

PITTSGROVE TOWNSHIP SCHOOL DISTRICT



Course Name:PE and Health	Grade Level(s):2
Department:PE/Health	Credits:
BOE Adoption Date:	Revision Date(s):

Course Description

In Second grade Physical Education, focus will be to introduce team sports through drills, lead-up games and modified game play. students will use gross motor skills such as: throwing, catching, kicking, running, jogging, and dodging to name a few. They will learn the difference between offense and defense as well as the role both play in a game situation. Students will learn how to use strategy to improve game play. They will be able to put into practice such previously learned concepts of spatial awareness, teamwork, cooperation and communication all while participating in a fun safe environment. Students will learn the importance of physical fitness through drills, games, minute runs and exercises. They will learn to set fitness goals that will help to reiterate the importance of healthy living through physical fitness.

In the Second grade Health, focus will have be on the following concepts: manners, nutrition, hygiene, and illness/disease. Students will learn how they all tie together with healthy living.

Mission Statement

The Pittsgrove Township School District believes in growing all learners to thrive. The district offers an intellectually rigorous, dynamic curriculum aligned to state and national standards coupled with research-based practices in classrooms. The Pittsgrove Township School District strives to highlight critical thinking, intercultural literacy, digital literacy, collaboration, innovation, and a growth mindset as part of the instructional core of learning. The district provides high quality resources to provide young people the knowledge they need to approach the future as leaders and learners.

Curriculum & Instruction Goals

To ensure the District continues to work toward its mission of growing all learners both academically and personally, the following curriculum and instruction goals direct the conversation:

Goal(s):

1. To ensure students are college and career ready upon graduation
2. To vertically and horizontally align curriculum Pre-K-12 to ensure successful transition of students at each grade level
3. To identify individual student strengths and weaknesses utilizing various assessment measures (formative, summative, alternative, etc.) so as to differentiate instruction while meeting the rigor of the applicable content standards
4. To improve student achievement as assessed through multiple measures including, but not limited to, state testing, local assessments, and ongoing progress monitoring

How to Read this Document

This curricular document contains both *pacing guides* and *curriculum units*. The pacing guides serve to communicate an estimated timeframe as to *when* critical knowledge and skills will be taught throughout the year. The pacing, however, may differ slightly depending upon the unique needs of each learner. The *curriculum units* contain more detailed information as to the content, goals, and objectives of the course well as how students will be assessed.

Pacing Guide

Course Title:
Prerequisite(s):

Unit Title	Duration/ Month(s)	Related Standards	Learning Goals	Critical Knowledge and Skills
Unit 1: Fall Outdoor Games: Football, handball, soccer, Capture the Flag, exercises, Minute Runs	10 days	HPE.2.5.2.A.CS HPE.2.5.2.A.1 HPE.2.5.2.A.2 HPE.2.5.2.A.4 HPE.2.5.2.B.CS1 HPE.2.5.2.B.1 HPE.2.5.2.B.2 HPE.2.5.2.B.3 HPE.2.5.2.B.4 HPE.2.5.2.C.CS1 HPE.2.5.2.C.1 HPE.2.5.2.C.2 HPE.2.6.2.A.CS1 HPE.2.6.2.A.1 HPE.2.6.2.A.2 HPE.2.6.2.A.3	Gross motor skills, spatial awareness, sportsmanship, strategy, physical fitness, pacing, fitness goals	Football: Three Passes -Students will learn how to throw a spiral & catch w/ a partner. -Students will be introduced to the job of defensive.(marking & guarding) -Students will learn lead-up game: Three Passes. -Students will learn directions & rules to the game. Handball: -Students will learn how to over-hand throw and catch(review underhand throw). -Students will use defensive skills in drills/game play. -Students will learn directions & rules to the game. Soccer: (Line Soccer) -Students will learn how to dribble, trap & kick pass a ball in drills and game situations. -Students will use defensive knowledge in drills/game play. -Students will learn directions & rules to the game.

