



Nutley Public Schools

Physical Education Grade 2

Unit 1: Locomotor Skills	
Summary and Rationale	
<p>Locomotor skills form the foundation of gross motor coordination and involve large muscle movement. They are a group of movements in which the feet move the body from one place to another. During this unit second grade students will concentrate on running and skipping using a mature pattern. Differentiation between jogging and sprinting will be identified. Building the foundational ability to transfer learning into a variety of fitness and cooperative based activities/games takes place during this time in a child's movement development.</p>	
Recommended Pacing	
8 sessions	
Standards	
Motor Skills and Concepts	
2.5.2.A.1	Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).
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 tempo, beat, rhythm, or musical style.
2.5.2.A.4	Correct movement errors in response to feedback.
Strategy	
2.5.2.B.1	Differentiate when to use competitive and cooperative strategies in games, sports, and other movement activities.
2.5.2.B.2	Explain the difference between offense and defense.
2.5.2.B.3	Determine how attitude impacts physical performance.
2.5.2.B.4	Demonstrate strategies that enable team members to achieve goals.
Sportsmanship, Rules, and Safety	
2.5.2.C.1	Explain what it means to demonstrate good sportsmanship.
2.5.2.C.2	Demonstrate basic activity and safety rules and explain how they contribute to moving in a safe environment.
Fitness and Physical Activity	
2.6.2.A.1	Explain the role of regular physical activity in relation to personal health.

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.
2.6.2.A.3	Develop a fitness goal and monitor progress towards achievement of the goal.
Interdisciplinary Connections	
Standard x.x	
Integration of Technology	
Standard x.x	
CPI #	Cumulative Progress Indicator (CPI)
Instructional Focus	
Enduring Understandings	
<p>Physical activity involves using movement and motor skills throughout a lifetime. Efficient movement improves performance. To achieve a healthy lifestyle, you must value physical activity. Repetition of proper technique leads to improvement.</p>	
Essential Question	
<p>What are the differences between the locomotor movements? How do these locomotor skills transfer to other activities and sports? What different ways can the body move given a specific purpose? How can movement skills and concepts help you become a better mover?</p>	
Evidence of Learning (Assessments)	
<p>Teacher Observation Participation Skill tests Peer Assessment Self-Assessment - COMPETENCY V: SELF AWARENESS and DIRECTION (Determination) Rubrics – COMPETENCY I: COLLABORATION</p> <ul style="list-style-type: none"> • Working Cooperatively • Building Relationships <p>COMPETENCY II: COMMUNICATION</p> <ul style="list-style-type: none"> • Expression of oneself 	
Objectives	
<p>Students will know or learn:</p> <ul style="list-style-type: none"> • Apply different pathways, tempo, and directionality to locomotive and non-locomotor skills. • Incorporate locomotor and non-locomotor movements into low organized games and activities. • Understand the effects of activity on the body and the risks associated with inactivity. 	

- Identify body parts and demonstrate safe movement to personal and general space.

Students will be able to:

- Demonstrate locomotor and non-locomotor skills using different pathways, directionality, levels and tempo.
- Apply locomotor and non-locomotor movements to low organized games and activities
- Adjust performance of skill as a result of monitoring or assessing previous performance
- Participate in physical activities that develop physical fitness skills.
- Participate in a variety of modified games, developmentally appropriate tasks, activities, creative movement, dance and play.

Integration

Technology Integration

Writing Integration

Competencies

COMPETENCY I: COLLABORATION

- Working Cooperatively
- Building Relationships

COMPETENCY II: COMMUNICATION

- Expression of oneself

COMPETENCY V: SELF AWARENESS and DIRECTION

- Determination

Suggested Resources

Materials:

- Poly spots
- Hoops
- Ropes
- Movement cubes
- “Soft “ balls
- Bean bags
- Scarves

Activities:

- Relay
- Animal Shapes
- Creative Movement in General Space
- Locomotor Skills, Levels
- In the Middle
- Snakes and Lizards
- Everybody’s It Tag
- Junk Food Tag
- Gathering Coconuts



