

Physical Education – LEARNING TARGETS & “I Can” Statements

Grade 2

<p>Learning Target: Develops, refines, and applies fundamental motor patterns.</p>	<ul style="list-style-type: none"> • I can gallop, run, hop, jump, skip, and slide using mature form. • I can demonstrate a variety of locomotor skills using multiple pathways, speed and direction. • I can perform a dance pattern without cues. • I can perform tumbling activities, including rolls, jumps, and weight transfer skills. • I can step with my opposite foot, and follow through to the target while performing the underhand throw. • I can turn my side to the target, step with my opposite foot, and follow through to the target while performing the overhand throw. • I can use my feet and my hands and an implement to control an object to a target using correct form. • I can perform a variety of jump rope skills, including individual, partner and long rope skills. • I can balances with a variety of body parts or objects in creative shapes—round, twisted, narrow, symmetrical, and symmetrical shapes.
<p>Learning Target: Develops a cognitive understanding of a skill so as to improve performance.</p>	<ul style="list-style-type: none"> • I can correctly identify body planes and various body parts. • I can move safely around the gym with and without physical education equipment. • I can try my best and try new or challenging tasks. • I can demonstrate and explain cue words for skills that are being taught. • I can correct movement errors in response to corrective feedback. • I can state short term effects physical activity has on my heart, lungs and muscles. • I can explain that appropriate practices improve performance. • I can participate in games and activities using academic skills that may include math, reading, and health related strategies to enhance learning.
<p>Learning Target: Participates in new movements and skills for enjoyment.</p>	<ul style="list-style-type: none"> • I can share verbal and non-verbal indicators of enjoyment. • I can attempt new movements and skills willingly. • I can participate even when I am not successful. • I can identify several activities that are enjoyable to me. • I can express personal feelings on my progress made while learning a new skill.

Grade 2

<p>Learning Target: Engages in many types of physical activities.</p>	<ul style="list-style-type: none"> • I can engage in moderate to vigorous physical activity on an intermittent basis. • I can participate in a variety of physical activities outside of school, with and without objects. • I can participate in a variety of non-structured and minimally-organized physical activities outside of physical education.
<p>Learning Target: Develops knowledge, skills, and attitudes toward achieving physical fitness.</p>	<ul style="list-style-type: none"> • I can participate in muscular strength activities to improve upper body strength to participate in activities such as climbing, hanging, momentary body support on the hands, horizontal ladder, monkey bars, or traverse wall. • I can participate in a series of physical activities without tiring easily. • I can sustain activity for increasingly longer periods of time while participating in various activities in physical education. • I can begin to identify muscle groups in activities. • I can participate in a variety of activities and games that increase breathing and heart rate. • I can recognize that health related physical fitness consists of several different components.
<p>Learning Target: Applies safe practices, adherence to rules, and procedures, etiquette, cooperation and team work, ethical behavior, and positive social interaction.</p>	<ul style="list-style-type: none"> • I can practice specific skills until the teacher signals the end of practice. • I can follow directions given to the class for an all-class activity. • I can use safety procedures. • I can report my results about my work honestly. • I can enjoy participating alone while exploring movement tasks. • I can follow rules, procedures and etiquette in class. • I can work independently, productively and demonstrate a willingness to challenge myself. • I can show cooperation and fair play for others by helping, sharing, and taking turns. • I can participate in a variety of cooperative activities. • I can work with all students. • I can accept all students and their differences. • I can demonstrate the elements of socially acceptable conflict resolutions during class activity. • I can give positive encouragement to others and refrain from negative statement.