

## Wilson Area School District Planned Course Guide

**Title of planned course:** 2nd Grade Physical Education

**Subject Area:** Physical education

**Grade Level:** 2<sup>nd</sup> Grade

**Course Description:** Elementary physical education

**Time/Credit for this Course:** 1 day/week for 40 weeks

**Curriculum Writing Committee:** Nicholas Woodward

## Curriculum Map

<b><u>August:</u></b>	Introduction to physical education: Safety guidelines and course expectations
<b><u>September:</u></b>	Introduce guidelines and expectations Body movement: General movement and game concepts Invasion: Soccer skills
<b><u>October:</u></b>	Invasion: Soccer skills Hit, run and field: Passing, receiving and kicking skills
<b><u>November:</u></b>	Body movement: Health-related components of fitness Body movement: Formative fitness assessments
<b><u>December:</u></b>	Invasion: Hockey skills Hit, run and field: Striking skills
<b><u>January:</u></b>	Hit, run and field: Striking skills Body movement: Jump rope skills and dance
<b><u>February:</u></b>	Body movement: Jump rope skills and dance Invasion: Basketball skills
<b><u>March:</u></b>	Invasion: Basketball skills Net games: Volleyball skills Target: Frisbee/Disc golf skills
<b><u>April:</u></b>	Body movement: Summative fitness assessments Cooperative: Cooperative and parachute activities
<b><u>May:</u></b>	Hit, run and field: Diamond activities Target activities: Backyard games
<b><u>June:</u></b>	Wrap-up activity

## Planned Course Materials

**Course Title:** 2nd Grade Physical Education

**Teacher Resources:**

- Dynamic Physical Education for Elementary School Children (Kirchner)
- Dynamic Physical Education for Elementary School Children (Pangrazi)
- The Ultimate Sport Lead-Up Game Book (Bailey)
- The Great Games Handbook for Elementary Physical Education (Tiller)
- Great Activities: K-6 Physical Education Games and Activities
- PE2theMax (Hughes)
- Pre-Sport Skills Activities Program (Turner)
- Parachute Games (Strong/LeFevre)
- Fitness for Children (Hinson)
- Active Bodies, Active Brains (Clancy)
- No Standing Around In My Gym (Hughes)
- P.E. Central
- Mr. Gym
- PE4Life
- Aahperd.org
- Pelinks4u
- Open PE.com

## Curriculum Scope & Sequence

**Planned Course:** 2nd Grade Physical Education

**Unit:** Introduction to Physical Education: Safety Guidelines and Course Expectations

**Time frame:** 1- 2 classes

**State Standards:** 10.3.3.A-D

**Essential content/objectives:** At the end of the unit, students will be able to:

- Recognize safe/unsafe practices in the home, school and community.
- Recognize emergency situations and explain appropriate responses.
- Recognize conflict situations and identify strategies to avoid or resolve.
- Identify and use safe practices in physical activity settings (e.g., proper equipment, knowledge of rules, guidelines of safe play, warm-up, cool-down).
- Identify class expectations specific to 2<sup>nd</sup> grade physical education

**Core Activities:**

- Class procedures
- Practice of all locomotor movements
- Tag games

**Extensions:** Cue card relay race reinforcing safety rules and class expectations

**Remediation:**

- Proximity instruction
- Reiteration
- Partner share

**Instructional Methods:**

- Teacher demonstration and explanation
- Student observation
- Question and answer session

**Materials & Resources:**

- Teacher generated poster or hand-out
- Cue cards
- Rubric assessment cards
- Class recording sheet

**Assessments:**

- Teacher observation
- Question and answer responses

## Curriculum Scope & Sequence

**Planned Course:** 2nd Grade Physical Education

**Unit:** Body movement: General Movement and Game Concepts

**Time frame:** 1-2 classes

**State Standards:** 10.3.3.D, 10.4.3.A-F, 10.5.3.A, B & F

**Essential content/objectives:** At the end of the unit, students will be able to:

- Control force (strong and light) and speed (fast and slow) while moving in static and dynamic environments
- Identify and use safe practices in physical activity settings (e.g., warm-up, cool-down)
- Explain the difference between self space and general space
- Identify and engage in physical activities that promote physical fitness and health
- Know the positive and negative effects of regular participation in moderate to vigorous physical activities
- Know and recognize changes in body responses during moderate to vigorous physical activity
- Identify likes and dislikes related to participation in physical activities
- Identify reasons why regular participation in physical activities improves motor skills
- Discuss ways to encourage others to be physically active with friends
- Recognize and use basic movement skills and concepts
- Recognize the concepts of motor skill development using appropriate vocabulary
- Recognize game strategies using appropriate vocabulary
- Participates in physical activities that bring confidence and challenge
- Demonstrate and explain their understanding of mirroring

