

Course Overview Phys Ed Grade 2

Content Area: **Physical Education**
Course(s): **PHYS ED-K**
Time Period:
Length: **10 weeks**
Status: **Published**

Cover

EAST BRUNSWICK PUBLIC SCHOOLS

East Brunswick New Jersey

Superintendent of Schools

Dr. Victor P. Valeski

Physical Education

Second Grade

Course Number: 4712

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Course Adoption: **04/21/1986**

Curriculum Adoption: **11/2/2017**

Course Overview

58032 Physical Education (grade 2)

Physical Education (grade 2) courses typically emphasize knowledge and skills that lead to health, enjoyment, and social development through physical activity. Course content may include activities that strengthen gross and fine motor skills, body awareness, safety, and the relationship between physical activity and health. Specific content depends upon state standards for grade 2.

COURSE DESCRIPTION Physical Education in grade 2 places an emphasis on the development of basic body movement, gross locomotor skills and rhythmic. The course emphasizes students to develop skills in sportsmanship and fair play, fundamental skills and techniques along with good body mechanics. There is an introduction to physical fitness and the skill associated with it for future testing. During this course students are expected to demonstrate mastery/proficiency of all NJSLC CPI's from 2.1.2.A through 2.1.2 B, 2.1.2 D through 2.1.2 E, 2.2.4.A through 2.2.2.E, 2.5.2.A through 2.5.2.C and 2.6.A The course reinforces the learning of other Standards and CPI's already mastered and contributes to the development of mastery of other standards in the areas of Language Arts Literacy, Mathematics, Science and Technology Literacy.

Textbooks and Other Resources

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COURSE RESOURCES

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Various Equipment as it relates to various activities

Fitnessgram

Standards

MA.2.OA	Operations and Algebraic Thinking
MA.2.NBT.A.1	Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:
MA.2.NBT.A.2	Count within 1000; skip-count by 5s, 10s, and 100s.
MA.2.NBT.A.3	Read and write numbers to 1000 using base-ten numerals, number names, and expanded

form.

MA.2.NBT.A.4	Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons.
HPE.2.1.2.A.1	Explain what being “well” means and identify self-care practices that support wellness.
HPE.2.1.2.A.2	Use correct terminology to identify body parts, and explain how body parts work together to support wellness.
HPE.2.1.2.B.1	Explain why some foods are healthier to eat than others.
HPE.2.1.2.B.2	Explain how foods on MyPlate differ in nutritional content and value.
HPE.2.1.2.B.3	Summarize information about food found on product labels.
HPE.2.2.2.B.1	Explain what a decision is and why it advantageous to think before acting.
HPE.2.2.2.B.2	Relate decision-making by self and others to one’s health.
HPE.2.2.2.B.3	Determine ways parents, peers, technology, culture, and the media influence health decisions.
HPE.2.2.2.B.4	Select a personal health goal and explain why setting is important.
HPE.2.2.2.C.1	Explain the meaning of Character and how it is reflected in the thoughts, feelings, and actions of oneself and others.
HPE.2.2.2.C.2	Identify types of disabilities and demonstrate appropriate behavior when interacting with people with disabilities.
HPE.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).
HPE.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.
HPE.2.5.2.A.3	Respond in movement to changes in tempo, beat, rhythm, or musical style.
HPE.2.5.2.A.4	Correct movement errors in response to feedback.
HPE.2.5.2.B.1	Differentiate when to use competitive and cooperative strategies in games, sports, and other movement activities.
HPE.2.5.2.B.2	Explain the difference between offense and defense.
HPE.2.5.2.B.3	Determine how attitude impacts physical performance.
HPE.2.5.2.B.4	Demonstrate strategies that enable team and group members to achieve goals.
HPE.2.5.2.C.1	Explain what it means to demonstrate good sportsmanship.
HPE.2.5.2.C.2	Demonstrate appropriate behaviors and safety rules and explain how they contribute to moving safely during basic activities.
HPE.2.6.2.A.1	Explain the role of regular physical activity in relation to personal health.
HPE.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.
HPE.2.6.2.A.3	Develop a fitness goal and monitor progress towards achievement of the goal.
SCI.2-PS1	Matter and its Interactions
VPA.1.1.2.A.1	Identify the elements of dance in planned and improvised dance sequences.
VPA.1.1.2.A.2	Use improvisation to discover new movement to fulfill the intent of the choreography.
VPA.1.3.2.A.1	Create and perform planned and improvised movement sequences using the elements of dance, with and without musical accompaniment, to communicate meaning around a variety of themes.
VPA.1.3.2.A.2	Create and perform planned and improvised movement sequences, alone and in small

groups, with variations in tempo, meter, rhythm, spatial level (i.e., low, middle, and high), and spatial pathway.

VPA.1.3.2.A.3

Define and maintain personal space, concentrate, and appropriately direct focus while performing movement skills.

