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| Pacing Guide | | | | | |
| Content Area: Physical Education | | | | | |
| Grade Level: Second | | | | | |
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|  | Unit Title: Safety Rules and Requirements/ Classroom Set-Up | |  | Two Weeks |  |
|  | Unit Title: Body Awareness/ Movement and Skills | |  | Two Weeks |  |
|  | Unit Title: Body Movement/ Kicking | |  | Three Weeks |  |
|  | Unit Title: Fitness-Gram Activities | |  | Three Weeks- Fall, Winter, Spring |  |
|  | Unit Title: Obstacle Course | |  | Two Weeks |  |
|  | Unit Title: Jump Rope for Heart | |  | Three Weeks |  |
|  | Unit Title: Scooters | |  | One Week –Fall, Winter, Spring |  |
|  | Unit Title: Running/ Agility Activities- Group Activities | |  | Two Weeks |  |
|  | Unit Title: Ball Manipulation/ Basketball | |  | Two Weeks |  |
|  | Unit Title: Rhythm and Dance | |  | Two Weeks |  |
|  | Unit Title: Yoga | |  | Two Weeks |  |
|  | Unit Title: Racquet Skills/ Striking | |  | Two Weeks |  |
|  | Unit Title: Field Day Prep Activities | |  | Two Weeks |  |
|  | Unit Title: Net Games | |  | Two Weeks |  |
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| **Content Area: Physical Education** | **Grade Level : Second** |
| **Unit Title:** Safety Rules & Requirements / Classroom Set-up | |
| Standard: **2.5 Motor Skill Development - All students will utilize safe, efficient and effective movement to develop and maintain a healthy, active lifestyle.**  **Strand C – Sportsmanship, Rules, and Safety**  Practicing appropriate and safe behaviors while participating in and viewing games, sports and other competitive events contributes to enjoyment of the event.  **Cumulative Progress Indicators:**   * 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. | |
| **Technology:**  **Standard:** **8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming:**  All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.  **Strand: A. The Nature of Technology: Creativity and Innovation** *Technology systems impact every aspect of the world in which we live.*  **Cumulative Progress Indicators**:   * **8.2.2.A.2** Describe how designed products and systems are useful at school, home and work. * **8.2.2.A.5** Collaborate to design a solution to a problem affecting the community. | |
| **21st Century Skills and Standard 9**   * CRP1. Act as a responsible and contributing citizen and employee. * CRP3. Attend to personal health and financial well-being * CRP9. Model integrity, ethical leadership and effective management * CRP11. Use technology to enhance productivity * CRP12. Work productively in teams while using cultural global competence | |
| **Interdisciplinary Connections**  SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.  A. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).  B. Build on others' talk in conversations by linking their explicit comments to the remarks of others.  C. Ask for clarification and further explanation as needed about the topics and texts under discussion.  SL.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.  **Social Studies**  6.1.4.A.1 Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good. | |

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| **Enduring Understanding:**   * Safety is an important requirement not only in the school setting but in everyday life and situations. * Following rules and procedures are effective ways to make sure you are working towards the same goals as everyone else in an organized and safe manner. * Practicing appropriately and safely while participating in games, sports or activities contributes to the enjoyment of the event. | **Essential Questions**:   * Why is it important to follow safety rules and procedures in school? * What are the three most important rules that everyone should follow in school? |
| **Knowledge and Skills:**   * Students will understand the importance of acting appropriately to insure their enjoyment, safety and well-being. * Students will understand that being organized in squads/lines and in order can help them to prepare quickly for the next activity. | **Demonstration of Learning:**   * Students will be able to demonstrate proper entry and exit procedures by walking in and out of the gym. * Students will be able demonstrate proper and quick exiting procedures in the case of emergencies by following the school protocols. * Students will be able to demonstrate the formation of squads/lines to facilitate entry into other activities by sitting quietly when the teacher is speaking. * Holistic Performance Rubric:   [[PDF](https://openphysed.org/wp-content/uploads/2015/10/P-02-08-PSR-HolisticPerformanceRubric.pdf), [WORD](https://openphysed.org/wp-content/uploads/2015/10/P-02-08-PSR-HolisticPerformanceRubric.docx)] |
| **Suggested Tasks and Activities:**   * Practice Squad set-up drills and positioning (inside & out). * Discussion and dialogue regarding safety rules and classroom procedures. Have the class suggest what they feel the rules might be. * Incorporate the entry and exiting procedures into the opening and closing activities of the period. Lead in activities. Discussion and dialogue regarding safety rules and classroom procedures. Have the class suggest what they feel the rules might be. * Incorporate the entry and exiting procedures into the opening and closing activities of the period. Lead in activities. * Practice and review emergency procedures | **Technical Integration:**   * SmartBoard * Laptop/Ipad/Projector * Music – Blue tooth speaker |
| Resources: Fitness-gram, SHAPE, P.E. Central, OPEN, SPARK  Materials: Cones, Yarn balls, Polyspots, Gator skin balls | |

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| **Differentiation/Accommodations/Modifications** | | | |
|  | **Content**  Curriculum, standards | **Process**  How students make sense or understand information being taught | **Product**  Evidence of Learning |
| **G&T** | Compacting  Flexible grouping  Independent study/set own learning goals  Interest/station groups  Varying levels of resources and materials  Use of technology | Tiered Assignments  Leveled questions- written responses, think-pair-share, multiple choice, open ended…  Centers/Stations  Use of technology  Journals/Logs | Choice boards  Podcast/blog  Debate  Design and conduct experiments  Formulate & defend theory  Design a game |
| **ELL** | Compacting  Flexible grouping  Controlled choice  Multi-sensory learning-auditory, visual, kinesthetic, tactile  Pre-teach vocabulary  Vocabulary lists  Visuals/Modeling  Varying levels of resources and materials  Use of technology | Tiered Assignments  Leveled questions- written responses, think-pair-share, choice, open ended…  Centers/Stations  Scaffolding  Chunking  E-Dictionaries, bilingual dictionaries  Extended time  Differentiated instructional outcomes  Use of technology  Frequent checks for understanding | Rubrics  Simple to complex  Group tasks  Quizzes, tests with various types of questions  Generate charts or diagrams to show what was learned  Act out or role play |
| **At Risk** | Compacting  Flexible grouping  Controlled choice  Multi-sensory learning-auditory, visual, kinesthetic, tactile  Pre-teach vocabulary  Vocabulary lists  Visuals/Modeling Varying levels of resources and materials  Use of technology | Tiered Assignments  Leveled questions- written responses, think-pair-share, multiple choice, open ended…  Centers/Stations  Scaffolding  Chunking  Extended time  Differentiated instructional outcomes  Use of technology  Partner work  Frequent checks for understanding | Rubrics  Simple to complex  Group tasks  Quizzes, tests  Oral Assessments  Generate charts or diagrams to show what was learned  Act out or role play |
| **IEP/504** | Compacting  Flexible grouping  Controlled choice  Multi-sensory learning-auditory, visual, kinesthetic, tactile  Pre-teach vocabulary  Visuals/Modeling Varying levels of resources and materials  Use of technology | Tiered Assignments  Leveled questions- written responses, think-pair-share, multiple choice, open ended…  Centers/Stations  Scaffolding  Extended time  Differentiated instructional outcomes  Preferential Seating  Use of technology  Small group/one-to-one instruction  Teach information processing strategies  Chunking  Frequent checks for understanding  Access to teacher created notes | Rubrics  Simple to complex  Group tasks  Quizzes, tests  Oral Assessments  Generate charts or diagrams to show what was learned  Act out or role play |

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| **Content Area: Physical Education** | **Grade Level : Second** |
| **Unit Title: Body Awareness / Movement Skills** | |
| Standard: **2.5 Motor Skill Development - All students will utilize safe, efficient and effective movement to develop and maintain a healthy, active lifestyle.**  **Strand A – Movement Skills and Concepts.**  Content Statement - Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance and recreational activities. Ongoing feedback impacts improvement and effectiveness of movement actions.  **Strand C – Sportsmanship, Rules, and Safety**  Practicing appropriate and safe behaviors while participating in and viewing games, sports and other competitive events contributes to enjoyment of the event.  **2.6 Fitness – All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy active lifestyle.**  **Strand A – Fitness and Physical Activity**  Each component of fitness contributes to personal health as well as motor skill performance.  **Cumulative Progress Indicators:**   * 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 | |
| **Technology:**  **Standard:** **8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming:**  All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.  **Strand: A. The Nature of Technology: Creativity and Innovation** *Technology systems impact every aspect of the world in which we live.*  **Cumulative Progress Indicators**:   * **8.2.2.A.2** Describe how designed products and systems are useful at school, home and work. * **8.2.2.A.5** Collaborate to design a solution to a problem affecting the community. | |
| **21st Century Skills and Standard 9**   * CRP1. Act as a responsible and contributing citizen and employee. * CRP3. Attend to personal health and financial well-being * CRP9. Model integrity, ethical leadership and effective management * CRP11. Use technology to enhance productivity * CRP12. Work productively in teams while using cultural global competence | |
| **Interdisciplinary Connections:**  SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.  A. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).  B. Build on others' talk in conversations by linking their explicit comments to the remarks of others.  C. Ask for clarification and further explanation as needed about the topics and texts under discussion.  SL.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. | |

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| Enduring Understanding:   * Each component of fitness contributes to an individual’s health, mentally, emotionally, socially as well as physically. * Awareness of your body’s abilities, i.e., agility, force, flexibility helps you move in a safe, controlled manner. * The simple movements learned in class can be used in other areas of life such as sports, dance, martial arts as well as everyday acts such as lifting. * Awareness of boundary lines and rules during activities. | Essential Questions:   * When is it ok to step into someone’s personal space during gym class? * Why is it important to keep our distance from our peers while engaging in physical activity? |
| Knowledge and Skills:   * Students will understand how motions such as lateral movement, sidestepping and pivoting can help them move more effectively and safely in many situations. * When and why would we want to use self-space vs general-space. | Demonstration of Learning:   * Students will demonstrate movement through the room in general-space by maintaining a desired distance from other moving participants. * Students will demonstrate their ability to change direction or speed by the using different locomotor skills. * Students will show their knowledge and ability to move directionally as instructed by turning left-right, forward/backward, step, small/large open/close, etc. * Self-Assessment Worksheet:   [[PDF](https://openphysed.org/wp-content/uploads/2015/10/P-02-07-PSR-StudentSelfAssessment.pdf), [WORD](https://openphysed.org/wp-content/uploads/2015/10/P-02-07-PSR-StudentSelfAssessment.docx)]   * Holistic Performance Rubric:   [[PDF](https://openphysed.org/wp-content/uploads/2015/10/P-02-08-PSR-HolisticPerformanceRubric.pdf), [WORD](https://openphysed.org/wp-content/uploads/2015/10/P-02-08-PSR-HolisticPerformanceRubric.docx) |
| Suggested Tasks and Activities:   * Movement skill games   + Freeze tag   + Sharks and Minnows   + Tower Tag   + Exercise Tag | **Technical Integration:**   * SmartBoard * Laptop/Ipad/Projector * Music – Blue tooth speaker |
| Resources: Fitness-gram, SHAPE, P.E. Central, OPEN, SPARK  Materials: Cones, Yarn balls, Polyspots, Gator skin balls, Hula hoops, Throwing Scarfs | |

