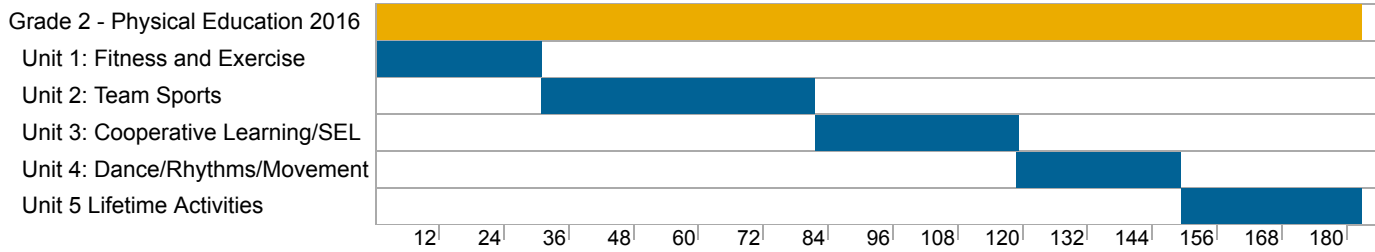


Grade 2 - Physical Education 2016 Curriculum Chart



Grade 2 - Physical Education 2016

Start day: 1

Meetings: 180 days

Description

The goal of physical education is to develop physically literate individuals who have the knowledge, skills and confidence to enjoy a lifetime of healthful physical activity.

To pursue a lifetime of healthful physical activity, a physically literate individual*:

- Has learned the skills necessary to participate in a variety of physical activities.
- Knows the implications and the benefits of involvement in various types of physical activities.
- Participates regularly in physical activity.
- Is physically fit.
- Values physical activity and its contributions to a healthful lifestyle.
- Motor Skills/Movement Patterns
- Application of concepts and strategies of recognition of benefits of physical activities
- Physical fitness and engagement in physical activity

Social Responsibility, team building and working with others through physical activity

Course Resources

In order to access all links or worksheets in the boxes below, you must click on "**Show Content**" up to the right.

Shared Schoology Group

Non-Aligned Standards

1 Physical Activity

- **Objective [PE K-2 PA] 1.K-2.1** 1.K-2.1 Travel safely in different directions using the varying locomotor skills.
- **Objective [PE K-2 PA] 1.K-2.10** 1.K-2.10 Continuously dribble the ball using the hands or feet.
- **Objective [PE K-2 PA] 1.K-2.11** 1.K-2.11 Repeatedly jump a self- turned rope.
- **Objective [PE K-2 PA] 1.K-2.12** 1.K-2.12 Demonstrate skills of chasing, fleeing and dodging.

- **Objective [PE K-2 PA] 1.K-2.2** 1.K-2.2 Combine various travel- ing patterns in response to a variety of rhythms.
- **Objective [PE K-2 PA] 1.K-2.3** 1.K-2.3 Roll body smoothly, with- out stopping or hesitating, in forward / sideways directions.
- **Objective [PE K-2 PA] 1.K-2.4** 1.K-2.4 Balance demonstrating momentary stillness, in symmetrical and asymmetrical shapes with a variety of body parts.
- **Objective [PE K-2 PA] 1.K-2.5** 1.K-2.5 Balance with control on stationary objects.
- **Objective [PE K-2 PA] 1.K-2.6** 1.K-2.6 Manipulate the body in a stationary fashion while making a variety of shapes.
- **Objective [PE K-2 PA] 1.K-2.7** 1.K-2.7 Catch an object effectively.
- **Objective [PE K-2 PA] 1.K-2.8** 1.K-2.8 Throw an object (at vary- ing speeds) using a fluid motion.
- **Objective [PE K-2 PA] 1.K-2.9** 1.K-2.9 Consistently kick / strike an object with another object or body parts.

Grade 2 - Physical Education 2016 > Unit 1: Fitness and Exercise

Start day: 1

Meetings: 30 days

Teacher Notes - Read First

Big Ideas/Enduring Understandings

- Physical activity involves using movement and motor skills throughout a lifetime
- Efficient movement improves performance (focus on form, not how many I can do!)
- Positive decision making about regular fitness activities and nutrition contributes to a healthy lifestyle
- Rules etiquette in physical activity, sports, dance and/or rhythms can make the experience both enjoyable and successful
- Regular, age-appropriate physical activity and flexibility exercises contributes to building and maintaining a fitness level to enable me to participate in activities for healthy, daily living for a lifetime
- Engaging in regular, age-appropriate cardio-respiratory exercise will help strengthen my heart
- Understanding major muscle groups and how to keep them healthy/flexible
- Major organs and their jobs (heart, lungs, kidneys, liver, brain and skin)

Essential Questions

How do the activities in which I engage in, the information I learn, the relationships I experience and the decisions I make impact my personal wellness and participation in lifetime sport, recreation and activity pursuits?