Nutley Public Schools

Physical Education

Grade: 2

Unit 2: Movement Concepts	
Summary and Rationale	
<p>Movement concepts are how we change or vary movement skills. Movement concepts develop three categories of awareness:</p> <ul style="list-style-type: none"> • Effort awareness – the muscular effort to produce, sustain, stop and regulate a movement • Space awareness – an understanding of personal space and general space and to move safely within space • Body awareness – deals with the relationship created between the mover and other movers, and between mover and objects <p>Second grade students will be introduced to activities that will combine shapes, levels and pathways into simple travel that vary speed, direction and force.</p>	
Recommended Pacing	
8 sessions	
Standards	
Motor Skills and Concepts	
2.5.2.A.1	Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).
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 tempo, beat, rhythm, or musical style.
2.5.2.A.4	Correct movement errors in response to feedback.
Strategy	
2.5.2.B.1	Differentiate when to use competitive and cooperative strategies in games, sports, and other movement activities.
2.5.2.B.2	Explain the difference between offense and defense.
2.5.2.B.3	Determine how attitude impacts physical performance.
2.5.2.B.4	Demonstrate strategies that enable team members to achieve goals.
Sportsmanship, Rules, and Safety	
2.5.2.C.1	Explain what it means to demonstrate good sportsmanship.

2.5.2.C.2	Demonstrate basic activity and safety rules and explain how they contribute to moving in a safe environment.
Fitness and Physical Activity	
2.6.2.A.1	Explain the role of regular physical activity in relation to personal health.
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.
2.6.2.A.3	Develop a fitness goal and monitor progress towards achievement of the goal.
Interdisciplinary Connections	
Standard x.x	
Integration of Technology	
Standard x.x	
CPI #	Cumulative Progress Indicator (CPI)
Instructional Focus	
Enduring Understandings	
<p>Different skill can be combined to create new movements. Skills have important components that are necessary for success Research shows that people who participate in regular physical activity, no matter what the form, are more likely to do so because they feel comfortable and competent in movement skills. To achieve a healthy lifestyle, you must value physical activity.</p>	
Essential Question	
<p>What skills make up a complex movement? How can movement skills and concepts help you become a better mover? Can students move their body in a variety of ways in open space with control? What can I do to be physically active and why is this important? Why is it important to be physically fit and how can I stay fit? How will physical activity help me now and in the future?</p>	
Evidence of Learning (Assessments)	
<p>Teacher Observation Participation Skill tests Peer Assessment Self-Assessment - COMPETENCY V: SELF AWARENESS and DIRECTION (Determination) Determination Rubrics – COMPETENCY I: COLLABORATION</p> <ul style="list-style-type: none"> • Working Cooperatively • Building Relationships 	

<p>COMPETENCY II: COMMUNICATION</p> <ul style="list-style-type: none"> • Expression of oneself
<p>Objectives</p> <p>Students will know or learn:</p> <ul style="list-style-type: none"> • Body awareness concepts by identifying large and small body parts • Space concepts by identifying personal and general space • Safety and age-appropriate classroom and playground rules and procedures <p>Students will be able to:</p> <ul style="list-style-type: none"> • Demonstrate the ability to combine skills to achieve a higher level or more complex movement pattern • Travel in general space with different speeds • Adjust performance of skill as a result of monitoring or assessing previous performance • Participate in physical activities that develop physical fitness skills. • Participate in a variety of modified games, developmentally appropriate tasks, and activities.
<p style="text-align: center;">Integration</p>
<p>Technology Integration</p>
<p>Writing Integration</p>
<p>Picture Prompts</p>
<p>Competencies</p> <p>COMPETENCY I: COLLABORATION</p> <ul style="list-style-type: none"> • Working Cooperatively • Building Relationships <p>COMPETENCY II: COMMUNICATION</p> <p>COMPETENCY V: SELF AWARENESS and DIRECTION</p> <ul style="list-style-type: none"> • Determination
<p style="text-align: center;">Suggested Resources</p> <ul style="list-style-type: none"> • CD player/music • 1 portable chalk/white board • long rope • agility ladder • scooters <p>Competency Framework</p> <p>Activities:</p> <ul style="list-style-type: none"> • Limbo • Crawling Through Tunnels • Hurdles • Jump the Creek • Agility Ladder