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| **Differentiation/Accommodations/Modifications** | | | |
|  | **Content**  Curriculum, standards | **Process**  How students make sense or understand information being taught | **Product**  Evidence of Learning |
| **G&T** | Compacting  Flexible grouping  Independent study/set own learning goals  Interest/station groups  Varying levels of resources and materials  Use of technology | Tiered Assignments  Leveled questions- written responses, think-pair-share, multiple choice, open ended…  Centers/Stations  Use of technology  Journals/Logs | Choice boards  Podcast/blog  Debate  Design and conduct experiments  Formulate & defend theory  Design a game |
| **ELL** | Compacting  Flexible grouping  Controlled choice  Multi-sensory learning-auditory, visual, kinesthetic, tactile  Pre-teach vocabulary  Vocabulary lists  Visuals/Modeling  Varying levels of resources and materials  Use of technology | Tiered Assignments  Leveled questions- written responses, think-pair-share, choice, open ended…  Centers/Stations  Scaffolding  Chunking  E-Dictionaries, bilingual dictionaries  Extended time  Differentiated instructional outcomes  Use of technology  Frequent checks for understanding | Rubrics  Simple to complex  Group tasks  Quizzes, tests with various types of questions  Generate charts or diagrams to show what was learned  Act out or role play |
| **At Risk** | Compacting  Flexible grouping  Controlled choice  Multi-sensory learning-auditory, visual, kinesthetic, tactile  Pre-teach vocabulary  Vocabulary lists  Visuals/Modeling Varying levels of resources and materials  Use of technology | Tiered Assignments  Leveled questions- written responses, think-pair-share, multiple choice, open ended…  Centers/Stations  Scaffolding  Chunking  Extended time  Differentiated instructional outcomes  Use of technology  Partner work  Frequent checks for understanding | Rubrics  Simple to complex  Group tasks  Quizzes, tests  Oral Assessments  Generate charts or diagrams to show what was learned  Act out or role play |
| **IEP/504** | Compacting  Flexible grouping  Controlled choice  Multi-sensory learning-auditory, visual, kinesthetic, tactile  Pre-teach vocabulary  Visuals/Modeling Varying levels of resources and materials  Use of technology | Tiered Assignments  Leveled questions- written responses, think-pair-share, multiple choice, open ended…  Centers/Stations  Scaffolding  Extended time  Differentiated instructional outcomes  Preferential Seating  Use of technology  Small group/one-to-one instruction  Teach information processing strategies  Chunking  Frequent checks for understanding  Access to teacher created notes | Rubrics  Simple to complex  Group tasks  Quizzes, tests  Oral Assessments  Generate charts or diagrams to show what was learned  Act out or role play |

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| **Content Area: Physical Education** | **Grade Level : Second** |
| **Unit Title: Body Movement/ Kicking/Soccer** | |
| Standard: **2.5 Motor Skill Development - All students will utilize safe, efficient and effective movement to develop and maintain a healthy, active lifestyle.**  **Strand A – Movement Skills and Concepts.**  Content Statement - Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance and recreational activities. Ongoing feedback impacts improvement and effectiveness of movement actions.  **Strand C – Sportsmanship, Rules, and Safety**  Practicing appropriate and safe behaviors while participating in and viewing games, sports and other competitive events contributes to enjoyment of the event.  **2.6 Fitness – All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy active lifestyle.**  **Strand A – Fitness and Physical Activity**  Each component of fitness contributes to personal health as well as motor skill performance.  **Cumulative Progress Indicators:**   * 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.4 -Correct movement errors in response to feedback * 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. * 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 | |
| **Technology:**  **Standard**: **8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming:**  All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.  **Strand: A. The Nature of Technology: Creativity and Innovation** *Technology systems impact every aspect of the world in which we live.*  **Cumulative Progress Indicators**:   * **8.2.2.A.2** Describe how designed products and systems are useful at school, home and work. * **8.2.2.A.5** Collaborate to design a solution to a problem affecting the community. | |
| **21st Century Skills and Standard 9**  CRP1. Act as a responsible and contributing citizen and employee.  CRP3. Attend to personal health and financial well-being  CRP9. Model integrity, ethical leadership and effective management  CRP11. Use technology to enhance productivity  CRP12. Work productively in teams while using cultural global competence | |
| **Interdisciplinary Connections:**  NJSLS- Math  **D. Represent and interpret data.**  9. Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.  NJSLS-ELA  SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.  A. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).  B. Build on others' talk in conversations by linking their explicit comments to the remarks of others.  C. Ask for clarification and further explanation as needed about the topics and texts under discussion.  SL.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue | |

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| **Enduring Understanding**:   * The importance of practicing appropriately and safely when involved in games, sports and physical activities. * Participation in activities the basis for pursuing a healthy lifestyle by providing a physical activity which helps strengthen our cardio-vascular system. | **Essential Questions:**   * How does playing sports help you achieve a healthy lifestyle? * Why is sportsmanship so important in sports? * What is the proper body positioning to complete:   - dribbling  - passing  - kicking |
| **Knowledge and Skills:**   * Pass the ball to where your partner will be, not where they are * Recognize where to kick the ball   -top, middle, bottom   * Step, Turn and Kick – passing * Step, Bend and Kick - kicking | **Demonstration of Learning:**   * Students will demonstrate their ability to   + Dribble the ball while weaving through the cones   + Pass the ball to a target   + Kick the ball to the target   + Have proper body positioning * Self-Assessment Worksheet:   [[PDF](https://openphysed.org/wp-content/uploads/2015/10/P-01-07-FootSkills-StudentSelfAssessment.pdf), [WORD](https://openphysed.org/wp-content/uploads/2015/10/P-01-07-FootSkills-StudentSelfAssessment.docx)]   * Holistic Performance Rubric:   [[PDF](https://openphysed.org/wp-content/uploads/2015/10/P-01-08-FootSkills-HolisticPerformanceRubric.pdf), [WORD](https://openphysed.org/wp-content/uploads/2015/10/P-01-08-FootSkills-HolisticPerformanceRubric.docx)]   * Dual Performance Rubric:   [[PDF](https://openphysed.org/wp-content/uploads/2015/10/P-01-09-FootSkills-HolisticDualPerformanceRubric.pdf), [WORD](https://openphysed.org/wp-content/uploads/2015/10/P-01-09-FootSkills-HolisticDualPerformanceRubric.docx)] |
| **Suggested Tasks and Activities:**   * Weaving through cones * Partner passing through an obstacle * Team pin ball * Soccer Stations | **Technical Integration:**   * SmartBoard * Laptop/Ipad/Projector * Music – Blue tooth speaker |
| Resources: Fitness-gram, SHAPE, P.E. Central, OPEN, SPARK  Materials: Cones, Polyspots, Gator skin balls, Soccer balls, Bowling pins, Soccer Goals, Pinnies | |

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| **Differentiation/Accommodations/Modifications** | | | |
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| **G&T** | Compacting  Flexible grouping  Independent study/set own learning goals  Interest/station groups  Varying levels of resources and materials  Use of technology | Tiered Assignments  Leveled questions- written responses, think-pair-share, multiple choice, open ended…  Centers/Stations  Use of technology  Journals/Logs | Choice boards  Podcast/blog  Debate  Design and conduct experiments  Formulate & defend theory  Design a game |
| **ELL** | Compacting  Flexible grouping  Controlled choice  Multi-sensory learning-auditory, visual, kinesthetic, tactile  Pre-teach vocabulary  Vocabulary lists  Visuals/Modeling  Varying levels of resources and materials  Use of technology | Tiered Assignments  Leveled questions- written responses, think-pair-share, choice, open ended…  Centers/Stations  Scaffolding  Chunking  E-Dictionaries, bilingual dictionaries  Extended time  Differentiated instructional outcomes  Use of technology  Frequent checks for understanding | Rubrics  Simple to complex  Group tasks  Quizzes, tests with various types of questions  Generate charts or diagrams to show what was learned  Act out or role play |
| **At Risk** | Compacting  Flexible grouping  Controlled choice  Multi-sensory learning-auditory, visual, kinesthetic, tactile  Pre-teach vocabulary  Vocabulary lists  Visuals/Modeling Varying levels of resources and materials  Use of technology | Tiered Assignments  Leveled questions- written responses, think-pair-share, multiple choice, open ended…  Centers/Stations  Scaffolding  Chunking  Extended time  Differentiated instructional outcomes  Use of technology  Partner work  Frequent checks for understanding | Rubrics  Simple to complex  Group tasks  Quizzes, tests  Oral Assessments  Generate charts or diagrams to show what was learned  Act out or role play |
| **IEP/504** | Compacting  Flexible grouping  Controlled choice  Multi-sensory learning-auditory, visual, kinesthetic, tactile  Pre-teach vocabulary  Visuals/Modeling Varying levels of resources and materials  Use of technology | Tiered Assignments  Leveled questions- written responses, think-pair-share, multiple choice, open ended…  Centers/Stations  Scaffolding  Extended time  Differentiated instructional outcomes  Preferential Seating  Use of technology  Small group/one-to-one instruction  Teach information processing strategies  Chunking  Frequent checks for understanding  Access to teacher created notes | Rubrics  Simple to complex  Group tasks  Quizzes, tests  Oral Assessments  Generate charts or diagrams to show what was learned  Act out or role play |

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| **Content Area: Physical Education** | **Grade Level : Second** |
| **Unit Title: Fitness-Gram Activities** | |
| Standard: **2.6 Fitness – All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy active lifestyle.**  **Strand A – Fitness and Physical Activity**  Each component of fitness contributes to personal health as well as motor skill performance.  **Cumulative Progress Indicators:**   * 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 | |
| **Technology:**  **Standard:** **8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming:**  All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.  **Strand: A. The Nature of Technology: Creativity and Innovation** *Technology systems impact every aspect of the world in which we live.*  **Cumulative Progress Indicators**:   * **8.2.2.A.2** Describe how designed products and systems are useful at school, home and work. * **8.2.2.A.5** Collaborate to design a solution to a problem affecting the community. | |
| **21st Century Skills and Standard 9**  CRP1. Act as a responsible and contributing citizen and employee.  CRP3. Attend to personal health and financial well-being  CRP9. Model integrity, ethical leadership and effective management  CRP11. Use technology to enhance productivity  CRP12. Work productively in teams while using cultural global competence  **Career Awareness:**  9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals. | |
| **Interdisciplinary Connections:**  **Number and Operations in Base Ten 2.NBT**  **A. Understand place value.**  2. Count within 1000; skip-count by 5s, 10s, and 100s.  **B. Use place value understanding and properties of operations to add and subtract.**  5. Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. | |