Concepts (What Students Should Know)

Students should know:

- Positive feelings from participation in physical education activities, individually and with others
- The benefits that result from regular participation in physical activities
- Relates exercise to heart health and a better quality of life
- Knows what activities are healthy vs. unhealthy

- Identifies healthy activities in which he/she participates both in and out of school
- Participates in physical activities that increase the heart rate
- Identifies that, in addition to being fun, regular physical activity increases one's level of health and fitness
- Identifies the physiological indicators that accompany moderate to vigorous physical activity (sweating, increased heart rate, heavy breathing)
- Defines cardio-respiratory fitness and identifies it as a health related component of fitness
- Explains that a warm-up prepares the body for activity and cool-down allows the body to recover

Skills (What Students Should Do)

Students should be able to:

Identify positive feelings...

- Performs 8 modified push-ups
- Performs 10 partial curl-ups independently
- Jumps over a continuously turned long rope a minimum of 10 consecutive times
- Demonstrates locomotor skills around obstacles

Misconceptions

I don't need to exercise!

I can always go really fast!

It's okay if I bump into people/things and fall down.....it's fun!

Spelling/Vocabulary

Fitness

Cardio-respiratory fitness

Form

Organs

Liver

Kidneys

Lungs

Physical activity vs. Exercise

Instructional Resources

Devices

Equipment (general)

*District approved PE equipment to support learning outcomes/curriculum

Books

Teacher selected resources

Digital Integration

Access the **GPS Elementary Physical Education Schoology Group** for digital tools, resources and lesson ideas

Click on Show content for UDL Placemat of Digital Tools and Resources

Coach my Video - for examples on how to use this app in the classroom click here

Assessment of/for Learning**Common Assessments:**

-2nd Grade Assessment Workbook/Fitness Portion Multiple Choice.....click on the assessment workbook in "**Course Resources**" box above.

*As a reminder, you must have the "**Show Content**" box checked as well.

<http://schoology.greenwich.k12.ct.us/group/108904251/materials#/group/108904251/materials?f=2142557>

-2nd Grade Physical Education Assessment Spreadsheet

Other:**10 Push-ups**

1 =

2 =

3 =

4 =

5 =

Pike Stretch

1 =

2 =

3 =

4 =

5 =

15 Partial Curl-ups

1 =

2 =

3 =

4 =

5 =

1/2 Mile Run

1 =

2 =

3 =

4 =

5 =

Vertical Jump

1 =

2 =

3 =

4 =

5 =

Over/Under Hurdles

1 =

2 =

3 =

4 =

5 =

Hold Body Weight (hang/climb)

1 =

2 =

3 =

4 =

5 =

Reflection

Unit Reflection Form

Standards

10 Students will demonstrate understanding of movement concepts, principles and strategies as they apply to the learning and performance of physical activities.

- **Performance Indicator [H&BL 12 CPE] H.10.1** H.10.1 Demonstrate an understanding of what the body does, where the body moves, how the body performs the movement and relationships that enable skilled performances
- **Performance Indicator [H&BL 12 CPE] H.10.2** H.10.2 Use self, peer, teacher and technological resources as tools to implement performance improvements in self and others
- **Performance Indicator [H&BL 12 CPE] H.10.3** H.10.3 Demonstrate understanding of how rules, and safety practices and procedures need to be adjusted for different movement situations

11 Students will participate regularly in physical activity.

- **Performance Indicator [H&BL 12 CPE] H.11.1** H.11.1 Regularly engage in moderate to vigorous physical activities of their choice on a regular basis
- **Performance Indicator [H&BL 12 CPE] H.11.2** H.11.2 Apply characteristics of performance in a variety of activities for purposeful, recreational, skill and fitness outcomes
- **Performance Indicator [H&BL 12 CPE] H.11.3** H.11.3 Apply, evaluate and analyze critical elements of physical activity concepts to increasingly complex game forms
- **Performance Indicator [H&BL 12 CPE] H.11.4** H.11.4 Engage in a variety of appropriate physical activities with individualized goals, during and outside of school, that promote the development and improvement of physical fitness level

12 Students will incorporate fitness and wellness concepts to achieve and maintain a health enhancing level of physical fitness.

- **Performance Indicator [H&BL 12 CPE] H.12.1** H.12.1 Assess and adjust activities to maintain or improve personal level of health-related fitness
- **Performance Indicator [H&BL 12 CPE] H.12.3** H.12.3 Use the results of fitness assessments to guide changes in her or his personal programs of physical activity

13 Students will exhibit responsible personal and social behavior that respects self and others in physical activity settings.