				<p>Capture the flag:</p> <ul style="list-style-type: none"> -Students will be able to run, dodge, and use stragy to accomplish goals. Students will learn directions & rules to the game. -Students will use tagging as a defensive strategy. -Students will be able to properly utilize the space on the field in all of the outdoor drills/games. -Students will learn the importance of good sportsmanship through teamwork in drills and game play. -Students will learn how to use offensive & defensive strategy. -Students will demonstrate physical fitness, pacing, setting fitness goals while preparing for Mile Run and warm-ups.(doing minute runs starting with 2 minutes and increasing each month by 1minute) and warm-ups.
<p>Unit 2: Indoor Games: Scooter Ball, Parachute, Holiday games,Basketball, Matt Ball, Hockey, Minute Runs & Exercise/Jump roping</p>	<p>12 days</p>	<p>HPE.2.5.2.A.CS HPE.2.5.2.A.1 HPE.2.5.2.A.2 HPE.2.5.2.A.4 HPE.2.5.2.B.CS1 HPE.2.5.2.B.1 HPE.2.5.2.B.2 HPE.2.5.2.B.3 HPE.2.5.2.B.4 HPE.2.5.2.C.CS1 HPE.2.5.2.C.1 HPE.2.5.2.C.2</p>	<p>Gross motor skills, spatial awareness, sportsmanship, strategy, physical fitness, pacing, fitness goals</p>	<p>Scooterball:</p> <ul style="list-style-type: none"> -Students will use scooter and throwing/ catching skills in drills & game play. -Students will use their understanding of defense in drills & game play. Students will learn directions & rules to the game. <p>Parachute:</p> <ul style="list-style-type: none"> -Students will use exercises, walking, jogging & running, ball

		<p>HPE.2.6.2.A.CS1 HPE.2.6.2.A.1 HPE.2.6.2.A.2 HPE.2.6.2.A.3</p>		<p>skills, and teamwork/cooperation. Basketball:Kickball basketball Students will learn how to dribble a basketball properly. -Students will learn basketball passing, & catching. -Students will learn 3 ways to shoot(two hand, two hand underhand, one hand) -Students will learn rebounding skills. Students will combine skills from kickball and basketball into a game. Students will learn directions & rules to the game. -Matt Ball: Students will learn the skills, kicking, running bases, target throwing/catching in game play. Students will learn directions & rules to game. Puff Polo: -Students will be introduced to proper grip of stick, dribble,trap and shooting skills in drills and game play. -Students will use their understanding of defense in drills & game play.- -Students will learn directions & rules to game. JRFH: -Students will use previously learned jumping roping skills. -Students will review the importance of physical fitness on the body.</p>
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				<p>-Students will be able to show good sportsmanship through teamwork in drills and Indoor game play.</p> <p>-Students will use knowledge of offensive & defensive strategy. Students will demonstrate physical fitness, pacing, setting fitness goals while preparing for Mile Run and warm-ups.</p>
<p>Unit 3: Spring Outdoor Games: Ultimate Frisbee, Wiffle ball, Mile Run, Kickball, Exercises & Minute Runs</p>	<p>8 days</p>	<p>HPE.2.5.2.A.CS HPE.2.5.2.A.1 HPE.2.5.2.A.2 HPE.2.5.2.A.4 HPE.2.5.2.B.CS1 HPE.2.5.2.B.1 HPE.2.5.2.B.2 HPE.2.5.2.B.3 HPE.2.5.2.B.4 HPE.2.5.2.C.CS1 HPE.2.5.2.C.1 HPE.2.5.2.C.2 HPE.2.6.2.A.CS1 HPE.2.6.2.A.1 HPE.2.6.2.A.2 HPE.2.6.2.A.3</p>	<p>Gross motor skills, spatial awareness, sportsmanship, strategy, physical fitness, pacing, fitness goals</p>	<p>Frisbees:</p> <p>-Students will learn how to grip a frisbee properly.</p> <p>-Students will learn how to throw a frisbee properly.</p> <p>-Students will learn 3 ways to catch a frisbee.(one hand, two hand & huggy bear)</p> <p>T-ball:</p> <p>-Students will use overhand throwing skills and catching with small ball.</p> <p>-Students will learn how to hit off a tee.</p> <p>-Students will learn how to field pop-ups & ground balls in a game situation.</p> <p>-Students will use knowledge of directions & rules to game.</p> <p>-Students will be able to properly utilize the space on the field in all of the Outdoor drills/games.</p> <p>-Students will be able to show good sportsmanship through teamwork in drills and game play.</p>

