

# Grade 2 Physical Education

Content Area: **Health & PE**  
Course(s): **Physical Education Grade 2**  
Time Period: **Full Year**  
Length: **180**  
Status: **Published**

## NJSLS Health & PE

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HE.K-2.2.2.2.LF.1	Express one's feeling and emotions when involved in movement and physical activities to increase positive behaviors.
HE.K-2.2.2.2.LF.2	Perform movement skills that involve controlling and adapting posture and balance, to successfully negotiate different environments (e.g., mats, turf fields, grass fields, hard surfaces, gym floors, sand, water, snow) during physical activity.
HE.K-2.2.2.2.LF.3	Explore the body's range of motion through participating in flexibility and breathing exercises (e.g., stretching, mindfulness, yoga).
HE.K-2.2.2.2.PF.1	Explain the benefits of regular physical activity and what it means to be physically fit in relation to personal health. (e.g., healthy heart, strong bones, increased energy, strong muscles).
HE.K-2.2.2.2.PF.2	Explore how to move different body parts in a controlled manner.
HE.K-2.2.2.2.PF.3	Engage in moderate to vigorous age-appropriate physical movement and physical activities that promote movement (e.g., games, challenges, team building).
HE.K-2.2.2.2.PF.4	Demonstrate strategies and skills that enable team and group members to achieve goals.
HE.K-2.2.2.2.MSC.1	Perform a combination of sequences of locomotor movements and rhythmic activities (e.g., walking, balancing, hopping, skipping, running).
HE.K-2.2.2.2.MSC.2	Differentiate non-locomotor and locomotor movements as well transferring body weight (e.g., stretching, bending, twisting, curling).
HE.K-2.2.2.2.MSC.3	Demonstrate manipulative movements (e.g., throwing, catching, dribbling, running, kicking) while moving in personal and general space, time, directions, pathways and ranges.
HE.K-2.2.2.2.MSC.4	Differentiate manipulative movements (e.g., throwing, catching, dribbling).
HE.K-2.2.2.2.MSC.5	Adjust and correct movements and skill in response to feedback.
HE.K-2.2.2.2.MSC.6	Execute appropriate behaviors and etiquette while participating in activities, games, sports, and other events to contribute to a safe environment.
HE.K-2.2.2.2.MSC.7	Demonstrate kindness towards self and others during physical activity to create a safe and caring environment.
HE.K-2.2.2.2.MSC.8	Explain the difference between offense and defense.

## Rationale and Transfer Goals

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This unit builds on knowledge of the basics of movement and body mechanics. Students grow their ability to apply their basic bodily movement knowledge and skills to team-oriented sports settings. Sports-specific skills, such as dribbling and racquet use, will be introduced. Students will also apply concepts of teamwork and sportsmanship. These basic and essential skills can be transferred to a variety of physical settings for lifelong fitness and team play, in addition to transfer towards non-physical settings in which cooperation plays a role.

## **Enduring Understandings**

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- The body moves with confidence in a variety of the age appropriate performances of gross, fine, locomotor, non-locomotor, and manipulative skills as it relates to movements, concepts, games, aerobics, dance, sports, and recreational activities.
- Feedback impacts and improves the learning of movement skills and concepts.
- Teamwork consists of effective communication and respect among class and team members.
- The ability to move and perform at different levels and different types and amounts of physical activity enhance personal health.
- Exploring wellness components provide a foundational experience of physical movement activities.
- Resources that support physical activity are all around you.

## **Essential Questions**

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- What does consideration for and cooperation for classmates and teachers look like in physical education class?
- Why is the development of motor skills essential during childhood?
- Why is it important to improve your cardiovascular fitness and muscular endurance?
- Why is physical activity important for my health?
- What does consideration for and cooperation for classmates and teachers look like in physical education class?

## **Content - What will students know?**

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- Fundamental movement skills and movement concepts need to be developed during childhood.
- It is important to improve one's cardiovascular fitness and muscular endurance.
- Physical activity is good for your health.
- It is important to exhibit consideration and cooperation with classmates and teachers in physical education class.