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| **Enduring Understanding:**   * Participation in physical activity provides the basis for pursuing a healthy lifestyle and periodic assessment helps us determine our progress. * Our participation in our Fitness-Gram (running) activities helps us to strengthen our cardio-vascular system and to increase our endurance level. * The importance of practicing appropriately and safely when involved in physical activities. * Self-motivation is an important factor in achieving success in these trials as well as in life in general. * Continuous practice will improve skills. | **Essential Questions:**   * What do you do to get better at a task? * Why should we track our progress? |
| **Knowledge and Skills:**   * Students will be aware of their current level of achievement and work towards improving it. * Students will know the proper form and techniques needed to achieve increased performance. * Students will be aware of simple activities they can do at home to help them prepare for and achieve increased results. | **Demonstration of Learning:**   * Will be able to understand that endurance testing increases their heart rate which in turn helps develop their cardio-vascular system which they can self-monitor.   Fitness Gram Tests   * Perform/endurance runs (1/4 mile run, Pacer tests) * Flexibility testing (Flex-box, Trunk lift) * Upper body testing (flexed arm hang) * Abdominal testing (curl-ups) |
| **Suggested Tasks and Activities:**   * Trial testing will be provided by performing the activities listed in the “Demonstration of Learning” area. * Students can perform simple nonintrusive activities at home to help them prepare for and achieve increased results for the Fitness-Gram testing. | **Technical Integration:**   * SmartBoard * Laptop/Ipad/Projector * Music – Blue tooth speaker |
| Resources: Fitness-gram, SHAPE, P.E. Central, OPEN, SPARK  Materials: Cones, Mats, FitnessGram Measuring strips, Stop Watch, Pull up bar, flex box | |

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| **G&T** | Compacting  Flexible grouping  Independent study/set own learning goals  Interest/station groups  Varying levels of resources and materials  Use of technology | Tiered Assignments  Leveled questions- written responses, think-pair-share, multiple choice, open ended…  Centers/Stations  Use of technology  Journals/Logs | Choice boards  Podcast/blog  Debate  Design and conduct experiments  Formulate & defend theory  Design a game |
| **ELL** | Compacting  Flexible grouping  Controlled choice  Multi-sensory learning-auditory, visual, kinesthetic, tactile  Pre-teach vocabulary  Vocabulary lists  Visuals/Modeling  Varying levels of resources and materials  Use of technology | Tiered Assignments  Leveled questions- written responses, think-pair-share, choice, open ended…  Centers/Stations  Scaffolding  Chunking  E-Dictionaries, bilingual dictionaries  Extended time  Differentiated instructional outcomes  Use of technology  Frequent checks for understanding | Rubrics  Simple to complex  Group tasks  Quizzes, tests with various types of questions  Generate charts or diagrams to show what was learned  Act out or role play |
| **At Risk** | Compacting  Flexible grouping  Controlled choice  Multi-sensory learning-auditory, visual, kinesthetic, tactile  Pre-teach vocabulary  Vocabulary lists  Visuals/Modeling Varying levels of resources and materials  Use of technology | Tiered Assignments  Leveled questions- written responses, think-pair-share, multiple choice, open ended…  Centers/Stations  Scaffolding  Chunking  Extended time  Differentiated instructional outcomes  Use of technology  Partner work  Frequent checks for understanding | Rubrics  Simple to complex  Group tasks  Quizzes, tests  Oral Assessments  Generate charts or diagrams to show what was learned  Act out or role play |
| **IEP/504** | Compacting  Flexible grouping  Controlled choice  Multi-sensory learning-auditory, visual, kinesthetic, tactile  Pre-teach vocabulary  Visuals/Modeling Varying levels of resources and materials  Use of technology | Tiered Assignments  Leveled questions- written responses, think-pair-share, multiple choice, open ended…  Centers/Stations  Scaffolding  Extended time  Differentiated instructional outcomes  Preferential Seating  Use of technology  Small group/one-to-one instruction  Teach information processing strategies  Chunking  Frequent checks for understanding  Access to teacher created notes | Rubrics  Simple to complex  Group tasks  Quizzes, tests  Oral Assessments  Generate charts or diagrams to show what was learned  Act out or role play |

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| **Content Area: Physical Education** | **Grade Level : Second** |
| **Unit Title: Obstacle Course** | |
| Standard: **2.5 Motor Skill Development - All students will utilize safe, efficient and effective movement to develop and maintain a healthy, active lifestyle.**  **Strand A – Movement Skills and Concepts.**  Content Statement - Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance and recreational activities. Ongoing feedback impacts improvement and effectiveness of movement actions.  **Strand C – Sportsmanship, Rules, and Safety**  Practicing appropriate and safe behaviors while participating in and viewing games, sports and other competitive events contributes to enjoyment of the event.  **2.6 Fitness – All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy active lifestyle.**  **Strand A – Fitness and Physical Activity**  Each component of fitness contributes to personal health as well as motor skill performance.  **Cumulative Progress Indicators:**   * 2.5.2.A.1 - Explain and perform [movement skills](http://www.state.nj.us/education/cccs/def/2/HEALTH_PE_movskills.html) 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 | |
| **Technology:**  **Standard:** **8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming:**  All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.  **Strand: A. The Nature of Technology: Creativity and Innovation** *Technology systems impact every aspect of the world in which we live.*  **Cumulative Progress Indicators**:   * **8.2.2.A.2** Describe how designed products and systems are useful at school, home and work. * **8.2.2.A.5** Collaborate to design a solution to a problem affecting the community. | |
| **21st Century Skill and Standards**  CRP1. Act as a responsible and contributing citizen and employee.  CRP3. Attend to personal health and financial well-being  CRP9. Model integrity, ethical leadership and effective management  CRP11. Use technology to enhance productivity  CRP12. Work productively in teams while using cultural global competence | |
| **Interdisciplinary Connections**  NJSLS-ELA  SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.  A. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).  B. Build on others' talk in conversations by linking their explicit comments to the remarks of others.  C. Ask for clarification and further explanation as needed about the topics and texts under discussion.  SL.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue | |

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| Enduring Understanding:   * Student will be able to maneuver their bodies through the obstacle course involving running, balance, spatial awareness, jumping, crawling and rolling. * Students will understand the safety issues while participating in the obstacle course. * Students will gain a sense of achievement once they complete the course. | Essential Questions:   * What does obstacle mean? * What are some things you do when you run into an obstacle in school? |
| Knowledge and Skills:   * Students will understand that practice and endurance will assist them in complete something difficult such as an obstacle course. * Students will practice and refine different gross motor skills | Demonstration of Learning:   * Students will organize and develop their own obstacle course * Students will run through the hula hoops one foot at a time (tires) * Students will walk on the 10’ long balance beam one foot in front of the other * Students will make their bodies small to fit through the tunnel and zig-zag hula hoops * Students will control body to roll down the wedge mat * Self-Assessment Worksheet:   [[PDF](https://openphysed.org/wp-content/uploads/2015/10/P-03-07-LMS-StudentSelfAssessment.pdf), [WORD](https://openphysed.org/wp-content/uploads/2015/10/P-03-07-LMS-StudentSelfAssessment.docx)]   * Holistic Performance Rubric:   [[PDF](https://openphysed.org/wp-content/uploads/2015/10/P-03-08-LMS-HolisticPerformanceRubric.pdf), [WORD](https://openphysed.org/wp-content/uploads/2015/10/P-03-08-LMS-HolisticPerformanceRubric.docx)]   * Dual Performance Rubric:   [[PDF](https://openphysed.org/wp-content/uploads/2015/10/P-03-09-LMS-HolisticDualPerformanceRubric.pdf), [WORD](https://openphysed.org/wp-content/uploads/2015/10/P-03-09-LMS-HolisticDualPerformanceRubric.docx)] |
| Suggested Tasks and Activities:   * Obstacle course, jumping through hula hoops, balance beam, crawl through the tunnel, spatial awareness. * Students will develop an obstacle course | Technical Integration:   * SmartBoard * Laptop/Ipad/Projector * Music – Blue tooth speaker |
| Resources: P.E. Central, SHAPE, SPARK, OPEN  Materials: Cones, Polyspots, Hula Hoops, Mats, Balance beam, Tunnel, Wedge Mat, Lava Rocks, Stepping Buckets | |

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| **Differentiation/Accommodations/Modifications** | | | |
|  | **Content**  Curriculum, standards | **Process**  How students make sense or understand information being taught | **Product**  Evidence of Learning |
| **G&T** | Compacting  Flexible grouping  Independent study/set own learning goals  Interest/station groups  Varying levels of resources and materials  Use of technology | Tiered Assignments  Leveled questions- written responses, think-pair-share, multiple choice, open ended…  Centers/Stations  Use of technology  Journals/Logs | Choice boards  Podcast/blog  Debate  Design and conduct experiments  Formulate & defend theory  Design a game |
| **ELL** | Compacting  Flexible grouping  Controlled choice  Multi-sensory learning-auditory, visual, kinesthetic, tactile  Pre-teach vocabulary  Vocabulary lists  Visuals/Modeling  Varying levels of resources and materials  Use of technology | Tiered Assignments  Leveled questions- written responses, think-pair-share, choice, open ended…  Centers/Stations  Scaffolding  Chunking  E-Dictionaries, bilingual dictionaries  Extended time  Differentiated instructional outcomes  Use of technology  Frequent checks for understanding | Rubrics  Simple to complex  Group tasks  Quizzes, tests with various types of questions  Generate charts or diagrams to show what was learned  Act out or role play |
| **At Risk** | Compacting  Flexible grouping  Controlled choice  Multi-sensory learning-auditory, visual, kinesthetic, tactile  Pre-teach vocabulary  Vocabulary lists  Visuals/Modeling Varying levels of resources and materials  Use of technology | Tiered Assignments  Leveled questions- written responses, think-pair-share, multiple choice, open ended…  Centers/Stations  Scaffolding  Chunking  Extended time  Differentiated instructional outcomes  Use of technology  Partner work  Frequent checks for understanding | Rubrics  Simple to complex  Group tasks  Quizzes, tests  Oral Assessments  Generate charts or diagrams to show what was learned  Act out or role play |
| **IEP/504** | Compacting  Flexible grouping  Controlled choice  Multi-sensory learning-auditory, visual, kinesthetic, tactile  Pre-teach vocabulary  Visuals/Modeling Varying levels of resources and materials  Use of technology | Tiered Assignments  Leveled questions- written responses, think-pair-share, multiple choice, open ended…  Centers/Stations  Scaffolding  Extended time  Differentiated instructional outcomes  Preferential Seating  Use of technology  Small group/one-to-one instruction  Teach information processing strategies  Chunking  Frequent checks for understanding  Access to teacher created notes | Rubrics  Simple to complex  Group tasks  Quizzes, tests  Oral Assessments  Generate charts or diagrams to show what was learned  Act out or role play |