**Core Activities:**

- Practice all locomotor movements
- Practice all non-locomotor movements
- Sneak up tag
- Everyone's It
- Toilet tag
- Cone up-cone down
- Partner tag
- Eleves, wizards, giants tag
- Rock, paper, scissor tag

**Extensions:**

- Choose a new skill to learn
- Practice
- Monitor one's own progress

**Remediation:**

- Partner work
- Small grouping
- Content reiteration

**Instructional Methods:**

- Teacher demonstration and explanation
- Student practice
- Group practice and application
- Peer monitoring
- Student question and answer session
- Student provided examples and ideas

**Materials & Resources:**

- Cones
- Poly spots
- Floor tape
- Whistle
- Stopwatches
- Cue cards
- Hula hoops

**Assessments:**

- Teacher observation
- Rubric

## Curriculum Scope & Sequence

**Planned Course:** 2nd Grade Physical Education

**Unit:** Invasion: Soccer Skills

**Time frame:** 3 classes

**State Standards:** 10.3.3.D, 10.4.3.A-F, 10.5.3.A, C & F

**Essential content/objectives:** At the end of the unit, students will be able to:

- Identify and use safe practices in physical activity settings (e.g., proper equipment, knowledge of rules, guidelines of safe play, warm-up, cool-down).
- Use soft touches on the soccer ball in order to keep it in their personal space
- Begin with basic ball handling within personal space and progress to control ball handling in general space
- Increase speed and complexity by changing directions and pathways
- List three activities that can make their heart muscle grow stronger
- Accurately pass to their partner following the cues that they learn in class with dominant and non-dominant foot
- Explain why physical activity is an important part of everyone's health balance
- Know and recognize changes in body responses during moderate to vigorous physical activity
- Identify likes and dislikes related to participation in physical activities
- Identify reasons why regular participation in physical activities improves motor skills
- Discuss ways to encourage others to be physically active with friends
- Recognize and use basic movement skills and concepts
- Recognize the concepts of motor skill development using appropriate vocabulary
- Recognize game strategies using appropriate vocabulary
- Participates in physical activities that bring confidence and challenge
- Demonstrate their understanding of mirroring

**Core Activities:**

- Passing against a wall
- Passing and trapping with a partner
- Place kicking
- Punting
- Sideline throw-ins
- Dribbling: toe taps, dominant foot, non-dominant foot, both feet, inside, outside, laces, dribble and mark, dribble and steal
- Passing: dominant foot, non-dominant foot, inside, outside, laces, monkey in the middle
- Shooting: dominant foot, non-dominant foot, inside
- Stations
- Slot soccer, scooter soccer, sideline soccer, monkey in the middle (5v1)

**Extensions:**

- One goal soccer
- Map out game strategies in a given sport/activity

**Remediation:**

- Small group activity
- Teacher pairing
- Additional time for skill development

**Instructional Methods:**

- Teacher demonstration and explanation
- Student practice
- Group practice and application
- Peer monitoring
- Student question and answer session
- Student provided examples and ideas

**Materials & Resources:**

- Whistles
- Stopwatches
- Various balls
- Poly spots
- Goals
- Cones
- Pinnies
- Scooters

**Assessments:**

- Teacher observation
- Student self-assessment
- Rubric



## Curriculum Scope & Sequence

**Planned Course:** 2nd Grade Physical Education

**Unit:** Invasion: Passing, receiving, and kicking skills

**Time frame:** 4 classes

**State Standards:** 10.3.3.D, 10.4.3.A-F, 10.5.3.A, C & F

**Essential content/objectives:** At the end of the unit, students will be able to:

- Identify and use safe practices in physical activity settings (e.g., proper equipment, knowledge of rules, guidelines of safe play, warm-up, cool-down).
- Identify and engage in physical activities that promote physical fitness and health
- Know the positive and negative effects of regular participation in moderate to vigorous physical activities
- Know and recognize changes in body responses during moderate to vigorous physical activity
- Identify likes and dislikes related to participation in physical activities
- Identify reasons why regular participation in physical activities improves motor skills
- Discuss ways to encourage others to be physically active with friends
- Recognize and use basic movement skills and concepts
- Repeat the cues for throwing
- Recognize game strategies using appropriate vocabulary
- Participates in physical activities that bring confidence and challenge
- Demonstrate their understanding of mirroring