Nutley Public Schools

Physical Education

Grade: 2

Unit 3: Rhythm and Dance	
Summary and Rationale	
The rhythms and dance unit is designed to help to promote the development of basic movements to specific rhythmic patterns in large group, small group, pairs or individually, and to promote self-expression and creativity for second grade students.	
Recommended Pacing	
6 sessions	
Standards	
Motor Skills and Concepts	
2.5.2.A.1	Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).
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 tempo, beat, rhythm, or musical style.
2.5.2.A.4	Correct movement errors in response to feedback.
Strategy	
2.5.2.B.1	Differentiate when to use competitive and cooperative strategies in games, sports, and other movement activities.
2.5.2.B.2	Explain the difference between offense and defense.
2.5.2.B.3	Determine how attitude impacts physical performance.
2.5.2.B.4	Demonstrate strategies that enable team members to achieve goals.
Sportsmanship, Rules, and Safety	
2.5.2.C.1	Explain what it means to demonstrate good sportsmanship.
2.5.2.C.2	Demonstrate basic activity and safety rules and explain how they contribute to moving in a safe environment.
Fitness and Physical Activity	
2.6.2.A.1	Explain the role of regular physical activity in relation to personal health.

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.
2.6.2.A.3	Develop a fitness goal and monitor progress towards achievement of the goal.
Interdisciplinary Connections	
Standard x.x	
Integration of Technology	
Standard x.x	
CPI #	Cumulative Progress Indicator (CPI)
Instructional Focus	
Enduring Understandings	
<p>Physical movement can be creative, enjoyable and individually rewarding Research shows that people who participate in regular physical activity, no matter what the form, are more likely to do so because they feel comfortable and competent in movement skills. To achieve a healthy lifestyle, you must value physical activity.</p>	
Essential Question	
<p>What are the connections between Dance and Health? What is rhythm? How does rhythmic movement benefit the body?</p>	
Evidence of Learning (Assessments)	
<p>Teacher Observation Participation Skill tests Peer Assessment Self-Assessment - COMPETENCY V: SELF AWARENESS and DIRECTION (Determination) Rubrics – COMPETENCY I: COLLABORATION</p> <ul style="list-style-type: none"> • Working Cooperatively • Building Relationships <p>COMPETENCY II: COMMUNICATION</p> <ul style="list-style-type: none"> • Expression of oneself 	
Objectives	
<p>Students will know or learn:</p> <ul style="list-style-type: none"> • How to apply movements to music • How to express self through movement • The importance of cooperation while working with others 	

Students will be able to:

- Demonstrate awareness of movement in relation to body, space, and time.
- Perform dance sequences to music.
- Produce multiple dance steps.
- Identify connections between dance and healthy living.
- Design expressive movement sequences with and without a defined rhythm.

Integration

Technology Integration

Writing Integration

Competencies

COMPETENCY I: COLLABORATION

- Working Cooperatively
- Building Relationships

COMPETENCY II: COMMUNICATION

COMPETENCY V: SELF AWARENESS and DIRECTION

- Personal Management
- Social Responsibility
- Determination

Suggested Resources

- CD player/music
- 1 portable chalk/white board

Competency Framework

Activities:

Simple Dances, Patterns
Bunny Hop
Mexican Hat Dance
Hokey Pokey
Conga
Hokey Pokey Ball Routine
Seven Jumps
Muffin Man
Shoemaker's Dance
Tarantella
Mayonesa
Alley Cat
Hully Gully
Cha Cha Slide
Create a Dance



