

Course Name:	Physical Education - 2nd Grade		
Description:	Improvement on physical health, with emphasis on fitness, locomotor and manipulative skills, motor concepts, social interaction and teamwork skills.	NASPE Standards: •Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns. •Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement. •Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness. •Standard 4: The physically literate individual exhibits responsible personal and social behavior that respect self and others. •Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.	
Academic Standards:	NASPE (National Association of Sport and Physical Education) Standards		
Units:	Unit Length:	Unit Standards:	Unit Outcomes:
Fitness	8 Weeks Fitness Concepts - 2 Weeks Jump Roping - 1 Week Climbing - 1 Week Scooters - 2 (Seperate) Weeks Parachute - 2 (Seperate) Weeks	1, 3, 4, and 5	The students will be able to explain what it means to be physically fit. The students will be able to explain how physical activities fit into different components of fitness. The students will be able to explain how proper nutrition and fitness work together. The students will be able to explain how different activities used within PE help to develop their fitness.
Manipulative Skills and Sports	7 Weeks Tossing, Throwing, and Catching - 2 Weeks Striking - 2 Weeks Soccer Skills - 2 Weeks Dribbling with Hands - 1 Week	1 and 4	The students will be able to toss with proficiency. The students will be able to throw overhand. The students will be able to catch with proficiency. The students will be able to strike a balloon with a body part or short-handled implement. The students will be able to hit a ball off of a tee. The students will be able to kick with proficiency. The students will be able to dribble a ball consecutively.
Motor Skills and Concepts	11 Weeks Locomotor Movements - 2 Weeks Balancing - 2 Weeks Chasing, Fleeing and Dodging - 2 Weeks Tumbling/Basic Gymnastics - 3 Weeks Rhythms and Dance - 2 Weeks	1, 2, 3, 4, and 5	The students will be demonstrate all 8 locomotor movements. The students will be able to attempt multiple different balance challenges. The students will be able to identify when chasing, fleeing and dodging are used in sport. The students will be able to perform all basic gymnastics rolls with proficiency. The students will be able to use creative movement to move to different rhythms.

Teamwork and Social Interaction	4 Weeks Protocols and Acquaintance Activities - 1 Week Organized Games - 1 Week Cooperative Play - 2 Weeks	3 and 4	The students will be able to explain why the rules and protocols are important in Physical Education. The students will be able to learn new games that will be used with Physical Education. The students will be able to work and play with classmates with minimal behavior issues. The students will work as a entire class to complete a variety of cooperative play challenges.
Miscellaneous	7 Weeks Themed Activities - 1 Week Summer Fun - 1 Week Holiday Activities - 5 Weeks	4	The students will be able to develop their fitness levels through fun, physical focused activities.

Unit Name: FITNESS	Length: 8 Weeks
Standards: 1, 3, 4 and 5	Outcomes: The students will be able to explain what it means to be physically fit. The students will be able to explain how physical activities fit into different components of fitness. The students will be able to explain how proper nutrition and fitness work together. The students will be able to explain how different activities used within PE help to develop their fitness.
Essential Questions: What are the five components of fitness? Why is fitness so important? Why is jump roping such a great physical activity? Why is climbing such a great physical activity ? What are the benefits of scooter play? What are the benefits of parachute play?	Learning Targets: Definition of Fitness 5 Components of Fitness Food Plate Understanding of Challenge Demonstration of Safety with Equipment Ability to Work with Peers
Topic 1: Fitness Concepts	Length: 2 Weeks
Standard(s): Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.	Academic Vocabulary: Fitness Flexibility Muscular Endurance Muscular Strength Cardiovascular Endurance Body Composition Food Plate
Lesson Frame: Options for Physical Activity	I can list options for physical activity outside of physical education class. (S3.E1.2)
Lesson Frame: Health-Related Fitness Components	I can identify physical activities that contribute to fitness. (S3.E3.2b)
Lesson Frame: Nutrition	I can explain the "good health balance" of good nutrition with physical activity. (S3.E6.2)
Performance Tasks: Identify the Type of Exercise Assessment	Notes:
Topic 2: Jump Roping	Length: 1 Week
Standard(s): Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.	Academic Vocabulary: Short Rope Jumping Long Rope Jumping Rope Turning

