

## California Physical Education Content Standards Grade 2

<b>Standard 1:</b>	Demonstrate motor skills and movement patterns needed to perform a variety of physical activities.
<b>Standard 2:</b>	Demonstrate knowledge of movement concepts, principles, and strategies as they apply to learning and performance of physical activities.
<b>Standard 3:</b>	Assess and maintain a level of physical fitness to improve health and performance.
<b>Standard 4:</b>	Demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.
<b>Standard 5:</b>	Demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies as applied to learning and performance of physical activities.

\*The sample activities listed here are the vehicles through which standards can be addressed. For example, a tag game can address standards 1 and 3, but it is how the activity is taught that will address standards 2, 4 and 5. By simply playing a tag game, a student may not be able to explain how changing speed and direction can allow one to move away from the tagger. The teacher must provide this information as a complement to the activity in order to meet standards 2, 4, and 5. Students discover answers by playing/participating and then being asked the question (debrief). They may never have thought of that question on their own. It's the teacher's role to pose these questions in order to make students think on this level.

Content Standards	Assessment Strategies	Sample Activities	Unit
<b>Standard 1</b> <b>Demonstrate motor skills and movement patterns needed to perform a variety of physical activities.</b>			
<b>1.1</b> Move to open spaces within boundaries while traveling at increasing rates of speed.	Standard 1: Teacher Observation Checklists: <ul style="list-style-type: none"> <li>• Performance</li> <li>• Peer Assessment</li> <li>• Self Assessment</li> </ul> Sample for 1.1: Perceptual Power Skill Assessment	<ul style="list-style-type: none"> <li>• Here Comes the Toad</li> <li>• 4 Corners</li> <li>• Squirrels in the Trees</li> </ul>	<ul style="list-style-type: none"> <li>• SPARK Starters</li> <li>• Perceptual Power</li> <li>• Great Games</li> </ul>
<b>1.2</b> Transfer weight from feet to hands and from hands to feet, landing with control.		<ul style="list-style-type: none"> <li>• “Hill Dill”</li> <li>• Animal Walks</li> <li>• Donkey Kick</li> </ul>	Superkid Stunts
<b>1.3</b> Demonstrate balance on the ground and on objects, using bases of support other than both feet.		<ul style="list-style-type: none"> <li>• Individual Balance Stunts</li> <li>• The Memory Game</li> <li>• Backward, Forward, Sideways Balances</li> </ul>	Superkid Stunts
<b>1.4</b> Create a routine that includes two types of body rolls (e.g., log roll, egg roll, shoulder roll, forward roll) and a stationary balance position after each roll.		Skill Assessment	Superkid Stunts

Content Standards	Assessment Strategies	Sample Activities	Unit
1.5 Jump for distance, landing on both feet and bending the hips, knees, and ankles to reduce the impact force.		<ul style="list-style-type: none"> <li>• 8 Basic Locomotor Skills</li> <li>• Levels/Directions/Tempo/Pathways</li> <li>• Combining Movement Concepts</li> </ul>	Perceptual Power
1.6 Skip and leap, using proper form.		<ul style="list-style-type: none"> <li>• 8 Basic Locomotor Skills</li> <li>• Levels/Directions/Tempo/Pathways</li> <li>• Combining Movement Concepts</li> </ul>	Perceptual Power
1.7 Roll a ball for distance, using proper form.		Partner Roll and Catch	Having a Ball
1.8 Throw a ball for distance, using proper form.		<ul style="list-style-type: none"> <li>• Throwing to Targets</li> <li>• Throwing for Distance</li> <li>• Clean Your Room</li> </ul>	<ul style="list-style-type: none"> <li>• Having a Ball</li> <li>• Having a Ball</li> <li>• Great Games</li> </ul>
1.9 Catch a gently thrown ball above the waist, reducing the impact force.		<ul style="list-style-type: none"> <li>• Partner Step Back</li> <li>• Group Step Back</li> <li>• Call Ball</li> </ul>	Having a Ball
1.10 Catch a gently thrown ball below the waist, reducing the impact force.		<ul style="list-style-type: none"> <li>• Partner Step Back</li> <li>• Group Step Back</li> <li>• Call Ball</li> </ul>	Having a Ball