**Core Activities:**

- Throwing form and warmup: overhand movement
- Throwing a spiral
- Throwing and catching with a partner
- Route running without a defender
- Route running with a defender
- Place kicking
- Punting a round ball or football

**Extensions:**

- Passer, receiver, defender mini game
- Create his/her own game to conduct in class
- Map out game strategies in a given sport/activity
- Jackpot

**Remediation:**

- Small group activity
- Teacher pairing
- Additional time for skill development
- Larger ball
- Softer ball

**Instructional Methods:**

- Teacher demonstration and explanation
- Student practice
- Group practice and application
- Peer monitoring
- Student question and answer session
- Student provided examples and ideas

**Materials & Resources:**

- Whistles
- Stopwatches
- Various balls
- Poly spots
- Goals
- Cones

**Assessments:**

- Teacher observation
- Student self-assessment
- Rubric

## Curriculum Scope & Sequence

**Planned Course:** 2nd Grade Physical Education

**Unit:** Health-Related Components of Fitness and Formative Fitness Assessments

**Time frame:** 5 classes

**State Standards:** 10.3.3.D, 10.4.3.A-F, 10.5.3.A, B, D & E

**Essential content/objectives:** At the end of the unit, students will be able to:

- Identify and use safe practices in physical activity settings (e.g., proper equipment, knowledge of rules, guidelines of safe play, warm-up, cool-down).
- Identify and engage in physical activities that promote physical fitness and health
- Discuss that their heart is a muscle that beats faster and grows stronger with physical activity
- Know and recognize changes in body responses during moderate to vigorous physical activity
- Identify physical activities that are enjoyable
- Use a variety of locomotor movements to travel with balance at various speeds
- Identify reasons why regular participation in physical activities improves motor skills
- Discuss ways to encourage others to be physically active with friends
- Recognize and use basic movement skills and concepts
- Use muscles in a variety of different ways to improve and maintain balances
- Identify and use principles of exercise to improve movement and fitness activities.
- Identify how to have a base of support impacts performance during different activities
- Participates in physical activities that bring confidence and challenge

**Core Activities:**

- Learning health related components of fitness
- Learning skill related components of fitness
- Finding resting and active heart rate
- Fitness stations

**Extensions:** Allow additional time and opportunity for additional fitness work

**Remediation:**

- Adaptations to fitness skills
- Opportunity for modified exercise
- Visual aide
- Partner support

**Instructional Methods:**

- Teacher demonstration and explanation
- Student practice
- Group practice and application
- Peer monitoring
- Student question and answer session
- Student provided examples and ideas

**Materials & Resources:**

- Folding mats
- Agility ladders
- Stopwatches
- Medicine balls
- Pull up/chin up bar
- Elastic bands
- Floor tape
- Pacer Test CD
- Sit 'N Reach Box
- Standing Broad Jump Mat
- Cones
- Cue cards

**Assessments:**

- Teacher observation
- Student documentation of scores
- Technique rubrics

## Curriculum Scope & Sequence

**Planned Course:** 2nd Grade Physical Education

**Unit:** Invasion: Hockey Skills

**Time frame:** 2 classes

**State Standards:** 10.3.3.D, 10.4.3.A-F, 10.5.3.A, C & F

**Essential content/objectives:** At the end of the unit, students will be able to:

- Identify and use safe practices in physical activity settings (e.g., proper equipment, knowledge of rules, guidelines of safe play, warm-up, cool-down).
- Identify and engage in physical activities that promote physical fitness and health
- Know the positive and negative effects of regular participation in moderate to vigorous physical activities
- Know and recognize changes in body responses during moderate to vigorous physical activity
- Identify likes and dislikes related to participation in physical activities
- Identify reasons why regular participation in physical activities improves motor skills
- Discuss ways to encourage others to be physically active with friends
- Play in a defensive position to stop a pass
- Recognize the concepts of motor skill development using appropriate vocabulary
- Tap the ball forward with a safe amount of force –keeping the ball close and under control
- Learn about open space and open passing lanes
- Participates in physical activities that bring confidence and challenge
- Demonstrate their understanding of mirroring