- **Performance Indicator [H&BL 12 CPE] H.13.1** H.13.1 Apply safe practices, rules, procedures etiquette and good sportsmanship in all physical activity settings, and take initiative to encourage others to do the same
- **Performance Indicator [H&BL 12 CPE] H.13.2** H.13.2 Demonstrate leadership and cooperation in order to accomplish the goals of different physical activities
- **Performance Indicator [H&BL 12 CPE] H.13.3** H.13.3 Develop and demonstrate initiative in implementing strategies for including all persons, despite individual differences, in physical activity settings
- **Performance Indicator [H&BL 12 CPE] H.13.4** H.13.4 Demonstrate initiative in using appropriate skills for resolving conflicts peacefully and encouraging others to do the same

14 Students will choose physical activity for health, enjoyment, challenge, self expression and / or social interaction to sustain a physically active lifestyle.

- **Performance Indicator [H&BL 12 CPE] H.14.1** H.14.1 Make decisions and implement plans to participate in different physical activities based on interests and positive feelings of accomplishment in daily living
- **Performance Indicator [H&BL 12 CPE] H.14.2** H.14.2 Use physical activity as a means of creative expression
- **Performance Indicator [H&BL 12 CPE] H.14.3** H.14.3 Use physical activity as a positive opportunity for social and group interaction and development of lifelong skills and relationships

- **Performance Indicator [H&BL 12 CPE] H.14.4** H.14.4 Seek personally challenging experiences through physical activity as a means to personal growth
- **Performance Indicator [H&BL 12 CPE] H.14.5** H.14.5 Persist in practicing activities to increase specific skill competence in areas of interest

Grade 2 - Physical Education 2016 > Unit 2: Team Sports

Start day: 31

Meetings: 50 days

Teacher Notes - Read First

Big Ideas/Enduring Understandings

- Understanding sport-specific skills and applying them in modified game settings
- Efficient movement using proper form improves performance
- Positive decision making applying strategies using modified rules and norms during activities for positive interactions with peers
- Applying rules etiquette/sportsmanship and including everyone in physical activity, sports, dance and/or rhythms can make the experience both enjoyable and successful

Essential Questions

How do the activities in which I engage, the information I learn, the relationships I experience and the decisions I make impact my personal wellness and participation in lifetime sport, recreation and activity pursuits?

Concepts (What Students Should Know)

- Identifies individual responsibility during group activities
- Participates in class activities with respect for the rights and feelings of others
- Cooperates with others, regardless of differences
- Uses identified procedures and safety practices with little or no reinforcement during individual and group activities
- Demonstrates self-control and good sportsmanship
- Demonstrates the ability to work independently and with others for a sustained period of time (individual or small group practice, stations)

Skills (What Students Should Do)

- Dribbles a ball with feet while changing directions
- Dribbles a ball around obstacles alternating feet, while maintaining control
- Throws overhand to a stationary target

Misconceptions

I already play on a team, I know what to do.

Spelling/Vocabulary

Responsibility

Dribbles

Cooperation

Sportsmanship

Obstacle

Stationary

Instructional Resources

Devices

Equipment (general)

*District approved PE equipment to support learning outcomes/curriculum

Books

Teacher selected resources

Digital Integration

Access the **GPS Elementary Physical Education Schoology Group** for digital tools, resources and lesson ideas

Click on Show content for UDL Placemat of Digital Tools and Resources

Coach my Video - for examples on how to use this app in the classroom click here

Assessment of/for Learning

Common Assessments:

-2nd Grade Assessment Workbook/Multiple Choice.....click on the assessment workbook in "**Course Resources**" box above.

*As a reminder, you must have the "**Show Content**" box checked as well.

<http://schoology.greenwich.k12.ct.us/group/108904251/materials#/group/108904251/materials?f=2142557>

-2nd Grade Physical Education Assessment Spreadsheet

Other:

Locomotor Skills Around Objects

- 1 = Student performs 1 of 5 key points
- 2 = Students perform 2 of 5 key points
- 3 = Students perform 3 of 5 key points
- 4 = Students perform 4 of 5 key points
- 5 = Students perform 5 of 5 key points

Jump Over a Turning Rope

- 1 = Student performs 1 of 5 key points **turner**
- 2 = Student performs 2 of 5 key points
- 3 = Student performs 3 of 5 key points **while clearing rope**
- 4 = Student performs 4 of 5 key points
- 5 = Students perform 5 of 5 key points