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| **Content Area: Physical Education** | **Grade Level : Second** |
| **Unit Title: Jump Rope for Heart** | |
| Standard: **2.5 Motor Skill Development - All students will utilize safe, efficient and effective movement to develop and maintain a healthy, active lifestyle.**  **Strand A – Movement Skills and Concepts.**  Content Statement - Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance and recreational activities. Ongoing feedback impacts improvement and effectiveness of movement actions.  **Strand B – Strategy**  Content Statement – Offensive, defensive, and cooperative strategies are applied in most games, sports, and other physical activities.  **Strand C – Sportsmanship, Rules, and Safety**  Practicing appropriate and safe behaviors while participating in and viewing games, sports and other competitive events contributes to enjoyment of the event.  **2.6 Fitness – All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy active lifestyle.**  **Strand A – Fitness and Physical Activity**  Each component of fitness contributes to personal health as well as motor skill performance.  **Cumulative Progress Indicators:**   * 2.5.P.A.1 -Develop and refine gross motor skills (e.g., hopping, galloping, jumping, running, and marching). * 2.5.P.A.3 - Use objects and props to develop spatial and coordination skills (e.g., throws and catches balls and Frisbees, twirls a hula-hoop about the hips, walks a balance beam, laces different sized beads, and buttons and unbuttons). * 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 * 2.5.2.C.2 - Demonstrate basic activity and safety rules and explain how they contribute to moving in a safe environment. * 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 | |
| **Technology:**  Standard: **8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming:**  All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.  **Strand: A. The Nature of Technology: Creativity and Innovation** *Technology systems impact every aspect of the world in which we live.*  **Cumulative Progress Indicators**:   * **8.2.2.A.2** Describe how designed products and systems are useful at school, home and work. * **8.2.2.A.5** Collaborate to design a solution to a problem affecting the community. | |
| CRP1. Act as a responsible and contributing citizen and employee.  CRP3. Attend to personal health and financial well-being  CRP9. Model integrity, ethical leadership and effective management  CRP11. Use technology to enhance productivity  CRP12. Work productively in teams while using cultural global competence  **Career Awareness**  9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals. | |
| **Interdisciplinary Connections:**  **Number and Operations in Base Ten 2.NBT**  **A. Understand place value.**  2. Count within 1000; skip-count by 5s, 10s, and 100s.  **B. Use place value understanding and properties of operations to add and subtract.**  5. Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. | |

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| Enduring Understanding:   * Students will understand that not being active can be cause risk factors for your heart * Students will understand the effects of having a healthy heart and what they can do to help others that don’t. * Students will be able to jump the long, short ropes and Chinese jump ropes -one foot -alternating * Students will participate in jumping activities -jumping jacks - hop scotch | Essential Questions:   * What are health risk factors for the heart? * Why are we participating in jump rope for heart? * What does jumping rope do for your body? Your heart? |
| Knowledge and Skills:   * Student will understand the need for daily physical activity. * Students can identify between the different ropes; short, long. | Demonstration of Learning:   * Students will be able to hold and turn a jump rope properly by using two hands in the U- shape * Students will be able to jump consistently by using two feet, one foot, alternating feet. * Students will demonstrate cardiovascular endurance by completing at least 20 jumping jacks consecutively. * Jump Rope Skills Rubric |
| Suggested Tasks and Activities:   * Chinese Jump Ropes * Short rope practice with teacher modeling * Long rope practice jumping over a moving rope * Obstacle course – jumping section –hula hoops and hopscotch | Technical Integration:   * SmartBoard * Laptop/Ipad/Projector * Music – Blue tooth speaker |
| Resources: American Heart Association, SHAPE, P.E. Central, SPARK, OPEN  Materials: Long and Short Jump Ropes, Cones, Polyspots, Hula Hoops, Mats, Balance beam, Tunnel, Wedge Mat, Lava Rocks, Stepping Buckets, Foam Dice, Stethoscope | |

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| **Differentiation/Accommodations/Modifications** | | | |
|  | **Content**  Curriculum, standards | **Process**  How students make sense or understand information being taught | **Product**  Evidence of Learning |
| **G&T** | Compacting  Flexible grouping  Independent study/set own learning goals  Interest/station groups  Varying levels of resources and materials  Use of technology | Tiered Assignments  Leveled questions- written responses, think-pair-share, multiple choice, open ended…  Centers/Stations  Use of technology  Journals/Logs | Choice boards  Podcast/blog  Debate  Design and conduct experiments  Formulate & defend theory  Design a game |
| **ELL** | Compacting  Flexible grouping  Controlled choice  Multi-sensory learning-auditory, visual, kinesthetic, tactile  Pre-teach vocabulary  Vocabulary lists  Visuals/Modeling  Varying levels of resources and materials  Use of technology | Tiered Assignments  Leveled questions- written responses, think-pair-share, choice, open ended…  Centers/Stations  Scaffolding  Chunking  E-Dictionaries, bilingual dictionaries  Extended time  Differentiated instructional outcomes  Use of technology  Frequent checks for understanding | Rubrics  Simple to complex  Group tasks  Quizzes, tests with various types of questions  Generate charts or diagrams to show what was learned  Act out or role play |
| **At Risk** | Compacting  Flexible grouping  Controlled choice  Multi-sensory learning-auditory, visual, kinesthetic, tactile  Pre-teach vocabulary  Vocabulary lists  Visuals/Modeling Varying levels of resources and materials  Use of technology | Tiered Assignments  Leveled questions- written responses, think-pair-share, multiple choice, open ended…  Centers/Stations  Scaffolding  Chunking  Extended time  Differentiated instructional outcomes  Use of technology  Partner work  Frequent checks for understanding | Rubrics  Simple to complex  Group tasks  Quizzes, tests  Oral Assessments  Generate charts or diagrams to show what was learned  Act out or role play |
| **IEP/504** | Compacting  Flexible grouping  Controlled choice  Multi-sensory learning-auditory, visual, kinesthetic, tactile  Pre-teach vocabulary  Visuals/Modeling Varying levels of resources and materials  Use of technology | Tiered Assignments  Leveled questions- written responses, think-pair-share, multiple choice, open ended…  Centers/Stations  Scaffolding  Extended time  Differentiated instructional outcomes  Preferential Seating  Use of technology  Small group/one-to-one instruction  Teach information processing strategies  Chunking  Frequent checks for understanding  Access to teacher created notes | Rubrics  Simple to complex  Group tasks  Quizzes, tests  Oral Assessments  Generate charts or diagrams to show what was learned  Act out or role play |

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| **Content Area: Physical Education** | **Grade Level : Second** |
| **Unit Title: Scooters** | |
| Standard: **2.5 Motor Skill Development - All students will utilize safe, efficient and effective movement to develop and maintain a healthy, active lifestyle.**  **Strand A – Movement Skills and Concepts.**  Content Statement - Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance and recreational activities. Ongoing feedback impacts improvement and effectiveness of movement actions.  **Strand C – Sportsmanship, Rules, and Safety**  Practicing appropriate and safe behaviors while participating in and viewing games, sports and other competitive events contributes to enjoyment of the event.  **2.6 Fitness – All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy active lifestyle.**  **Strand A – Fitness and Physical Activity**  Each component of fitness contributes to personal health as well as motor skill performance.  **Cumulative Progress Indicators:**   * 2.5.2.A.1 - Explain and perform [movement skills](http://www.state.nj.us/education/cccs/def/2/HEALTH_PE_movskills.html) 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 * 2.5.2.B.1 - Differentiate when to use competitive and cooperative strategies in games, sports, and other movement activities.   2.5.2.C.2 - Demonstrate basic activity and safety rules and explain how they contribute to moving in a safe environment. | |
| **Technology:**  **Standard:** **8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming:**  All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.  **Strand: A. The Nature of Technology: Creativity and Innovation** *Technology systems impact every aspect of the world in which we live.*  **Cumulative Progress Indicators**:   * **8.2.2.A.2** Describe how designed products and systems are useful at school, home and work. * **8.2.2.A.5** Collaborate to design a solution to a problem affecting the community. | |
| CRP1. Act as a responsible and contributing citizen and employee.  CRP3. Attend to personal health and financial well-being  CRP9. Model integrity, ethical leadership and effective management  CRP11. Use technology to enhance productivity  CRP12. Work productively in teams while using cultural global competence | |

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| **Interdisciplinary Connections:**  NJSLS-ELA  SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.  A. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).  B. Build on others' talk in conversations by linking their explicit comments to the remarks of others.  C. Ask for clarification and further explanation as needed about the topics and texts under discussion.  SL.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue | |
| Enduring Understanding:   * Students will understand the differences and similarities of the scooter game to the actual sport games. * Students will understand the rules of the team scooter games * Students will understand the safety issues for riding the scooter * Students will be able to explain what muscles are being used * Students will work in teams to complete tasks on the scooters | Essential Questions:   * What strategies can you use to help your team? * What is scooter basketball? * What is offense? Defense? |
| Knowledge and Skills:   * Students will understand why it is important to ride the scooters safely. * Students will how the body’s muscles are used through different activities. * Students will understand how to propel, and change direction using their feet or hands on the scooter. | Demonstration of Learning:   * Students will be able to demonstrate sportsmanship and body awareness by combining scooter skills and sportsmanship skills during these games. * Students will be able to demonstrate muscular strength and flexibility by traveling on the scooter properly. * Students will be able to explain and locate the muscles being used while riding the scooter * Students will be able to contribute to their team during the scooter activities by riding the scooters correctly. * Scooter Skills Rubric |
| Suggested Tasks and Activities:   * Team Games - Scooter Basketball - Scooter Handball * Healthy food game | **Technical Integration:**   * SmartBoard * Laptop/Ipad/Projector * Music – Blue tooth speaker |
| Resources: SHAPE, P.E. Central, SPARK, OPEN  Materials: Scooters, polyspots, cones, yarn balls, hula hoops, foam pins | |

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| **Differentiation/Accommodations/Modifications** | | | |
|  | **Content**  Curriculum, standards | **Process**  How students make sense or understand information being taught | **Product**  Evidence of Learning |
| **G&T** | Compacting  Flexible grouping  Independent study/set own learning goals  Interest/station groups  Varying levels of resources and materials  Use of technology | Tiered Assignments  Leveled questions- written responses, think-pair-share, multiple choice, open ended…  Centers/Stations  Use of technology  Journals/Logs | Choice boards  Podcast/blog  Debate  Design and conduct experiments  Formulate & defend theory  Design a game |
| **ELL** | Compacting  Flexible grouping  Controlled choice  Multi-sensory learning-auditory, visual, kinesthetic, tactile  Pre-teach vocabulary  Vocabulary lists  Visuals/Modeling  Varying levels of resources and materials  Use of technology | Tiered Assignments  Leveled questions- written responses, think-pair-share, choice, open ended…  Centers/Stations  Scaffolding  Chunking  E-Dictionaries, bilingual dictionaries  Extended time  Differentiated instructional outcomes  Use of technology  Frequent checks for understanding | Rubrics  Simple to complex  Group tasks  Quizzes, tests with various types of questions  Generate charts or diagrams to show what was learned  Act out or role play |
| **At Risk** | Compacting  Flexible grouping  Controlled choice  Multi-sensory learning-auditory, visual, kinesthetic, tactile  Pre-teach vocabulary  Vocabulary lists  Visuals/Modeling Varying levels of resources and materials  Use of technology | Tiered Assignments  Leveled questions- written responses, think-pair-share, multiple choice, open ended…  Centers/Stations  Scaffolding  Chunking  Extended time  Differentiated instructional outcomes  Use of technology  Partner work  Frequent checks for understanding | Rubrics  Simple to complex  Group tasks  Quizzes, tests  Oral Assessments  Generate charts or diagrams to show what was learned  Act out or role play |
| **IEP/504** | Compacting  Flexible grouping  Controlled choice  Multi-sensory learning-auditory, visual, kinesthetic, tactile  Pre-teach vocabulary  Visuals/Modeling Varying levels of resources and materials  Use of technology | Tiered Assignments  Leveled questions- written responses, think-pair-share, multiple choice, open ended…  Centers/Stations  Scaffolding  Extended time  Differentiated instructional outcomes  Preferential Seating  Use of technology  Small group/one-to-one instruction  Teach information processing strategies  Chunking  Frequent checks for understanding  Access to teacher created notes | Rubrics  Simple to complex  Group tasks  Quizzes, tests  Oral Assessments  Generate charts or diagrams to show what was learned  Act out or role play |

