ul style="list-style-type: none"> Receives with the non-preferred foot when stationary. 	<ul style="list-style-type: none"> Teacher observation Rubric 		ADDITIONAL
<ul style="list-style-type: none"> Strike – Underhand 	2.1.14.A: Volleys an object upward with consecutive hits with open palm or forearms.	<ul style="list-style-type: none"> Performs a volley in the upward motion with open palm. Performs a volley in the upward motion with forearms. 	<ul style="list-style-type: none"> Teacher observation 	<ul style="list-style-type: none"> Open palm Forearm hit 	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> Strike with an implement 	2.1.15.A: Strikes an object upward with a short-handled implement, using consecutive hits.	<ul style="list-style-type: none"> Demonstrates upward strike with implement. Consecutively hits and object using short-handled implement. 	<ul style="list-style-type: none"> Teacher observation 		IMPORTANT
<ul style="list-style-type: none"> Jump Rope 	2.1.16.A: Jumps a self-turned rope consecutively forward and backward with a mature pattern.	<ul style="list-style-type: none"> Manipulates a self-turned rope to consecutively jump in a forward pattern. Manipulates a self-turned rope to consecutively jump in a backwards pattern. 	<ul style="list-style-type: none"> Teacher observation 		CRITICAL
	2.1.16.B: Jumps with a long rope five times consecutively with student turners.	<ul style="list-style-type: none"> Performs five consecutive jumps with a long rope turned by students. 			IMPORTANT
KNOWLEDGE					
Space	2.2.1.A: Combines locomotor skills in general space to a rhythm.	<ul style="list-style-type: none"> Applies rhythm to locomotor movements in open space. 	<ul style="list-style-type: none"> Teacher observation 		ADDITIONAL
Pathways, Shapes, Levels	2.2.2.A: Combines shapes, levels and pathways into simple travel, dance and gymnastics sequences.	<ul style="list-style-type: none"> Manipulates body into shapes with simple travel. Manipulates body level with simple travel. Maneuvers pathways with simple travel. Combines shape, level 	<ul style="list-style-type: none"> Teacher observation 		ADDITIONAL

		<p>and pathway into dance.</p> <ul style="list-style-type: none">• Combines shape, level, and pathway in gymnastic sequences.			
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CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
Speed, Direction, Force	2.2.3.A: Varies time and force with gradual increases and decreases.	<ul style="list-style-type: none"> • Applies force and timing to movement with increasing variables. • Applies force and timing to movement with decreasing variables. 	<ul style="list-style-type: none"> • Teacher observation 	<ul style="list-style-type: none"> • Force 	IMPORTANT
PHYSICAL ACTIVITY AND FITNESS LEVEL					
Physical activity knowledge	2.3.1.A: Describes large motor and/or manipulative physical activities for participation outside physical education class.	<ul style="list-style-type: none"> • Verbalizes participation in outside activities that use large motor skills. • Verbalizes participation in outside activities that use manipulative physical activities. 	<ul style="list-style-type: none"> • Discussion 		IMPORTANT
Engages in physical activity	2.3.2.A: Actively engages in physical education class in response to instruction and practice.	<ul style="list-style-type: none"> • Actively engages in physical education activities in response to instruction. • Actively engages in physical education activities in response to practice. 	Teacher observation		CRITICAL
Fitness knowledge	2.3.3.A: Recognizes the use of the body as resistance (such as holds body in plank position, bear crawl, crab walk, etc.) for developing strength.	<ul style="list-style-type: none"> • Understands that to develop strength the body is used as resistance. <ul style="list-style-type: none"> – Plank Position – Bear Crawl – Crab Walk 	<ul style="list-style-type: none"> • Teacher observation • Teacher discussion 	<ul style="list-style-type: none"> • Resistance • Strength 	IMPORTANT