Content Standards	Assessment Strategies	Sample Activities	Unit
1.11 Kick a slowly rolling ball.		<ul style="list-style-type: none"> <li>• Passing on the move</li> <li>• Moving Marbles</li> <li>• 3 Person Kick and Score</li> </ul>	Let's Hit It
1.12 Strike a balloon consistently in an upward or forward motion, using a short-handled paddle.		<ul style="list-style-type: none"> <li>• Keep It Up</li> <li>• Paddle and Balloon Challenges</li> <li>• Striking to a Target</li> </ul>	Let's Hit It
1.13 Strike a ball with a bat from a tee or cone, using correct grip and side orientation.		<ul style="list-style-type: none"> <li>• Striking Off a Tee</li> </ul>	Let's Hit It
1.14 Hand-dribble, with control, a ball for a sustained period.		<ul style="list-style-type: none"> <li>• Dribbling in Place</li> <li>• Dash and Dribble</li> <li>• Bee Catchers (Dribbling)</li> </ul>	Having a Ball
1.15 Foot-dribble with control, a ball along the ground.		<ul style="list-style-type: none"> <li>• Shadow Dribble</li> <li>• Marbles, Moving Marbles</li> <li>• Dribbling Dinos</li> </ul>	Let's Hit It
1.16 Jump a turned rope repeatedly.		<ul style="list-style-type: none"> <li>• Alphabet Jump</li> <li>• Number Jumps</li> <li>• Jumping with Math</li> </ul>	Jumping for Joy

Content Standards	Assessment Strategies	Sample Activities	Unit
<p><b>1.17</b> Demonstrate a smooth transition between even-beat locomotor skills and uneven-beat locomotor skills in response to music or an external beat.</p>		<ul style="list-style-type: none"> <li>• The Boogie Walk</li> <li>• The Bouncer</li> <li>• The Muffin Man</li> </ul>	<p>Jumping for Joy</p>
<p><b>1.18</b> Perform rhythmic sequences related to simple folk dance or ribbon routines.</p>		<ul style="list-style-type: none"> <li>• Seven Jumps</li> <li>• The Shoemaker's Dance</li> <li>• Chinese Ribbon Dance</li> </ul>	<p>Dance with Me</p>
<p><b>1.19</b> Perform with a partner rhythmic sequences related to simple folk dance or ribbon routines.</p>		<ul style="list-style-type: none"> <li>• The Mexican Hat Dance</li> <li>• German Clapping Dance</li> <li>• Italian Tarantella</li> </ul>	<p>Dance with Me</p>

Content Standards	Assessment Strategies	Sample Activities	Unit
<b>Standard 2</b> <b>Demonstrate knowledge of movement concepts, principles, and strategies as they apply to learning and performance of physical activities.</b>			
2.1 Define <i>open space</i> .	Standard 2: Cognitive Assessment of Critical Cues: <ul style="list-style-type: none"> <li>• Verbal Recall</li> <li>• Demonstrations</li> <li>• Exit Slips</li> <li>• Partner checks for understanding</li> </ul> Selected-Response Tests (i.e., true-false, multiple choice, matching) Constructed Response Tests (i.e., essay, journaling) Product in response to a prompt (i.e., reports, posters, performance)  Debrief question: <i>What is “open space”? How do you find open space before we begin a game? During a game?</i>	<ul style="list-style-type: none"> <li>• Personal Space</li> <li>• Home Base</li> <li>• General Space</li> </ul>	Perceptual Power