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| **Content Area: Physical Education** | **Grade Level : Second** |
| **Unit Title: Running / Agility Activities – Group Games** | |
| Standard: **2.5 Motor Skill Development - All students will utilize safe, efficient and effective movement to develop and maintain a healthy, active lifestyle.**  **Strand A – Movement Skills and Concepts.**  Content Statement - Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance and recreational activities. Ongoing feedback impacts improvement and effectiveness of movement actions.  **Strand B – Strategy**  Content Statement – Offensive, defensive, and cooperative strategies are applied in most games, sports, and other physical activities.  **Strand C – Sportsmanship, Rules, and Safety**  Practicing appropriate and safe behaviors while participating in and viewing games, sports and other competitive events contributes to enjoyment of the event.  **2.6 Fitness – All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy active lifestyle.**  **Strand A – Fitness and Physical Activity**  Each component of fitness contributes to personal health as well as motor skill performance.  **Cumulative Progress Indicators:**  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  2.6.P.A.1- Develop and refine gross motor skills | |
| **Technology:**  **Standard:** **8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming:**  All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.  **Strand: A. The Nature of Technology: Creativity and Innovation** *Technology systems impact every aspect of the world in which we live.*  **Cumulative Progress Indicators**:   * **8.2.2.A.2** Describe how designed products and systems are useful at school, home and work. * **8.2.2.A.5** Collaborate to design a solution to a problem affecting the community. | |
| CRP1. Act as a responsible and contributing citizen and employee.  CRP3. Attend to personal health and financial well-being  CRP9. Model integrity, ethical leadership and effective management  CRP11. Use technology to enhance productivity  CRP12. Work productively in teams while using cultural global competence | |

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| **Interdisciplinary Connections:**  NJSLS-ELA  SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.  A. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).  B. Build on others' talk in conversations by linking their explicit comments to the remarks of others.  C. Ask for clarification and further explanation as needed about the topics and texts under discussion.  SL.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue | |
| **Enduring Understanding:**   * Students will understand how to dodge and flee * Students will understand the necessity of running/moving vigorously and safely * Students will understand personal space while running/moving with others * Students will understand different speeds and directions * Students will understand different loco-motor skills | **Essential Questions:**   * What is Dodging? Fleeing? * What are the benefits of running/moving vigorously? * What happens to your body when you run/move vigorously? * Why is it important to run/move safely? * How can we move differently? |
| **Knowledge and Skills:**   * Students understand that running/moving vigorously during games keeps us healthy. * Students understand that following the rules allows us to enjoy and continue staying healthy. * Students understand how to change between running, skipping and galloping | **Demonstration of Learning:**   * Students will demonstrate dodging and fleeing skills * Students will demonstrate their understanding of their motor skills during the games * Students will demonstrate their ability to change speed and directions safely * Self-Assessment Worksheet:   [[PDF](https://openphysed.org/wp-content/uploads/2015/10/P-03-07-LMS-StudentSelfAssessment.pdf), [WORD](https://openphysed.org/wp-content/uploads/2015/10/P-03-07-LMS-StudentSelfAssessment.docx)]   * Holistic Performance Rubric:   [[PDF](https://openphysed.org/wp-content/uploads/2015/10/P-03-08-LMS-HolisticPerformanceRubric.pdf), [WORD](https://openphysed.org/wp-content/uploads/2015/10/P-03-08-LMS-HolisticPerformanceRubric.docx)]   * Dual Performance Rubric:   [[PDF](https://openphysed.org/wp-content/uploads/2015/10/P-03-09-LMS-HolisticDualPerformanceRubric.pdf), [WORD](https://openphysed.org/wp-content/uploads/2015/10/P-03-09-LMS-HolisticDualPerformanceRubric.docx)] |
| **Suggested Tasks and Activities:**   * Group running with passing * Crazy Corners * Healthy Food Game | **Technical Integration:**   * SmartBoard * Laptop/Ipad/Projector * Music – Blue tooth speaker |
| Resources: P.E. Central, SHAPE, SPARK, OPEN  Materials: Cones, pinnies, polyspots, yarn balls, throwing scarfs, gator skin balls | |

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| **Differentiation/Accommodations/Modifications** | | | |
|  | **Content**  Curriculum, standards | **Process**  How students make sense or understand information being taught | **Product**  Evidence of Learning |
| **G&T** | Compacting  Flexible grouping  Independent study/set own learning goals  Interest/station groups  Varying levels of resources and materials  Use of technology | Tiered Assignments  Leveled questions- written responses, think-pair-share, multiple choice, open ended…  Centers/Stations  Use of technology  Journals/Logs | Choice boards  Podcast/blog  Debate  Design and conduct experiments  Formulate & defend theory  Design a game |
| **ELL** | Compacting  Flexible grouping  Controlled choice  Multi-sensory learning-auditory, visual, kinesthetic, tactile  Pre-teach vocabulary  Vocabulary lists  Visuals/Modeling  Varying levels of resources and materials  Use of technology | Tiered Assignments  Leveled questions- written responses, think-pair-share, choice, open ended…  Centers/Stations  Scaffolding  Chunking  E-Dictionaries, bilingual dictionaries  Extended time  Differentiated instructional outcomes  Use of technology  Frequent checks for understanding | Rubrics  Simple to complex  Group tasks  Quizzes, tests with various types of questions  Generate charts or diagrams to show what was learned  Act out or role play |
| **At Risk** | Compacting  Flexible grouping  Controlled choice  Multi-sensory learning-auditory, visual, kinesthetic, tactile  Pre-teach vocabulary  Vocabulary lists  Visuals/Modeling Varying levels of resources and materials  Use of technology | Tiered Assignments  Leveled questions- written responses, think-pair-share, multiple choice, open ended…  Centers/Stations  Scaffolding  Chunking  Extended time  Differentiated instructional outcomes  Use of technology  Partner work  Frequent checks for understanding | Rubrics  Simple to complex  Group tasks  Quizzes, tests  Oral Assessments  Generate charts or diagrams to show what was learned  Act out or role play |
| **IEP/504** | Compacting  Flexible grouping  Controlled choice  Multi-sensory learning-auditory, visual, kinesthetic, tactile  Pre-teach vocabulary  Visuals/Modeling Varying levels of resources and materials  Use of technology | Tiered Assignments  Leveled questions- written responses, think-pair-share, multiple choice, open ended…  Centers/Stations  Scaffolding  Extended time  Differentiated instructional outcomes  Preferential Seating  Use of technology  Small group/one-to-one instruction  Teach information processing strategies  Chunking  Frequent checks for understanding  Access to teacher created notes | Rubrics  Simple to complex  Group tasks  Quizzes, tests  Oral Assessments  Generate charts or diagrams to show what was learned  Act out or role play |

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| **Content Area: Physical Education** | **Grade Level : Second** |
| **Unit Title: Ball Manipulation/ Basketball** | |
| Standard: **2.5 Motor Skill Development - All students will utilize safe, efficient and effective movement to develop and maintain a healthy, active lifestyle.**  **Strand A – Movement Skills and Concepts.**  Content Statement - Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance and recreational activities. Ongoing feedback impacts improvement and effectiveness of movement actions.  **Strand B – Strategy**  Content Statement – Offensive, defensive, and cooperative strategies are applied in most games, sports, and other physical activities.  **Strand C – Sportsmanship, Rules, and Safety**  Practicing appropriate and safe behaviors while participating in and viewing games, sports and other competitive events contributes to enjoyment of the event.  **2.6 Fitness – All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy active lifestyle.**  **Strand A – Fitness and Physical Activity**  Each component of fitness contributes to personal health as well as motor skill performance.  **Cumulative Progress Indicators:**   * 2- Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities. * 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 | |
| Technology:  Standard: **8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming:**  All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.  **Strand: A. The Nature of Technology: Creativity and Innovation** *Technology systems impact every aspect of the world in which we live.*  **Cumulative Progress Indicators**:   * **8.2.2.A.2** Describe how designed products and systems are useful at school, home and work. * **8.2.2.A.5** Collaborate to design a solution to a problem affecting the community. | |
| CRP1. Act as a responsible and contributing citizen and employee.  CRP3. Attend to personal health and financial well-being  CRP9. Model integrity, ethical leadership and effective management  CRP11. Use technology to enhance productivity  CRP12. Work productively in teams while using cultural global competence | |

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| **Interdisciplinary Connections:**  NJSLS-ELA  SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.  A. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).  B. Build on others' talk in conversations by linking their explicit comments to the remarks of others.  C. Ask for clarification and further explanation as needed about the topics and texts under discussion.  SL.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue | |
| Enduring Understanding:   * Students will understand how to dribble a basketball   - changing hands - weaving through cones   * Students will understand how to bounce pass a ball to a partner while moving * Students will understand how to shoot a basketball,   -lay-up - jump shot | Essential Questions:   * Can you alternate hands while dribbling? * What are the most important rules in the game of basketball? * Is personal space important during this game? |
| Knowledge and Skills:   * Students understand that one hand is used to dribble the basketball but you may alternate hands. * Students understand how to bounce pass the basketball to a partner * Students understand the force need to shoot a jump shot versus a lay-up | Demonstration of Learning:   * Students will demonstrate how to combine dribbling, passing and shooting skills by using the techniques taught in class. * Students will demonstrate how to shoot a jump shot at the 8 foot basket by using the bend, jump push technique. * Students will demonstrate how shoot lay-up at the 8 foot basket by dribbling to the side of the basket and jumping off one foot. * Self-Assessment Worksheet:   [[PDF](https://openphysed.org/wp-content/uploads/2015/10/P-04-07-HandSkills-StudentSelfAssessment.pdf), [WORD](https://openphysed.org/wp-content/uploads/2015/10/P-04-07-HandSkills-StudentSelfAssessment.docx)]   * Holistic Performance Rubric:   [[PDF](https://openphysed.org/wp-content/uploads/2015/10/P-04-08-HandSkills-HolisticPerformanceRubric.pdf), [WORD](https://openphysed.org/wp-content/uploads/2015/10/P-04-08-HandSkills-HolisticPerformanceRubric.docx)]   * Dual Performance Rubric:   [[PDF](https://openphysed.org/wp-content/uploads/2015/10/P-04-09-HandSkills-HolisticDualPerformanceRubric.pdf), [WORD](https://openphysed.org/wp-content/uploads/2015/10/P-04-09-HandSkills-HolisticDualPerformanceRubric.docx) |
| Suggested Tasks and Activities:   * Dribble knock-out * Partner dribble, pass and shoot game. * Stations; shooting, dribbling and passing * Team Number Basketball | **Technical Integration:**   * SmartBoard * Laptop/Ipad/Projector * Music – Blue tooth speaker * Stopwatches |
| Resources: SHAPE, P.E. Central, SPARK, OPEN Materials: Small and Large Basketballs, Cones, Polyspots, Pinnies, Basketball nets, Visual Aides | |