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CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
	2.3.3.B: Identifies physical activities that contribute to fitness.	<ul style="list-style-type: none"> Recognizes that physical activities help with fitness. 	<ul style="list-style-type: none"> Teacher discussion 		IMPORTANT
Nutrition	2.3.6.A: Recognizes the “good health balance” of nutrition and physical activity.	<ul style="list-style-type: none"> Identifies a balance of good nutrition. Identifies a balance of good physical activity. 	<ul style="list-style-type: none"> Teacher discussion 		IMPORTANT
PERSONAL AND SOCIAL BEHAVIOR					
Personal Responsibility	2.4.1.A: Practices skills with minimal teacher prompting.	<ul style="list-style-type: none"> Practices skills with minimal teacher prompting. 	<ul style="list-style-type: none"> Teacher observation 		CRITICAL
	2.4.1.B: Accepts responsibility and consequences for following rules and protocols.	<ul style="list-style-type: none"> Accepts responsibility for following rules. Accepts responsibility for following protocol. Accepts consequences for not following rules. Accepts consequences for not following protocol. 	<ul style="list-style-type: none"> Teacher observation 		CRITICAL
Accepting Feedback	2.4.2.A: Accepts corrective feedback from the teacher.	<ul style="list-style-type: none"> Accepts corrective feedback from the teacher. 	<ul style="list-style-type: none"> Teacher observation 		CRITICAL
Working with Others	2.4.3.A: Works independently with others in partner activities.	<ul style="list-style-type: none"> Works independently with others in partner activities. 	<ul style="list-style-type: none"> Teacher observation 		CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
Rules & Etiquette	2.4.4.A: Accepts responsibility and consequences for following rules and protocols for class activities.	<ul style="list-style-type: none"> • Accepts responsibility for following rules for class activities. • Accepts responsibility for following protocol for class activities. • Accepts consequences for not following rules for class activities. • Accepts consequences for not following protocol for class activities. 	<ul style="list-style-type: none"> • Teacher observation 		CRITICAL
Safety	2.4.5.A: Works independently and safely in physical education, including equipment use.	<ul style="list-style-type: none"> • Works safely with peers with equipment. • Works safely with peers without equipment. • Works safely independently with equipment. • Works safely independently with equipment. 	<ul style="list-style-type: none"> • Teacher observation 		CRITICAL
VALUE OF PHYSICAL ACTIVITY					
Health	2.5.1.A: Recognizes the value of “good health balance”.	<ul style="list-style-type: none"> • Discusses the value of good health balance. 			ADDITIONAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
Challenge	2.5.2.A: Compares physical activities that bring confidence and challenge.	<ul style="list-style-type: none"> • Compares physical activities that bring confidence. • Compares physical activities that bring challenge. 			ADDITIONAL
Self-expression and Enjoyment	2.5.3.A: Identifies physical activities that provide self-expression.	<ul style="list-style-type: none"> • Verbalizes physical activities that provide self-expression. 			CRITICAL
Social Interaction	2.5.4.A: Understands that physical activities can foster cooperation.	<ul style="list-style-type: none"> • Comprehends that physical activities can lead to cooperation. 	<ul style="list-style-type: none"> • Group discussion 		CRITICAL