Kick a Rolling Ball

- 1 = Student performs 1 of 5 key points
- 2 = Student performs 2 of 5 key points **kick**
- 3 = Student performs 3 of 5 key points
- 4 = Student performs 4 of 5 key points
- 5 = Student performs 5 of 5 key points

Dribble with Feet Around Obstacles

- 1 = Student performs 1 of 5 key points
- 2 = Student performs 2 of 5 key points **obstacles**
- 3 = Student performs 3 of 5 key points

Cues/Key Points

1. Use a variety of locomotor skills for travel
2. Demonstrate body and spatial awareness
3. Change speed and direction as necessary
4. Smooth transitions between movements
5. Successfully maneuver around objects

Cues/Key Points

1. Demonstrate all criteria listed in jump while facing
2. Anticipate timing of jump to clear rope
3. Flight of jump remains as close to ground as possible
4. Maintain steady rhythmic timing
5. Jump continuously over rope a minimum of 10 times

Cues/Key Points

1. Approach rolling ball with jog
2. Support foot steps to the side of ball
3. Striking leg swings back, continuous motion into
4. Contact ball with instep or inside of foot
5. Follow through toward target a minimum of 12' away

Cues/Key Points

1. Demonstrate criteria for dribble in Grade 1 Rubric
2. Touch control while maneuvering objects around
3. Smooth transitions while maneuvering objects

around obstacles

4 = Student performs 4 of 5 key points

5 = Student performs 5 of 5 key points

Dribble with Feet Changing Directions

1 = Student performs 1 of 5 key points

2 = Student performs 2 of 5 key points

3 = Student performs 3 of 5 key points

4 = Student performs 4 of 5 key points

5 = Student performs 5 of 5 key points

Cues/Key Points

1 = Student performs 1 of 5 key points

2 = Students perform 2 of 5 key points

3 = Students perform 3 of 5 key points
down, pinkies together if ball below waist

4 = Students perform 4 of 5 key points

5 = Students perform 5 of 5 key points
partner 6' away

4. Performing key points in practice

5. Always performing key points in practice

Cues/Key Points

1. Demonstrate criteria for dribble in Grade 1 Rubric

2. Touch control while changing direction

3. Smooth transitions while changing direction

4. Performing key points in practice

5. Always performing key points in practice

Catch a Tossed/Bounced Ball

1. One foot in front of other, eyes focused on the ball

2. Fingers simultaneously grasp the ball

3. Fingers up, thumbs together if ball above waist, fingers

4. Arms give upon contact to absorb force of ball

5. Catch a ball five times in a row tossed or bounced by

Overhand Throw

1 = Student performs 1 of 3 key points

2 = Student performs 2 of 3 key points

3 = Student performs all key points in practice and/or game

4 = Student often performs key points in practice and/or game

5 = Student always performs key points in practice and/or game
away

Cues/Key Points

1. Arms swing back with elbow in preparation

2. Trunk rotates to throwing side

3. Rotation through hips, spine and shoulders

4. Step forward on opposite foot when releasing

5. Follow through toward target and hit 8'feet

Dribble with Hand**Cues/Key Points**

1 = Student performs 1 of 3 key points

1. Keep head up, knees bent

2 = Student performs 2 of 3 key points approximately waist height

2. Push ball with finger pads, keeping ball

3 = Student performs all key points in practice and/or game midline

3. Keep ball in front of body and dribbling side of

4 = Student often performs key points in practice and/or game

4. Maintain continuous dribble in space

5 = Student always performs key points in practice and/or game

5. Consistently keep ball under control

Cues/Key Points**Strike Ball Off Tee with Bat**

1 = Student performs 1 of 3 key points tee (approximate distance away with eyes focused on the ball)

1. Stand firm with feet shoulder width apart, facing

2 = Student performs 2 of 3 key points each other, back hand on top

2. Hands grip lower bat handle with hands touching

3 = Student performs all key points in practice and/or game

3. Bat is held up on off shoulder

4 = Student often performs key points in practice and/or game to front foot

4. Swing level, bat contacting ball as weight shifts

5 = Student always performs key points in practice and/or game when wrists turn over

5. Follow through in direction of hit across body

Cues/Key Points**Volley a ball with Partner**

1 = Student performs 1 of 3 key points

1. Follow criteria for Volley in grade 1 rubric

2 = Student performs 2 of 3 key points position for volley

2. Move toward ball and assume proper body

3 = Student performs all key points in practice and/or game

3. Follow through in direction of partner

4 = Student often performs key points in practice and/or game

4. Use appropriate force for distance

5 = Student always performs key points in practice and/or game

5. Repeat volley five times with consistent form

Transfer Weight**Cues/Key Points**

1 = Student performs 1 of 3 key points

1. Knees bent, push off toes

2 = Student performs 2 of 3 key points

2. Body in alignment for chosen skill

3 = Student performs 3 of 3 key points

4 = Student performs 4 of 5 key points
(as in cartwheel, donkey kick, vault, tripod)