				<p>-Students will use knowledge of offensive & defensive strategy.</p> <p>-Students will demonstrate physical fitness, pacing, achieving fitness goals when running the Mile and warm-ups.</p>
<p>Unit 4: Health 2</p> <p>Manners</p> <p>How to keep our body healthy:</p> <p>Nutrition</p> <p>Hygiene & Illness/Disease</p> <p>Social & Emotional</p>	4 days	<p>HPE.2.1.2.A.CS1</p> <p>HPE.2.1.2.A.CS1</p> <p>HPE.2.1.2.B.1</p> <p>HPE.2.1.2.B.CS1</p> <p>HPE.2.1.2.C.CS1</p> <p>HPE.2.1.2.C.1</p> <p>HPE.2.1.2.C.2</p> <p>• 2.1.2.EH.4:</p> <p>• 2.1.2.EH.5:</p>	<p>Identify what are and are not proper manners.</p> <p>My Food Plate guide 5 food groups and examples of each.</p> <p>Importance of personal hygiene.</p> <p>Importance of knowing about illnesses & diseases as well as prevention. Prevention</p> <p>Identifying different emotions, how they affect you & your overall well being.</p>	<p>Name various proper manners & when/why we use them.</p> <p>Name 5 food groups and list foods for each.</p> <p>How to keep our body clean and why it is important.</p> <p>How are some germs & diseases spread & how to prevent them.</p> <p>Define term, emotion?</p> <p>Name various emotions & why we may experience them.</p> <p>Which ones are negative & positive. How to deal with our emotions.</p>

Instructional Unit Map

Course Title: PE Second Grade

Unit Title	Outdoor Fall Games: Football, Handball, Soccer, Capture the Flag & Minute Runs	Start Date:	Sept
		Length of Unit:	10 days
Content Standards <i>What do we want them to know, understand, & do?</i>	<p>HPE.2.5.2.A.CS Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.</p> <p>HPE.2.5.2.A.1 Explain and perform movement skills with developmentally appropriate control in isolated settings and applied settings.</p> <p>HPE.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.</p> <p>HPE.2.5.2.A.4 Correct movement errors in response to feedback.</p> <p>HPE.2.5.2.B.CS1 Teamwork consists of effective communication and other interactions between team members.</p> <p>HPE.2.5.2.B.1 Differentiate</p>	Learning Goals	<p><i>-Students will understand and be able to use movement skills, pacing and spatial awareness in various drills and game play.</i></p> <p><i>-Students will understand and implement offensive and defensive strategy during game play.</i></p> <p><i>-Students will understand physical fitness and implement fitness goals.</i></p> <p><i>--Students will understand and be able to demonstrate good Sportsmanship, teamwork and cooperation</i></p>

	<p>when to use competitive and cooperative strategies in games, sports, and other movement activities.</p> <p>HPE.2.5.2.B.2 Explain the difference between offense and defense.</p> <p>HPE.2.5.2.B.3 - Determine how attitude impacts physical performance.</p> <p>HPE.2.5.2.B.4 Demonstrate strategies that enable team and group members to achieve goals.</p> <p>HPE.2.5.2.C.CS1 Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.</p> <p>HPE.2.5.2.C.1 Explain what it means to demonstrate good sportsmanship.</p> <p>HPE.2.5.2.C.2 Demonstrate appropriate behaviors and safety rules and explain how they contribute to moving safely during basic activities.</p> <p>HPE.2.6.2.A.CS1 Appropriate types and amounts of physical activity enhance personal health.</p> <p>HPE.2.6.2.A.1 Explain the role of regular physical activity in relation to personal health.</p> <p>HPE.2.6.2.A.2 Explain what it means to be physically fit and engage in moderate to vigorous age-appropriate activities that</p>		
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	<p>promote fitness. HPE.2.6.2.A.3 Develop a fitness goal and monitor progress towards achievement of the goal</p>								
Essential Questions	<p>1. What is the importance of movement skills during individual or team activities? 2. What is the importance of offensive and defensive strategies in any team sport? 3. Why is understanding sportsmanship, rules and safety relatable to everyday life? 4. How can team sports & exercise help to improve lifelong physical fitness? 5. How can team sports relate to life skills?</p>								
Assessments <i>How will we know they have gained the knowledge & skills?</i>	<table border="1"> <thead> <tr> <th>Formative</th> <th>Summative</th> <th>Alternative</th> </tr> </thead> <tbody> <tr> <td> <p>Teacher observation Student discussion</p> </td> <td> <p>-Teacher observation of skills during drills and game play -Daily rubric</p> </td> <td></td> </tr> </tbody> </table>			Formative	Summative	Alternative	<p>Teacher observation Student discussion</p>	<p>-Teacher observation of skills during drills and game play -Daily rubric</p>	
Formative	Summative	Alternative							
<p>Teacher observation Student discussion</p>	<p>-Teacher observation of skills during drills and game play -Daily rubric</p>								
Unit Pre-Assessment(s) <i>What do they already know?</i>	<p>-Teacher led Q & A -Student demonstrations</p>								
Instructional Strategies/Student Activities	<p>-Teacher review previous lessons. -Teacher explanation of warm-up & skills for games...minute runs, exercises,football, handball, soccer and capture the flag. -Teacher/student led demonstration of skills -Student performance of skills in drill -Explain/demo set-up & game rules - Q & A -Student performance and understanding of skills, game rules,safety & sportsmanship through game play</p>								