Content Standards	Assessment Strategies	Sample Activities	Unit
2.2 Explain how to reduce the impact force of an oncoming object.	Debrief question: <i>What do you do to absorb the force of the ball when you are catching?</i>	<ul style="list-style-type: none"> <li>• Partner Step Back</li> <li>• Scoop a Doop</li> <li>• Group Step Back</li> </ul>	<ul style="list-style-type: none"> <li>• Having a Ball</li> <li>• Let's Hit It</li> <li>• Bean Bag Boogie</li> </ul>
2.3 Explain the importance of a wide rather than a narrow base of support in balance activities.	Debrief question: <i>Is it easier to balance with a wide or narrow base of support? Why?</i>	<ul style="list-style-type: none"> <li>• Individual Balance Stunts</li> <li>• The Memory Game</li> <li>• Backward, Forward, Sideways Balances</li> </ul>	Superkid Stunts
2.4 Explain why one hand or foot is often preferred when practicing movement skills.	Debrief question: <i>Why do you usually use the same hand and foot when you throw or kick a ball?</i>	<ul style="list-style-type: none"> <li>• Kick for Distance</li> <li>• Dash and Dribble</li> <li>• Alphabet Step Back</li> </ul>	<ul style="list-style-type: none"> <li>• Let's Hit It</li> <li>• Having a Ball</li> <li>• Bean Bag Boogie</li> </ul>
2.5 Compare and contrast locomotor movements conducted to even and uneven beats.	Debrief question: <i>Who can name the 8 basic locomotor skills? Which ones have an even rhythm? Uneven?</i>	<ul style="list-style-type: none"> <li>• 8 Basic Locomotor Skills</li> <li>• Levels/Directions/Tempo/Pathways</li> <li>• Combining Movement Concepts</li> </ul>	Perceptual Power
2.6 List opportunities to use an underhand and overhand movement (throw) pattern.	Debrief question: <i>When would using an underhand throw be preferable to an overhand throw? When would using an overhand throw be the better choice?</i>	<ul style="list-style-type: none"> <li>• Target Bean Bag</li> <li>• Throw for Distance</li> <li>• Hoop de Hoop</li> </ul>	Bean Bag Boogie

Content Standards	Assessment Strategies	Sample Activities	Unit
2.7 Identify different opportunities to use striking skills.	Debrief question: <i>Name some activities in which you use striking skills.</i>	<ul style="list-style-type: none"> <li>• Keep It Up</li> <li>• Two Square</li> <li>• Striking Off a Tee</li> </ul>	Let's Hit It
2.8 Compare changes in force and speed when rolling a ball, and when rolling a ball for distance.	Debrief question: <i>When do you have to use more force; when you roll your ball to your partner, or when you are rolling your ball far away? Which would have more speed?</i>	Partner Roll and Catch	Having a Ball
2.9 Explain key elements when throwing for distance.	Debrief question: <i>What are important things to remember to do when you want to throw your ball far?</i>	<ul style="list-style-type: none"> <li>• Throwing to Targets</li> <li>• Throwing for Distance</li> <li>• Clean Your Room</li> </ul>	<ul style="list-style-type: none"> <li>• Having a Ball</li> <li>• Having a Ball</li> <li>• Great Games</li> </ul>
2.10 Identify the roles of body parts not directly involved in catching objects.	Debrief question: <i>What do your feet and legs do when you catch a ball?</i>	<ul style="list-style-type: none"> <li>• Partner Step Back</li> <li>• Group Step Back</li> <li>• Call Ball</li> </ul>	Having a Ball
2.11 Identify when to begin the kicking motion when kicking a slowly rolling ball.	Debrief question: <i>When should you begin your kick for a ball that is rolling to you slowly?</i>	<ul style="list-style-type: none"> <li>• Passing on the move</li> <li>• Moving Marbles</li> <li>• 3 Person Kick and Score</li> </ul>	Let's Hit It
2.12 Identify the different points of contact when striking a balloon upward and striking a balloon forward.	Debrief question: <i>Where should your paddle contact the balloon if you want your balloon to go straight up? If you want your balloon to go forward?</i>	<ul style="list-style-type: none"> <li>• Keep It Up</li> <li>• Paddle and Balloon Challenges</li> <li>• Striking to a Target</li> </ul>	Let's Hit It

