

Second Grade Physical Education Curriculum

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|--|---|---------------------------------|---|
| Unit: Movement Skills and Concepts | | Time: September-December | Standards: |
| Essential Questions | Enduring Understandings | | 2.5.2.A.1 Explain and perform movement skills with developmentally appropriate control in isolated settings (ie skill practice) and applied settings (ie games, sports, dance, and recreational activities). |
| <ul style="list-style-type: none"> How can you combine and integrate movement skills and concepts in activities? | <ul style="list-style-type: none"> Students will walk, run, leap, jump, hop, skip, slide and gallop. Students will bend, twist, pull, push, stretch, swing, sway, turn, and shake. Students will demonstrate body shapes: angular, curved, twisted, narrow, and wide. Students will move forward, backward, sideways, up and down. Students will move in a variety of directions, levels, using efforts, personal and general space, and visual and verbal cues. Students will use different movements in various games and activities. Students will throw an object overhand and underhand. Students will bounce, catch and volley a ball or balloon. | | 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. |
| | | | 2.5.2.A.3 Respond in movement to changes in temp, beat, rhythm, or musical styles. |
| | | | 2.5.2.A.4 Correct movement errors in response to feedback. |
| | | | 2.5.2.C.2 Demonstrate appropriate behaviors and safety rules and explain how they contribute to moving safely during basic activities. |
| Benchmark Assessment(s) | | | Other Assessments |
| <ul style="list-style-type: none"> Using a rubric and checklist, teacher will observe students performing all of the skills and concepts listed below in a variety of activities including mirroring activities, relays, tag games, dances and stations. For example, while students are doing the Chicken Dance, the teacher can observe students using a variety of teacher-directed locomotor skills throughout the activity. (2.5.2.A.1, 2.5.2.C.2) <p><u>Skills:</u> walk, run, leap, jump, hop, skip, slide, gallop, bend, twist, pull, push, stretch, swing, sway, turn, and shake, move forward, backward, sideways, up and down, throw an object overhand and underhand, bounce, catch and volley a ball or balloon</p> <ul style="list-style-type: none"> Teacher will play various songs and students will respond in movement to changes in tempo, beat, rhythm, or musical style using different levels, directions and pathways. Teacher will track student achievement on a checklist. (2.5.2.A.2, 2.5.2.A.3) Teacher will observe students correcting movement errors in response to feedback via a chart. While students are practicing, teacher will provide feedback and check off as students correct errors. (2.5.2.A.4) | | | <ul style="list-style-type: none"> ✓ Teacher observation ✓ Performance tasks ✓ Self-check |
| | | | Materials |
| | | | <ul style="list-style-type: none"> Cones Poly-spots Lines Beanbags Yarn Balls Parachute Jump Ropes Scooters Ipod Music Balls Balloons |

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SUGGESTED ACTIVITIES

- Relays
- Tag games
- Stations
- Dances such as Chicken Dance, Hokey Pokey, 7 Jumps
- Follow the leader
- Practice throwing, volleying, bouncing and catching a ball.
- Find a partner and make the same shape at the signal
- Travel and then freeze in a specified shape at your signal
- Use jump ropes to make the shape of a symmetrical or asymmetrical letter or number
- Move over, through, and around a hoop
- Use hoops or carpet squares to help students define self-space
- Travel to music using the locomotor movement the teacher calls out. They find self-space when music stops
- Move either fast or slow to a new square within a large marked off area. Give a second signal that tells them they should be on a square
- Follow the Leader – Partners take turns being the leader. Walk in different ways and directions
- Animal walks: penguin, crab, gorilla, frog, elephant...

REINFORCEMENT

- Peer to Peer practice
- Modify equipment: increase size of ball, decrease weight of ball
- Decrease distance to target
- Increase size of target

ENRICHMENT

- Demonstrate the skill to peers
- Modify equipment: increase size of ball, decrease weight of ball
- Decrease distance to target
- Increase size of target

Suggested Websites

- <https://openphysed.org/>
- <https://www.gonoodle.com/>
- www.pecentral.com
- www.pelink4u.com
- www.pedigest.com

Cross-Curricular Connections

21st Century Skills: 9.1.4.G.1 (understanding the value of respecting equipment due to cost)

Technology: 8.2.2.B.1 (pedometers, clock, iPad) Identify how technology improves life.

SEL: Relationship skills- Establish and maintain healthy relationships; Utilize positive communication and social skills to interact effectively with others

Math: 2.MD.C.7 Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.

