

SECOND GRADE PHYSICAL EDUCATION CURRICULUM

Physical Education Domains:

- Motor Skill Development
 - Movement Skills and Concepts
 - Strategy
 - Sportsmanship, Rules and Safety
- Fitness
 - Fitness
 - Physical Activity

Practices:

- Maintains physical, social, and emotional health by practicing healthy behaviors and goal setting.
- Engages in a physically active lifestyle.
- Is knowledgeable about health and wellness and how to access health resources.
- Recognizes the influence of media, technology, and culture in making informed health-related decisions as a consumer of health products and services.
- Practices effective cross-cultural communication, problem solving, negotiation, and conflict resolution skills.
- Is accepting and respectful of individual and cultural differences.
- Advocates for personal, family, community, and global wellness and is knowledgeable about national and international public health and safety issues.

PACING CHART

Unit	Time Frame
<p data-bbox="716 337 940 363"><u>Unit 1: Movement</u></p> <ul data-bbox="590 380 961 721" style="list-style-type: none"><li data-bbox="590 380 743 406">● Traveling<li data-bbox="590 418 898 444">● Rhythmic Movements<li data-bbox="590 457 940 483">● Chasing, Fleeing, Dodging<li data-bbox="590 496 940 522">● Jumping, leaping, Landing<li data-bbox="590 535 751 561">● Balancing<li data-bbox="590 574 961 600">● Weight Transfer and Rolling<li data-bbox="590 613 869 639">● Kicking and Punting<li data-bbox="590 652 907 678">● Throwing and Catching<li data-bbox="590 691 873 717">● Volley and Dribbling	<p data-bbox="1268 516 1432 542">23 - 29 weeks</p>
<p data-bbox="659 738 999 764"><u>Unit 2: Fitness and Concepts</u></p> <ul data-bbox="590 781 877 959" style="list-style-type: none"><li data-bbox="590 781 722 807">● Games<li data-bbox="590 820 852 846">● Spatial Awareness<li data-bbox="590 859 877 885">● Fitness Components<li data-bbox="590 898 835 924">● Safe Movements<li data-bbox="590 937 764 963">● Game Play	<p data-bbox="1268 836 1432 862">16 - 19 weeks</p>

Educational Technology

Indicators: 8.1.2.A.1, 8.1.2.A.3, 8.1.2.A.4, 8.1.2.D.1, 8.2.2.B.1

- 8.1.2.A.1 Identify the basic features of a digital device and explain its purpose.
- 8.1.2.A.3 Compare the common uses of at least two different digital applications and identify the advantages and disadvantages of using each.
- 8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
- 8.1.2.D.1 Develop an understanding of ownership of print and non-print information.
- 8.2.2.B.1 Identify how technology impacts or improves life.

21st Century Life and Career Skills

Indicators: 9.2.4.A.2, 9.2.4.A.4

- Identify various life roles and civic and work-related activities in the school, home, and community.
- Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Career Ready Practices

Indicators: CRP1, CRP3, CRP4, CRP6, CRP8, CRP9, CRP12

- Act as responsible and contributing citizen and employee.
- Attend to personal health and well-being
- Communicate clearly and effectively and with reason.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management.
- Work productively in teams while using cultural global competence.

Grade: 2	Content: Physical Education	Unit: 1
Domain: Traveling & Locomotor Patterns		Time Frame: 3-4 weeks
<p>New Jersey Student Learning Standards:</p> <p>2.5 Motor Skills Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</p> <p>2.6 Fitness: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.</p> <p>2.5.2.A.1 Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).</p> <p>2.5.2.B.1 Differentiate when to use competitive and cooperative strategies in games, sports, and other movement activities.</p> <p>2.5.2.C.2 Demonstrate appropriate behaviors and safety rules and explain how they contribute to moving safely during basic activities.</p> <p>2.6.2.A.2 Explain what it means to be physically fit and engage in moderate to vigorous age-appropriate activities that promote fitness.</p>		

Essential Questions	Enduring Understandings	Skills
<ul style="list-style-type: none"> ● Why do we learn different movements? ● How does exercise keep you healthy? ● What is open space? ● What is personal space? 	<ul style="list-style-type: none"> ● Performing movement skills in a technically correct manner improves overall performance and increases the likelihood of participation in lifelong physical activity. ● Knowing and understanding concepts of movement will improve performance in a specific skill and provide the foundation for transfer of skills in a variety of sports and activities. 	<p>Students will be able to:</p> <p>Develop, identify, apply and improve locomotive and traveling skills:</p> <ul style="list-style-type: none"> ● Climbing ● Walk ● Run ● Hop ● Jump ● Skip ● Slide ● Leap ● Gallop