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Physical Education

Grade: 2

Unit 4: Manipulative Skills Throwing and Catching	
Summary and Rationale	
<p>Second grade students will continue to develop manipulative skills building on the previous year. Manipulative skills are those that involve control of an object such as a ball, beanbag, hoop, rope, ribbon and Frisbee. Most of these skills involve the hand and feet but other parts of the body can be used. Manipulative skills develop hand-eye and foot-eye coordination which are particularly important for tracking objects in space.</p> <p>Manipulative skills include throwing, catching, kicking, and trapping, striking, volleying, rolling, and dribbling. They are referred to as complex motor skills. Competence in manipulative skills generally occurs at a later stage than locomotor skills because of the need for complex hand eye and foot eye patterns are required to track and intercept a moving object. This unit will focus on helping students develop a mature pattern of throwing overhand. Manipulative skills do not develop automatically. Lots of opportunities for instruction and practice are essential if students are to become competent with manipulative skills. The development of manipulative skills leads to students becoming more actively involved in games and play activity. Competence in manipulative skills can improve a student's self-esteem, peer acceptance and ease transition into local community and other outside school environments.</p>	
Recommended Pacing	
8 sessions	
Standards	
Motor Skills and Concepts	
2.5.2.A.1	Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).
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 tempo, beat, rhythm, or musical style.
2.5.2.A.4	Correct movement errors in response to feedback.
Strategy	
2.5.2.B.1	Differentiate when to use competitive and cooperative strategies in games, sports, and other movement activities.
2.5.2.B.2	Explain the difference between offense and defense.
2.5.2.B.3	Determine how attitude impacts physical performance.

2.5.2.B.4	Demonstrate strategies that enable team members to achieve goals.
Sportsmanship, Rules, and Safety	
2.5.2.C.1	Explain what it means to demonstrate good sportsmanship.
2.5.2.C.2	Demonstrate basic activity and safety rules and explain how they contribute to moving in a safe environment.
Fitness and Physical Activity	
2.6.2.A.1	Explain the role of regular physical activity in relation to personal health.
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.
2.6.2.A.3	Develop a fitness goal and monitor progress towards achievement of the goal.
Interdisciplinary Connections	
Standard x.x	
Integration of Technology	
Standard x.x	
CPI #	Cumulative Progress Indicator (CPI)
Instructional Focus	
Enduring Understandings	
<p>Physical and cognitive skills are necessary to successfully participate in a variety of physical activities/sports. Research shows that people who participate in regular physical activity, no matter what the form, are more likely to do so because they feel comfortable and competent in movement skills.</p> <p>To achieve a healthy lifestyle, you must value physical activity.</p> <p>Repetition of proper technique leads to improvement.</p>	
Essential Questions	
<p>What is the concept used when throwing?</p> <p>What are the key elements you should remember when catching?</p> <p>What is the difference between rolling the ball and the underhand throw?</p> <p>What is similar between rolling the ball and the underhand throw?</p>	
Evidence of Learning (Assessments)	
<p>Teacher Observation</p> <p>Participation</p> <p>Skill tests</p> <p>Peer Assessment</p> <p>Self-Assessment - COMPETENCY V: SELF AWARENESS and DIRECTION (Determination)</p> <p>Determination</p> <p>Rubrics –</p> <p>COMPETENCY I: COLLABORATION</p> <ul style="list-style-type: none"> • Working Cooperatively 	

<ul style="list-style-type: none"> • Building Relationships COMPETENCY II: COMMUNICATION <ul style="list-style-type: none"> • Expression of oneself
Objectives
<p>Students will know or learn:</p> <ul style="list-style-type: none"> • Learn and improve manipulative skills of throwing a ball underhand and overhand while applying three critical elements of this throw: step with opposite foot, swing a throwing arm, and point a target. • How to throw and catch a ball. <p>Students will be able to:</p> <ul style="list-style-type: none"> • Demonstrate how to throw overhand with various manipulatives using proper form. • Demonstrate how to throw underhand with various manipulatives using proper form. • Show how to catch various types of manipulative.
Integration
Technology Integration
Writing Integration
Picture Prompts
Competencies
COMPETENCY I: COLLABORATION <ul style="list-style-type: none"> • Working Cooperatively • Building Relationships COMPETENCY II: COMMUNICATION COMPETENCY V: SELF AWARENESS and DIRECTION <ul style="list-style-type: none"> • Determination
Suggested Resources
<ul style="list-style-type: none"> • portable chalk/white board • balloons • bean bags • foam balls • rubber balls – various sizes • bowling pins <p>Activities:</p> <ul style="list-style-type: none"> • Self- toss and Catch • Partner Throw and Catch • Overhand/Underhand