5 = Student performs 5 of 5 key points

Forward roll to stand

1 = Student performs 1 of 3 key points

2 = Student performs 2 of 3 key points

3 = Student performs all key points

4 = Student often performs key points in practice and/or performance

5 = Student always performs key points in practice and/or performance

Foot balance on Disc

1 =

2 =

3 =

4 =

5 =

Dynamic/Static Balance on Beam

1 =

2 =

3 =

4 =

5 =

Locomotor Movements Manipulating Objects

1 =

2 =

3 =

4 =

5 =

Combine Locomotor Movements

3. Keep body under control

4. Transfer weight from feet to other body parts

5. Show control for duration of skill (landing)

1 =

2 =

3 =

4 =

5 =

Reflection

Unit Reflection Form

Standards

10 Students will demonstrate understanding of movement concepts, principles and strategies as they apply to the learning and performance of physical activities.

- **Performance Indicator [H&BL 12 CPE] H.10.1** H.10.1 Demonstrate an understanding of what the body does, where the body moves, how the body performs the movement and relationships that enable skilled performances
- **Performance Indicator [H&BL 12 CPE] H.10.2** H.10.2 Use self, peer, teacher and technological resources as tools to implement performance improvements in self and others
- **Performance Indicator [H&BL 12 CPE] H.10.3** H.10.3 Demonstrate understanding of how rules, and safety practices and procedures need to be adjusted for different movement situations

11 Students will participate regularly in physical activity.

- **Performance Indicator [H&BL 12 CPE] H.11.3** H.11.3 Apply, evaluate and analyze critical elements of physical activity concepts to increasingly complex game forms

13 Students will exhibit responsible personal and social behavior that respects self and others in physical activity settings.

- **Performance Indicator [H&BL 12 CPE] H.13.1** H.13.1 Apply safe practices, rules, procedures etiquette and good sportsmanship in all physical activity settings, and take initiative to encourage others to do the same
- **Performance Indicator [H&BL 12 CPE] H.13.3** H.13.3 Develop and demonstrate initiative in implementing strategies for including all persons, despite individual differences, in physical activity settings
- **Performance Indicator [H&BL 12 CPE] H.13.4** H.13.4 Demonstrate initiative in using appropriate skills for resolving conflicts peacefully and encouraging others to do the same

Grade 2 - Physical Education 2016 > Unit 3: Cooperative Learning/SEL**Start day: 81****Meetings: 37 days****Teacher Notes - Read First****Big Ideas/Enduring Understandings**

- Children should be proud to be themselves, express their feelings and make appropriate choices in the school environment and the world around them.

- Rules etiquette in physical activity, sports, dance and/or rhythms can make the experience both enjoyable and successful
 - By using school norms I can be successful working with my classmates in various activities, game or group settings
 - When I follow the teacher's directions I will be safe and successful
- Participating in a group activity/sport is not always about winning the game. It is about positive interaction with peers (good sportmanship)
- Being able to resolve a problem with my friends allows me to enjoy the activities/experiences with others (applying conflict resolution strategies while engaging in group activities)
- Growth through various levels of challenges (understanding the learning process!)
- Accept, include and encourage everyone during the activities

Essential Questions

How do the activities in which I engage, the information I learn, the relationships I experience and the decisions I make impact my personal wellness and participation in lifetime sport, recreation and activity pursuits?

Concepts (What Students Should Know)

- Identifies individual responsibility during group activities
- Participates in class activities with respect for the rights and feelings of others
- Cooperates with others, regardless of difference
- Uses identified procedures and safety practices with little or no reinforcement during individual and group activities
- Demonstrates self-control and good sportmanship
- Demonstrates the ability to work independently and with others for sustained period of time (individual or small group practice, stations)

Skills (What Students Should Do)

Teamwork (behavioral expectations)

- Students actively participates with partner, group, team
- Student adheres to safety rules
- Student adheres to activity rules
- Student actively listens to others
- Student actively shares thoughts and ideas with others

Misconceptions

Kids that are disabled can't play PE.

Spelling/Vocabulary

Teamwork

Self Control

Respect

Instructional Resources

Devices

Equipment (general)

*District approved PE equipment to support learning outcomes/curriculum

Books

Teacher selected resources

Digital Integration

Access the **GPS Elementary Physical Education Schoology Group** for digital tools, resources and lesson ideas

Click on Show content for UDL Placemat of Digital Tools and Resources

Coach my Video - for examples on how to use this app in the classroom click here

Assessment of/for Learning

Common Assessments:

-2nd Grade Assessment Workbook/Multiple Choice.....click on the assessment workbook in "**Course Resources**" box above.

