



Recommended P2/Grade 2 and P3/Grade 3 Curriculum Framework

<b>Content: Physical Education – P2/Grade 2 and P3/Grade 3</b>						
<b>Topic: Body Awareness (Weeks 1-3)</b>						
<b>Content</b> (What do your students need to KNOW?)	<b>Demonstrators</b> (What do your students need to be able to DO?)	<b>Assessment</b> (How will you assess what your students ALREADY KNOW, and assess WHAT THEY'VE LEARNED?)	<b>Activities</b> (HOW will you teach it?)	<b>Resources</b> (What MATERIALS will you need?)	<b>Differentiation</b> (How will you reach the DIVERSITY of learners?)	<b>Literacy Connection</b> (How will you use READING and WRITING with this material?)
<p><b>PL-E-2.1.3</b> There are fundamental movement concepts:</p> <ul style="list-style-type: none"> <li>body awareness (what body is doing);</li> <li>space awareness (where the body moves);</li> <li>time (how quickly the body moves);</li> <li>effort (how the body moves); and</li> <li>relationship (relationships that occur while the body moves).</li> </ul>	<p><b>Psychomotor Skills</b>  <b>AE 2.34</b> Students perform physical movement skills effectively in a variety of settings.</p> <p><b>DEMONSTRATORS</b></p> <ul style="list-style-type: none"> <li>Experiment with basic motor skill movement.</li> <li>Exhibit self-control in motor activities.</li> <li>Demonstrate fundamental movement concepts (e.g., body, effort, space awareness).</li> </ul> <p><b>POS-PE-P-17</b> Students will define personal and general space concepts.</p> <p><b>POS-PE-P-18</b> Students will balance in different positions (e.g., feet, hands, knees, head).</p> <p><b>POS-PE-P-19</b> Students will apply concept of time to movement (e.g., from one point to another, (fast, slow) and task completion (e.g., placement of</p>					



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	<p>objects in a square, circle, bag, box).</p> <p><b>POS-PE-P-20</b> Students will exhibit body control.</p> <p><b>POS-PE-P-21</b> Students will explore effort concepts (e.g., fast, slow, hard, soft).</p> <p><b>POS-PE-P-22</b> Students will exhibit directional concepts (e.g., left, right, front and backward) while moving.</p> <p><b>POS-PE-P-23</b> Students will use movements expressing shapes and/or sizes.</p> <p><b>POS-PE-P-24</b> Students will identify intensity levels (e.g., low, moderate, high) of movement.</p> <p><b>POS-PE-P-25</b> Students will determine pathways of movements (e.g., curved, zig zag, straight).</p>					



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	<p><b>POS-PE-P-26</b> Students will demonstrate relationships (e.g., over, under, front and back, side-by-side, leading, following) with other people and objects.</p> <p><b>POS-PE-P-27</b> Students will develop balance skills.</p> <p><b>POS-PE-P-28</b> Students will perform a variety of balance activities.</p> <p><b>POS-PE-P-29</b> Students will engage in body extension activities (e.g., near, far).</p> <p><b>POS-PE-P-31</b> Students will become aware of movement concepts (e.g., space awareness, effort, and formations that occur between objects and people within a specified area).</p> <p><b>BENCHMARKS</b> Students apply the concepts of personal space and general space when describing and performing movements.</p>					



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	<p>Students perform and demonstrate balance activities on selected apparatus.</p> <p>Students develop and perform activities demonstrating the concepts of time and movement.</p> <p>Students develop simple and complex movement sequences demonstrating the effort concepts of fast, slow, hard and soft.</p> <p>Students develop simple movement sequences using different movement pathways.</p> <p>Students demonstrate confidence using the right side and left side of their body.</p> <p>Students develop simple and complex movement sequences demonstrating different shapes.</p>					



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	<p>Students develop simple and complex movement sequences with others demonstrating the concept of levels.</p> <p>Students create, demonstrate and define movements using the correct movement term and vocabulary.</p>					