Nutley Public Schools

Physical Education

Grade: 2

Unit 5: Manipulative Skills Kicking and Trapping	
Summary and Rationale	
<p>During this unit second grade students will continue to develop the manipulative skills of kicking, dribbling and trapping. Foot-eye coordination is particularly important for tracking objects in space. Manipulative skills do not develop automatically. Lots of opportunities for instruction and practice are essential if students are to become competent with manipulative skills. The development of manipulative skills leads to students becoming more actively involved in games and play activity. Competence in manipulative skills can improve a student's self-esteem, peer acceptance and ease transition into local community and other outside school environments.</p>	
Recommended Pacing	
6 sessions	
Standards	
Motor Skills and Concepts	
2.5.2.A.1	Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).
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 tempo, beat, rhythm, or musical style.
2.5.2.A.4	Correct movement errors in response to feedback.
Strategy	
2.5.2.B.1	Differentiate when to use competitive and cooperative strategies in games, sports, and other movement activities.
2.5.2.B.2	Explain the difference between offense and defense.
2.5.2.B.3	Determine how attitude impacts physical performance.
2.5.2.B.4	Demonstrate strategies that enable team members to achieve goals.
Sportsmanship, Rules, and Safety	
2.5.2.C.1	Explain what it means to demonstrate good sportsmanship.
2.5.2.C.2	Demonstrate basic activity and safety rules and explain how they contribute to moving in a safe environment.
Fitness and Physical Activity	
2.6.2.A.1	Explain the role of regular physical activity in relation to personal health.

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.
2.6.2.A.3	Develop a fitness goal and monitor progress towards achievement of the goal.
Interdisciplinary Connections	
Standard x.x	
Integration of Technology	
Standard x.x	
CPI #	Cumulative Progress Indicator (CPI)
Instructional Focus	
Enduring Understandings	
Physical and cognitive skills are necessary to successfully participate in a variety of physical activities/sports. To achieve a healthy lifestyle, you must value physical activity. Repetition of proper technique leads to improvement.	
Essential Questions	
What steps are used when passing with your feet? What are the trapping techniques using your feet? Why is it important to keep the ball close to you when dribbling?	
Evidence of Learning (Assessments)	
Teacher Observation Participation Skill tests Peer Assessment Self-Assessment - COMPETENCY V: SELF AWARENESS and DIRECTION (Determination) Determination Rubrics – COMPETENCY I: COLLABORATION • Working Cooperatively • Building Relationships COMPETENCY II: COMMUNICATION • Expression of oneself	
Objectives	
Students will know or learn: • Develop competency and confidence in performing manipulative skills • Steps to striking with feet Students will be able to: • Demonstrate the proper techniques of kicking.	

- Apply skill knowledge when performing games and activities.
- Perform proper techniques when passing and trapping.
- Adjust performance of skill as a result of monitoring or assessing previous performance.
- Participate in a variety of modified games, developmentally appropriate tasks, activities, creative movement, dance and play.

Integration

Technology Integration

Writing Integration

Competencies

COMPETENCY I: COLLABORATION

- Working Cooperatively
- Building Relationships

COMPETENCY II: COMMUNICATION

COMPETENCY V: SELF AWARENESS and DIRECTION

- Personal Management
- Social Responsibility
- Determination

Suggested Resources

- portable chalk/white board
- bean bags
- foam balls
- rubber balls – various sizes

Activities:

Dribbling Soccer Style”