Vocabulary	Resources	Assessment/Project
<ul style="list-style-type: none"> • Climbing • Walk • Run • Hop • Jump • Skip • Slide • Leap • Gallop 	<ul style="list-style-type: none"> • PE Central www.pecentral.com • AAPHERD http://www.aapherd.com/ • SHAPE America http://www.shapeamerica.com 	<ul style="list-style-type: none"> • Teacher observations (Pair-Share, Q and A) • Visual skills checklist • Authentic assessments: Peer rubric • Teacher rubric • Peer observations
Differentiated Instruction		Interdisciplinary Connections
RTI/ELL	Enrichment	<ul style="list-style-type: none"> • Follow agreed upon rules for discussions (Listening to others and taking turns speaking about the topics.) • Predict and object relative speed, path, or how far it will travel using various forces and surfaces. • Apply properties of operations as strategies to add and subtract.
<ul style="list-style-type: none"> • Reteach/peer teaching activities • Repeat, clarify, or reword directions • Restricted warm-up activities • Fewer skills spread out over a longer period of time • Lead-up games only • Modifications in equipment or playing area • Addition of special game rules for medical or other limitations • Assign students a Bilingual or English-speaking buddy 	<ul style="list-style-type: none"> • Enrichment activities • Independent student options • Cross-curricular activities • Present/Discuss sports current events • Teach and demonstrate skills to other students 	

Grade: 2	Content: Physical Education	Unit: 1
Domain: Rhythmic Movements	Time Frame: 2 Weeks	
<p>New Jersey Student Learning Standards:</p> <p>2.5 Motor Skills Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</p> <p>2.6 Fitness: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.</p> <p>2.5.2.A.2 Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.</p> <p>2.5.2.A.3 Respond in movement to changes in tempo, beat, rhythm, or musical style.</p> <p>2.5.2.B.3 Determine how attitude impacts physical performance.</p> <p>2.6.2.A.2 Explain what it means to be physically fit and engage in moderate to vigorous age-appropriate activities that promote fitness.</p>		

Essential Questions	Enduring Understandings	Skills
<ul style="list-style-type: none"> ● How does dancing improve your health? ● What is rhythm? ● What is tempo? ● How can dance improve rhythm? 	<ul style="list-style-type: none"> ● Performing movement skills in a technically correct manner improves overall performance and increases the likelihood of participation in lifelong physical activity. ● Performing dance increases social and cultural awareness. ● Knowing and understanding concepts of movement will improve performance in a specific skill and provide the foundation for transfer of skills in a variety of sports and activities. ● Understanding fitness concepts and skills and integrating them into your everyday routine supports wellness. 	<p>Students will be able to:</p> <p>Develop and apply dance skills:</p> <ul style="list-style-type: none"> ● Partner ● Line ● Social ● Multi-cultural ● Tempo ● Creative ● Rhythmic ● Changes in music, alter movement

Vocabulary	Resources	Assessment/Project
<ul style="list-style-type: none"> • Partner • Line • Social Dance • Beat • Creative • Rhythm • Tempo • Personal Space 	<ul style="list-style-type: none"> • PE Central www.pecentral.com • AAPHERD http://www.aapherd.com/ • SHAPE America http://www.shapeamerica.com • YouTube www.youtube.com • Technology 	<ul style="list-style-type: none"> • Teacher observations(Pair-Share, Q and A) • Visual Skills checklist • Teacher Rubric
Differentiated Instruction		Interdisciplinary Connections
RTI/ELL	Enrichment	<ul style="list-style-type: none"> • Follow agreed upon rules for discussions (Listening to others and taking turns speaking about the topics.) • Follow agreed upon rules for discussions(listening to others with care, speaking one at a time about the topics) • Follow agreed upon rules for discussions(gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics, Listening to others and taking turns speaking about the topics) • Predict and object relative speed, path, or how far it will travel using various forces and surfaces. • Apply properties of operations as strategies to add and subtract.
<ul style="list-style-type: none"> • Reteach/peer teaching activities • Repeat, clarify, or reword directions • Restricted warm-up activities • Fewer skills spread out over a longer period of time • Lead-up games only • Modifications in group size • Modifications in equipment or playing area • Addition of special game rules for medical or other limitations • Assign students a Bilingual or English-speaking buddy 	<ul style="list-style-type: none"> • Enrichment activities • Independent student options • Cross-curricular activities • Present/Discuss sports current events • Teach and demonstrate skills to other students 	

Grade: 2	Content: Physical Education	Unit: 1
Domain: Chasing, Fleeing, Dodging	Time Frame: 3-4 Weeks	
<p>New Jersey Student Learning Standards:</p> <p>2.5 Motor Skills Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</p> <p>2.6 Fitness: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.</p> <p>2.5.2.A.1 Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).</p> <p>2.5.2.B.1 Differentiate when to use competitive and cooperative strategies in games, sports, and other movement activities.</p> <p>2.5.2.B.2 Explain the difference between offense and defense.</p> <p>2.5.2.C.2 Demonstrate basic activity and safety rules and explain how they contribute to moving in a safe environment.</p> <p>2.6.2.A.2 Explain what it means to be physically fit and engage in moderate to vigorous age-appropriate activities that promote fitness.</p>		