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| **Differentiation/Accommodations/Modifications** | | | |
|  | **Content**  Curriculum, standards | **Process**  How students make sense or understand information being taught | **Product**  Evidence of Learning |
| **G&T** | Compacting  Flexible grouping  Independent study/set own learning goals  Interest/station groups  Varying levels of resources and materials  Use of technology | Tiered Assignments  Leveled questions- written responses, think-pair-share, multiple choice, open ended…  Centers/Stations  Use of technology  Journals/Logs | Choice boards  Podcast/blog  Debate  Design and conduct experiments  Formulate & defend theory  Design a game |
| **ELL** | Compacting  Flexible grouping  Controlled choice  Multi-sensory learning-auditory, visual, kinesthetic, tactile  Pre-teach vocabulary  Vocabulary lists  Visuals/Modeling  Varying levels of resources and materials  Use of technology | Tiered Assignments  Leveled questions- written responses, think-pair-share, choice, open ended…  Centers/Stations  Scaffolding  Chunking  E-Dictionaries, bilingual dictionaries  Extended time  Differentiated instructional outcomes  Use of technology  Frequent checks for understanding | Rubrics  Simple to complex  Group tasks  Quizzes, tests with various types of questions  Generate charts or diagrams to show what was learned  Act out or role play |
| **At Risk** | Compacting  Flexible grouping  Controlled choice  Multi-sensory learning-auditory, visual, kinesthetic, tactile  Pre-teach vocabulary  Vocabulary lists  Visuals/Modeling Varying levels of resources and materials  Use of technology | Tiered Assignments  Leveled questions- written responses, think-pair-share, multiple choice, open ended…  Centers/Stations  Scaffolding  Chunking  Extended time  Differentiated instructional outcomes  Use of technology  Partner work  Frequent checks for understanding | Rubrics  Simple to complex  Group tasks  Quizzes, tests  Oral Assessments  Generate charts or diagrams to show what was learned  Act out or role play |
| **IEP/504** | Compacting  Flexible grouping  Controlled choice  Multi-sensory learning-auditory, visual, kinesthetic, tactile  Pre-teach vocabulary  Visuals/Modeling Varying levels of resources and materials  Use of technology | Tiered Assignments  Leveled questions- written responses, think-pair-share, multiple choice, open ended…  Centers/Stations  Scaffolding  Extended time  Differentiated instructional outcomes  Preferential Seating  Use of technology  Small group/one-to-one instruction  Teach information processing strategies  Chunking  Frequent checks for understanding  Access to teacher created notes | Rubrics  Simple to complex  Group tasks  Quizzes, tests  Oral Assessments  Generate charts or diagrams to show what was learned  Act out or role play |

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| **Content Area: Physical Education** | **Grade Level : Second** |
| **Unit Title: Rhythm and Dance** | |
| **2.5 Motor Skill Development - All students will utilize safe, efficient and effective movement to develop and maintain a healthy, active lifestyle.**  **Strand A – Movement Skills and Concepts.**  Content Statement - Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance and recreational activities. Ongoing feedback impacts improvement and effectiveness of movement actions.  **2.6 Fitness – All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy active lifestyle.**  **Strand A – Fitness and Physical Activity**  Each component of fitness contributes to personal health as well as motor skill performance.  **Cumulative Progress Indicators:**  2- Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.  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  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 | |
| **Technology:**  **Standard**: **8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming:**  All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.  **Strand: A. The Nature of Technology: Creativity and Innovation** *Technology systems impact every aspect of the world in which we live.*  **Cumulative Progress Indicators**:   * **8.2.2.A.2** Describe how designed products and systems are useful at school, home and work. * **8.2.2.A.5** Collaborate to design a solution to a problem affecting the community. | |
| **21st Century Skills and Standard 9**  CRP1. Act as a responsible and contributing citizen and employee.  CRP3. Attend to personal health and financial well-being  CRP9. Model integrity, ethical leadership and effective management  CRP11. Use technology to enhance productivity  CRP12. Work productively in teams while using cultural global competence | |

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| Unit Title: Rhythm and Dance | | Time Frame: 2 Weeks |
| **Interdisciplinary Connections:**  **Visual and Performing Arts:**  **Standard – 1.1** **The Creative Process:** All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.  **Strand: A - Dance**  1.1.2.A.3 -Demonstrate the difference between pantomime, pedestrian movement, abstract gesture, and dance movement. | | |
| Enduring Understanding:   * Students will understand that moderate to vigorous participation in dance activities provide the basis for pursuing a healthy lifestyle * Students will understand how to combine dance steps and work with a dance team * Students will appreciate how involvement in dance activities can be used throughout life as a source of fun, entertainment, exercise and socializing. * Students can take moves provided, change or rearrange them and create new moves or dances of their own. | Essential Questions:   * How can you work with other students to combine the dance steps? * How will dancing keep us healthy and physically fit? * How does the constant high activity level of dance help our hearts? * What muscles groups are we using when we dance? | |
| Knowledge and Skills:   * Students will understand that vigorous dancing will help strengthen various muscle groups as well as our heart * Students will learn that some dance moves are similar to moves used in sports? * Students will be aware that simple individual moves when combined with others create dance | Demonstration of Learning:   * Students will demonstrate their ability to dance along with of the Wii Dance system. * Students will demonstrate their directional and timing abilities * Self-Assessment Worksheet:   [[PDF](https://openphysed.org/wp-content/uploads/2016/05/P-05-07-Dance-StudentSelfAssessment.pdf), [WORD](https://openphysed.org/wp-content/uploads/2016/05/P-05-07-Dance-StudentSelfAssessment.docx)]   * Holistic Performance Rubric:   [[PDF](https://openphysed.org/wp-content/uploads/2016/05/P-05-08-Dance-HolisticPerformanceRubric.pdf), [WORD](https://openphysed.org/wp-content/uploads/2016/05/P-05-08-Dance-HolisticPerformanceRubric.docx)]   * Holistic Dual Performance Rubric:   [[PDF](https://openphysed.org/wp-content/uploads/2016/05/P-05-09-Dance-HolisticDualPerformanceRubric.pdf), [WORD](https://openphysed.org/wp-content/uploads/2016/05/P-05-09-Dance-HolisticDualPerformanceRubric.docx)] | |
| Suggested Tasks and Activities:   * Dance Party * Kerboomka DVD * Dance Group Teams | **Technical Integration:**   * SmartBoard * Laptop/Ipad/Projector * Music – Blue tooth speaker * Stopwatches | |
| Resources: P.E. Central, SHAPE, OPEN, SPARK, KERRBOOMKA DVD  Materials: Music, Speaker, Visual Aides, Drums, instruments | | |

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| **Differentiation/Accommodations/Modifications** | | | |
|  | **Content**  Curriculum, standards | **Process**  How students make sense or understand information being taught | **Product**  Evidence of Learning |
| **G&T** | Compacting  Flexible grouping  Independent study/set own learning goals  Interest/station groups  Varying levels of resources and materials  Use of technology | Tiered Assignments  Leveled questions- written responses, think-pair-share, multiple choice, open ended…  Centers/Stations  Use of technology  Journals/Logs | Choice boards  Podcast/blog  Debate  Design and conduct experiments  Formulate & defend theory  Design a game |
| **ELL** | Compacting  Flexible grouping  Controlled choice  Multi-sensory learning-auditory, visual, kinesthetic, tactile  Pre-teach vocabulary  Vocabulary lists  Visuals/Modeling  Varying levels of resources and materials  Use of technology | Tiered Assignments  Leveled questions- written responses, think-pair-share, choice, open ended…  Centers/Stations  Scaffolding  Chunking  E-Dictionaries, bilingual dictionaries  Extended time  Differentiated instructional outcomes  Use of technology  Frequent checks for understanding | Rubrics  Simple to complex  Group tasks  Quizzes, tests with various types of questions  Generate charts or diagrams to show what was learned  Act out or role play |
| **At Risk** | Compacting  Flexible grouping  Controlled choice  Multi-sensory learning-auditory, visual, kinesthetic, tactile  Pre-teach vocabulary  Vocabulary lists  Visuals/Modeling Varying levels of resources and materials  Use of technology | Tiered Assignments  Leveled questions- written responses, think-pair-share, multiple choice, open ended…  Centers/Stations  Scaffolding  Chunking  Extended time  Differentiated instructional outcomes  Use of technology  Partner work  Frequent checks for understanding | Rubrics  Simple to complex  Group tasks  Quizzes, tests  Oral Assessments  Generate charts or diagrams to show what was learned  Act out or role play |
| **IEP/504** | Compacting  Flexible grouping  Controlled choice  Multi-sensory learning-auditory, visual, kinesthetic, tactile  Pre-teach vocabulary  Visuals/Modeling Varying levels of resources and materials  Use of technology | Tiered Assignments  Leveled questions- written responses, think-pair-share, multiple choice, open ended…  Centers/Stations  Scaffolding  Extended time  Differentiated instructional outcomes  Preferential Seating  Use of technology  Small group/one-to-one instruction  Teach information processing strategies  Chunking  Frequent checks for understanding  Access to teacher created notes | Rubrics  Simple to complex  Group tasks  Quizzes, tests  Oral Assessments  Generate charts or diagrams to show what was learned  Act out or role play |