Indy 500

Control Dribble

Around Obstacles

Sharks and Minnows

What’s My Line

Dribbling Dinos

Pass and Trap

Partner Step Back

Shadow Dribble Threesomes

Tunnel Dribble

Close The Tunnels

Shot on Goal

Passing on the Move

Soccer Golf

Hoop Course

Wall Pass

3 Player Kick and Score

Keep Away



Nutley Public Schools

Physical Education

Grade: 2

Unit 6: Manipulative Skills Dribbling, Volleying, Striking	
Summary and Rationale	
<p>During this unit second grade students will continue to develop the manipulative skills of dribbling, volleying and striking. Hand-eye coordination is particularly important for tracking objects in space. Manipulative skills do not develop automatically. Lots of opportunities for instruction and practice are essential if students are to become competent with manipulative skills. The development of manipulative skills leads to students becoming more actively involved in games and play activity. Competence in manipulative skills can improve a student's self-esteem, peer acceptance and ease transition into local community and other outside school environments.</p>	
Recommended Pacing	
6 sessions	
Standards	
Motor Skills and Concepts	
2.5.2.A.1	Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).
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 tempo, beat, rhythm, or musical style.
2.5.2.A.4	Correct movement errors in response to feedback.
Strategy	
2.5.2.B.1	Differentiate when to use competitive and cooperative strategies in games, sports, and other movement activities.
2.5.2.B.2	Explain the difference between offense and defense.
2.5.2.B.3	Determine how attitude impacts physical performance.
2.5.2.B.4	Demonstrate strategies that enable team members to achieve goals.
Sportsmanship, Rules, and Safety	
2.5.2.C.1	Explain what it means to demonstrate good sportsmanship.
2.5.2.C.2	Demonstrate basic activity and safety rules and explain how they contribute to moving in a safe environment.

Fitness and Physical Activity	
2.6.2.A.1	Explain the role of regular physical activity in relation to personal health.
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.
2.6.2.A.3	Develop a fitness goal and monitor progress towards achievement of the goal.
Interdisciplinary Connections	
Standard x.x	
Integration of Technology	
Standard x.x	
CPI #	Cumulative Progress Indicator (CPI)
Instructional Focus	
Enduring Understandings	
<p>Efficient movement improves performance. Physical movement can be creative, enjoyable and individually rewarding. Repetition of proper technique leads to improvement.</p>	
Essential Questions	
<p>What are the steps and techniques used when dribbling, volleying, and striking?</p>	
Evidence of Learning (Assessments)	
<p>Teacher Observation Participation Skill tests Peer Assessment Self-Assessment - COMPETENCY V: SELF AWARENESS and DIRECTION (Determination) Determination Rubrics – COMPETENCY I: COLLABORATION • Working Cooperatively • Building Relationships COMPETENCY II: COMMUNICATION • Expression of oneself</p>	
Objectives	
<p>Students will know or learn:</p> <ul style="list-style-type: none"> • Develop competency and confidence in performing manipulative skills • Steps to dribbling • Steps to volleying • Striking technique 	

Students will be able to:

- Demonstrate the proper dribbling, volleying, and striking techniques.
- Apply skill knowledge when performing games and activities.

Integration

Technology Integration

Writing Integration

Competencies

COMPETENCY I: COLLABORATION

- Working Cooperatively
- Building Relationships

COMPETENCY II: COMMUNICATION

COMPETENCY V: SELF AWARENESS and DIRECTION

- Determination

Suggested Resources

- Playground balls
- Fluff balls
- Hoops
- Cones
- Foam balls
- Balloons
- Spot markers
- Bonker ball
- Lollipop paddles
- Batting tees -
- Beach balls

Activities:

- Dribbling, Volleying, Striking
- Ball Handling Challenges
- Bounce and Catch
- Wall Bounce
- Dribbling Introduction
- Count on Me
- Dash and Dribble
- Squirrels and Acorns
- Dribble Keep Away
- Volleying Challenges/Striking
- Volleying on the Move
- Double Trouble
- Keep It Up



Nutley Public Schools

Physical Education

Grade: 2

Unit 7: Jumping Rope/Fitness	
Summary and Rationale	
<p>The intent of this unit is the development of students' knowledge, skills and willingness to accept responsibility for personal fitness, leading to an active, healthy lifestyle. Second grade students will continue to develop higher levels of basic fitness and physical competence needed for active leisure participation. Health-related fitness components will be introduced. Health-related fitness components include cardio-respiratory endurance, muscular strength and endurance, flexibility and body composition. Second grade students will continue with rope jumping which helps improve muscular coordination, balance, and rhythm.</p>	
Recommended Pacing	
6 sessions	
Standards	
Motor Skills and Concepts	
2.5.2.A.1	Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).
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 tempo, beat, rhythm, or musical style.
2.5.2.A.4	Correct movement errors in response to feedback.
Strategy	
2.5.2.B.1	Differentiate when to use competitive and cooperative strategies in games, sports, and other movement activities.
2.5.2.B.2	Explain the difference between offense and defense.
2.5.2.B.3	Determine how attitude impacts physical performance.
2.5.2.B.4	Demonstrate strategies that enable team members to achieve goals.
Sportsmanship, Rules, and Safety	
2.5.2.C.1	Explain what it means to demonstrate good sportsmanship.
2.5.2.C.2	Demonstrate basic activity and safety rules and explain how they contribute to moving in a safe environment.
Fitness and Physical Activity	
2.6.2.A.1	Explain the role of regular physical activity in relation to personal health.