Content Standards	Assessment Strategies	Sample Activities	Unit
<p><b>2.13</b> Explain the purpose of using a side orientation when striking a ball from a batting tee.</p>	<p>Debrief question: <i>Why do you stand sideways when you hit your ball off of the tee?</i></p>	<p>Striking Off a Tee</p>	<p>Let's Hit It</p>
<p><b>2.14</b> Explain the role of increasing arm and hand speed when hand-dribbling a ball.</p>	<p>Debrief question: <i>How does moving your arm and hand faster affect the ball when you're dribbling?</i></p>	<ul style="list-style-type: none"> <li>• Dribbling in Place</li> <li>• Dash and Dribble</li> <li>• Bee Catchers (Dribbling)</li> </ul>	<p>Having a Ball</p>

Content Standards	Assessment Strategies	Sample Activities	Unit
<b>Standard 3</b> <b>Assess and maintain a level of physical fitness to improve health and performance.</b>			
<b>3.1</b> Participate in enjoyable and challenging physical activities for increasing periods of time.	Standard 3: <ul style="list-style-type: none"> <li>• <i>FitnessGram</i></li> <li>• Teacher Observation</li> <li>• Student Self-Assessment</li> <li>• Student Portfolios</li> </ul> Sample 3.1: Great Games Skill Assessment	<ul style="list-style-type: none"> <li>• Workout Tag</li> <li>• Hot Peppers</li> <li>• Crazy Doctor Tag</li> </ul>	<ul style="list-style-type: none"> <li>• Great Games</li> <li>• Jumping for Joy</li> <li>• SPARK Starters</li> </ul>
<b>3.2</b> Participate 3-4 times each week, for increasing periods of time, in moderate to vigorous physical activities that increase breathing and heart rate.		<ul style="list-style-type: none"> <li>• Single Short Rope Jumping</li> <li>• Number Jumps</li> <li>• Workout Tag</li> </ul>	<ul style="list-style-type: none"> <li>• Jumping for Joy</li> <li>• Jumping for Joy</li> <li>• Great Games</li> </ul>
<b>3.3</b> Perform abdominal curl-ups, modified push-ups, oblique curl-ups, forward and side lunges, squats, and triceps push-ups from a chair or bench, to enhance endurance and increase muscle efficiency.			
<b>3.4</b> Traverse the overhead ladder one bar at a time.			

Content Standards	Assessment Strategies	Sample Activities	Unit
<p><b>3.5</b> Demonstrate the proper form for stretching the hamstrings, quadriceps, shoulders, biceps and triceps.</p>		<ul style="list-style-type: none"> <li>• See Warm-Up/Cool-Down Section</li> <li>• Personal Space/Home Base Challenges</li> <li>• Twist &amp; Turn, Bend &amp; Stretch</li> </ul>	<ul style="list-style-type: none"> <li>• Superkid Stunts</li> <li>• Perceptual Power</li> <li>• Bean Bag Boogie</li> </ul>
<p><b>3.6</b> Engage in moderate to vigorous physical activity for increasing periods of time.</p>		<ul style="list-style-type: none"> <li>• Single Short Rope Jumping</li> <li>• Number Jumps</li> <li>• Workout Tag</li> </ul>	<ul style="list-style-type: none"> <li>• Jumping for Joy</li> <li>• Jumping for Joy</li> <li>• Great Games</li> </ul>
<p><b>3.7</b> Measure improvements in individual fitness levels.</p>		<ul style="list-style-type: none"> <li>• Single Short Rope Jumping</li> <li>• Number Jumps</li> <li>• Workout Tag</li> </ul>	<ul style="list-style-type: none"> <li>• Jumping for Joy</li> <li>• Jumping for Joy</li> <li>• Great Games</li> </ul>