Instructional/Assessment Scaffolds <i>(Modifications /Accommodations) – planned for prior to instruction</i>	English Language Learners	Special Education Learners	Struggling Learners	Advanced Learners
	<ul style="list-style-type: none"> -Word/picture wall -Exp/demo activities (preferred seating if needed) -Partners for help/encouragement -Immediate feedback -Individual exp/demo Q & A 	<ul style="list-style-type: none"> -Word/picture wall -Clarify directions (preferred seating if needed) -Partners for help/encouragement -Immediate feedback -Individual exp/demo Q & A 	<ul style="list-style-type: none"> -Word/picture wall - Modify equipment - Provide extra time -Clarify directions - “One on one” instruction -Modification to rules & game -Q & A 	<ul style="list-style-type: none"> - Allow students to be group leaders - Allow students to help with group and “one on one” instruction -Independent work
Differentiated Instructional Methods: <i>(Multiple means for students to access content and multiple modes for student to express understanding)</i>	Access (Resources and/or Process) <ul style="list-style-type: none"> -Modification of equipment if necessary -Allow students to borrow sneakers so to participate -Incentives for participation...Sneaker Award -Students choose their partners and teams -Time outs 		Expression (Products and/or Performance) <ul style="list-style-type: none"> -Small group presentation of skills -Extra drills to help skill work -Individual help with skills or game play 	
Vocabulary <i>Highlight key vocabulary (both Tier II and Tier III words)</i>	<p>Tier II : ,dodge, strategy, spatial awareness,skills, goals, drills, score, positions, cooperation, teamwork, exercise, jumping jacks, toe touches, sit-ups, push-ups, mountain climbers, lunges, squats</p> <p>Tier III: gross motor skills,offense,defense,pass, receive, snap, line of scrimmage, QB, center,spiral throw, receiver, in-bounds, out-of bounds,end zone, touch down, penalty, offside, kick, dribble, throw-ins, trap, shoot, handball, goal line,sideline</p>			

Integration of Technology SAMR	-Use computer,LCD projector,Smart Boards to allow students to view the game/activity/skill before they begin participating. -Use pedometers during minute runs to track steps.					
Interdisciplinary Connections NJ Student Learning Standards	4-PS4-3.ETS1.C.1 - <i>[Disciplinary Core Idea]</i> - Different solutions need to be tested in order to determine which of them best solves the problem, given the criteria and the constraints. CRP1 CPR3 CPR4 CPR6 CPR8 CPR9 CPR12					
21st Century Themes/Skills P21 Framework	<table border="1" style="width:100%; border-collapse: collapse;"> <thead> <tr style="background-color: black; color: white;"> <th style="width: 50%; text-align: center;">Themes</th> <th style="width: 50%; text-align: center;">Skills</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">-Health Literacy</td> <td style="padding: 5px;"> -Creativity -Social & Cross Cultural Skills -Flexibility & Adaptability -Critical thinking </td> </tr> </tbody> </table>		Themes	Skills	-Health Literacy	-Creativity -Social & Cross Cultural Skills -Flexibility & Adaptability -Critical thinking
Themes	Skills					
-Health Literacy	-Creativity -Social & Cross Cultural Skills -Flexibility & Adaptability -Critical thinking					
Resources/Materials	PE central-drills & games You-tube videos on: football and throwing skills, soccer and dribbling skills Students feedback PE Convention-seminars on drills & games SHAPE Go Noodle					