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.
2.6.2.A.3	Develop a fitness goal and monitor progress towards achievement of the goal.
Interdisciplinary Connections	
Standard x.x	
Integration of Technology	
Standard x.x	
CPI #	Cumulative Progress Indicator (CPI)
Instructional Focus	
Enduring Understandings	
<p>Positive decision making about fitness contributes to a healthy lifestyle. Research shows that people who participate in regular physical activity, no matter what the form, are more likely to do so because they feel comfortable and competent in movement skills. To achieve a healthy lifestyle, you must value physical activity. Repetition of proper technique leads to improvement.</p>	
Essential Questions	
<p>Why is physical activity important? What are the components of fitness? What are two exercises that can improve each component of fitness? What can I do to be physically active and why is this important? Why is it important to be physically fit and how can I stay fit? How will physical activity help me now and in the future?</p>	
Evidence of Learning (Assessments)	
<p>Teacher Observation Participation Skill tests Peer Assessment Self-Assessment - COMPETENCY V: SELF AWARENESS and DIRECTION (Determination) Determination Rubrics – COMPETENCY I: COLLABORATION • Working Cooperatively • Building Relationships COMPETENCY II: COMMUNICATION • Expression of oneself</p>	
Objectives	
Students will know or learn:	

- Components of fitness
- What contributes to cardiovascular fitness
- Effects of activity on the body and the risks associated with inactivity

Students will be able to:

- Participate in activities to increase muscular strength and endurance.
- Define cardiovascular endurance.
- Participate in activities to increase aerobic exercise.
- Demonstrate basic jump rope skills.
Participate in physical activities that develop physical fitness skills.
- Participate in a variety of modified games, developmentally appropriate tasks, activities, creative movement, dance and play.

Integration

Technology Integration

Writing Integration

Competencies

Suggested Resources

- portable chalk/white board
- jump ropes
- poly spots
- Drum

Activities:

Aerobic Games:

- Builders and Bulldozers
- Aerobic Bowling
- Aerobic Golf
- Hearty Hoopla

Chasing and Fleeing:

- Basic Tag
- Safe Tag
- Re-Entry Tag
- Tunnel Tag
- Side by Side Tag
- Hospital Tag

Fitness Circuits:

- Aerobic Capacity Circuit
- Muscular Strength
- Flexibility Circuit
- Mixed Fitness Circuit

Group Fitness:

- Fitness in the Middle
- Aerobic Dance
- Walk Jog
- Snake
- Pass the Hat
- Figure 8 Walk Jog

Jump Rope

- Intro to Jump Rope
- Jump the Circuit
- Long Rope Turning in Paris
- Long Rope Jumping I
- Long Rope Jumping II
- Jump Rope Chants



Nutley Public Schools

Physical Education

Grade: 2

Unit: 8	
Low Organized Games / Cooperative Games	
Summary and Rationale	
<p>This unit continues for second grade students building upon previous participation. The intent of this unit is the achievement of self-initiated behaviors that promote personal and group success in activity settings. These include safe practices, adherence to rules and procedures, etiquette, cooperation and teamwork, ethical behavior and positive social interaction. Key to this unit is developing respect for individual similarities and differences through positive interaction among participants in physical activity. Similarities and differences include characteristics of culture, ethnicity, motor performance, disabilities, (e.g., strength, size, shape), gender, age, race and socioeconomic status.</p>	
Recommended Pacing	
12 sessions	
Standards	
Character Development	
2.2.2.C.1	Explain the meaning of character and how it is reflected in the thoughts, feelings, and actions of oneself and others.
2.2.2.C.2	Identify types of disabilities and demonstrate appropriate behavior when interacting with people with disabilities.
Motor Skills and Concepts	
2.5.2.A.1	Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).
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 tempo, beat, rhythm, or musical style.
2.5.2.A.4	Correct movement errors in response to feedback.
Strategy	
2.5.2.B.1	Differentiate when to use competitive and cooperative strategies in games, sports, and other movement activities.
2.5.2.B.2	Explain the difference between offense and defense.
2.5.2.B.3	Determine how attitude impacts physical performance.
2.5.2.B.4	Demonstrate strategies that enable team members to achieve goals.
Sportsmanship, Rules, and Safety	
2.5.2.C.1	Explain what it means to demonstrate good sportsmanship.