Lesson Frame: Short-Rope Jumping	I can jump a self-turned rope consecutively forward and backward with a mature pattern. (S1.E27.2a)
Lesson Frame: Long-Rope Jumping	I can jump a long rope 5 times consecutively with student turners. (S1.E27.2b)
Performance Tasks: Teacher Observation and Feedback Participation	Notes:
Topic 3: Climbing	Length: 1 Week
Standard(s): Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness. Standard 4: The physically literate individual exhibits responsible personal and social behavior that respect self and others. Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.	Academic Vocabulary: Spotting
Lesson Frame: Principles and Climbing Safety	I can use my own body as resistance for developing strength. (S3.E3.2a)
Lesson Frame: Climbing Activities	I can work independently with others in partner environments. (S4.E4.2) I can compare physical activities that bring confidence and challenge. (S5.E2.2)
Performance Tasks: Teacher Observation and Feedback Participation	Notes:
Topic 4: Scoters	Length: 2 (Seperate) Weeks
Standard(s): Standard 4: The physically literate individual exhibits responsible personal and social behavior that respect self and others.	Academic Vocabulary:
Lesson Frame: Safety and Scooter Rules	I can work independently with others in partner environments. (S4.E4.2) I can work independently and safely in physical education. (S4.E6.2a) I can work safely with physical education equipment. (S4.E6.2b)
Lesson Frame: Scooter Play	I can work independently and safely in physical education. (S4.E6.2a) I can work safely with physical education equipment. (S4.E6.2b)
Performance Tasks: Teacher Observation and Feedback Participation	Notes:

Topic 5: Parachute	Length: 2 (Seperate) Weeks
Standard(s): Standard 4: The physically literate individual exhibits responsible personal and social behavior that respect self and others	Academic Vocabulary:
Lesson Frame: Safety and Parachute Rules	I can work independently and safely in physical education. (S4.E6.2a) I can work safely with physical education equipment. (S4.E6.2b)
Lesson Frame: Parachute Play	I can work independently and safely in physical education. (S4.E6.2a) I can work safely with physical education equipment. (S4.E6.2b)
Performance Tasks: Teacher Observation and Feedback Participation	Notes:

Unit Name: MANIPULATIVE SKILLS and SPORTS	Length: 7 Weeks
Standards: 1 and 4	Outcomes: The students will be able to toss with proficiency. The students will be able to throw overhand. The students will be able to catch with proficiency. The students will be able to strike a balloon with a body part or short-handled implement. The students will be able to hit a ball off of a tee. The students will be able to kick with proficiency. The students will be able to dribble a ball consecutively.
Essential Questions: When, in sports, do we use tossing versus throwing? When, in sports, do we use different catching skills? When, in sports, do we strike? How does kicking to pass differ from kicking to score? What is the purpose of trapping and dribbling in soccer? What is important to remember when we dribble?	Learning Targets: Throwing to a Target Catching a Ball in Activity Striking with Body Parts Striking with a Paddle Batting Off a Tee Kicking While Moving Dribbling in Activity
Topic 1: Tossing, Throwing, and Catching	Length: 2 Weeks
Standard(s): Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.	Academic Vocabulary: Tossing Throwing Catching Opposition
Lesson Frame: Review of the Underhand Toss	I can throw underhand using a mature pattern. (S1.E13.2)
Lesson Frame: Throwing	I can throw overhand, demonstrating 2 of the 5 critical elements of a mature pattern. (S1.E14.2)
Lesson Frame: Catching	I can catch a self-tossed or well-thrown large ball with hands, not trapping or cradling against my body. (S1.E16.2)
Performance Tasks: Throwing and Catching Assessment	Notes:
Topic 2: Striking	Length: 2 Weeks
Standard(s): Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.	Academic Vocabulary: Striking Short-Handled Implement Long-Handled Implement
Lesson Frame: Striking with Body Parts	I can volley an object upward with consecutive hits. (S1.E22.2)
Lesson Frame: Striking with Short-Handled Implements	I can strike an object upward with a short-handled implement, using consecutive hits. (S1.E24.2)
Lesson Frame: Striking with Long-Handled Implements	I can strike a ball off a tee with a bat, using correct grip and positioning. (S1.E25.2)
Performance Tasks: Striking Oral Assessment as a Group	Notes:

Topic 3: Soccer Skills	Length: 2 Weeks
Standard(s): Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.	Academic Vocabulary: Kicking to Pass Kicking to Score Dribbling Trapping
Lesson Frame: Kicking to Pass	I can use a continuous running approach and kick a ball. (S1.E21.2)
Lesson Frame: Kicking to Score	I can use a continuous running approach and kick a ball. (S1.E21.2)
Lesson Frame: Trapping and Dribbling	I can dribble with the feet in general space with control of ball and body. (S1.E18.2)
Performance Tasks: Kicking Skill Assessment	Notes:
Topic 4: Dribbling with Hands	Length: 1 Week
Standard(s): Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns. Standard 4: The physically literate individual exhibits responsible personal and social behavior that respect self and others.	Academic Vocabulary: Dribbling Traveling Double Dribble
Lesson Frame: Dribbling Cues	I can dribble in personal space with my dominant hand using a mature pattern. (S1.E17.2a) I can dribble using my dominant hand while walking in general space. (S1.E17.2b)
Lesson Frame: Dribbling Games	I can accept specific corrective feedback from the teacher. (S4.E3.2)
Performance Tasks: Dribbling Assessment	Notes:

Unit Name: MOTOR SKILLS and CONCEPTS	Length: 11 Weeks
Standards: 1, 2, 3, 4 and 5	Outcomes: The students will be demonstrate all 8 locomotor movements. The students will be able to attempt multiple different balance challenges. The students will be able to identify when chasing, fleeing and dodging are used in sport. The students will be able to perform all basic gymnastics rolls with proficiency. The students will be able to use creative movement to move to different rhythms.
Essential Questions: What are the main 8 locomotor movements and what are some other locomotor movements? Why is balancing an important skill? When, in sport, do we use the skills of chasing, fleeing and dodging? What fitness benefits do we receive from tumbling/gymnastics skills? What fitness benefits do we receive from dance? How can we use dance to express ourselves?	Learning Targets: Sliding Leaping Balancing with Partners Chasing, Fleeing and Dodging in Activity Forward Rolls Free Movement to Rhythms
Topic 1: Locomotor Movements	
Standard(s): Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.	Length: 2 Weeks Academic Vocabulary: Locomotor Movements Skipping Gallop Sliding Jumping Hopping Leaping
Lesson Frame: Review All Locomotor Movements	I can run with a mature pattern. (S1.E2.2a) I can travel showing the difference between jogging and sprinting. (S1.E12.2b)
Lesson Frame: Skipping, Galloping and Sliding	I can skip using a mature pattern. (S1.E1.2)
Lesson Frame: Jumping, Hopping and Leaping	I can jump and land, forward, using 2 feet to take off and land. (S1.E3.2) I can jump and land, up and down. (S1.E4.2)
Performance Tasks: Locomotor Skills Assessment	Notes:
Topic 2: Balancing	
Standard(s): Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns. Standard 4: The physically literate individual exhibits responsible personal and social behavior that respect self and others.	Length: 2 Weeks Academic Vocabulary: Static Balance Dynamic Balance

Lesson Frame: Balancing on Body Parts	I can balance on different bases of support, combining levels and shapes. (S1.E7.2a) I can transfer weight from feet to different body parts/bases of support for balance. (S1.E8.2)
Lesson Frame: Balancing on Apparatus	I can balance on different bases of support, combining levels and shapes. (S1.E7.2a) I can practice skills with minimal teacher prompting. (S4.E1.2)
Lesson Frame: Balancing Objects on Body Parts	I can balance on different bases of support, combining levels and shapes. (S1.E7.2a) I can practice skills with minimal teacher prompting. (S4.E1.2)
Performance Tasks: Balancing Skill Assessment	Notes:
Topic 3: Chasing, Fleeing and Dodging	Length: 2 Weeks
Standard(s): Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.	Academic Vocabulary: Chasing Fleeing Dodging
Lesson Frame: Review Chasing and Fleeing	I can engage actively in physical education class in response to instruction and practice. (S3.E2.2)
Lesson Frame: Chasing and Fleeing Games	I can engage actively in physical education class in response to instruction and practice. (S3.E2.2)
Lesson Frame: Dodging	I can engage actively in physical education class in response to instruction and practice. (S3.E2.2)
Performance Tasks: Teacher Observation and Feedback Participation	Notes:
Topic 4: Tumbling/Basic Gymnastics	Length: 3 Weeks
Standard(s): Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns. Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement.	Academic Vocabulary: Rolling Twisting Curling Stretching Bending
Lesson Frame: Gymnastics Balances	I can balance in an inverted position with stillness and supportive base. (S1.E7.2b) I can transfer weight from feet to different body parts/bases of support for balance. (S1.E8.2)
Lesson Frame: Basic Rolls	I can roll in different directions with either a narrow or curled body shape. (S1.E9.2)
Lesson Frame: Twisting, Curling, Stretching and Bending	I can tell the difference between twisting, curling, bending, and stretching actions. (S1.E10.2)