Instructional Unit Map

Course Title: PE Second Grade

Unit Title	Indoor Games: Scooterball, Basketball, Parachute, Floor Hockey, Holiday Games, Matt Ball, Minute Runs, Exercises/Jump Rope	Start Date:	Nov
		Length of Unit:	12 Days

<p>Content Standards <i>What do we want them to know, understand, & do?</i></p>	<p>HPE.2.5.2.A.CS Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.</p> <p>HPE.2.5.2.A.1 Explain and perform movement skills with developmentally appropriate control in isolated settings and applied settings.</p> <p>HPE.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.</p> <p>HPE.2.5.2.A.4 Correct movement errors in response to feedback.</p> <p>HPE.2.5.2.B.CS1 Teamwork consists of effective communication and other interactions between team members.</p> <p>HPE.2.5.2.B.1 Differentiate when to use competitive and cooperative strategies in games, sports, and other movement activities.</p> <p>HPE.2.5.2.B.2 Explain the difference between offense and defense.</p> <p>HPE.2.5.2.B.3 - Determine how attitude impacts physical performance.</p> <p>HPE.2.5.2.B.4 Demonstrate strategies that enable team and group members to achieve</p>	<p>Learning Goals</p>	<p><i>-Students will understand and be able to use movement skills, pacing and spatial awareness in various drills and game play.</i></p> <p><i>-Students will understand and implement offensive and defensive strategy during game play.</i></p> <p><i>-Students will understand physical fitness and implement fitness goals.</i></p> <p><i>--Students will understand and be able to demonstrate good Sportsmanship, teamwork and cooperation</i></p>
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	<p>goals.</p> <p>HPE.2.5.2.C.CS1 Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.</p> <p>HPE.2.5.2.C.1 Explain what it means to demonstrate good sportsmanship.</p> <p>HPE.2.5.2.C.2 Demonstrate appropriate behaviors and safety rules and explain how they contribute to moving safely during basic activities.</p> <p>HPE.2.6.2.A.CS1 Appropriate types and amounts of physical activity enhance personal health.</p> <p>HPE.2.6.2.A.1 Explain the role of regular physical activity in relation to personal health.</p> <p>HPE.2.6.2.A.1 Explain the role of regular physical activity in relation to personal health.</p> <p>HPE.2.6.2.A.2 Explain what it means to be physically fit and engage in moderate to vigorous age-appropriate activities that promote fitness.</p> <p>HPE.2.6.2.A.3 Develop a fitness goal and monitor progress towards achievement of the goal</p>		
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Essential Questions	1. What is the importance of movement skills during individual or team activities? 2. What is the importance of offensive and defensive strategies in any team sport? 3. Why is understanding sportsmanship, rules and safety relatable to everyday life? 4. How can team sports & exercise help to improve lifelong physical fitness? 5. How can team sports relate to life skills?		
Assessments <i>How will we know they have gained the knowledge & skills?</i>	Formative		
	Teacher observation Student discussion	Summative - Teacher observation of skills during drills and game play -Daily grading rubric	Alternative
Unit Pre-Assessment(s) <i>What do they already know?</i>	-Teacher led Q & A -Student demonstrations		
Instructional Strategies/Student Activities	<ul style="list-style-type: none"> -Teacher review previous lessons. -Teacher explanation of warm-up & skills for games...minute runs, exercises,basketball, scooter ball, parachute, floor hockey, holiday games matt ball and JRFH -Teacher/student led demonstration of skills -Student performance of skills in drill -Explain/demo set-up & game rules - Q & A -Student performance and understanding of skills, game rules,safety & sportsmanship through game play 		