Essential Questions	Enduring Understandings	Skills
<ul style="list-style-type: none"> Who and what are you trying to avoid to stay safe? How do you keep personal space? What strategy did you use in the activity? 	<ul style="list-style-type: none"> Cooperative strategies is necessary for all players to be successful in game situations. Knowing and understanding concepts of movement will improve performance in a specific skill and provide the foundation for transfer of skills in a variety of sports and activities. 	<p>Students will be able to:</p> <p>Develop and apply the coordination to participate in various activities such as:</p> <ul style="list-style-type: none"> Tag games Modified games Cooperative games

Vocabulary	Resources	Assessment/Project
<ul style="list-style-type: none"> • Freeze • Chase • Dodge • Catch • Fake • Boundary • Ready Position • Strategy 	<ul style="list-style-type: none"> • PE Central www.pecentral.com • AAPHERD http://www.aapherd.com/ • SHAPE America http://www.shapeamerica.com 	<ul style="list-style-type: none"> • Teacher observations (Pair-Share, Q and A) • Visual skills checklist • Teacher Rubric
Differentiated Instruction		Interdisciplinary Connections
RTI/ELL	Enrichment	<ul style="list-style-type: none"> • Follow agreed upon rules for discussions (Listening to others and taking turns speaking about the topics.) • Follow agreed upon rules for discussions(listening to others with care, speaking one at a time about the topics) • Follow agreed upon rules for discussions(gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics, Listening to others and taking turns speaking about the topics) • Predict and object relative speed, path, or how far it will travel using various forces and surfaces. • Reason with shapes and their attributes. • Apply properties of operations as strategies to add and subtract.
<ul style="list-style-type: none"> • Reteach/peer teaching activities • Repeat, clarify, or reword directions • Restricted warm-up activities • Fewer skills spread out over a longer period of time • Lead-up games only • Modifications in group size during • Modifications in equipment or playing area • Addition of special game rules for medical or other limitations • Assign students a Bilingual or English-speaking buddy 	<ul style="list-style-type: none"> • Enrichment activities • Independent student options • Cross-curricular activities • Present/Discuss sports current events • Teach and demonstrate skills to other students • 	

Grade: 2	Content: Physical Education	Unit: 1
Domain: Jumping, Leaping, Landing, Balancing	Time Frame: 3-4 weeks	
<p>New Jersey Student Learning Standards:</p> <p>2.5 Motor Skills Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</p> <p>2.6 Fitness: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.</p> <p>2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.</p> <p>2.2.2.C.2 Identify types of disabilities and demonstrate appropriate behavior when interacting with people with disabilities.</p> <p>2.5 Motor Skills Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</p> <p>2.5.2.A.1 Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).</p> <p>2.5.2.A.2 Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.</p> <p>2.5.2.A.4 Correct movement errors in response to feedback.</p> <p>2.5.2.C.2 Demonstrate basic activity and safety rules and explain how they contribute to moving in a safe environment.</p> <p>2.6.2.A.2 Explain what it means to be physically fit and engage in moderate to vigorous age-appropriate activities that promote fitness.</p>		

Essential Questions	Enduring Understandings	Skills
<ul style="list-style-type: none"> • How does jumping, leaping and landing affect your health? • Why is it important to learn how to take off and land properly? • When do you use balance in your life? 	<ul style="list-style-type: none"> • Performing movement skills in a technically correct manner improves overall performance and increases the likelihood of participation in lifelong physical activity. • Performing balancing activities allows us to continue to grow in life. 	<p>Students will be able to:</p> <p>Develop and apply the motor skills necessary to:</p> <ul style="list-style-type: none"> • Jumping, leaping skills • Jump rope • Hurdles • Weight Transfer • Balance • Direction Change