## **Skills - What will students be able to do?**

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- Demonstrates mature form in a variety of locomotor movements and maintains a rhythmic pattern while performing a variety of locomotor and non-locomotor movements.
- Demonstrates balance control and sufficient muscular strength, muscular endurance, and flexibility while balancing on different body parts and at different levels.

- Demonstrates mature form when catching, kicking, throwing and striking.
- Applies movement concepts while performing locomotor, non-locomotor, and manipulative skills in static and dynamic movement situations.
- Demonstrates activities related to cardiovascular fitness and muscular endurance.
- Identifies a change in the body as a result of participating in moderate to vigorous physical activity.
- Exhibits consideration for and cooperation with classmates and teachers.

### **Activities - How we teach content and skills.**

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- Travels using basic locomotor movements (i.e., hop, skip) demonstrating proper technique
- Maintains a steady beat while performing locomotor (e.g., walk, slide, skip) and non-locomotor (e.g., bend, twist, stretch) movements
- Jumps a slowly swinging long rope using a two feet to two feet pattern
- Balances in symmetrical and asymmetrical shapes on the floor or equipment
- Catches a gently thrown ball using properly positioned hands and stance
- Foot dribbles a ball, maintaining control, around stationary objects
- Throws overhand demonstrating side orientation, opposition, rotation, and follow-through
- Strikes a balloon in the air repeatedly with a paddle
- Practices and applies concepts related to space, time, force, and body to develop simple sequences and solve movement challenges
- Applies the concept of crossing the midline while performing various skills (e.g., jump rope, juggling, Frisbee,)

### **Assessments - How we know students have learned.**

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Review skills and concepts covered in first grade.

2 weeks: beginning of the school year

Locomotor movements such as hopping and skipping.

2 weeks

Steady beat while performing locomotor and non-locomotor movements.

2 weeks

Jumps a slowly swinging rope.

2 weeks

Balances in symmetrical and asymmetrical shapes.

2 weeks

Catches a thrown ball.

2 weeks

Foot dribbles a ball.

2 weeks

Throws overhand.

2 weeks

Strikes a balloon with a paddle.

2 weeks

Practices and applies concepts related to space, time, force, and body.

1 week Introduction, developed throughout the year

Applies the concepts of crossing the midline.

1 week Introduction, developed throughout the year

Sustains moderate to vigorous physical activity.

1 week Introduction, developed throughout the year

Physical activities that improve cardiovascular endurance , muscular strength, muscular endurance and flexibility.

1 week Introduction, developed throughout the year

Identifies benefits as a result of participating in physical activity.

1 week Introduction, developed throughout the year

Resolves conflicts appropriately.

1 week Introduction, developed throughout the year

Shares turns and equipment.

1 week Introduction, developed throughout the year

Works safely during activity time.

1 week Introduction, developed throughout the year

Works productively during activity time.

1 week Introduction, developed throughout the year

Review second grade topics as necessary and Introduce skills and concepts that will be assessed in third grade.

5 weeks

Teacher's choice of standards-based activities.

4 weeks

### **Spiraling for Mastery**

<b>Content or Skill for this Unit</b>	<b>Spiral Focus from Previous Unit</b>	<b>Instructional Activities</b>
The student will know how to perform and properly demonstrate a test for each of the five components of fitness.	Building cardiorespiratory endurance Building muscle strength Building flexibility	Circuit exercises Lap Running/Walking

### **Career Awareness, Exploration, Preparation, and Training**

WRK.9.1.2.CAP.1

Make a list of different types of jobs and describe the skills associated with each job.

### **21st Century Skills**

TECH.9.4.2.CT.2

Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).

TECH.9.4.2.DC.3

Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4).

TECH.9.4.2.DC.4

Compare information that should be kept private to information that might be made public.

### **Interdisciplinary Connections**

MA.2.OA.A.1

Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.

MA.2.OA.B.2

Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.

MA.2.OA.C.3

Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.

MA.2.OA.C.4	Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.
MA.2.G.A.1	Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.
SOC.6.1.4.D.13	Describe how culture is expressed through and influenced by the behavior of people.
SOC.6.1.4.D.18	Explain how an individual's beliefs, values, and traditions may reflect more than one culture.