**Core Activities:**

- Passing and receiving with a partner
- Passing: Dominant side, non-dominant side, monkey in the middle
- Shooting: Dominant side, non-dominant side, wrist shots, distance, accuracy
- Dribbling: inside and outside side of stick, dribble and mark, dribble and steal
- Stations
- Scooter hockey, one goal hockey, sideline hockey, monkey in the middle (5v1), [noodle hockey](#)

**Extensions:** Slot hockey, monkey in the middle (4v2, 3v3)

**Remediation:**

- Small group activity
- Teacher pairing
- Additional time for skill development

**Instructional Methods:**

- Teacher demonstration and explanation
- Student practice
- Group practice and application
- Peer monitoring
- Student question and answer session
- Student provided examples and ideas

**Materials & Resources:**

- Whistles
- Stopwatches
- Various balls
- Poly spots
- Goals
- Cones
- Pinnies
- Short sticks
- Scooters

**Assessments:**

- Teacher observation
- Student self-assessment
- Rubric

## Curriculum Scope & Sequence

**Planned Course:** 2nd Grade Physical Education

**Unit:** Hit, run and field: Striking Skills

**Time frame:** 2 classes

**State Standards:** 10.3.3.D, 10.4.3.D-F, 10.5.3.A-C, E & F

**Essential content/objectives:** At the end of the unit, students will be able to:

- Identify and use safe practices in physical activity settings (e.g., proper equipment, knowledge of rules, guidelines of safe play, warm-up, cool-down).
- Identify likes and dislikes related to participation in physical activities
- Identify reasons why regular participation in physical activities improves motor skills
- Discuss ways to encourage others to be physically active with friends
- Recognize and use basic movement skills and concepts
- Hit a ball underhand tossed ball
- Recognize the concepts of motor skill development using appropriate vocabulary
- Recognize game strategies using appropriate vocabulary
- Track score based on game rules
- Participates in physical activities that bring confidence and challenge

**Core Activities:**

- Hitting a stationary ball
- Hitting an underhand thrown ball
- Hit, run and field
- Home run derby

**Extensions:**

- Soft toss
- Self pitch
- Acquire and practice the desired skills using the non-dominant hand (switch hitting)

**Remediation:**

- Use of a batting tee
- Shorter implement
- Larger striking surface
- Larger object to strike
- Change distance between thrower and striker

**Instructional Methods:**

- Teacher demonstration and explanation
- Student practice
- Group practice and application
- Peer monitoring
- Student question and answer session
- Student provided examples and ideas

**Materials & Resources:**

- Assortment of striking implements
- Assortment of targeted objects
- Bases
- Nets
- Targets

**Assessments:**

- Teacher observation
- Technique rubric
- Student self-assessment



## Curriculum Scope & Sequence

**Planned Course:** 2nd Grade Physical Education

**Unit:** Body movement: Jump rope skills and dance

**Time frame:** 4 classes

**State Standards:** 10.3.3.D, 10.4.3.A-F, 10.5.3.A, B, D & E

**Essential content/objectives:** At the end of the unit, students will be able to:

- Identify and use safe practices in physical activity settings (e.g., proper equipment, knowledge of rules, guidelines of safe play, warm-up, cool-down).
- Work to maintain balance during all movement activities
- Work to increase their heart rate during movement activities
- Move in their personal space to the rhythm of the music
- Perform locomotor skills to the beat of the music
- Actively participate by moving their body to the rhythm of the music
- Identify the locomotor and non-locomotor movements used in dance
- Know and recognize changes in body responses during moderate to vigorous physical activity
- Identify likes and dislikes related to participation in physical activities
- Identify reasons why regular participation in physical activities improves motor skills
- Discuss ways to encourage others to be physically active with friends
- Recognize and use basic movement skills and concepts
- Recognize the concepts of motor skill development using appropriate vocabulary
- Participates in physical activities that bring confidence and challenge
- Turn and jump ten consecutive times
- Turn a rope for a peer who is jumping