*As a reminder, you must have the "**Show Content**" box checked as well.

<http://schoology.greenwich.k12.ct.us/group/108904251/materials#/group/108904251/materials?f=2142557>

-2nd Grade Physical Education Assessment Spreadsheet

Other:

Reflection

Unit Reflection Form

Standards

10 Students will demonstrate understanding of movement concepts, principles and strategies as they apply to the learning and performance of physical activities.

- **Performance Indicator [H&BL 12 CPE] H.10.1** H.10.1 Demonstrate an understanding of what the body does, where the body moves, how the body performs the movement and relationships that enable skilled performances
- **Performance Indicator [H&BL 12 CPE] H.10.2** H.10.2 Use self, peer, teacher and technological resources as tools to implement performance improvements in self and others
- **Performance Indicator [H&BL 12 CPE] H.10.3** H.10.3 Demonstrate understanding of how rules, and safety practices and procedures need to be adjusted for different movement situations

11 Students will participate regularly in physical activity.

- **Performance Indicator [H&BL 12 CPE] H.11.1** H.11.1 Regularly engage in moderate to vigorous physical activities of their choice on a regular basis
- **Performance Indicator [H&BL 12 CPE] H.11.2** H.11.2 Apply characteristics of performance in a variety of activities for purposeful, recreational, skill and fitness outcomes

13 Students will exhibit responsible personal and social behavior that respects self and others in physical activity settings.

- **Performance Indicator [H&BL 12 CPE] H.13.1** H.13.1 Apply safe practices, rules, procedures etiquette and good sportsmanship in all physical activity settings, and take initiative to encourage others to do the same
- **Performance Indicator [H&BL 12 CPE] H.13.2** H.13.2 Demonstrate leadership and cooperation in order to accomplish the goals of different physical activities
- **Performance Indicator [H&BL 12 CPE] H.13.3** H.13.3 Develop and demonstrate initiative in implementing strategies for including all persons, despite individual differences, in physical activity settings
- **Performance Indicator [H&BL 12 CPE] H.13.4** H.13.4 Demonstrate initiative in using appropriate skills for resolving conflicts peacefully and encouraging others to do the same

14 Students will choose physical activity for health, enjoyment, challenge, self expression and / or social interaction to sustain a physically active lifestyle.

- **Performance Indicator [H&BL 12 CPE] H.14.2** H.14.2 Use physical activity as a means of creative expression
- **Performance Indicator [H&BL 12 CPE] H.14.3** H.14.3 Use physical activity as a positive opportunity for social and group interaction and development of lifelong skills and relationships
- **Performance Indicator [H&BL 12 CPE] H.14.4** H.14.4 Seek personally challenging experiences through physical activity as a means to personal growth

Grade 2 - Physical Education 2016 > Unit 4: Dance/Rhythms/Movement

Start day: 118

Meetings: 30 days

Teacher Notes - Read First

Big Ideas/Enduring Understandings

- Move safely in self-space and general space in response to designated beats/rhythms/music
- Rules etiquette in physical activity, sports, dance and/or rhythms can make the experience both enjoyable and successful (socially responsible!)
 - By using school norms I can be successful working with, accepting and encouraging my classmates in various activities, game or group settings
 - When I follow the teacher's directions I will be safe and successful
- Physical activity, sports, dance and/or rhythms can provide opportunities for personal enjoyment, self-expression, challenge, and social interaction
- Regular physical activity contributes to building and maintaining a fitness level to enable one to participate in activities for daily living for a lifetime
- Use peer/teacher feedback to adjust movement patterns/routines

Essential Questions

How do the activities in which I engage, the information I learn, the relationships I experience, and the decisions I make impact my personal wellness, and participation in lifetime sport, recreation and activity?

Concepts (What Students Should Know)

- Combines locomotor and non-locomotor patterns in time with music
- Choreographs and performs a dance and rhythm sequence to music in a small group (includes locomotor, non-locomotor, level, direction change, speed, force)
- Performs at least one dance (folk, square, swing, line etc.) taught in class
- Identifies steps and movement patterns of at least one dance learned in class
- Develops and refines a creative dance sequence into a repeatable pattern
- Understands how the elements of movement (direction, level, time, force, flow, and shape) can be used to express an idea, mood or feeling

Skills (What Students Should Do)

Locomotor/Non-Locomotor skill patterns

- Combines locomotor/non-locomotor skills in a dance pattern
- Maintains rhythm throughout routine
- Performs smooth transition between skills

Choreograph and Perform Dance

- Cooperates with group in creating (beginning, middle, end) a dance routine
- Performs smooth transition between skills/movements
- Presents routine to peers

Perform Dance Taught in Class

- Displays knowledge of dance steps
- Maintains rhythm and smooth transition between skills
- Performs routine in front of peers

Teamwork (behavioral expectations)

- Students actively participates with partner, group, team
- Student adheres to safety rules
- Student adheres to activity rules
- Student actively listens to others

- Student actively shares thoughts and ideas with others

Misconceptions

Phys. Ed. is sports and games.