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| **Content Area: Physical Education** | **Grade Level : Second** |
| **Unit Title: Yoga** | |
| Standard: **2.5 Motor Skill Development - All students will utilize safe, efficient and effective movement to develop and maintain a healthy, active lifestyle.**  **Strand A – Movement Skills and Concepts.**  Content Statement - Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance and recreational activities. Ongoing feedback impacts improvement and effectiveness of movement actions.  **Strand B – Strategy**  Content Statement – Offensive, defensive, and cooperative strategies are applied in most games, sports, and other physical activities.  **Strand C – Sportsmanship, Rules, and Safety**  Practicing appropriate and safe behaviors while participating in and viewing games, sports and other competitive events contributes to enjoyment of the event.  **2.6 Fitness – All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy active lifestyle.**  **Strand A – Fitness and Physical Activity**  Each component of fitness contributes to personal health as well as motor skill performance.  Cumulative Progress Indicators:  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.  2.6.2.A.1- Explain the role of regular physical activity in relation to personal health. | |
| **Technology:**  **Standard:** **8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming:**  All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.  **Strand: A. The Nature of Technology: Creativity and Innovation** *Technology systems impact every aspect of the world in which we live.*  **Cumulative Progress Indicators**:   * **8.2.2.A.2** Describe how designed products and systems are useful at school, home and work. * **8.2.2.A.5** Collaborate to design a solution to a problem affecting the community. | |
| 21st Century Skills and Standard 9  CRP1. Act as a responsible and contributing citizen and employee.  CRP3. Attend to personal health and financial well-being  CRP9. Model integrity, ethical leadership and effective management  CRP11. Use technology to enhance productivity  CRP12. Work productively in teams while using cultural global competence | |

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| Unit Title: Yoga | Time Frame: 2 Weeks |
| **Interdisciplinary Connections:**  NJSLS-ELA  SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.  A. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).  B. Build on others' talk in conversations by linking their explicit comments to the remarks of others.  C. Ask for clarification and further explanation as needed about the topics and texts under discussion.  SL.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue | |
| **Enduring Understanding:**   * Students will understand that yoga is a lifelong activity that promotes health and physical activity * Students will understand how to combine the yoga poses to create a routine * Students will understand that the body has many muscles that are used to support itself * Students will understand how to control their breathing | Essential Questions:   * In what ways does yoga help your mind and body? |
| **Knowledge and Skills:**   * Students will understand that many muscles are used to support their body * Students will understand that controlling their breathing will help them focus | **Demonstration of Learning:**   * Students will develop a yoga routine with their group * Students will demonstrate the yoga poses that are on the yoga mat * Students will demonstrate their flexibility by performing the yoga poses * Students will demonstrate their muscular strength by performing the yoga poses * Holistic Performance Rubric:   [[PDF](https://openphysed.org/wp-content/uploads/2015/10/P-03-08-LMS-HolisticPerformanceRubric.pdf), [WORD](https://openphysed.org/wp-content/uploads/2015/10/P-03-08-LMS-HolisticPerformanceRubric.docx)] |
| **Suggested Tasks and Activities**:   * Teacher modeling and students following on their own yoga mats * Students follow along with yoga DVD * Students will work with in groups to develop their own yoga routine and showcase it for the class. | **Technical Integration:**   * SmartBoard * Laptop/Ipad/Projector * Music – Blue tooth speaker * Yoga DVD |
| Resources: Yoga DVD, SHAPE, P.E. Central, OPEN, SPARK  Materials: Yoga Mats, Visual Aides, Music, Speaker | |

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| **Differentiation/Accommodations/Modifications** | | | |
|  | **Content**  Curriculum, standards | **Process**  How students make sense or understand information being taught | **Product**  Evidence of Learning |
| **G&T** | Compacting  Flexible grouping  Independent study/set own learning goals  Interest/station groups  Varying levels of resources and materials  Use of technology | Tiered Assignments  Leveled questions- written responses, think-pair-share, multiple choice, open ended…  Centers/Stations  Use of technology  Journals/Logs | Choice boards  Podcast/blog  Debate  Design and conduct experiments  Formulate & defend theory  Design a game |
| **ELL** | Compacting  Flexible grouping  Controlled choice  Multi-sensory learning-auditory, visual, kinesthetic, tactile  Pre-teach vocabulary  Vocabulary lists  Visuals/Modeling  Varying levels of resources and materials  Use of technology | Tiered Assignments  Leveled questions- written responses, think-pair-share, choice, open ended…  Centers/Stations  Scaffolding  Chunking  E-Dictionaries, bilingual dictionaries  Extended time  Differentiated instructional outcomes  Use of technology  Frequent checks for understanding | Rubrics  Simple to complex  Group tasks  Quizzes, tests with various types of questions  Generate charts or diagrams to show what was learned  Act out or role play |
| **At Risk** | Compacting  Flexible grouping  Controlled choice  Multi-sensory learning-auditory, visual, kinesthetic, tactile  Pre-teach vocabulary  Vocabulary lists  Visuals/Modeling Varying levels of resources and materials  Use of technology | Tiered Assignments  Leveled questions- written responses, think-pair-share, multiple choice, open ended…  Centers/Stations  Scaffolding  Chunking  Extended time  Differentiated instructional outcomes  Use of technology  Partner work  Frequent checks for understanding | Rubrics  Simple to complex  Group tasks  Quizzes, tests  Oral Assessments  Generate charts or diagrams to show what was learned  Act out or role play |
| **IEP/504** | Compacting  Flexible grouping  Controlled choice  Multi-sensory learning-auditory, visual, kinesthetic, tactile  Pre-teach vocabulary  Visuals/Modeling Varying levels of resources and materials  Use of technology | Tiered Assignments  Leveled questions- written responses, think-pair-share, multiple choice, open ended…  Centers/Stations  Scaffolding  Extended time  Differentiated instructional outcomes  Preferential Seating  Use of technology  Small group/one-to-one instruction  Teach information processing strategies  Chunking  Frequent checks for understanding  Access to teacher created notes | Rubrics  Simple to complex  Group tasks  Quizzes, tests  Oral Assessments  Generate charts or diagrams to show what was learned  Act out or role play |

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| **Content Area: Physical Education** | **Grade Level : Second** |
| **Unit Title: Racquet Skills/ Striking** | |
| Standard: **2.5 Motor Skill Development - All students will utilize safe, efficient and effective movement to develop and maintain a healthy, active lifestyle.**  **Strand A – Movement Skills and Concepts.**  Content Statement - Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance and recreational activities. Ongoing feedback impacts improvement and effectiveness of movement actions.  **Strand B – Strategy**  Content Statement – Offensive, defensive, and cooperative strategies are applied in most games, sports, and other physical activities.  **Strand C – Sportsmanship, Rules, and Safety**  Practicing appropriate and safe behaviors while participating in and viewing games, sports and other competitive events contributes to enjoyment of the event.  **2.6 Fitness – All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy active lifestyle.**  **Strand A – Fitness and Physical Activity**  Each component of fitness contributes to personal health as well as motor skill performance.  **Cumulative Progress Indicators:**  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.C.2 - Demonstrate basic activity and safety rules and explain how they contribute to moving in a safe environment. | |
| **Technology:**  Standard: **8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming:**  All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.  **Strand: A. The Nature of Technology: Creativity and Innovation** *Technology systems impact every aspect of the world in which we live.*  **Cumulative Progress Indicators**:   * **8.2.2.A.2** Describe how designed products and systems are useful at school, home and work. * **8.2.2.A.5** Collaborate to design a solution to a problem affecting the community. | |
| CRP1. Act as a responsible and contributing citizen and employee.  CRP3. Attend to personal health and financial well-being  CRP9. Model integrity, ethical leadership and effective management  CRP11. Use technology to enhance productivity  CRP12. Work productively in teams while using cultural global competence | |

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| Unit Title: Racquet Skills/Striking | | Time Frame: 2 Weeks |
| **Interdisciplinary Connections:**  NJSLS-ELA  SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.  A. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).  B. Build on others' talk in conversations by linking their explicit comments to the remarks of others.  C. Ask for clarification and further explanation as needed about the topics and texts under discussion.  SL.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue | | |
| **Enduring Understanding:**   * Students will understand what a volley with a partner is * Students will understand what the game of badminton is and where it originates from. * Students will understand how holding a racquet properly will affect where the object goes * Students will understand at what level to strike an object so it goes over the net * Students will understand why they must keep their eyes on the object before striking | **Essential Questions:**   * How are volleyball and badminton the same? * What is a volley with a partner? * How do you make the object bounce up, down, forward? | |
| **Knowledge and Skills:**   * Students will hold the racquet with one hand * Students will learn to keep their eyes on the object * Students will use hand/eye coordination to hit the ball with the racquet. | **Demonstration of Learning:**   * Students will be able to strike a shuttlecock/birdie to themselves. * Students will be able to strike a shuttlecock/birdie to a partner * Self-Assessment Worksheet:   [[PDF](https://openphysed.org/wp-content/uploads/2016/01/P-07-07-Volleying-SelfAssessment.pdf), [WORD](https://openphysed.org/wp-content/uploads/2016/01/P-07-07-Volleying-SelfAssessment.docx)]   * Holistic Performance Rubric:   [[PDF](https://openphysed.org/wp-content/uploads/2016/01/P-07-08-Volleying-HolisticPerformanceRubric.pdf), [WORD](https://openphysed.org/wp-content/uploads/2016/01/P-07-08-Volleying-HolisticPerformanceRubric.docx)]   * Dual Performance Rubric:   [[PDF](https://openphysed.org/wp-content/uploads/2016/01/P-07-09-Volleying-HolisticDualPerformanceRubric.pdf), [WORD](https://openphysed.org/wp-content/uploads/2016/01/P-07-09-Volleying-HolisticDualPerformanceRubric.docx)] | |
| **Suggested Tasks and Activities:**   * Teacher will model and students will practice alone, then with partners * Students will use badminton racquets to strike a shuttlecock/birdie * Students will volley with a partner over a divider/line | * SmartBoard * Laptop/Ipad/Projector * Music – Blue tooth speaker * Stopwatches | |
| Resources: American Heart Association, SHAPE, P.E. Central, OPEN, SPARK  Materials: Rackets, Volleyball nets, Birdie, Yarn Balls, Cones, Pinnies | | |

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| **Differentiation/Accommodations/Modifications** | | | |
|  | **Content**  Curriculum, standards | **Process**  How students make sense or understand information being taught | **Product**  Evidence of Learning |
| **G&T** | Compacting  Flexible grouping  Independent study/set own learning goals  Interest/station groups  Varying levels of resources and materials  Use of technology | Tiered Assignments  Leveled questions- written responses, think-pair-share, multiple choice, open ended…  Centers/Stations  Use of technology  Journals/Logs | Choice boards  Podcast/blog  Debate  Design and conduct experiments  Formulate & defend theory  Design a game |
| **ELL** | Compacting  Flexible grouping  Controlled choice  Multi-sensory learning-auditory, visual, kinesthetic, tactile  Pre-teach vocabulary  Vocabulary lists  Visuals/Modeling  Varying levels of resources and materials  Use of technology | Tiered Assignments  Leveled questions- written responses, think-pair-share, choice, open ended…  Centers/Stations  Scaffolding  Chunking  E-Dictionaries, bilingual dictionaries  Extended time  Differentiated instructional outcomes  Use of technology  Frequent checks for understanding | Rubrics  Simple to complex  Group tasks  Quizzes, tests with various types of questions  Generate charts or diagrams to show what was learned  Act out or role play |
| **At Risk** | Compacting  Flexible grouping  Controlled choice  Multi-sensory learning-auditory, visual, kinesthetic, tactile  Pre-teach vocabulary  Vocabulary lists  Visuals/Modeling Varying levels of resources and materials  Use of technology | Tiered Assignments  Leveled questions- written responses, think-pair-share, multiple choice, open ended…  Centers/Stations  Scaffolding  Chunking  Extended time  Differentiated instructional outcomes  Use of technology  Partner work  Frequent checks for understanding | Rubrics  Simple to complex  Group tasks  Quizzes, tests  Oral Assessments  Generate charts or diagrams to show what was learned  Act out or role play |
| **IEP/504** | Compacting  Flexible grouping  Controlled choice  Multi-sensory learning-auditory, visual, kinesthetic, tactile  Pre-teach vocabulary  Visuals/Modeling Varying levels of resources and materials  Use of technology | Tiered Assignments  Leveled questions- written responses, think-pair-share, multiple choice, open ended…  Centers/Stations  Scaffolding  Extended time  Differentiated instructional outcomes  Preferential Seating  Use of technology  Small group/one-to-one instruction  Teach information processing strategies  Chunking  Frequent checks for understanding  Access to teacher created notes | Rubrics  Simple to complex  Group tasks  Quizzes, tests  Oral Assessments  Generate charts or diagrams to show what was learned  Act out or role play |