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| Unit: Large Group Games | | Time: December-April | Standards: |
| Essential Questions <ul style="list-style-type: none"> • What does teamwork look like and sound like? • How can we maximize safety and enjoyment when playing with others? | Enduring Understandings <ul style="list-style-type: none"> • Students will differentiate when to use competitive and cooperative strategies in games, sports, and other movement activities. • Explain the difference between offense and defense. • Determine how attitude impacts physical performance. • Demonstrate strategies that enable team members to achieve goals. • Explain what it means to demonstrate good sportsmanship. | <p>2.5.2.B.1 Differentiate when to use competitive and cooperative strategies in games, sports, and other movement activities.</p> <p>2.5.2.B.2 Explain the difference between offense and defense.</p> <p>2.5.2.B.3 Determine how attitude impacts physical performance.</p> <p>2.5.2.B.4 Demonstrate strategies that enable team and group members to achieve goals.</p> <p>2.5.2.C.1 Explain what it means to demonstrate good sportsmanship.</p> <p>2.5.2.C.2 Demonstrate appropriate behaviors and safety rules and explain how they contribute to moving safely during basic activities.</p> | |
| Benchmark Assessment(s) <ul style="list-style-type: none"> ➤ Teacher will observe students using teamwork, cooperation, and sportsmanship in games like relays, parachute games, Builders and Destroyers, and jump rope activities. (2.5.2.B.4) ➤ Teacher will observe students using offensive and defensive skills and appropriate behaviors in games like Ghostbusters, Sharks and Minnows (Touching Lines), and Veggie Monster.(2.5.2.B.1, 2.5.2.B.2, 2.5.2.C.2) ➤ Students will complete an exit slip regarding their enjoyment of various activities and how hard they tried. Students will circle words (e.g., “loved it, liked it, did not like it, tried my hardest, didn’t try as hard as I could,” on the exit slip to indicate their levels of enjoyment and effort. (2.5.2.B.3) ➤ Students will create a skit explaining sportsmanship. Teacher will grade using a rubric. (2.5.2.C.1) | | Other Assessments <ul style="list-style-type: none"> ✓ Teacher observation ✓ Performance tasks ✓ Self-check | Materials <ul style="list-style-type: none"> • Cones • Poly-spots • Lines • Beanbags • Yarn Balls • Jump Ropes • Parachute • Scooters • Ipod • Balloons • Balls • Music |

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SUGGESTED ACTIVITIES

- Relays
- Parachute Games
- Builders and Destroyers
- Jump rope activities (long ropes)
- Ghostbusters Soccer Game
- Sharks and Minnows (Touching Lines)
- Veggie Monster

REINFORCEMENT

- Peer to Peer practice
- Modify equipment
- Decrease distance to target
- Increase size of target
- Increase number of attempts allowed
- Increase amount of time allowed

ENRICHMENT

- Peer teach/coach, demonstrate to class
- Increase distance to target
- Decrease size of target
- Modify activity (only use one hand/foot, use non-dominant hand/foot)

Suggested Websites

- <https://openphysed.org/>
- <https://www.gonoodle.com/>
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| Unit: Fitness and Physical Activity | | Time: April-June | Standards: |
|---|---|--|------------|
| Essential Questions <ul style="list-style-type: none">• What are the components of fitness?• Why is setting a goal important? | Enduring Understandings <ul style="list-style-type: none">• Students will explain that fitness includes a healthy heart (cardio respiratory endurance), strong muscles that can work for a long time (muscle strength and endurance) and flexibility (stretchy muscles).• Students will engage in activities that develop each component of fitness.• Students will develop a fitness goal and work work towards achieving it. | <p>2.6.2.A.1 Explain the role of regular physical activity in relation to personal health.</p> <p>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.</p> <p>2.6.2.A.3 Develop a fitness goal and monitor progress towards achievement of the goal.</p> | |
| Benchmark Assessment(s) <ul style="list-style-type: none">➤ Students will demonstrate at least one physical activity that will develop each component of fitness and explain the role of regular physical activity in relation to health.. Teacher will use a checklist to track student achievement. Cardio activities could include any locomotor skill (running, jumping, hopping), jumping rope, etc. Muscle strength/endurance activities could include push-ups, curl-ups, planks, etc. Flexibility activities could include any stretch or yoga pose. Teacher will use a checklist to track student achievement. (2.6.2.A.1, 2.6.2.A.2)➤ Students will create a fitness goal and mark on a check list how they worked toward it. (2.6.2.A.3) | | Other Assessments <ul style="list-style-type: none">✓ Teacher observation✓ Performance tasks✓ Self-check Materials <ul style="list-style-type: none">• Parachute• Playing cards• Fitness Dice• Dice• Yarn Balls• Cones• Poly-spots• Lines• Beanbags• Jump Ropes• Scooters• Pedometers• Ipod• Music• Balls• Balloons | |

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SUGGESTED ACTIVITIES

- Fitness stations
- Fitness-focused warm-up activities (fitness dice, fitness relays)
- Fitness re-entry tasks for tag games (e.g., 5 push-ups when tagged)
- Setting goals with number of jumps in a rope, steps with a pedometer, number of laps in a given time

REINFORCEMENT

- Peer to Peer practice
- Decrease number of repetitions
- Modify activities (e.g., wall push-ups, knee push-ups, partial curl-ups)
- Place jump rope on floor

ENRICHMENT

- Peer teach/coach, demonstrate to class
- Increase number of repetitions
- Modify activities to make more challenging (e.g., ball push-ups, clap push-ups, curl-ups with feet up)
- Increase size or weight of jump rope

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