Phys. Ed. is playtime with friends.

I already know how to dance.

Spelling/Vocabulary

Locomotive

Choreographer

Folk

Square

Swing

Line

Direction

Level

Time

Flow

Space

Instructional Resources

Devices

Equipment (general)

*District approved PE equipment to support learning outcomes/curriculum

Books

Teacher selected resources

Digital Integration

Access the **GPS Elementary Physical Education Schoology Group** for digital tools, resources and lesson ideas

Click on Show content for UDL Placemat of Digital Tools and Resources

Coach my Video - for examples on how to use this app in the classroom click here

Assessment of/for Learning

Common Assessments:

-2nd Grade Assessment Workbook/Balance Portion....click on the assessment workbook in "**Course Resources**" box above.

*As a reminder, you must have the "**Show Content**" box checked as well.

<http://schoology.greenwich.k12.ct.us/group/108904251/materials#/group/108904251/materials?f=2142557>

-Summative/Formative Observational Skill Assessment Spreadsheet

Other:**Reflection**

Unit Reflection Form

Standards

10 Students will demonstrate understanding of movement concepts, principles and strategies as they apply to the learning and performance of physical activities.

- **Performance Indicator [H&BL 12 CPE] H.10.1** H.10.1 Demonstrate an understanding of what the body does, where the body moves, how the body performs the movement and relationships that enable skilled performances
- **Performance Indicator [H&BL 12 CPE] H.10.2** H.10.2 Use self, peer, teacher and technological resources as tools to implement performance improvements in self and others
- **Performance Indicator [H&BL 12 CPE] H.10.3** H.10.3 Demonstrate understanding of how rules, and safety practices and procedures need to be adjusted for different movement situations

11 Students will participate regularly in physical activity.

- **Performance Indicator [H&BL 12 CPE] H.11.1** H.11.1 Regularly engage in moderate to vigorous physical activities of their choice on a regular basis
- **Performance Indicator [H&BL 12 CPE] H.11.2** H.11.2 Apply characteristics of performance in a variety of activities for purposeful, recreational, skill and fitness outcomes
- **Performance Indicator [H&BL 12 CPE] H.11.3** H.11.3 Apply, evaluate and analyze critical elements of physical activity concepts to increasingly complex game forms
- **Performance Indicator [H&BL 12 CPE] H.11.4** H.11.4 Engage in a variety of appropriate physical activities with individualized goals, during and outside of school, that promote the development and improvement of physical fitness level

12 Students will incorporate fitness and wellness concepts to achieve and maintain a health enhancing level of physical fitness.

- **Performance Indicator [H&BL 12 CPE] H.12.1** H.12.1 Assess and adjust activities to maintain or improve personal level of health-related fitness
- **Performance Indicator [H&BL 12 CPE] H.12.2** H.12.2 Use physiological data to adjust levels of exercise and nutrient intake to promote wellness
- **Performance Indicator [H&BL 12 CPE] H.12.3** H.12.3 Use the results of fitness assessments to guide changes in her or his personal programs of physical activity

- **Performance Indicator [H&BL 12 CPE] H.12.4** H.12.4 Design and implement a personal wellness program based upon information obtained from the fitness assessment and in accordance with appropriate training and nutritional principles

13 Students will exhibit responsible personal and social behavior that respects self and others in physical activity settings.

- **Performance Indicator [H&BL 12 CPE] H.13.1** H.13.1 Apply safe practices, rules, procedures etiquette and good sportsmanship in all physical activity settings, and take initiative to encourage others to do the same
- **Performance Indicator [H&BL 12 CPE] H.13.2** H.13.2 Demonstrate leadership and cooperation in order to accomplish the goals of different physical activities
- **Performance Indicator [H&BL 12 CPE] H.13.3** H.13.3 Develop and demonstrate initiative in implementing strategies for including all persons, despite individual differences, in physical activity settings
- **Performance Indicator [H&BL 12 CPE] H.13.4** H.13.4 Demonstrate initiative in using appropriate skills for resolving conflicts peacefully and encouraging others to do the same

14 Students will choose physical activity for health, enjoyment, challenge, self expression and / or social interaction to sustain a physically active lifestyle.