Instructional/Assessment Scaffolds <i>(Modifications /Accommodations) – planned for prior to instruction</i>	English Language Learners	Special Education Learners	Struggling Learners	Advanced Learners
	<ul style="list-style-type: none"> -Word/picture wall -Exp/demo activities (preferred seating if needed) -Partners for help/encouragement -Immediate feedback -Individual exp/demo Q & A 	<ul style="list-style-type: none"> -Word/picture wall -Exp/demo activities (preferred seating if needed) -Partner help & encouragement -Immediate feedback -Individual exp/demo -Extra time -Q & A 	<ul style="list-style-type: none"> -Word/picture wall - Modify equipment - Provide extra time - “One on one” instruction -Modification to rules & game -Q & A 	<ul style="list-style-type: none"> - Allow students to be group leaders - Allow students to help with group and “one on one” instruction -Independent work
Differentiated Instructional Methods: <i>(Multiple means for students to access content and multiple modes for student to express understanding)</i>	Access (Resources and/or Process) <ul style="list-style-type: none"> -Modification of equipment if necessary -Allow students to borrow sneakers so to participate -Incentives for participation...Sneaker Award -Students choose their partners and teams -Time outs 		Expression (Products and/or Performance) <ul style="list-style-type: none"> -Small group presentation of skills -Extra drills to help skill work -Individual help with skills or game play 	
Vocabulary <i>Highlight key vocabulary (both Tier II and Tier III words)</i>	<p>Tier II : dodge, strategy, skills, goals, drills,shooting, score, positions, cooperation, teamwork, safety, Turning, jumping, timing, pass,equipment, jumping jacks, toe touches, sit-ups, push-ups, mountain climbers, lunges, squats, jump roping, skip-its, jumping sticks</p> <p>Tier III: gross motor skills, basketball, foul, traveling, double dribble, court, rebound, scooter ball, throwing, catching,tagging, balance, parachute, clockwise & counter clockwise, spatial awareness,</p>			

	offense, defense, eye- hand coordination, floor hockey,hockey stick, dribble, , sportsmanship, physical fitness, exercise, warm-ups	
Integration of Technology SAMR	-Use computer,LCD projector,Smart Boards to allow students to view the game/activity/skill before they begin participating. -Use pedometers during minute runs to track steps.	
Interdisciplinary Connections NJ Student Learning Standards	4-PS4-3.ETS1.C.1 - [<i>Disciplinary Core Idea</i>] - Different solutions need to be tested in order to determine which of them best solves the problem, given the criteria and the constraints. CRP1 CPR3 CPR4 CPR6 CPR8 CPR9 CPR12	
21st Century Themes/Skills P21 Framework	Themes	
	-Health Literacy	-Creativity -Social & Cross Cultural Skills -Flexibility & Adaptability -Critical thinking
Resources/Materials	PE central-drills & games You-tube videos on: basketball- dribbling, shooting/rebounding, passing Students feedback PE Convention-seminars on drills & games SHAPE Go Noodle AHA website-jumping roping skills	

Instructional Unit Map

Course Title: PE Second Grade

Unit Title	Outdoor Spring Games: Ultimate Frisbee, Wiffle Ball, Kickball, Mile Run, Minute Runs/Exercises		Start Date:	April
			Length of Unit:	10 days
Content Standards <i>What do we want them to know, understand, & do?</i>	HPE.2.5.2.A.CS Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities. HPE.2.5.2.A.1 Explain and perform movement skills with developmentally appropriate control in isolated settings and applied settings. HPE.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. HPE.2.5.2.A.4 Correct movement errors in response to feedback.	Learning Goals	<i>-Students will understand and be able to use movement skills, pacing and spatial awareness in various drills and game play.</i> <i>-Students will understand and implement offensive and defensive strategy during game play.</i> <i>-Students will understand physical fitness and implement fitness goals.</i> <i>--Students will understand and be able to demonstrate good Sportsmanship, teamwork and cooperation</i>	