**Core Activities:**

- Singles: Straight jumps, backward jumps, scissor jumps, x-jumps, double jumps
- Partner: Single turner, double turner, long ropes(rivers, mountains, turn and jump)
- Jumping stations
- Jumping bands
- Jumping wand whole class
- [Silly dances:](#) follow the music dances, chicken dance, YMCA, cupid shuffle, cha-cha slide, electric slide

**Extensions:**

- Develop advanced jumping skills and routines
- Double dutch(turning only)
- Long jump rope with recommended tricks
- Start inside of the long jump rope(s) before turners spin the rope

**Remediation:**

- Place rope on ground
- Jump with no rope
- Turn and step over rope
- Slow turning rate
- Side turns to practice the act of jumping and the timing of the spin

**Instructional Methods:**

- Teacher demonstration and explanation
- Student practice
- Group practice and application
- Peer monitoring
- Student question and answer session
- Student provided examples and ideas

**Materials & Resources:**

- Short jump ropes
- Long jump ropes
- Lemon twists
- Individual jumping wands
- Skip-it
- Hula hoops
- Music
- Dyna-Bands
- Chinese jump ropes
- Stopwatches
- Posters
- Cue cards

**Assessments:**

- Teacher observation
- Student tracking
- Peer monitoring
- Technique rubric

## Curriculum Scope & Sequence

**Planned Course:** 2nd Grade Physical Education

**Unit:** Invasion: Basketball Skills

**Time frame:** 4 classes

**State Standards:** 10.3.3.D, 10.4.3.A, B, D-F, 10.5.3.A-C, F

**Essential content/objectives:** At the end of the unit, students will be able to:

- Identify and use safe practices in physical activity settings (e.g., proper equipment, knowledge of rules, guidelines of safe play, warm-up, cool-down).
- Find their pulse throughout the activity in order to see if it is beating faster during resting or working
- Know the positive and negative effects of regular participation in moderate to vigorous physical activities
- Count consecutive dribbles as they walk/jog in general space
- Alternate dominant and non-dominant hands as they move
- Identify likes and dislikes related to participation in physical activities
- Describe a strong pass and a light pass during class discussion
- “show hands,” working to catch the ball with hands, rather than trapping it against their body
- Bounce pass and move to an open space to receive a pass from a peer
- Chest pass the ball to a wall target using a force that is safe
- Focus on controlling force and maintaining a safe distance from a peer for a chest pass
- Identify reasons why regular participation in physical activities improves motor skills
- Discuss ways to encourage others to be physically active with friends
- Recognize and use basic movement skills and concepts
- Participates in physical activities that bring confidence and challenge
- Demonstrate their understanding of mirroring
- Apply open passing lanes
- Keep working on improving their skills, even when the activity is difficult
- Practice good shooting form
- Rebound a ball before the ball bounces two times
- Apply open space in a passing game

**Core Activities:**

- Dribbling: dominant hand, non-dominant hand, crossover, behind back,
- Passing: chest, bounce, monkey in the middle (5v1)
- Rebounding: shoot and rebound before the ball bounces twice
- Shooting: free throws, jump shorts
- Stations
- Games: dunkball, scooter basketball

**Extensions:**

- Dribbling between legs
- Monkey in the middle (4v2, 3v3)
- Lay-up, skyhook

**Remediation:**

- Smaller basketball
- Lowered hoop
- Two-handed dribble
- Unlimited steps on a lay-up

**Instructional Methods:**

- Teacher demonstration and explanation
- Student practice
- Group practice and application
- Peer monitoring
- Student question and answer session
- Student provided examples and ideas

**Materials & Resources:**

- Basketballs
- Basketball hoops
- Pinnies
- Cones
- Stopwatches
- Floor tape
- Visual aide
- Whistle
- Music
- Scooters
- Posters
- Cue cards

**Assessments:**

- Teacher observation
- Technique rubric

## Curriculum Scope & Sequence

**Planned Course:** 2nd Grade Physical Education

**Unit:** Net-wall: Volleyball skills

**Time frame:** 2 classes

**State Standards:** 10.4.6.D-F, 10.5.6.C, E & F

**Essential content/objectives:** At the end of the unit, students will be able to:

- Volley the oversized beach volleyball up into the air as many times as they can before it hits the floor
- Strike and then catch a oversized beach volleyball without it hitting the ground
- Use the correct amount of force when striking a ball
- Move into position in order to strike (or catch) beach volleyball
- Volley continuous hits with both dominant and non-dominant hands
- Describe factors that affect childhood physical activity preferences
- Identify factors that have an impact on the relationship between regular participation in physical activity and the degree of motor skill improvement
- Describe positive and negative ways to encourage peers during physical activities
- Identify and apply the concept of motor skill development to a variety of basic skills
- Actively engage and work to improve their volleying skills
- Identify game strategies to basic game and physical activities
- Participates in physical activities that bring confidence and challenge
- Play in a designated space without entering other areas