Content Standards	Assessment Strategies	Sample Activities	Unit
<b>Standard 4</b> <b>Demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.</b>			
<b>4.1</b> Explain the fuel requirements of the body during physical activity and inactivity.	Standard 4: <ul style="list-style-type: none"> <li>• Cognitive Assessment of Fitness Concepts</li> <li>• Selected-Response Tests (i.e., true-false, multiple choice, matching)</li> <li>• Constructed Response Tests (i.e., essay, journaling)</li> <li>• Product in response to a prompt (i.e., reports, posters, performance)</li> </ul> <b>4.1</b> Debrief question: <i>Does your body need more or less fuel when you are physically active? When you are inactive?</i>	<ul style="list-style-type: none"> <li>• Back-To-Back</li> <li>• Elmer Fudd Tag</li> <li>• Potato Head</li> </ul>	<ul style="list-style-type: none"> <li>• Perceptual Power</li> <li>• Having a Ball</li> <li>• Having a Ball</li> </ul>
<b>4.2</b> Describe the role of moderate to vigorous physical activity in achieving or maintaining good health.	Debrief question: <i>How often do you need to exercise to keep your body healthy?</i>	<ul style="list-style-type: none"> <li>• Workout Tag</li> <li>• Hot Peppers</li> <li>• Crazy Doctor Tag</li> </ul>	<ul style="list-style-type: none"> <li>• Great Games</li> <li>• Jumping for Joy</li> <li>• SPARK Starters</li> </ul>

Content Standards	Assessment Strategies	Sample Activities	Unit
4.3 Identify ways to increase time for physical activity outside of school.	Debrief question: <i>What are some things you can do to get more exercise outside of school?</i>	<ul style="list-style-type: none"> <li>• Single Short Rope Jumping</li> <li>• Number Jumps</li> <li>• Workout Tag</li> </ul>	<ul style="list-style-type: none"> <li>• Jumping for Joy</li> <li>• Jumping for Joy</li> <li>• Great Games</li> </ul>
4.4 Discuss how body temperature and blood volume are maintained during physical activity when an adequate amount of water is consumed.	Debrief question: <i>Why is it important to drink water during physical activity? What would happen to your body temperature if you did not drink water while you exercised?</i>	<ul style="list-style-type: none"> <li>• Color Tag</li> <li>• T-Rex Tag</li> <li>• Musical Hoops</li> </ul>	<ul style="list-style-type: none"> <li>• Great Games</li> <li>• SPARK Starters</li> <li>• Happy Hoops</li> </ul>
4.5 Explain how the intensity and duration of exercise, as well as nutritional choices, affect fuel use during physical activity.	Debrief question: <i>What determines how much fuel your body needs to perform a physical activity?</i>	<ul style="list-style-type: none"> <li>• Back-To-Back</li> <li>• Elmer Fudd Tag</li> <li>• Potato Head</li> </ul>	<ul style="list-style-type: none"> <li>• Perceptual Power</li> <li>• Having a Ball</li> <li>• Having a Ball</li> </ul>
4.6 Compare and contrast the function of the heart during rest and during physical activity.	Debrief question: <i>What does your heart do differently when you are exercising versus when you are resting?</i>	<ul style="list-style-type: none"> <li>• Color Tag</li> <li>• T-Rex Tag</li> <li>• Musical Hoops</li> </ul>	<ul style="list-style-type: none"> <li>• Great Games</li> <li>• SPARK Starters</li> <li>• Happy Hoops</li> </ul>
4.7 Describe the relationship between the heart and lungs during physical activity.	Debrief question: <i>How do your heart and lungs work together when you are exercising?</i>	<ul style="list-style-type: none"> <li>• Zoo Animals</li> <li>• Cookie Monster</li> <li>• Frogs and Lily Pads</li> </ul>	<ul style="list-style-type: none"> <li>• Great Games</li> <li>• SPARK Starters</li> <li>• Happy Hoops</li> </ul>