	<p>HPE.2.5.2.B.CS1 Teamwork consists of effective communication and other interactions between team members.</p> <p>HPE.2.5.2.B.1 Differentiate when to use competitive and cooperative strategies in games, sports, and other movement activities.</p> <p>HPE.2.5.2.B.2 Explain the difference between offense and defense.</p> <p>HPE.2.5.2.B.3 - Determine how attitude impacts physical performance.</p> <p>HPE.2.5.2.B.4 Demonstrate strategies that enable team and group members to achieve goals.</p> <p>HPE.2.5.2.C.CS1 Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.</p> <p>HPE.2.5.2.C.1 Explain what it means to demonstrate good sportsmanship.</p> <p>HPE.2.5.2.C.2 Demonstrate appropriate behaviors and safety rules and explain how they contribute to moving safely during basic activities.</p> <p>HPE.2.6.2.A.CS1 Appropriate types and amounts of physical activity enhance personal health.</p> <p>HPE.2.6.2.A.1 Explain the role</p>		
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	<p>of regular physical activity in relation to personal health.</p> <p>HPE.2.6.2.A.1 Explain the role of regular physical activity in relation to personal health.</p> <p>HPE.2.6.2.A.2 Explain what it means to be physically fit and engage in moderate to vigorous age-appropriate activities that promote fitness.</p> <p>HPE.2.6.2.A.3 Develop a fitness goal and monitor progress towards achievement of the goal</p>								
Essential Questions	<p><i>1. What is the importance of movement skills during individual or team activities? 2. What is the importance of offensive and defensive strategies in any team sport? 3. Why is understanding sportsmanship, rules and safety relatable to everyday life? 4. How can team sports & exercise help to improve lifelong physical fitness? 5. How can team sports relate to life skills?</i></p>								
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	Formative	Summative	Alternative						
Teacher observation Student discussion	- Teacher observation of skills during drills and game play -Daily grading rubric								
Unit Pre-Assessment(s) <i>What do they already know?</i>	-Teacher led Q & A -Student demonstrations								
Instructional Strategies/Student Activities	-Teacher review previous lessons. -Teacher explanation of warm-up & skills for games...minute runs, exercises,basketball, scooter ball, parachute, floor hockey, holiday games matt ball and JRFH								

	<ul style="list-style-type: none"> -Teacher/student led demonstration of skills -Student performance of skills in drill -Explain/demo set-up & game rules - Q & A -Student performance and understanding of skills, game rules,safety & sportsmanship through game play 			
Instructional/Assessment Scaffolds <i>(Modifications /Accommodations) – planned for prior to instruction</i>	English Language Learners Special Education Learners Struggling Learners Advanced Learners			
	<ul style="list-style-type: none"> -Word/picture wall -Exp/demo activities (preferred seating if needed) -Partners for help/encouragement -Immediate feedback -Individual exp/demo Q & A 	<ul style="list-style-type: none"> -Word/picture wall -Exp/demo activities (preferred seating if needed) -Partner help & encouragement -Immediate feedback -Individual exp/demo -Extra time -Q & A 	<ul style="list-style-type: none"> -Word/picture wall - Modify equipment - Provide extra time - “One on one” instruction -Modification to rules & game -Q & A 	<ul style="list-style-type: none"> - Allow students to be group leaders - Allow students to help with group and “one on one” instruction -Independent work
Differentiated Instructional Methods: <i>(Multiple means for students to access content and multiple modes for student to express understanding)</i>	Access (Resources and/or Process)		Expression (Products and/or Performance)	
	<ul style="list-style-type: none"> -Modification of equipment if necessary -Allow students to borrow sneakers so to participate -Incentives for participation...Sneaker Award -Students choose their partners and teams -Time outs 		<ul style="list-style-type: none"> -Small group presentation of skills -Extra drills to help skill work -Individual help with skills or game play 	