**Core Activities:**

- Passing: Throwing, catching, bumping, setting
- Serving: Throwing, underhand serving
- Covering: Special awareness, rotation
- Keep-it-up, serve, bump set,

**Extensions:**

- Newcomb ball
- Consecutive independent bumps/set
- Consecutive group bumps/set
- Four square

**Remediation:**

- Beach volleyball
- Catch the ball when needed to allow play to continue
- Allow the ball to bounce and remain in play

**Instructional Methods:**

- Teacher demonstration and explanation
- Student demonstrations
- Independent practice
- Group practice and application
- Peer monitoring and feedback

**Materials & Resources:**

- Oversized volleyballs
- Beach volleyball
- Whistle
- Cones
- Cone topper quick nets
- Mats

**Assessments:**

- Teacher observation
- Student self-assessment
- Skill rubric

## Curriculum Scope & Sequence

**Planned Course:** 2nd Grade Physical Education

**Unit:** Target: Frisbee/Disc golf skills

**Time frame:** 2 classes

**State Standards:** 10.3.3.D, 10.4.3.A-C, D-F, 10.5.3.A, C & F

**Essential content/objectives:** At the end of the unit, students will be able to:

- Identify and use safe practices in physical activity settings (e.g., proper equipment, knowledge of rules, guidelines of safe play, warm-up, cool-down).
- Identify and engage in physical activities that promote physical fitness and health
- Identify likes and dislikes related to participation in physical activities
- Discuss ways to encourage others to be physically active with friends
- Recognize movement skills and concepts
- Recognize the concepts of motor skill development using appropriate vocabulary
- Properly hold a disc
- Putt a disc towards a basket
- Throw a disc with a backhand motion
- Throw a disc with a forehand motion
- Play a jackpot style game
- Run a predetermined route

**Core Activities:**

- Backhand throwing
- Throwing and catching with a partner
- Putting
- Forehand throwing
- Student designed route running without a defender
- Frisbee jackpot
- Frisbee clean my yard

**Extensions:**

- Longer throws
- Throwing a disc on hyzer
- Passer, receiver, defender mini game

**Remediation:**

- Shorter distance
- Soft disc
- Small group activity
- Teacher pairing
- Additional time for skill development

**Instructional Methods:**

- Teacher demonstration and explanation
- Student practice
- Group practice and application
- Peer monitoring
- Student question and answer session
- Student provided examples and ideas

**Materials & Resources:**

- Whistles
- Stopwatches
- Various Frisbees in size, weight and softness
- Poly spots
- Goals
- Cones

**Assessments:**

- Teacher observation
- Student self-assessment
- Rubric



## Curriculum Scope & Sequence

**Planned Course:** 2nd Grade Physical Education

**Unit:** Body movement: Summative fitness assessment  
Cooperative: Cooperative games parachute activities

**Time frame:** 4 Classes

**State Standards:** 10.3.3.D, 10.4.3.A-F, 10.5.3.A, B, D & E

**Essential content/objectives:** At the end of the unit, students will be able to:

- Identify and use safe practices in physical activity settings (e.g., proper equipment, knowledge of rules, guidelines of safe play, warm-up, cool-down).
- Execute each practiced skill-related component of fitness
- Execute each practiced health-related component of fitness
- Demonstrate proper etiquette by following the rules for each activity
- Demonstrate proper tagging
- Maintain balance during all movement activities
- Know and recognize changes in body responses during moderate to vigorous physical activity
- Identify likes and dislikes related to participation in physical activities
- Recognize basic movement skills and concepts
- Use muscular strength and endurance to perform parachute activities
- Demonstrate safe and cooperative play during all parachute activities
- Demonstrate control and move the parachute at high, medium, and low levels
- Work cooperatively with their classmates and use the parachute appropriately
- Discuss parachute safety rules
- Stay actively engaged during all activities
- Participates in physical activities that bring confidence and challenge