GRADE LEVEL: SECOND

SUBJECT: PHYSICAL EDUCATION

DATE: 2018-2019

GRADING PERIOD: QUARTER 4

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CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
MOTOR SKILLS AND MOVEMENT					
Locomotor Skills <ul style="list-style-type: none"> • Hopping • Galloping • Running • Sliding • Skipping • Leaping 	2.1.1.A: Performs mature patterns in locomotor skills in isolation (leap).	<ul style="list-style-type: none"> • Performs mature patterns in locomotor skills in isolation (leap). 			ADDITIONAL
<ul style="list-style-type: none"> • Jumping and landing patterns <ul style="list-style-type: none"> – Horizontal plane – Vertical plane 	2.1.2.A: Demonstrates four of the five critical elements for jumping and landing in a horizontal and vertical planes using a variety of 1-and 2-foot take-offs and landings.	<ul style="list-style-type: none"> • Demonstrates jumping in horizontal and vertical planes with 1 foot take offs. • Demonstrates jumping in horizontal and vertical planes with 2 foot take offs. • Implements jumping with 4 of the 5 critical elements. • Demonstrates landing in horizontal and vertical planes. • Implements landing with 4 of the 5 critical elements. 			ADDITIONAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> Rhythm 	<p>2.1.3.A: Performs a teacher-and/or student designed rhythmic activity with correct response to simple rhythms.</p>	<ul style="list-style-type: none"> Performs rhythmic steps that are teacher designed to simple rhythms. Performs rhythmic steps that are student designed to simple rhythms. 			IMPORTANT
<p>Nonlocomotor Skills</p> <ul style="list-style-type: none"> Bend Twist Turn Sway 	<p>2.1.4.A: Performs a sequence of non-locomotor skills, transitioning smoothly from one skill to another.</p>	<ul style="list-style-type: none"> Demonstrates a sequence of non-locomotor skills with smooth transitions. 	<ul style="list-style-type: none"> Teacher observation 		IMPORTANT
<ul style="list-style-type: none"> Weight transfer 	<p>2.1.6.A: Transfers weight from feet to different body parts/bases of support for balance and/or travel.</p>	<ul style="list-style-type: none"> Transfers weight from feet to another body part to support for balance. Transfers weight from feet to another body part to support for travel. 	<ul style="list-style-type: none"> Teacher observation 		IMPORTANT
<p>Manipulative Skills</p> <ul style="list-style-type: none"> Throw 	<p>2.1.7.A: Throws underhand using a mature pattern.</p>	<ul style="list-style-type: none"> Performs underhand throw with a mature pattern. 	<ul style="list-style-type: none"> Teacher observation 		IMPORTANT
	<p>2.1.7.B: Throws overhand with different sizes and types of objects in a developing pattern.</p>	<ul style="list-style-type: none"> Demonstrates overhand throw with different size objects. Throws overhand with different types of objects in a developing pattern. 	<ul style="list-style-type: none"> Teacher observation 		IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> Catch 	2.1.9.A: Catches a self-tossed or well-thrown large ball with hands, not trapping or cradling against the body.	<ul style="list-style-type: none"> Catches gently tossed large ball with hands only. Catches self-tossed large ball with hands only. 	<ul style="list-style-type: none"> Teacher observation 		IMPORTANT
	2.1.9.B: Catches various sized balls by a skilled thrower.	<ul style="list-style-type: none"> Performs catches from tosses of different sized balls thrown by a skilled thrower. 			IMPORTANT
<ul style="list-style-type: none"> Hand dribble 	2.1.10.A: Dribbles in personal space with preferred hand demonstrating a mature pattern.	<ul style="list-style-type: none"> Controls dribble with preferred hand in personal space with mature pattern. 			IMPORTANT
	2.1.10.B: Dribbles using the preferred hand while walking in a general space.	<ul style="list-style-type: none"> Dribbles in a general space using preferred hand while walking. 	<ul style="list-style-type: none"> Teacher observation 		IMPORTANT
<ul style="list-style-type: none"> Strike <ul style="list-style-type: none"> Underhand 	2.1.14.A: Volleys an object upward with consecutive hits with open palm or forearms.	<ul style="list-style-type: none"> Performs a volley in the upward motion with open palm. Performs a volley in the upward motion with forearms 	<ul style="list-style-type: none"> Teacher observation 	<ul style="list-style-type: none"> Open palm Forearm hit 	IMPORTANT
<ul style="list-style-type: none"> Strike <ul style="list-style-type: none"> With an implement 	2.1.15.A: Strikes an object upward with a short-handled implement, using consecutive hits.	<ul style="list-style-type: none"> Demonstrates upward strike with implement. Consecutively hits and object using short-handled implement. 	<ul style="list-style-type: none"> Teacher observation 		CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
	2.1.15.A: Strikes a ball off a tee or cone with a bat, using correct grip and body alignment.	<ul style="list-style-type: none"> • Performs a strike off a tee with a bat. • Demonstrates a strike off a tee with a bat using correct grip. • Demonstrates a strike off a tee with a bat using correct body alignment. 	<ul style="list-style-type: none"> • Teacher observation • Striking rubric 		CRITICAL
<ul style="list-style-type: none"> • Jump Rope 	2.1.16.A: Jumps a self-turned rope consecutively forward and backward with a mature pattern.	<ul style="list-style-type: none"> • Manipulates a self-turned rope to consecutively jump in a forward pattern. • Manipulates a self-turned rope to consecutively jump in a backwards pattern. 	<ul style="list-style-type: none"> • Teacher observation 		IMPORTANT
	2.1.16.B: Jumps with a long rope five times consecutively with student turners.	<ul style="list-style-type: none"> • Performs five consecutive jumps with a long rope turned by students. 	<ul style="list-style-type: none"> • Teacher observation 		CRITICAL
KNOWLEDGE					
Space	2.2.1.A: Combines locomotor skills in general space to a rhythm.	<ul style="list-style-type: none"> • Applies rhythm to locomotor movements in open space. 	<ul style="list-style-type: none"> • Teacher observation 		ADDITIONAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
Pathways, Shapes, Levels	2.2.2.A: Combines shapes, levels and pathways into simple travel, dance and gymnastics sequences.	<ul style="list-style-type: none"> • Manipulates body into shapes with simple travel. • Manipulates body level with simple travel. • Maneuvers pathways with simple travel. • Combines shape, level and pathway into dance. • Combines shape, level, and pathway in gymnastic sequences. 	<ul style="list-style-type: none"> • Teacher observation 		ADDITIONAL
Speed, Direction, Force	2.2.3.A: Varies time and force with gradual increases and decreases.	<ul style="list-style-type: none"> • Applies force to movement with increasing variables. • Applies timing to movement with increasing variables. • Applies force to movement with decreasing variables. • Applies timing to movement with decreasing variables. 	<ul style="list-style-type: none"> • Teacher observation 	<ul style="list-style-type: none"> • Force 	IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
PHYSICAL ACTIVITY AND FITNESS LEVEL					
Physical activity knowledge	2.3.1.A: Describes large motor and/or manipulative physical activities for participation outside physical education class.	<ul style="list-style-type: none"> • Verbalizes participation in outside activities that use large motor skills. • Verbalizes participation in outside activities that use manipulative physical activities. 	<ul style="list-style-type: none"> • Discussion 		IMPORTANT
Engages in physical activity	2.3.2.A: Actively engages in physical education class in response to instruction and practice.	<ul style="list-style-type: none"> • Actively engages in physical education activities in response to instruction. • Actively engages in physical education activities in response to practice. 	<ul style="list-style-type: none"> • Teacher observation 		CRITICAL
Fitness knowledge	2.3.3.A: Recognizes the use of the body as resistance (such as holds body in plank position, bear crawl, crab walk, etc.) for developing strength.	<ul style="list-style-type: none"> • Understands that to develop strength the body is used as resistance. <ul style="list-style-type: none"> – Plank Position – Bear Crawl – Crab Walk 			ADDITIONAL
	2.3.3.B: Identifies physical activities that contribute to fitness.	<ul style="list-style-type: none"> • Recognizes that physical activities help with fitness. 	<ul style="list-style-type: none"> • Teacher discussion 		ADDITIONAL
Nutrition	2.3.6.A: Recognizes the “good health balance” of nutrition and physical activity.	<ul style="list-style-type: none"> • Identifies a balance of good nutrition. 			ADDITIONAL

