

WCSD Physical Education Curriculum
2nd Grade PE Progress Report Statements



Elementary PE Department Philosophy Statement

The Waukeee Elementary Physical Education program aims to provide inclusive, safe, and supportive learning communities where ALL students can feel empowered to become courageous movers. We encourage all students to adopt a positive relationship with healthy activity; to celebrate physical, mental, and social well-being; and to develop habits that lead to long, healthy, happy lives.

| | Progress Report Statements | Associated Essential Outcomes |
|----------|---|--|
| 1 | Skips and runs with proper form | S1.A1.2 Skips using a mature pattern. (S1.E1.2) S1.A4.2 Runs with a mature pattern. (S1.E2.2a) |
| 2 | Throws overhand with proper form | S1.C2.2 Throws overhand demonstrating two of five critical elements of a mature pattern. (S1.E14.2) |
| 3 | Applies movement-based knowledge to combine different movements (space, pathways, levels, speeds, force) and locomotor skills (hop, gallop, run, slide, skip) | S2.A1.2 Combines locomotor skills in general space to a rhythm. (S2.E1.2) S2.A4.2 Combines shapes, levels and pathways into simple travel, dance and gymnastics sequences. (S2.E2.2) S2.A6.2 Varies time and force with gradual increases and decreases. (S2.E3.2) |
| 4 | Actively engages in physical education class in response to instruction and practice | S3.B1.2 Actively engages in physical education class in response to instruction and practice. (S3.E2.2) |

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Progress Report Statement #1:

Skips and runs with proper form

Essential Outcomes

STANDARD 1: Demonstrates competency in a variety of motor skills and movement patterns

- S1.A1.2 Skips using a mature pattern. (S1.E1.2)
- S1.A4.2 Runs with a mature pattern. (S1.E2.2a)

CRITICAL ELEMENTS OF LOCOMOTOR SKILLS - "Mature pattern" implies proficient use of **all** critical elements for each skill

SKIPS

1. **Eyes & Body** - the eyes focus in the direction of travel, and the body maintains an upright position
2. **Step & Hop** - step and hop on the same foot
3. **Arms** - arms move in opposition
4. **Flight** - both feet are temporarily off the ground. The nonsupport leg is bent as the hopping leg leaves the ground
5. **Glide** - the body moves with a smooth, rhythmic motion

RUNS

1. **Eyes & Body** - the eyes focus in the direction of travel, and the body moves in an upright position with a slight forward lean and toes pointed forward
2. **Flight** - both feet are temporarily off the ground in a stride position. The foot lands heel to toe
3. **Arms** - arms are bent at about a 90-degree angle and move in a forward and backward direction without crossing the midline of the body
4. **Knees** - knee is bent to bring the heel up behind the body and parallel to the ground

| Exceeds | Secure | Developing | Beginning |
|---|-------------------------------------|--|---|
| I can demonstrate understanding beyond the secure criteria. | I can skip AND run with proper form | I can demonstrate some understanding of the secure criteria and/or reminders, hints, and suggestions are needed to promote understanding | I show little understanding of the concept and / or significant teacher support is needed |

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Progress Report Statement #2:
 Throws overhand with proper form

Essential Outcomes

STANDARD 1: Demonstrates competency in a variety of motor skills and movement patterns

- S1.C2.2 Throws overhand demonstrating two of five [critical elements](#) of a mature pattern. (S1.E14.2)

CRITICAL ELEMENTS OF OVERHAND THROWING - 2nd Grade requires proficiency of at least **two** elements

Ready Position - facing target, feet shoulder-width apart, knees bent, eyes on target, object held in front of the body in preferred hand

Side to Target, Arm Back - Body turns as the feet pivot in place and the side opposite the throwing arm is toward the target. Bring the throwing arm back in a downward circular motion with the throwing hand extended away from the intended line of travel. The elbow is at shoulder height or slightly above in preparation for action with the elbow leading. The non-throwing hand points toward the target.

Step - Step with the foot that is opposite the throwing arm

Rotate - Hips and shoulders rotate toward the target, the front body surface faces the target, and the arm comes forward past the head

Follow Through - throwing hand continues toward the target and continues down diagonally across the body

| Exceeds | Secure | Developing | Beginning |
|---|---|--|---|
| I can demonstrate understanding beyond the secure criteria. | I can throw overhand using two of the five parts of proper form | I can demonstrate some understanding of the secure criteria and/or reminders, hints, and suggestions are needed to promote understanding | I show little understanding of the concept and / or significant teacher support is needed |

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Progress Report Statement #3:

Applies movement-based knowledge to combine different movements (space, pathways, levels, speeds, force) and locomotor skills (hop, gallop, run, slide, skip)

Essential Outcomes

STANDARD 2: Applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.

- S2.A1.2 Combines locomotor skills in general space to a rhythm (S2.E1.2)
- S2.A4.2 Combines shapes, levels and pathways into simple travel, dance and gymnastics sequences (S2.E2.2)
- S2.A6.2 Varies time and force with gradual increases and decreases (S2.E3.2)

| Exceeds | Secure | Developing | Beginning |
|---|---|--|---|
| I can demonstrate understanding beyond the secure criteria. | I can effectively demonstrate movement strategies and locomotor skills at the same time | I can demonstrate some understanding of the secure criteria and/or reminders, hints, and suggestions are needed to promote understanding | I show little understanding of the concept and / or significant teacher support is needed |

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Progress Report Statement #4:
 Actively engages in physical education class in response to instruction and practice

Essential Outcomes

STANDARD 3: Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

- S3.B1.2 Actively engages in physical education class in response to instruction and practice (S3.E2.2)

| Exceeds | Secure | Developing | Beginning |
|---|---|--|---|
| I can demonstrate understanding beyond the secure criteria. | I can safely follow my teacher's directions during instruction and skill practice AND I can respond to teacher feedback | I can demonstrate some understanding of the secure criteria and/or reminders, hints, and suggestions are needed to promote understanding | I show little understanding of the concept and / or significant teacher support is needed |