Vocabulary	Resources	Assessment/Project
<ul style="list-style-type: none"> ● Balance ● Agility ● Take-off / Landing ● Coordination ● Rhythm ● Tempo ● Direction 	<ul style="list-style-type: none"> ● PE Central www.pecentral.com ● AAPHERD http://www.aapherd.com/ ● SHAPE America http://www.shapeamerica.com 	<ul style="list-style-type: none"> ● Teacher observations (Pair-Share, Q and A) ● Skills checklist ● Teacher rubric
Differentiated Instruction		Interdisciplinary Connections
RTI/ELL	Enrichment	<ul style="list-style-type: none"> ● Follow agreed upon rules for discussions (Listening to others and taking turns speaking about the topics). ● Follow agreed upon rules for discussions(listening to others with care, speaking one at a time about the topics). ● Follow agreed upon rules for discussions(gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics, Listening to others and taking turns speaking about the topics). ● Predict and object relative speed, path, or how far it will travel using various forces and surfaces. ● Apply properties of operations as strategies to add and subtract.
<ul style="list-style-type: none"> ● Reteach/peer teaching activities ● Repeat, clarify, or reword directions ● Restricted warm-up activities ● Fewer skills spread out over a longer period of time ● Lead-up games only ● Modifications in group size during ● Modifications in equipment or playing area ● Addition of special game rules for medical or other limitations ● Assign students a Bilingual or English-speaking buddy 	<ul style="list-style-type: none"> ● Enrichment activities ● Independent student options ● Cross-curricular activities ● Present/Discuss sports current events ● Teach and demonstrate skills to other students ● 	

Grade: 2	Content: Physical Education	Unit: 1
Domain: Body Awareness	Time Frame: 2 weeks	
<p>New Jersey Student Learning Standards:</p> <p>2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.</p> <p>2.5 Motor Skills Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</p> <p>2.2.2.C.2 Identify types of disabilities and demonstrate appropriate behavior when interacting with people with disabilities.</p> <p>2.5.2.A.2 Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.</p> <p>2.5.2.A.4 Correct movement errors in response to feedback.</p>		

Essential Questions	Enduring Understandings	Skills
<ul style="list-style-type: none"> • How does body awareness affect exercise? • Why do you need to be aware of how your body moves? 	<ul style="list-style-type: none"> • Performing movement skills in a technically correct manner improves overall performance and increases the likelihood of participation in lifelong physical activity. 	<p>Students will be able to:</p> <p>Develop and Apply the skills necessary to complete the following activities:</p> <ul style="list-style-type: none"> • Log Roll • Forward roll • Tumbling

Vocabulary	Resources	Assessment/Project
<ul style="list-style-type: none"> • Log roll • Forward roll • Tumbling 	<ul style="list-style-type: none"> • PE Central www.pecentral.com • AAPHERD http://www.aapherd.com/ • SHAPE America http://www.shapeamerica.com 	<ul style="list-style-type: none"> • Teacher observations (Pair-Share, Q and A) • Skills checklist • Authentic assessments: Peer rubric • Teacher rubric
Differentiated Instruction		Interdisciplinary Connections
RTI/ELL	Enrichment	<ul style="list-style-type: none"> • Follow agreed upon rules for discussions(listening to others with care, speaking one at a time about the topics) • Follow agreed upon rules for discussions(gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics, Listening to others and taking turns speaking about the topics) • Predict and object relative speed, path, or how far it will travel using various forces and surfaces. • Apply properties of operations as strategies to add and subtract
<ul style="list-style-type: none"> • Reteach/peer teaching activities • Repeat, clarify, or reword directions • Fewer skills spread out over a longer period of time • Lead-up games only • Restricted warm up activities • Modifications in group size during • Modifications in equipment or playing area • Addition of special game rules for medical or other limitations • Assign students a Bilingual or English-speaking buddy 	<ul style="list-style-type: none"> • Enrichment activities • Independent student options • Cross-curricular activities • Present/Discuss sports current events • Teach and demonstrate skills to other students • Cross-curricular activities 	

Grade: 2	Content: Physical Education	Unit: 1
Domain: Kicking	Time Frame: 2-3 weeks	
<p>New Jersey Student Learning Standards:</p> <p>2.5 Motor Skills Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</p> <p>2.6 Fitness: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.</p> <p>2.5.2.A.2 Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.</p> <p>2.5.2.A.4 Correct movement errors in response to feedback.</p> <p>2.5.2.B.1 Differentiate when to use competitive and cooperative strategies in games, sports, and other movement activities.</p> <p>2.5.2.C.2 Demonstrate basic activity and safety rules and explain how they contribute to moving in a safe environment.</p> <p>2.6.2.A.2 Explain what it means to be physically fit and engage in moderate to vigorous age-appropriate activities that promote fitness.</p>		

Essential Questions	Enduring Understandings	Skills
<ul style="list-style-type: none"> • What part of your foot do you use to strike the ball? • Where do you put your plant foot while kicking the ball? • What should you focus on while kicking? 	<ul style="list-style-type: none"> • Knowing and understanding concepts of movement will improve performance in a specific skill and provide the foundation for transfer of skills in a variety of sports and activities. 	<p>Students will be able to:</p> <p>Develop and apply the skills necessary for kicking:</p> <ul style="list-style-type: none"> • Partner or wall passing • Target striking for distance and accuracy • Trapping