		<ul style="list-style-type: none"> Identifies a balance of good physical activity. 			
CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
PERSONAL AND SOCIAL BEHAVIOR					
Personal Responsibility	2.4.1.A: Practices skills with minimal teacher prompting.	<ul style="list-style-type: none"> Practices skills with minimal teacher prompting. 	<ul style="list-style-type: none"> Teacher observation 		CRITICAL
	2.4.1.B: Accepts responsibility and consequences for following rules and protocols.	<ul style="list-style-type: none"> Accepts responsibility for following rules. Accepts responsibility for following protocol. Accepts consequences for not following rules. Accepts consequences for not following protocol. 	<ul style="list-style-type: none"> Teacher observation 		CRITICAL
Accepting Feedback	2.4.2.A: Accepts corrective feedback from the teacher.	<ul style="list-style-type: none"> Accepts corrective feedback from the teacher. 	<ul style="list-style-type: none"> Teacher observation 		CRITICAL
Working with Others	2.4.3.A: Works independently with others in partner activities.	<ul style="list-style-type: none"> Works independently with others in partner activities. 	<ul style="list-style-type: none"> Teacher observation 		CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
Rules & Etiquette	2.4.4.A: Accepts responsibility and consequences for following rules and protocols for class activities.	<ul style="list-style-type: none"> • Accepts responsibility for following rules for class activities. • Accepts responsibility for following protocol for class activities. • Accepts consequences for not following rules for class activities. • Accepts consequences for not following protocol for class activities. 	<ul style="list-style-type: none"> • Teacher observation 		CRITICAL
Safety	2.4.5.A: Works independently and safely in physical education, including equipment use.	<ul style="list-style-type: none"> • Works safely with peers with equipment. • Works safely with peers without equipment. • Works safely independently with equipment. • Works safely independently with equipment. 	<ul style="list-style-type: none"> • Teacher observation 		CRITICAL
VALUE OF PHYSICAL ACTIVITY					
Health	2.5.1.A: Recognizes the value of “good health balance”.	<ul style="list-style-type: none"> • Discusses the value of good health balance. 			CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
Challenge	2.5.2.A: Compares physical activities that bring confidence and challenge.	<ul style="list-style-type: none"> • Compares physical activities that bring confidence. • Compares physical activities that bring challenge. 	<ul style="list-style-type: none"> • Teacher discussion 		CRITICAL
Self-expression and Enjoyment	2.5.3.A: Identifies physical activities that provide self-expression.	<ul style="list-style-type: none"> • Verbalizes physical activities that provide self-expression. 			IMPORTANT
Social Interaction	2.5.4.A: Understands that physical activities can foster cooperation.	<ul style="list-style-type: none"> • Comprehends that physical activities can lead to cooperation. 	<ul style="list-style-type: none"> • Group discussion 		IMPORTANT