

Swedesboro-Woolwich School District's Physical Education Curriculum Guidance Document

GRADE 2– PE Unit 1

Mission Statement

The primary goal of the Swedesboro-Woolwich School District is to prepare each student with the real life skills needed to compete in a highly competitive global economy. This will be achieved by providing a comprehensive curriculum, the integration of technology, and the professional services of a competent and dedicated faculty, administration, and support staff.

Guiding this mission will be Federal mandates, including No Child Left Behind, the New Jersey Core Curriculum Content Standards, and local initiatives addressing the individual needs of our students as determined by the Board of Education. The diverse resources of the school district, which includes a caring PTO and active adult community, contribute to a quality school system. They serve an integral role in supporting positive learning experiences that motivate, challenge and inspire children to learn.

Unit/Module Overview

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.

Standards Covered in Current Unit/Module

Related Standards	Learning Goals
HE.K-2.2.2.2.LF.1	Express one's feelings 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

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	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.

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Unit/Module Weekly Learning Activities and Pacing Guide			
Topic & # Days	NJ Standards	Critical Knowledge & Skills	Possible Resources & Activities
September 6 WEEKS	<ul style="list-style-type: none"> **Bullet for each standard 	<p>Obj. We are learning to: I can:</p> <ul style="list-style-type: none"> move from general space back to personal space demonstrate clear contrasts between slow and fast speeds as they travel. demonstrate the ability to stop and start in response to a signal. demonstrate various locomotor movements without bumping into other students. describe how the body responds to physical activity. explain basic safety guidelines and activity rules. explore personal space by varying body positions and levels. follow the rules and participate accordingly when involved in activity. perform a sequence of locomotor movements (e.g., walk, hop, jump, leap, slide skip, and gallop) while showing maturity in walking, running, hopping and jumping. respond and correct the movement when hearing feedback. travel in different pathways and directions. <p>Essential Questions:</p> <ul style="list-style-type: none"> Why is the development of motor skills essential? 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? 	<p>Establishing a Learning Environment/ Locomotor Skills</p> <p>Rules/ Expectations/No More Monkeys</p> <p>Fire and Ice</p> <p>Share A Lot</p> <p>Roll with it Parachute Wordles</p>

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		<ul style="list-style-type: none"> • 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? <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> • Ongoing record keeping • Teacher observation • Rubrics • https://openphysed.org/wp-content/uploads/2015/10/P-03-09-LMS-HolisticDualPerformanceRubric.pdf • https://openphysed.org/wp-content/uploads/2015/10/P-02-08-PSR-HolisticPerformanceRubric.pdf • https://openphysed.org/wp-content/uploads/2017/03/P-09-10-Parachute-HolisticPerformanceRubric.pdf • https://openphysed.org/wp-content/uploads/2015/10/P-03-09-LMS-HolisticDualPerformanceRubric.pdf • https://openphysed.org/wp-content/uploads/2015/10/P-02-08-PSR-HolisticPerformanceRubric.pdf • https://openphysed.org/wp-content/uploads/2017/03/P-09-10-Parachute-HolisticPerformanceRubric.pdf • https://openphysed.org/wp-content/uploads/2015/10/P-03-09-LMS-HolisticDualPerformanceRubric.pdf 	
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		HolisticDualPerformanceRubric.pdf <ul style="list-style-type: none"> • https://openphysed.org/wp-content/uploads/2015/10/P-02-08-PSR-HolisticPerformanceRubric.pdf • https://openphysed.org/wp-content/uploads/2017/03/P-09-10-Parachute-HolisticPerformanceRubric.pdf • https://openphysed.org/wp-content/uploads/2015/10/P-03-09-LMS-HolisticDualPerformanceRubric.pdf • https://openphysed.org/wp-content/uploads/2015/10/P-02-08-PSR-HolisticPerformanceRubric.pdf • https://openphysed.org/wp-content/uploads/2017/03/P-09-10-Parachute-HolisticPerformanceRubric.pdf • 	
7 WEEKS	<ul style="list-style-type: none"> • **Bullet for each standard 	Same as above	<p align="center">Manipulative Skills</p> <p align="center">Noodles</p> <p align="center">Popcorn</p> <p align="center">Pinball</p> <p align="center">Catch the Turkey</p> <p align="center">Star Wars</p> <p align="center">Bowling</p>

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7 WEEKS	<ul style="list-style-type: none"> **Bullet for each standard 	Same as above	<p>Wellness</p> <p>Germ Tag</p> <p>Medic</p> <p>Food is Fuel</p> <p>Fitness Stations</p> <p>Jump Rope</p> <p>Jump Rope for Heart</p> <p>Make Your Shape</p>
8 WEEKS	<ul style="list-style-type: none"> **Bullet for each standard 	Same as above	<p>Movement/Cooperative Games</p> <p>Scooter Tag</p> <p>Hula Hoop Igloos</p> <p>Battle Boats</p> <p>Alligator Alley</p> <p>Protect the Pin</p>

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			Gladiator Battleship Crab Soccer One Base 4 of a Kind Partner Pin Down King Pin Ball Bag Relay
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[Link to Additional Components including Cross Curricular Connections, Accommodations, Assessments, Etc](#)

[ELA Enduring Understanding Statements](#)