Vocabulary	Resources	Assessment/Project
<ul style="list-style-type: none"> ● Passing ● Shooting ● Team work/partner work ● Goal/Point ● Trap ● Target 	<ul style="list-style-type: none"> ● PE Central www.pecentral.com ● AAPHERD http://www.aapherd.com/ ● SHAPE America http://www.shapeamerica.com 	<ul style="list-style-type: none"> ● Teacher observations (Pair-Share, Q and A) ● Skills checklist ● Authentic assessments: Peer rubric ● Teacher rubric
Differentiated Instruction		Interdisciplinary Connections
RTI/ELL	Enrichment	<ul style="list-style-type: none"> ● Follow agreed upon rules for discussions (Listening to others and taking turns speaking about the topics.) ● Follow agreed upon rules for discussions(listening to others with care, speaking one at a time about the topics) ● Follow agreed upon rules for discussions(gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics, Listening to others and taking turns speaking about the topics) ● Predict and object relative speed, path, or how far it will travel using various forces and surfaces. ● Apply properties of operations as strategies to add and subtract.
<ul style="list-style-type: none"> ● Reteach/peer teaching activities ● Repeat, clarify, or reword directions ● Restricted warm-up activities ● Fewer skills spread out over a longer period of time ● Lead-up games only ● Modifications in group size during ● Modifications in equipment or playing area ● Addition of special game rules for medical or other limitations ● Assign students a Bilingual or English-speaking buddy 	<ul style="list-style-type: none"> ● Enrichment activities <p>Independent student options</p> <ul style="list-style-type: none"> ● Cross-curricular activities ● Present/Discuss sports current events ● Teach and demonstrate skills to other students ● Cross-curricular activities 	

Grade: 2	Content: Physical Education	Unit: 1
Domain: Throwing and Catching	Time Frame: 4-5 weeks	
<p>New Jersey Student Learning Standards:</p> <p>2.5 Motor Skills Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</p> <p>2.5.2.A.1 Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).</p> <p>2.5.2.B.1 Differentiate when to use competitive and cooperative strategies in games, sports, and other movement activities.</p> <p>2.5.2.C.2 Demonstrate basic activity and safety rules and explain how they contribute to moving in a safe environment.</p>		

Essential Questions	Enduring Understandings	Skills
<ul style="list-style-type: none"> • What is the best way to catch and throw? • What foot should you step with when throwing? • Which hand do you throw with? • Where should you step? 	<ul style="list-style-type: none"> • Knowing and understanding concepts of movement will improve performance in a specific skill and provide the foundation for transfer of skills in a variety of sports and activities. 	<p>Students will be able to:</p> <p>Develop and apply the skills necessary for throwing and catching:</p> <ul style="list-style-type: none"> • Self pass • Overhand throw • Underhand throw • One hand throw • Two hand pass • Overhand catch • Underhand catch

Vocabulary	Resources	Assessment/Project
<ul style="list-style-type: none"> ● Self pass ● Overhand throw ● Underhand throw ● One hand throw ● Two hand pass ● Overhand catch ● Underhand catch ● Pass 	<ul style="list-style-type: none"> ● PE Central www.pecentral.com ● AAPHERD http://www.aapherd.com/ ● SHAPE America http://www.shapeamerica.com 	<ul style="list-style-type: none"> ● Teacher observations (Pair-Share, Q and A) ● Skills checklist ● Authentic assessments: Peer rubric ● Teacher rubric ● Peer observations
Differentiated Instruction		Interdisciplinary Connections
RTI/ELL	Enrichment	<ul style="list-style-type: none"> ● Follow agreed upon rules for discussions (Listening to others and taking turns speaking about the topics.) ● Follow agreed upon rules for discussions(listening to others with care, speaking one at a time about the topics) ● Follow agreed upon rules for discussions(gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics, Listening to others and taking turns speaking about the topics) ● Predict and object relative speed, path, or how far it will travel using various forces and surfaces. ● Apply properties of operations as strategies to add and subtract
<ul style="list-style-type: none"> ● Reteach/peer teaching activities ● Repeat, clarify, or reword directions ● Restricted warm-up activities ● Fewer skills spread out over a longer period of time ● Lead-up games only ● Modifications in group size during ● Modifications in equipment or playing area ● Addition of special game rules for medical or other limitations ● Assign students a Bilingual or English-speaking buddy 	<ul style="list-style-type: none"> ● Enrichment activities ● Independent student options ● Cross-curricular activities ● Present/Discuss sports current events ● Teach and demonstrate skills to other students ● Cross-curricular activities 	

Grade: 2	Content: Physical Education	Unit: 1
Domain: Volley and Dribbling	Time Frame: 4-5 Weeks	
<p>New Jersey Student Learning Standards:</p> <p>2.5 Motor Skills Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</p> <p>2.5.2.A.1 Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).</p> <p>2.5.2.B.1 Differentiate when to use competitive and cooperative strategies in games, sports, and other movement activities.</p> <p>2.5.2.C.2 Demonstrate basic activity and safety rules and explain how they contribute to moving in a safe environment.</p>		

