

# 2nd Grade PE/Health Course Compendium

## UNITS OF STUDY\*

- Health Unit 1- *Wellness Safety and First Aid*
- Health Unit 2- *Wellness First Aid*
- Health Unit 3- *Wellness Disease*
- Health Unit 4- *Nutrition*
- Health Unit 5- *Drugs and Medicine*
- PE Unit 1- *Manipulative Skills*
- PE Unit 2- *Cooperative Games*
- PE Unit 3- *Striking Activities*
- PE Unit 4- *Muscular/Cardiovascular Endurance*
- PE Unit 5- *Rhythmic Movement*
- PE Unit 6- *Gross Motor Development*
- PE Unit 7- *Recreational Activities*

## INTERDISCIPLINARY CONNECTIONS

### Social Studies

**6.1.4.D.19** Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.

**6.1.4.D.20** Describe why it is important to understand the perspectives of other cultures in an interconnected world.

**6.3.4.D.1** Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.

### Language Arts

**NJSLSA.R7.** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

**NJSLSA.L3.** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

### Mathematics

**2. OA. A.** Represent and solve problems involving addition and subtraction

**2.OA.B.** Add and subtract within 20.

## **21st Century Life and Careers**

**CRP2.** Apply appropriate academic and technical skills.

**CRP4.** Communicate clearly and effectively and with reason.

**CRP6.** Demonstrate creativity and innovation.

**CRP11.** Use technology to enhance productivity.

**9.2.4.A.3** Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.

**9.2.4.A.4** Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

**9.3.HL-HI.2** Describe the content and diverse uses of health information.

*\*See individual units for Pacing Guide, NJSLS Standards, Transfer Skills, Enduring Understandings, Essential Questions, Learning Objectives, Key Vocabulary, Skills, Resources, & Assessments*

# Technology

8.2.2.B.4 Identify how the ways people live and work has changed because of technology.

8.2.2.C.1 Brainstorm ideas on how to solve a problem or build a product.

GENERAL CONSIDERATIONS FOR DIVERSE LEARNERS		
English Language Learners	Students Receiving Special Education Services	Advanced Learners
<ul style="list-style-type: none"> <li>• <a href="#">WIDA Can Do Descriptors for Grades 2-3*</a></li> <li>• <a href="#">WIDA Essential Actions Handbook</a></li> <li>• <a href="#">FABRIC Paradigm</a></li> <li>• <a href="#">Wall Township ESL Grading Protocol</a></li> </ul> <p>*Use WIDA Can Do Descriptors in coordination with <a href="#">Student Language Portraits (SLPs)</a>.</p> <p><b>Potential Accommodations for ELLs</b></p> <ul style="list-style-type: none"> <li>• Personal glossary</li> <li>• Text-to-speech</li> <li>• Extended time</li> <li>• Simplified / verbal instructions</li> <li>• Frequent breaks</li> <li>• Small group/One to one</li> <li>• Additional time</li> <li>• Review of directions</li> <li>• Student restates information</li> <li>• Extra visual and verbal cues and prompts</li> <li>• Preferential seating</li> <li>• Verbal and visual cues regarding directions and staying on task</li> <li>• Checklists</li> <li>• Immediate feedback</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">New Jersey Tiered System of Supports</a></li> <li>• <a href="#">National Center on Universal Design for Learning - About UDL</a></li> <li>• <a href="#">UDL Checklist</a></li> <li>• <a href="#">UDL Key Terms</a></li> </ul> <p>Students within this class receiving Special Education/Section 504 programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP)/504 Plans due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, instruction is differentiated based upon the student's needs. The IEP/504 Plan acts as a supplemental curriculum guide inclusive of instructional strategies that support each specific learner.</p> <p><b>Potential Accommodations for Special Education</b></p> <p><b>Presentation accommodations:</b></p> <ul style="list-style-type: none"> <li>• Listen to audio recordings instead of reading text</li> <li>• Pre-teach unknown vocabulary through pictures or videos, and relate to prior knowledge</li> <li>• Work with fewer items per page and/or materials in a larger print size</li> <li>• Use a visual blocker</li> <li>• Use visual presentations of verbal material, such as word webs and visual organizers</li> <li>• Be given a written list of instructions/picture cues</li> </ul> <p><b>Response accommodations:</b></p> <ul style="list-style-type: none"> <li>• Give responses in a form (oral or written) that's easier for him/her</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Knowledge and Skill Standards in Gifted Education for All Teachers</a></li> <li>• <a href="#">Pre-K-Grade 12 Gifted Programming Standards</a></li> <li>• <a href="#">Gifted Programming Glossary of Terms</a></li> </ul> <p><b>Potential Accommodations for Advanced Learners</b></p> <ul style="list-style-type: none"> <li>• Use of high level academic vocabulary/texts</li> <li>• Problem-based learning</li> <li>• Pre-assess to condense curriculum</li> <li>• Interest-based research</li> <li>• Authentic problem-solving</li> <li>• Homogeneous grouping opportunities</li> </ul> <p><b>Students with 504 Plans</b></p> <p>Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.</p>

\*See individual units for Pacing Guide, NJSLS Standards, Transfer Skills, Enduring Understandings, Essential Questions, Learning Objectives, Key Vocabulary, Skills, Resources, & Assessments

	<ul style="list-style-type: none"> <li>• Dictate answers to a scribe</li> <li>• Capture responses on an audio recorder</li> <li>• Use a spelling dictionary or electronic spell-checker</li> <li>• Use a word processor to give responses in class</li> <li>• Use a calculator or table of “math facts”</li> </ul> <p><b>Setting accommodations:</b></p> <ul style="list-style-type: none"> <li>• Work or take a test in a different setting, such as a quiet room with few distractions</li> <li>• Sit where he/she learns best (for example, near the teacher)</li> <li>• Take a test in small group setting</li> </ul> <p><b>Timing accommodations:</b></p> <ul style="list-style-type: none"> <li>• Take more time to complete a task or a test</li> <li>• Have extra time to process oral information and directions</li> <li>• Take frequent breaks, such as after completing a task</li> </ul> <p><b>Assignment modifications:</b></p> <ul style="list-style-type: none"> <li>• Complete fewer or different homework problems than peers</li> <li>• Shorten assignment</li> <li>• Answer fewer or different test questions</li> <li>• Create alternate projects or assignments</li> </ul>	
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**At Risk Learners / Differentiation Strategies**

<p>Alternative Assessments Choice Boards Games and Tournaments Group Investigations Guided Reading Learning Contracts Leveled Rubrics Literature Circles Multiple Texts Personal Agendas</p>	<p>Independent Research &amp; Projects Multiple Intelligence Options Project-Based Learning Varied Supplemental Activities Varied Journal Prompts or RAFT Writing Tiered Activities/Assignments Tiered Products Graphic Organizers Choice of Books/Activities Mini-Workshops to Reteach or Extend Think-Pair-Share by readiness or interest Use of Collaboration of Various Activities</p>	<p>Jigsaw Think-Tac-Toe Cubing Activities Exploration by Interest Flexible Grouping Goal-Setting with Students Homework Options Open-Ended Activities Use of Reading Buddies Varied Product Choices Stations/Centers Work Alone/Together</p>
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