- **Performance Indicator [H&BL 12 CPE] H.14.1** H.14.1 Make decisions and implement plans to participate in different physical activities based on interests and positive feelings of accomplishment in daily living
- **Performance Indicator [H&BL 12 CPE] H.14.2** H.14.2 Use physical activity as a means of creative expression
- **Performance Indicator [H&BL 12 CPE] H.14.3** H.14.3 Use physical activity as a positive opportunity for social and group interaction and development of lifelong skills and relationships
- **Performance Indicator [H&BL 12 CPE] H.14.4** H.14.4 Seek personally challenging experiences through physical activity as a means to personal growth
- **Performance Indicator [H&BL 12 CPE] H.14.5** H.14.5 Persist in practicing activities to increase specific skill competence in areas of interest

Grades: K-12

- **Standard [PE K-12] 1** The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.
- **Standard [PE K-12] 2** The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.
- **Standard [PE K-12] 3** The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
- **Standard [PE K-12] 4** The physically literate individual exhibits responsible personal and social behavior that respects self and others.
- **Standard [PE K-12] 5** The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and / or social interaction.

Grade 2 - Physical Education 2016 > Unit 5 Lifetime Activities

Start day: 148

Meetings: 33 days

Teacher Notes - Read First

Big Ideas/Enduring Understandings

- Regularly participating in various forms of physical activity leads to a healthy lifestyle

- Positive decision making about fitness, nutrition and physical activity contributes to a healthy lifestyle
- Children should be proud to be themselves, express their feelings and make appropriate choices in the school environment and the world around them
- Rules etiquette in physical activity, sports, dance and/or rhythms can make the experience both enjoyable and successful
 - By using school norms I can be successful working with my classmates in various activities, game or group settings
 - When I follow the teacher's directions I will be safe and successful
- Developing life-skills through positive group interaction during physical activities inside and outside of school (Good Sportsmanship/Conflict Resolution)

Essential Questions

How do the activities in which I engage, the information I learn, the relationships I experience and the decisions I make impact my personal wellness and participation in lifetime sport, recreation and activity pursuits?

Concepts (What Students Should Know)

- Identifies individual responsibility during group activities
- Cooperates with others, regardless of differences
- Demonstrates self-control and good sportsmanship

Skills (What Students Should Do)

Teamwork (behavioral expectations)

- Students actively participates with partner, group, team
- Student adheres to safety rules
- Student adheres to activity rules
- Student actively listens to others
- Student actively shares thoughts and ideas with others
- Student is accepting towards ideas from classmates/teacher

Misconceptions

I play at home, that should be enough exercise.

Spelling/Vocabulary

Behavioral expectations

Instructional Resources

Devices

Equipment (general)

*District approved PE equipment to support learning outcomes/curriculum

Books

Teacher selected resources

Digital Integration

Access the **GPS Elementary Physical Education Schoology Group** for digital tools, resources and lesson ideas

Click on Show content for UDL Placemat of Digital Tools and Resources

Coach my Video - for examples on how to use this app in the classroom click here

Assessment of/for Learning**Common Assessments:**

-2nd Grade Assessment Workbook/Multiple Choice.....click on the assessment workbook in "**Course Resources**" box above.

*As a reminder, you must have the "**Show Content**" box checked as well.

<http://schoology.greenwich.k12.ct.us/group/108904251/materials#/group/108904251/materials?f=2142557>

-2nd Grade Physical Education Assessment Spreadsheet

Other:**Reflection**

Unit Reflection Form

Standards

10 Students will demonstrate understanding of movement concepts, principles and strategies as they apply to the learning and performance of physical activities.

- **Performance Indicator [H&BL 12 CPE] H.10.3** H.10.3 Demonstrate understanding of how rules, and safety practices and procedures need to be adjusted for different movement situations

12 Students will incorporate fitness and wellness concepts to achieve and maintain a health enhancing level of physical fitness.

- **Performance Indicator [H&BL 12 CPE] H.12.1** H.12.1 Assess and adjust activities to maintain or improve personal level of health-related fitness

13 Students will exhibit responsible personal and social behavior that respects self and others in physical activity settings.

- **Performance Indicator [H&BL 12 CPE] H.13.1** H.13.1 Apply safe practices, rules, procedures etiquette and good sportsmanship in all physical activity settings, and take initiative to encourage others to do the same
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- **Performance Indicator [H&BL 12 CPE] H.14.4** H.14.4 Seek personally challenging experiences through physical activity as a means to personal growth