Essential Questions	Enduring Understandings	Skills
<ul style="list-style-type: none"> • How should you dribble/volley various types of balls used for fitness activities? • Which equipment is used for dribbling activities? • Which equipment is used for volleying activities? 	<ul style="list-style-type: none"> • Knowing and understanding concepts of movement will improve performance in a specific skill and provide the foundation for transfer of skills in a variety of sports and activities. 	<p>Students will be able to:</p> <p>Develop and apply the skills necessary to volley and dribble:</p> <ul style="list-style-type: none"> • Bouncing • Catching • Dribbling (hands, feet, implement) • Volley (overhand, underhand)

Vocabulary	Resources	Assessment/Project
<ul style="list-style-type: none"> ● Catching ● Dribbling (hands, feet, implement) ● Volley (overhand, underhand) ● Parts of body (i.e. fingertips, palm of hand, inside/outside of foot) 	<ul style="list-style-type: none"> ● PE Central www.pecentral.com ● AAPHERD http://www.aapherd.com/ ● SHAPE America http://www.shapeamerica.com 	<ul style="list-style-type: none"> ● Teacher observations (Pair-Share, Q and A) ● Skills checklist ● Authentic assessments: Peer rubric ● Teacher rubric
Differentiated Instruction		Interdisciplinary Connections
RTI/ELL	Enrichment	<ul style="list-style-type: none"> ● Follow agreed upon rules for discussions(gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics, Listening to others and taking turns speaking about the topics) ● Predict and object relative speed, path, or how far it will travel using various forces and surfaces. ● Apply properties of operations as strategies to add and subtract
<ul style="list-style-type: none"> ● Reteach/peer teaching activities ● Repeat, clarify, or reword directions ● Restricted warm-up activities ● Fewer skills spread out over a longer period of time ● Lead-up games only ● Modifications in group size during ● Modifications in equipment or playing area ● Addition of special game rules for medical or other limitations ● Assign students a Bilingual or English-speaking buddy 	<ul style="list-style-type: none"> ● Enrichment activities ● Independent student options ● Cross-curricular activities ● Present/Discuss sports current events ● Teach and demonstrate skills to other students ● Cross-curricular activities 	

Grade: 2	Content: Physical Education	Unit: 2
Domain: Lead up games	Time Frame: 5 weeks	
<p>New Jersey Student Learning Standards:</p> <p>2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.</p> <p>2.5 Motor Skills Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</p> <p>2.6 Fitness: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.</p> <p>2.2.2.C.2 Identify types of disabilities and demonstrate appropriate behavior when interacting with people with disabilities.</p> <p>2.5.2.A.1 Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).</p> <p>2.5.2.B.1 Differentiate when to use competitive and cooperative strategies in games, sports, and other movement activities.</p> <p>2.5.2.B.3 Determine how attitude impacts physical performance.</p> <p>2.5.2.C.1 Explain what it means to demonstrate good sportsmanship.</p> <p>2.6.2.A.2 Explain what it means to be physically fit and engage in moderate to vigorous age-appropriate activities that promote fitness.</p>		

Essential Questions	Enduring Understandings	Skills
<ul style="list-style-type: none"> • Why must I know the rules of the game? • What is sportsmanship? • What made you a good teammate during the activity? • Why is it important to incorporate all participants into the activity? 	<ul style="list-style-type: none"> • Knowing and understanding concepts of movement will improve performance in a specific skill and provide the foundation for transfer of skills in a variety of sports and activities. • Implementing effective offensive, defensive and cooperative strategies is necessary for all players to be successful in game situations. • When you feel comfortable and confident when performing motor skills, you are more likely to participate in health-enhancing forms of physical activity throughout life. 	<p>Students will be able to:</p> <p>Develop and apply the skills necessary to play a game with other students:</p> <ul style="list-style-type: none"> • Tag • Partner • Multi-cultural • Cooperative • Challenges • Competitions • Differentiation between competitive and cooperative games • Working with others • Following rules and etiquette/sportsmanship • Communication • Working toward a common goal