2.5.2.C.2	Demonstrate basic activity and safety rules and explain how they contribute to moving in a safe environment.
Fitness and Physical Activity	
2.6.2.A.1	Explain the role of regular physical activity in relation to personal health.
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.
2.6.2.A.3	Develop a fitness goal and monitor progress towards achievement of the goal.
Interdisciplinary Connections	
Standard x.x	
Integration of Technology	
Standard x.x	
CPI #	Cumulative Progress Indicator (CPI)
Instructional Focus	
Enduring Understandings	
<p>Behaving well is as important as playing well.</p> <p>Participation in physical activities/sports can provide an opportunity for developing an understanding and respect for differences among people.</p> <p>Research shows that people who participate in regular physical activity, no matter what the form, are more likely to do so because they feel comfortable and competent in movement skills.</p> <p>To achieve a healthy lifestyle, you must value physical activity.</p> <p>Repetition of proper technique leads to improvement.</p>	
Essential Questions	
<p>Why is cooperation important?</p> <p>Why is it important to be in control of your body and understand spatial awareness?</p> <p>How can Fun games contribute to the development of cardiovascular endurance and muscular strength and endurance?</p>	
Evidence of Learning (Assessments)	
<p>Teacher Observation</p> <p>Participation</p> <p>Skill tests</p> <p>Peer Assessment</p> <p>Self-Assessment - COMPETENCY V: SELF AWARENESS and DIRECTION (Determination)</p> <p>Determination</p> <p>Rubrics –</p> <p>COMPETENCY I: COLLABORATION</p> <ul style="list-style-type: none"> • Working Cooperatively • Building Relationships 	

<p>COMPETENCY II: COMMUNICATION</p> <ul style="list-style-type: none"> • Expression of oneself
<p>Objectives</p> <p>Students will know or learn:</p> <ul style="list-style-type: none"> • Rules and safety procedures • Cooperative learning techniques • Appropriate behavior towards peers and equipment • Understand the effects of activity on the body and the risks associated with inactivity <p>Students will be able to:</p> <ul style="list-style-type: none"> • Apply concepts of body and spatial awareness in general space. • Demonstrate cooperation and teamwork while participating in games and cooperative activities. • Participate in physical activities that develop physical fitness skills. • Participate in a variety of modified games, developmentally appropriate tasks, activities, creative movement, dance and play.
<p style="text-align: center;">Integration</p>
<p>Technology Integration</p>
<p>Writing Integration</p>
<p>Picture Prompts</p>
<p>Competencies</p> <p>COMPETENCY I: COLLABORATION</p> <ul style="list-style-type: none"> • Working Cooperatively • Building Relationships <p>COMPETENCY II: COMMUNICATION</p> <p>COMPETENCY V: SELF AWARENESS and DIRECTION</p> <ul style="list-style-type: none"> • Personal Management • Social Responsibility • Determination
<p style="text-align: center;">Suggested Resources</p> <ul style="list-style-type: none"> • portable chalk/white board • parachute • Hula Hoops • Scooters <p>Hundredth Monkey Project Adventure Curriculum Competency Framework</p> <p>Activities: Tag Games, Cooperative Games, Relays 1. Hill Dill</p>

2. Midnight
3. Freeze Tag
4. Pound Puppies
5. Moon Monster
6. The Blob
7. Frogger
8. Marching Ponies
9. Animal Tag
10. Clean Up Your Backyard
11. Pin Ball
12. Popper Tag

Parachute Games

- Chute Shapes
- Surfing the Wave
- Move and Groove
- Routine
- Show Time
- Catch the Orb
- Oxygen Boogie
- Frog Crossing
- Pond Pathways