Content Standards	Assessment Strategies	Sample Activities	Unit
4.8 Compare and contrast changes in heart rate before, during, and after physical activity.	Debrief question: <i>Was your heart rate the same before, during, and after you exercised? How did it change?</i>	<ul style="list-style-type: none"> <li>• Color Tag</li> <li>• T-Rex Tag</li> <li>• Musical Hoops</li> </ul>	<ul style="list-style-type: none"> <li>• Great Games</li> <li>• SPARK Starters</li> <li>• Happy Hoops</li> </ul>
4.9 Describe how muscle strength and muscle endurance enhance motor skill performance.	Debrief question: <i>If you made your muscles stronger, would it make a difference in how far you could throw your bean bag? If you improved your muscular endurance, how would it affect your ability to perform a skill?</i>	<ul style="list-style-type: none"> <li>• Creative Stunts</li> <li>• Combining Movement Concepts</li> <li>• Throw for Distance</li> </ul>	<ul style="list-style-type: none"> <li>• Superkid Stunts</li> <li>• Perceptual Power</li> <li>• Bean Bag Boogie</li> </ul>
4.10 Identify muscles being strengthened during the performance of particular physical activities.	Debrief question: <i>What muscles are you strengthening when you perform a push-up?</i>	<ul style="list-style-type: none"> <li>• Body Parts</li> <li>• “Head, Shoulders, Knees and Toes”</li> <li>• Kid Star</li> </ul>	<ul style="list-style-type: none"> <li>• Perceptual Power</li> <li>• Having a Ball</li> <li>• Dance With Me</li> </ul>
4.11 Identify which activities or skills would be accomplished more efficiently with stronger muscles.	Debrief question: <i>What things could you do easier if your muscles were stronger?</i>	<ul style="list-style-type: none"> <li>• Mountain Climber, Donkey Kick</li> <li>• Non-Locomotor Skills</li> <li>• Throw for Distance</li> </ul>	<ul style="list-style-type: none"> <li>• Superkid Stunts</li> <li>• Perceptual Power</li> <li>• Bean Bag Boogie</li> </ul>
4.12 Explain the role that weight-bearing activities play in bone strength.	Debrief question: <i>How does exercise affect the strength of your bones?</i>	<ul style="list-style-type: none"> <li>• Body Parts</li> <li>• “Head, Shoulders, Knees and Toes”</li> <li>• Kid Star</li> </ul>	<ul style="list-style-type: none"> <li>• Perceptual Power</li> <li>• Having a Ball</li> <li>• Dance With Me</li> </ul>

Content Standards	Assessment Strategies	Sample Activities	Unit
<p><b>4.13</b> Identify the muscles being stretched during the performance of particular physical activities.</p>	<p>Debrief question: <i>What muscles do you need to stretch before and after you run?</i></p>	<ul style="list-style-type: none"> <li>• See Warm-Up/Cool-Down Section</li> <li>• Personal Space/Home Base Challenges</li> <li>• Twist &amp; Turn, Bend &amp; Stretch</li> </ul>	<ul style="list-style-type: none"> <li>• Superkid Stunts</li> <li>• Perceptual Power</li> <li>• Bean Bag Boogie</li> </ul>
<p><b>4.14</b> Explain why it is safer to stretch a warm muscle rather than a cold muscle.</p>	<p>Debrief question: <i>Why is it safer to stretch a muscle when the muscle is warm rather than when the muscle is cold?</i></p>	<ul style="list-style-type: none"> <li>• See Warm-Up/Cool-Down Section</li> <li>• Personal Space/Home Base Challenges</li> <li>• Twist &amp; Turn, Bend &amp; Stretch</li> </ul>	<ul style="list-style-type: none"> <li>• Superkid Stunts</li> <li>• Perceptual Power</li> <li>• Bean Bag Boogie</li> </ul>
<p><b>4.15</b> Describe the differences in density and weight between bones, muscles, organs, and fat.</p>	<p>Debrief question: <i>Which weighs more: muscle or fat?</i></p>	<ul style="list-style-type: none"> <li>• Body Parts</li> <li>• “Head, Shoulders, Knees and Toes”</li> <li>• Kid Star</li> </ul>	<ul style="list-style-type: none"> <li>• Perceptual Power</li> <li>• Having a Ball</li> <li>• Dance With Me</li> </ul>