Lesson Frame: Putting Skills Together	I can combine balances and transfers into a three-part sequence. (S1.E11.2) I can combine shapes, levels and pathways into simple gymnastics sequences. (S2.E2.2)
Performance Tasks: Rolling Skill Assessment	Notes:
Topic 5: Rhythms and Dance	Length: 2 Weeks
Standard(s): Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns. Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement. Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.	Academic Vocabulary: Rhythm Creative Movement
Lesson Frame: Moving to an 8 Count	I can combine locomotor skills in general space to a rhythm. (S1.E5.2) I can identify physical activities that provide self-expression. (S5.E3.2)
Lesson Frame: Traditional and Teacher Led Dances	I can perform a teacher- and/or student-designed rhythmic activity with correct response to simple rhythms. (S1.E5.2)
Lesson Frame: Creative Movement and Choreography	I can combine shapes, levels, and pathways into simple dance sequences. (S2.E2.2)
Performance Tasks: Hitchhiker Dance Assessment	Notes:

Unit Name: TEAMWORK and SOCIAL INTERACTION	Length: 4 Weeks
Standards: 3 and 4	Outcomes: The students will be able to explain why the rules and protocols are important in Physical Education. The students will be able to learn new games that will be used with Physical Education. The students will be able to work and play with classmates with minimal behavior issues. The students will work as a entire class to complete a variety of cooperative play challenges.
Essential Questions: Why is Physical Education important? What is teamwork? What is sportsmanship? What is brainstorming? What is problem solving?	Learning Targets: Game Play with Peers Problem Solving/Completing Cooperative Play Tasks
Topic 1: Protocols and Acquaintance Activities	Length: 1 Week
Standard(s): Standard 4: The physically literate individual exhibits responsible personal and social behavior that respect self and others.	Academic Vocabulary: Physical Education Protocols
Lesson Frame: Classroom Rules and Protocols	I can recognize the role of rules and etiquette in teacher-designed physical activities. (S4.E5.2)
Lesson Frame: Acquaintance Activities	I can accept responsibility for class protocols with behavior and performance actions. (S4.E2.2)
Performance Tasks: Teacher Observation and Feedback Participation	Notes:
Topic 2: Organized Games	Length: 1 Week
Standard(s): Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness. Standard 4: The physically literate individual exhibits responsible personal and social behavior that respect self and others.	Academic Vocabulary:
Lesson Frame: Games Used Throughout the School Year	I can engage actively in physical education class in response to instruction and practice. (S3.E2.2) I can accept responsibility for class protocols with behavior and performance actions. (S4.E2.2)
Performance Tasks: Teacher Observation and Feedback Participation	Notes:

Topic 3: Cooperative Play	Length: 2 Weeks
Standard(s): Standard 4: The physically literate individual exhibits responsible personal and social behavior that respect self and others.	Academic Vocabulary: Teamwork Sportsmanship Brainstorming Problem Solving
Lesson Frame: Teamwork and Sportsmanship	I can accept responsibility for class protocols with behavior and performance actions. (S4.E2.2) I can work independently with others in partner environments. (S4.E4.2)
Lesson Frame: Brainstorming and Problem Solving	I can accept responsibility for class protocols with behavior and performance actions. (S4.E2.2) I can work independently with others in partner environments. (S4.E4.2)
Performance Tasks: Cooperative Play Word Search	Notes:

Unit Name: MISCELLANEOUS	Length: 7-8 Weeks
Standards: 4	Outcomes: The students will be able to develop their fitness levels through fun, physical focused activities.
Essential Questions: How do the activities played/participated in, approve fitness?	Learning Targets: Safe Play with Peers Participation in Physical Activity
Topic 1: Themed Activities	Length: 1-2 Weeks
Standard(s): Standard 4: The physically literate individual exhibits responsible personal and social behavior that respect self and others.	Academic Vocabulary:
Lesson Frame: TBD Depending on Activity	I can work independently and safely in physical education. (S4.E6.2a) I can work safely with physical education equipment. (S4.E6.2b)
Performance Tasks: Teacher Observation and Feedback Participation	Notes: International Arts Festival Winter Olympics Read and Run
Topic 2: Summer Fun	Length: 1 Week
Standard(s): Standard 4: The physically literate individual exhibits responsible personal and social behavior that respect self and others.	Academic Vocabulary:
Lesson Frame: Favorite Activities	I can work independently and safely in physical education. (S4.E6.2a) I can work safely with physical education equipment. (S4.E6.2b)
Performance Tasks: Teacher Observation and Feedback Participation	Notes:
Topic 3: Holiday Activities	Length: 5 Weeks
Standard(s): Standard 4: The physically literate individual exhibits responsible personal and social behavior that respect self and others	Academic Vocabulary:
Lesson Frame: TBD Depending on Holiday	I can work independently and safely in physical education. (S4.E6.2a) I can work safely with physical education equipment. (S4.E6.2b)

Performance Tasks: Teacher Observation and Feedback Participation	Notes: Halloween Thanksgiving Christmas/Winter Activities Valentine's Day Easter/Spring Activities