Vocabulary <i>Highlight key vocabulary (both Tier II and Tier III words)</i>	Tier II : stance, dodge, strategy, skills, goals, drills, score, positions, cooperation, teamwork, jumping jacks, toe touches, sit-ups, push-ups, mountain climbers, lunges,safety Tier III: gross motor, innings, pitching,hitting, infield,outfield,catching, fielding,foul ball, kickball, ground balls, frisbee, inbound, out of bounds,spatial awareness, offense, defense, eye- hand coordination, pacing, sportsmanship, physical fitness, exercise, warm-ups	
Integration of Technology SAMR	-Use computer,LCD projector,Smart Boards to allow students to view the game/activity/skill before they begin participating. -Use pedometers during minute runs to track steps.	
Interdisciplinary Connections NJ Student Learning Standards	4-PS4-3.ETS1.C.1 - <i>[Disciplinary Core Idea]</i> - Different solutions need to be tested in order to determine which of them best solves the problem, given the criteria and the constraints. CRP1 CPR3 CPR4 CPR6 CPR8 CPR9 CPR12	
21st Century Themes/Skills P21 Framework	Themes Skills	
	-Health Literacy	-Creativity -Social & Cross Cultural Skills -Flexibility & Adaptability -Critical thinking - Communication -Leadership & responsibility -Collaboration

Resources/Materials	PE central-drills & games You-tube videos on: softball-throwing/catching Students feedback PE Convention-seminars on drills & games SHAPE Go Noodle	

Instructional Unit Map			
Course Title: Health Second Grade			
Unit Title	Health: Manners, Nutrition, Hygiene, Illness/disease	Start Date:	January
		Length of Unit:	4 Days
Content Standards <i>What do we want them to know, understand, & do?</i>	HPE.2.1.2 All students will acquire health promotion concepts and skills to support a healthy, active lifestyle HPE.2.1.2.A Personal Growth and Development	Learning Goals	<i>-Student will be able to identify what are proper manners. -Students will be able to identify the five food groups, give examples of each and how they help our body. -Students will be able to understand the importance of good personal hygiene. -Students will understand about common illness/ disease & prevention.</i>

Unit Pre-Assessment(s) <i>What do they already know?</i>	<ul style="list-style-type: none"> - Q & A - Class discussion 			
Instructional Strategies/Student Activities	<ul style="list-style-type: none"> -Teacher led explanation of unit -Watch video on manners, nutrition, hygiene, illness/disease -Note taking on manners, nutrition, hygiene, illness/disease -Teacher led discussion about manners, nutrition, hygiene, illness/disease -Q & A -Worksheets pertaining to manners, nutrition, hygiene, illness/disease 			
Instructional/Assessment Scaffolds <i>(Modifications /Accommodations) – planned for prior to instruction</i>	English Language Learners Special Education Learners Struggling Learners Advanced Learners			
	<ul style="list-style-type: none"> -Word/picture wall -Exp/demo activities (preferred seating if needed) -Partners for help/encouragement -Immediate feedback -Individual exp/demo -Q & A -Read allowed as group 	<ul style="list-style-type: none"> -Word/picture wall -Exp/demo activities (preferred seating if needed) -Partner help & encouragement -Immediate feedback -Individual exp/demo -Extra time -Q & A -Read allowed as group 	<ul style="list-style-type: none"> -Word/picture wall - Modify lesson - Provide extra time - “One on one” instruction -Q & A -Read allowed as group 	<ul style="list-style-type: none"> - Allow students to help with groups or “one on one” instruction -Independent work

Differentiated Instructional Methods: <i>(Multiple means for students to access content and multiple modes for student to express understanding)</i>	Access (Resources and/or Process)		Expression (Products and/or Performance)	
	-Explanation of overall unit, expectations and how 4 lessons will relate. -Show videos -Class discussions of content -Q & A		- Worksheets -Whiteboard -Group work	
Vocabulary <i>Highlight key vocabulary (both Tier II and Tier III words)</i>	Tier II: manners, proper, nutrition, hygiene, healthy, illness, disease Tier II: etiquette, decisions, situations, food groups, fruits, vegetables, proteins, dairy, grain, bathe, odor, deodorant, germs, sickness, prevent, symptoms, common			
Integration of Technology SAMR	-Computer Technology -Use of LCD projector or Smart Boards -Use of TV & VCR			
Interdisciplinary Connections NJ Student Learning Standards	LA.SL.2.1 - <i>[Progress Indicator]</i> - Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. LA.SL.2.1.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). CPR1 CPR3 CPR4 CPR6 CPR8 CPR12			
21st Century Themes/Skills P21 Framework	Themes		Skills	

	-Health Literacy	-Creativity - Critical thinking -Communication -Collaboration
Resources/Materials	-My Plate web-site -Good Manners video - Brain Pop jr. -You tube videos	