Grade 2 Physical Education

Content Area: **Physical Education & Health**
Course(s):
Time Period: **September**
Length: **180 days**
Status: **Published**

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.

Students will be engaged in content and practices regarding:

- 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.

Enduring Understandings

- Physical and cognitive skills are necessary to successfully participate in a variety of physical activities/sports.
- Efficient movement improves performance.
- Physical movement can be creative, enjoyable and individually rewarding.
- Positive decision making about fitness contributes to a healthy lifestyle.
- Rules and etiquette in physical activities/ sports can make the experience both enjoyable and successful.
- Participation in physical activities/sports can provide an opportunity for developing an understanding and respect for differences among people.
- Physical activity/sports can provide opportunities for personal enjoyment, challenge, self expression and social interactions

Essential Questions

- 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?

Learning Targets

I can:

- 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.

NJSLS Health and PE

2.2.2.MSC.1	Perform a combination of sequences of locomotor movements and rhythmic activities (e.g., walking, balancing, hoping, skipping, running).
2.2.2.MSC.2	Differentiate non-locomotor and locomotor movements as well transferring body weight (e.g., stretching, bending, twisting, curling).
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.
2.2.2.MSC.4	Differentiate manipulative movements (e.g., throwing, catching, dribbling).
2.2.2.MSC.5	Adjust and correct movements and skill in response to feedback.
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.
2.2.2.MSC.7	Demonstrate kindness towards self and others during physical activity to create a safe and caring environment.
2.2.2.MSC.8	Explain the difference between offense and defense.
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).
2.2.2.PF.2	Explore how to move different body parts in a controlled manner.
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).
2.2.2.PF.4	Demonstrate strategies and skills that enable team and group members to achieve goals.
2.2.2.LF.1	Express one's feeling and emotions when involved in movement and physical activities to increase positive behaviors.
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.
2.2.2.LF.3	Explore the body's range of motion through participating in flexibility and breathing exercises (e.g., stretching, mindfulness, yoga).

Learning Plan, Activities and Resources

Topic	Activities
Establishing a Learning Environment/ Locomotor Skills (6 weeks)	Rules/ Expectations/No More Monkeys Fire and Ice Share A Lot Roll with it Parachute Wordles
Manipulative Skills (7 weeks)	Battle Ball Noodles Popcorn Pinball

Catch the Turkey
Star Wars
Bowling

Wellness

(7 weeks)

Germ Tag
Medic
Food is Fuel
Fitness Stations
Jump Rope
Jump Rope for Heart
Make Your Shape

Movement/Cooperative Games

(8 weeks)

Scooter Tag
Hula Hoop Igloos
Battle Boats
Alligator Alley
Protect the Pin
Gladiator
Battleship
Crab Soccer
One Base
4 of a Kind
Partner Pin Down
King Pin
Ball Bag Relay

Assessments

- 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
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- 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

21st Century Skills

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).
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).
9.4.2.DC.4	Compare information that should be kept private to information that might be made public.

Career Awareness, Exploration, Preparation, and Training

9.1.2.CAP.1	Make a list of different types of jobs and describe the skills associated with each job.

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.
6.1.2.CivicsCM.1	Describe why it is important that individuals assume personal and civic responsibilities in a

	democratic society.
6.1.2.CivicsCM.2	Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).
6.1.2.CivicsCM.3	Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.
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.