Content Standards	Assessment Strategies	Sample Activities	Unit
<b>Standard 5</b> <b>Demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies as applied to learning and performance of physical activity.</b>			
<b>5.1</b> Participate in a variety of group settings (e.g., partners, small groups, large groups) without interfering with others.	Standard 5: Student Self-Assessment Authentic Assessment of Independent Working Skills: <ul style="list-style-type: none"> <li>• Following Directions</li> <li>• Positive Sportsmanship</li> <li>• Self-Control</li> <li>• Respect for Others</li> <li>• Helping and Encouraging Others</li> </ul>	<ul style="list-style-type: none"> <li>• Move and Catch</li> <li>• Hoop Spinning</li> <li>• Combining Movement Concepts</li> </ul>	<ul style="list-style-type: none"> <li>• Having a Ball</li> <li>• Happy Hoops</li> <li>• Perceptual Power</li> </ul>
<b>5.2</b> Accept responsibility for one's own behavior in a group activity.		<ul style="list-style-type: none"> <li>• Group Step Back</li> <li>• Bodyguards</li> <li>• Line Boogie</li> </ul>	<ul style="list-style-type: none"> <li>• Having a Ball</li> <li>• Great Games</li> <li>• Bean Bag Boogie</li> </ul>
<b>5.3</b> Acknowledge one's opponent or partner before, during, and after an activity or game and give positive feedback on the opponent's or partner's performance.		<ul style="list-style-type: none"> <li>• 3 Person Kick and Score</li> <li>• The Collector</li> <li>• Crab Tag</li> </ul>	<ul style="list-style-type: none"> <li>• Let's Hit It</li> <li>• Bean Bag Boogie</li> <li>• Having a Ball</li> </ul>
<b>5.4</b> Encourage others by using verbal and non-verbal communication.		<ul style="list-style-type: none"> <li>• Group Step Back</li> <li>• Catch a Tail</li> <li>• Small/Medium/Big and Group Waves</li> </ul>	<ul style="list-style-type: none"> <li>• Having a Ball</li> <li>• Great Games</li> <li>• Parachute Parade</li> </ul>

Content Standards	Assessment Strategies	Sample Activities	Unit
5.5 Demonstrate respect for self, others, and equipment during physical activities.		<ul style="list-style-type: none"> <li>• Hoop a Group Lines</li> <li>• Pass and Duck</li> <li>• Single Long Rope Jumping</li> </ul>	<ul style="list-style-type: none"> <li>• Happy Hoops</li> <li>• Having a Ball</li> <li>• Jumping for Joy</li> </ul>
5.6 Demonstrate how to solve a problem with another person during physical activity.		<ul style="list-style-type: none"> <li>• Houdini Hoops</li> <li>• Pass the Fritters Critters</li> <li>• Bodyguards</li> </ul>	<ul style="list-style-type: none"> <li>• Great Games</li> <li>• Bean Bag Boogie</li> <li>• Great Games</li> </ul>
5.7 Participate positively in physical activities that rely on cooperation.		<ul style="list-style-type: none"> <li>• Partner Frog Jumping</li> <li>• Popcorn and Team Popcorn</li> <li>• Bodyguards</li> </ul>	<ul style="list-style-type: none"> <li>• Jumping for Joy</li> <li>• Parachute Power</li> <li>• Great Games</li> </ul>