Vocabulary	Resources	Assessment/Project
<ul style="list-style-type: none"> ● Partner/Teammate ● Sportsmanship ● Rules ● Cooperative game ● Competitive game ● Score ● Winner/Loser 	<ul style="list-style-type: none"> ● PE Central www.pecentral.com ● AAPHERD http://www.aapherd.com/ ● SHAPE America http://www.shapeamerica.com 	<ul style="list-style-type: none"> ● Teacher observations (Pair-Share, Q and A) ● Skills checklist ● Authentic assessments: Peer rubric ● Teacher rubric ● Peer observations
Differentiated Instruction		Interdisciplinary Connections
RTI/ELL	Enrichment	<ul style="list-style-type: none"> ● Follow agreed upon rules for discussions(listening to others with care, speaking one at a time about the topics) ● Follow agreed upon rules for discussions(gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics, Listening to others and taking turns speaking about the topics) ● Predict and object relative speed, path, or how far it will travel using various forces and surfaces. ● Apply properties of operations as strategies to add and subtract
<ul style="list-style-type: none"> ● Reteach/peer teaching activities ● Repeat, clarify, or reword directions ● Restricted warm-up activities ● Fewer skills spread out over a longer period of time ● Lead-up games only ● Modifications in group size during ● Modifications in equipment or playing area ● Addition of special game rules for medical or other limitations ● Assign students a Bilingual or English-speaking buddy 	<ul style="list-style-type: none"> ● Enrichment activities ● Independent student options ● Cross-curricular activities ● Present/Discuss sports current events ● Teach and demonstrate skills to other students ● Cross-curricular activities 	

Grade: 2	Content: Physical Education	Unit: 2
Unit: Spatial Awareness	Time Frame: 2-3 weeks	
<p>New Jersey Student Learning Standards:</p> <p>2.5 Motor Skills Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</p> <p>2.6 Fitness: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.</p> <p>2.5.2.A.2 Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.</p> <p>2.5.2.C.2 Demonstrate basic activity and safety rules and explain how they contribute to moving in a safe environment.</p> <p>2.6.2.A.2 Explain what it means to be physically fit and engage in moderate to vigorous age-appropriate activities that promote fitness.</p>		

Essential Questions	Enduring Understandings	Skills
<ul style="list-style-type: none"> • Why do we need to be aware of our surroundings? • How does effective and appropriate movement affect your health? 	<ul style="list-style-type: none"> • It is important to understand how to move and why it is necessary. • Performing movement skills in a technically correct manner improves overall performance and increases the likelihood of participation in lifelong physical activity. 	<p>Students will be able to:</p> <p>Develop and apply the skills necessary to demonstrate spatial awareness:</p> <ul style="list-style-type: none"> • Relationships to objects • People • Self • General space • Direction • Levels

Vocabulary	Resources	Assessment/Project
<ul style="list-style-type: none"> ● Personal space ● General space ● Lines/ Boundaries on the gym floor ● Sizes of movement(i.e. small, medium, big) ● Directional movements (left, right, forward, backward) ● Levels (high, low) 	<ul style="list-style-type: none"> ● PE Central www.pecentral.com ● AAPERD http://www.aapherd.com/ ● SHAPE America http://www.shapeamerica.com 	<ul style="list-style-type: none"> ● Teacher observations (Pair-Share, Q and A) ● Skills checklist ● Authentic assessments: Peer rubric ● Teacher rubric
Differentiated Instruction		Interdisciplinary Connections
RTI/ELL	Enrichment	<ul style="list-style-type: none"> ● Follow agreed upon rules for discussions(gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics, Listening to others and taking turns speaking about the topics) ● Predict and object relative speed, path, or how far it will travel using various forces and surfaces. ● Apply properties of operations as strategies to add and subtract.
<ul style="list-style-type: none"> ● Reteach/peer teaching activities ● Repeat, clarify, or reword directions ● Restricted warm-up activities ● Fewer skills spread out over a longer period of time ● Lead-up games only ● Modifications in group size during ● Modifications in equipment or playing area ● Addition of special game rules for medical or other limitations ● Assign students a Bilingual or English-speaking buddy 	<ul style="list-style-type: none"> ● Enrichment activities ● Independent student options ● Cross-curricular activities ● Present/Discuss sports current events ● Teach and demonstrate skills to other students ● Cross-curricular activities 	

Grade: 2	Content: Physical Education	Unit: 2
Unit: Fitness Components	Time Frame: 4 Weeks	
<p>New Jersey Student Learning Standards:</p> <p>2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.</p> <p>2.5 Motor Skills Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</p> <p>2.6 Fitness: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.</p> <p>2.2.2.B.4 Select a personal health goal and explain why setting a goal is important.</p> <p>2.5.2.A.1 Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).</p> <p>2.5.2.A.4 Correct movement errors in response to feedback.</p> <p>2.6.2.A.1 Explain the role of regular physical activity in relation to personal health.</p> <p>2.6.2.A.2 Explain what it means to be physically fit and engage in moderate to vigorous age-appropriate activities that promote fitness.</p>		