VPA.1.3.2.A.4

Create and perform original movement sequences alone and with a partner using locomotor and non-locomotor movements at various levels in space.

Scope and Sequence

COURSE SCOPE AND SEQUENCE

Sequential Unit Description:	Associated CPI 's to be Achieved	Marking Period Guide	Other Pacing Guide Referen
2nd Grade	2.1.2.A.1 (M)	1 - 4	50 perio
	2.1.2.A.2 (M)		
Unit 1: Fitness and Skills	2.1.2.D.1 (M)		
Students will continue to develop the understanding and explanation of the importance of physical fitness as it relates to themselves. Students will continue to learn and demonstrate proper stretching and warm up exercises. Students will continue to understand the benefits of aerobic and anaerobic exercises. Students will perform a variety of fitness activities and understand the physiological benefits of each.	2.2.2.A.1 (M)		
	2.2.2.B 1 (M)		
	2.2.2.B 2 (M)		
	2.2.2.C.1 (M)		
	2.2.2.C.2 (M)		
	2.5.2.A.1 (M)		
	2.5.2.A.2 (M)		
	2.5.2.A.3 (M)		
	2.5.2.A.4 (M)		
	2.5.2.C.1 (M)		
	2.5.2.C.2 (M)		
	2.6.2.A.1 (M)		
	2.6.2.A.2 (M)		
	2.6.2.A.3 (M)		
	1.1.2.A.1 (D)		

<p>Unit 2: Movement Skills</p> <p>Students will continue their development of moving in general space in relation to time, music, while using various objects in relation to their bodies. Students will continue to understand the importance of teamwork, sportsmanship, fair play and interpersonal skills.</p> <p>1. Gross Motor Movements</p> <p>Students will continue to learn how to properly move their body. Proper mechanics of running, walking, jumping, hopping, skipping, leaping, galloping and sliding will be reinforced in isolated and applied settings. Students will continue to learn the concept of general and self-space and how to move in that setting. General safety rules and procedures will be practiced.</p> <p>B. Striking</p> <p>Students will continue to learn how to properly strike different objects with both short and long handed implements. Students will also continue to learn how to properly strike using various parts of their bodies to kick (foot) and volley (hand). A variety of individual skill practice and team game play will be used.</p> <p>C. Throwing and Catching</p> <p>Students will continue to learn the proper techniques for throwing and catching a ball, as well as bouncing and rolling. Students will perform this skill using different types of balls and objects. These skills will be used in a variety of Recreational and Cooperative games.</p> <p>D. Dribbling</p> <p>Students will continue to learn the concept of dribbling a ball in stationary and dynamic settings. A variety of individual skill</p>	<p>1.1.2.A.2 (D)</p> <p>1.3.2.A.1 (D)</p> <p>1.3.2.A.2 (D)</p> <p>1.3.2.A.3 (D)</p> <p>1.3.2.A.4 (D)</p> <p>2.OA.2 (D)</p> <p>2.NBT.1 (D)</p> <p>2.NBT.2 (D)</p> <p>2.NBT.3 (D)</p> <p>2.NBT.4 (D)</p> <p>5.2.2.E.1 (D)</p> <p>5.2.2.E.2 (D)</p> <p>2.1.2.A.1 (M)</p> <p>2.1.2.A.2 (M)</p> <p>2.1.2.D.1 (M)</p> <p>2.2.2.A.1 (M)</p> <p>2.2.2.B 1 (M)</p> <p>2.2.2.B 2 (M)</p> <p>2.2.2.C.1 (M)</p> <p>2.2.2.C.2 (M)</p> <p>2.5.2.A.1 (M)</p> <p>2.5.2.A.2 (M)</p> <p>2.5.2.A.3 (M)</p>		<p>40 perio</p>
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4 standards

1) Effort/Work habits during Physical Education

2) Listens and responds effectively

- RD= rarely demonstrates
- ID= inconsistently demonstrates
- UD= usually demonstrates
- CD= consistently demonstrates

3) Applies wellness concepts

4) Applies safe, efficient, and effective motor skills and fitness concepts

Other Details

CONTENT FOCUS AREA AND COURSE NAME

Grade 2 Physical Education

Course #	School #'s	Course Level	Grade(s)	Credits	Min. Per Week	Elective/Required	Initial Course Adopted
4712	AE	A	2		80	R	05/09/91

PRIMARY CONTENT AREA AND SECONDARY AREAS OF FOCUS (P= Primary and S= Secondary)

NJSL Standard		NJSL Standard		NJSL Standard	
1. Visual and Performing Arts	S	5. Science	S	9. Career Education and Consumer/ Family/ Life Skills	
2. Health and Physical Education	P	6. Social Studies			
3. Language Arts Literacy		7. World Languages			
4. Mathematics	S	8. Technology Literacy			