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| **Content Area: Physical Education** | **Grade Level : Second** |
| **Unit Title: Field Day Prep Activities** | |
| Standard: **2.5 Motor Skill Development - All students will utilize safe, efficient and effective movement to develop and maintain a healthy, active lifestyle.**  **Strand A – Movement Skills and Concepts.**  Content Statement - Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance and recreational activities. Ongoing feedback impacts improvement and effectiveness of movement actions.  **Strand B – Strategy**  Content Statement – Offensive, defensive, and cooperative strategies are applied in most games, sports, and other physical activities.  **Strand C – Sportsmanship, Rules, and Safety**  Practicing appropriate and safe behaviors while participating in and viewing games, sports and other competitive events contributes to enjoyment of the event.  **2.6 Fitness – All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy active lifestyle.**  **Strand A – Fitness and Physical Activity**  Each component of fitness contributes to personal health as well as motor skill performance.  **Cumulative Progress Indicators:**  2.5.P.A.1 -Develop and refine gross motor skills (e.g., hopping, galloping, jumping, running, and marching).  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.B.4 - Demonstrate strategies that enable team members to achieve  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. | |
| **Technology:**  Standard: **8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming:**  All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.  **Strand: A. The Nature of Technology: Creativity and Innovation** *Technology systems impact every aspect of the world in which we live.*  **Cumulative Progress Indicators**:   * **8.2.2.A.2** Describe how designed products and systems are useful at school, home and work. * **8.2.2.A.5** Collaborate to design a solution to a problem affecting the community. | |
| CRP1. Act as a responsible and contributing citizen and employee.  CRP3. Attend to personal health and financial well-being  CRP9. Model integrity, ethical leadership and effective management  CRP11. Use technology to enhance productivity  CRP12. Work productively in teams while using cultural global competence | |

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| Unit Title: Field Day Prep Activities | | Time Frame: 2 Weeks |
| **Interdisciplinary Connections:**  **Number and Operations in Base Ten 2.NBT**  **A. Understand place value.**  2. Count within 1000; skip-count by 5s, 10s, and 100s.  **B. Use place value understanding and properties of operations to add and subtract.**  5. Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.  **NJSLS-ELA**  SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.  A. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).  B. Build on others' talk in conversations by linking their explicit comments to the remarks of others.  C. Ask for clarification and further explanation as needed about the topics and texts under discussion.  SL.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue | | |
| Enduring Understanding:   * Students will understand that field day is a culminating event to show case their skills learned all year * Students will understand the rules for all activities for field day * Students will understand how sportsmanship and teamwork will benefit them during field day | Essential Questions:   * What is field day? * Why do we have field day? * What is sportsmanship and teamwork? | |
| Knowledge and Skills:   * Students will know that field day is a culminating event * Students will know that their class will work together and cheer for each other during activities * Students will use a combination of skills learner throughout the year to participate | Demonstration of Learning:   * Students will demonstrate self-control and fair play by waiting their turn and following the directions in each relays race * Students will demonstrate teamwork and good sportsmanship by working with classmates to complete activities. * Holistic Performance Rubric:   [[PDF](https://openphysed.org/wp-content/uploads/2015/10/P-02-08-PSR-HolisticPerformanceRubric.pdf), [WORD](https://openphysed.org/wp-content/uploads/2015/10/P-02-08-PSR-HolisticPerformanceRubric.docx)] | |
| Suggested Tasks and Activities:   * Students will observe a demonstration of each activity; relay races, tug of war, obstacle course, parachute games and team games. * Students will get multiple trials to practice each event and figure out the best ways for each one to participate | * SmartBoard * Laptop/Ipad/Projector * Music – Blue tooth speaker * Stopwatches | |
| Resources: Field Day Guide handbook, P.E. Central, OPEN, SPARK  Materials: Cones, Gator skin balls, 4 buckets of water, 2 cups with holes in the bottom, mats, hula hoops, volleyball net, big baseball bat, baseball tee, whiffle ball, potato sacks, 2 PVC gutters, straws, Tug of War rope, parachute, yarn balls, jump ropes | | |

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| **Differentiation/Accommodations/Modifications** | | | |
|  | **Content**  Curriculum, standards | **Process**  How students make sense or understand information being taught | **Product**  Evidence of Learning |
| **G&T** | Compacting  Flexible grouping  Independent study/set own learning goals  Interest/station groups  Varying levels of resources and materials  Use of technology | Tiered Assignments  Leveled questions- written responses, think-pair-share, multiple choice, open ended…  Centers/Stations  Use of technology  Journals/Logs | Choice boards  Podcast/blog  Debate  Design and conduct experiments  Formulate & defend theory  Design a game |
| **ELL** | Compacting  Flexible grouping  Controlled choice  Multi-sensory learning-auditory, visual, kinesthetic, tactile  Pre-teach vocabulary  Vocabulary lists  Visuals/Modeling  Varying levels of resources and materials  Use of technology | Tiered Assignments  Leveled questions- written responses, think-pair-share, choice, open ended…  Centers/Stations  Scaffolding  Chunking  E-Dictionaries, bilingual dictionaries  Extended time  Differentiated instructional outcomes  Use of technology  Frequent checks for understanding | Rubrics  Simple to complex  Group tasks  Quizzes, tests with various types of questions  Generate charts or diagrams to show what was learned  Act out or role play |
| **At Risk** | Compacting  Flexible grouping  Controlled choice  Multi-sensory learning-auditory, visual, kinesthetic, tactile  Pre-teach vocabulary  Vocabulary lists  Visuals/Modeling Varying levels of resources and materials  Use of technology | Tiered Assignments  Leveled questions- written responses, think-pair-share, multiple choice, open ended…  Centers/Stations  Scaffolding  Chunking  Extended time  Differentiated instructional outcomes  Use of technology  Partner work  Frequent checks for understanding | Rubrics  Simple to complex  Group tasks  Quizzes, tests  Oral Assessments  Generate charts or diagrams to show what was learned  Act out or role play |
| **IEP/504** | Compacting  Flexible grouping  Controlled choice  Multi-sensory learning-auditory, visual, kinesthetic, tactile  Pre-teach vocabulary  Visuals/Modeling Varying levels of resources and materials  Use of technology | Tiered Assignments  Leveled questions- written responses, think-pair-share, multiple choice, open ended…  Centers/Stations  Scaffolding  Extended time  Differentiated instructional outcomes  Preferential Seating  Use of technology  Small group/one-to-one instruction  Teach information processing strategies  Chunking  Frequent checks for understanding  Access to teacher created notes | Rubrics  Simple to complex  Group tasks  Quizzes, tests  Oral Assessments  Generate charts or diagrams to show what was learned  Act out or role play |

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| **Content Area: Physical Education** | **Grade Level : Second** |
| **Unit Title: Net Games** | |
| Standard: **2.5 Motor Skill Development - All students will utilize safe, efficient and effective movement to develop and maintain a healthy, active lifestyle.**  **Strand A – Movement Skills and Concepts.**  Content Statement - Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance and recreational activities. Ongoing feedback impacts improvement and effectiveness of movement actions.  **Strand B – Strategy**  Content Statement – Offensive, defensive, and cooperative strategies are applied in most games, sports, and other physical activities.  **Strand C – Sportsmanship, Rules, and Safety**  Practicing appropriate and safe behaviors while participating in and viewing games, sports and other competitive events contributes to enjoyment of the event.  **2.6 Fitness – All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy active lifestyle.**  **Strand A – Fitness and Physical Activity**  Each component of fitness contributes to personal health as well as motor skill performance.  **Cumulative Progress Indicators:**  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.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. | |
| **Technology:**  **Standard:** **8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming:**  All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.  **Strand: A. The Nature of Technology: Creativity and Innovation** *Technology systems impact every aspect of the world in which we live.*  **Cumulative Progress Indicators**:   * **8.2.2.A.2** Describe how designed products and systems are useful at school, home and work. * **8.2.2.A.5** Collaborate to design a solution to a problem affecting the community. | |
| CRP1. Act as a responsible and contributing citizen and employee.  CRP3. Attend to personal health and financial well-being  CRP9. Model integrity, ethical leadership and effective management  CRP11. Use technology to enhance productivity  CRP12. Work productively in teams while using cultural global competence | |

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| Unit Title: Net Games | | Time Frame: 2 Weeks |
| **Interdisciplinary Connections**  **NJSLS-ELA**  SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.  A. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).  B. Build on others' talk in conversations by linking their explicit comments to the remarks of others.  C. Ask for clarification and further explanation as needed about the topics and texts under discussion.  SL.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue | | |
| Enduring Understanding:   * Students will understand the importance of rotating positions during the game of Newcom * Students will understand the importance of safety games involving a net * Students will understand how to position their body to propel an object over the net * Students will understand how sportsmanship will be used to participate with a partner or team | Essential Questions:   * What is Newcom/Volleyball * Why is it important not to run under the net? * Should the object travel over or under the net? | |
| Knowledge and Skills:   * Students will know how to rotate in a clockwise rotation * Students will know net safety * Students will be able to throw, hit and bounce an object over the net | Demonstration of Learning:   * SWBAT demonstrate special awareness by rotating positions during the game. * SWBAT participate safely by not running under or pulling the net * SWBAT demonstrate teamwork by participating within a group during a net game * Dual Performance Rubric:   [[PDF](https://openphysed.org/wp-content/uploads/2016/01/P-07-09-Volleying-HolisticDualPerformanceRubric.pdf), [WORD](https://openphysed.org/wp-content/uploads/2016/01/P-07-09-Volleying-HolisticDualPerformanceRubric.docx)] | |
| Suggested Tasks and Activities:   * Throw and catch with partners over the net (change size of objects) * Newcom | **Technical Integration:**   * SmartBoard * Laptop/Ipad/Projector * Music – Blue tooth speaker * Stopwatches | |
| Resources: SHAPE, P.E. Central, OPEN,  Materials: Rackets, Volleyball nets, Birdie, Yarn Balls, Cones, Pinnies | | |