Essential Questions	Enduring Understandings	Skills
<ul style="list-style-type: none"> • Which fitness activities do you like? • How much exercise should we get each day? • How does exercise keep you healthy? • What does it mean to be physically fit? 	<ul style="list-style-type: none"> • Achieving and maintaining fitness requires age-appropriate intensity, duration, and frequency of exercise. • Understanding fitness concepts and skills and integrating them into your everyday routine supports wellness. • Performing movement skills in a technically correct manner improves overall performance and increases the likelihood of participation in lifelong physical activity. 	<p>Students will be able to:</p> <p>Develop and apply the skills necessary to demonstrate physical fitness:</p> <ul style="list-style-type: none"> • Cardiovascular endurance • Muscular endurance • Muscular Strength • Balance • Wellness • Cultural influences • Flexibility • Speed • Fitness goals

Vocabulary	Resources	Assessment/Project
<ul style="list-style-type: none"> ● Stretching ● Warm-up ● Fitness ● Strength ● Endurance ● Balance ● Speed/Quickness ● Core 	<ul style="list-style-type: none"> ● PE Central www.pecentral.com ● AAPHERD http://www.aapherd.com/ ● SHAPE America http://www.shapeamerica.com 	<ul style="list-style-type: none"> ● Teacher observations (Pair-Share, Q and A) ● Skills checklist ● Authentic assessments: Peer rubric ● Teacher rubric
Differentiated Instruction		Interdisciplinary Connections
RTI/ELL	Enrichment	<ul style="list-style-type: none"> ● Follow agreed upon rules for discussions(gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics, Listening to others and taking turns speaking about the topics) ● Predict and object relative speed, path, or how far it will travel using various forces and surfaces. ● Apply properties of operations as strategies to add and subtract
<ul style="list-style-type: none"> ● Reteach/peer teaching activities ● Repeat, clarify, or reword directions ● Restricted warm-up activities ● Fewer skills spread out over a longer period of time ● Lead-up games only ● Modifications in group size during ● Modifications in equipment or playing area ● Addition of special game rules for medical or other limitations ● Assign students a Bilingual or English-speaking buddy 	<ul style="list-style-type: none"> ● Enrichment activities ● Independent student options ● Cross-curricular activities ● Present/Discuss sports current events ● Teach and demonstrate skills to other students ● Cross-curricular activities 	

Grade: 2	Content: Physical Education	Unit: 2
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Unit: Game Strategies	Time Frame: 5 Weeks
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New Jersey Student Learning Standards:

2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.

2.6 Fitness: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.

2.5.2.B.1 Differentiate when to use competitive and cooperative strategies in games, sports, and other movement activities.

2.5.2.B.2 Explain the difference between offense and defense.

2.5.2.B.3 Determine how attitude impacts physical performance.

2.5.2.B.4 Demonstrate strategies that enable team members to achieve goals.

2.5.2.C.1 Explain what it means to demonstrate good sportsmanship.

2.6.2.A.2 Explain what it means to be physically fit and engage in moderate to vigorous age-appropriate activities that promote fitness.

Essential Questions	Enduring Understandings	Skills
<ul style="list-style-type: none"> • What is strategy? • What strategies did you use to be successful? 	<ul style="list-style-type: none"> • Implementing effective offensive, defensive and cooperative strategies is necessary for all players to be successful in game situations. 	<p>Students will be able to:</p> <p>Develop and apply the skills necessary to demonstrate good technique when participating in games:</p> <ul style="list-style-type: none"> • Offensive strategy • Defensive strategy • Cooperative strategy • Player positioning • Faking • Dodging • Defending space • Personal/Team Strategies • Varying speeds/pathways • Transition

Vocabulary	Resources	Assessment/Project
<ul style="list-style-type: none"> ● Strategy ● Offense ● Defense ● Player positioning ● Fake ● Dodge 	<ul style="list-style-type: none"> ● PE Central www.pecentral.com ● AAPHERD http://www.aapherd.com/ ● SHAPE America http://www.shapeamerica.com 	<ul style="list-style-type: none"> ● Teacher observations (Pair-Share, Q and A) ● Skills checklist ● Authentic assessments: Peer rubric ● Teacher rubric ● Peer observations
Differentiated Instruction		Interdisciplinary Connections
RTI/ELL	Enrichment	<ul style="list-style-type: none"> ● Follow agreed upon rules for discussions(gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics, Listening to others and taking turns speaking about the topics) ● Predict and object relative speed, path, or how far it will travel using various forces and surfaces. ● Apply properties of operations as strategies to add and subtract. ● Demonstrate an understanding of rules by following most classroom routines.
<ul style="list-style-type: none"> ● Reteach/peer teaching activities ● Repeat, clarify, or reword directions ● Restricted warm-up activities ● Fewer skills spread out over a longer period of time ● Lead-up games only ● Modifications in group size during ● Modifications in equipment or playing area ● Addition of special game rules for medical or other limitations ● Assign students a Bilingual or English-speaking buddy 	<ul style="list-style-type: none"> ● Enrichment activities ● Independent student options ● Cross-curricular activities ● Present/Discuss sports current events ● Teach and demonstrate skills to other students ● Cross-curricular activities 	