**Core Activities:**

- Show health related components of fitness
- Show skill related components of fitness
- [Operation gumball](#)
- Indoor capture the flag
- [The Basics](#): With locomotor movements
- [Ball Fun](#): Roller ball
- [Under The Chute](#): Student lead
- [Parachute Games](#): Superman's Cape

**Extensions:** Presidential fitness testing

**Remediation:**

- Adaptations to fitness assessment
- Opportunity for modified exercise
- Visual aide
- Partner support

**Instructional Methods:**

- Teacher demonstration and explanation
- Student practice
- Group practice and application
- Peer monitoring
- Student provided examples and ideas

**Materials & Resources:**

- Folding mats
- Agility ladders
- Stopwatches
- Medicine balls
- Warrior ropes
- Pull up/chin up bar
- Elastic bands
- Floor tape
- Pacer Test CD
- Sit 'N Reach Box
- Standing Broad Jump Mat
- Cones
- Cue cards
- Field paint
- Large parachute
- Small parachutes

**Assessments:**

- Teacher observation
- Student documentation of scores
- Technique rubrics

## Curriculum Scope & Sequence

**Planned Course:** 2nd Grade Physical Education

**Unit:** Hit, run and field: Diamond Activities

**Time frame:** 2 Classes

**State Standards:** 10.3.3.D, 10.4.3.D-F, 10.5.3.A-C, E & F

**Essential content/objectives:** At the end of the unit, students will be able to:

- Identify and use safe practices in physical activity settings (e.g., proper equipment, knowledge of rules, guidelines of safe play, warm-up, cool-down).
- Identify likes and dislikes related to participation in physical activities
- Identify reasons why regular participation in physical activities improves motor skills
- Discuss ways to encourage others to be physically active with friends
- Recognize and use basic movement skills and concepts
- Recognize and describe the concepts of motor skill development using appropriate vocabulary
- Describe how force affects the balls movement
- Discuss striking the ball to different parts of the field
- Field a ball and throw it to a specific location
- Strike a ball and run to a specific location

**Core Activities:**

- Feilding: Throwing, catching, ground balls
- Striking: Kicking and hitting
- Base running: First through home
- Kickball: Pitchers poison, tagging runners and throwing out

**Extensions:**

- Tagging up
- Stealing

**Remediation:**

- Larger ball
- Lighter ball
- Shorter distance to base
- Kicking a stationary ball

**Instructional Methods:**

- Teacher demonstration and explanation
- Student practice
- Group practice and application
- Peer monitoring
- Student provided examples and ideas

**Materials & Resources:**

- Throw down based
- Batting tees
- Cones
- Kickballs
- Wiffle balls
- Gator balls
- Plastic bats

**Assessments:**

- Teacher observation
- Student documentation of scores
- Technique rubrics

## Curriculum Scope & Sequence

**Planned Course:** 2nd Grade Physical Education

**Unit:** Target: Backyard games

**Time frame:** 2 classes

**State Standards:** 10.3.3.D, 10.4.3.A-F, 10.5.3.A, C & F

**Essential content/objectives:** At the end of the unit, students will be able to:

- Identify and use safe practices in physical activity settings (e.g., proper equipment, knowledge of rules, guidelines of safe play, warm-up, cool-down).
- Know and recognize changes in body responses during moderate to vigorous physical activity
- Identify likes and dislikes related to participation in backyard games
- Identify reasons why regular participation in physical activities improves motor skills
- Discuss ways to encourage others to be physically active with friends
- Use the cues for underhand tossing in order to hit a target
- Recognize game strategies using appropriate vocabulary
- Participate in physical activities that bring confidence and challenge
- Take turns with peers allowing others to toss their implement
- Keep score during a tossing game
- Play a variety of games against different peers

**Core Activities:**

- Two team structure playing across from ones partner
- Corn hole(bean bag toss)
- Quoits (Ring toss)
- Ladder ball
- Stations

**Extensions:**

- Keeping score
- Extend the distance to the target
- Use non-dominant hand to toss
- Look at target but then close eyes before tossing

**Remediation:**

- Small group activity
- Teacher pairing
- Additional time for skill development
- Shorter distance to target

**Instructional Methods:**

- Teacher demonstration and explanation
- Student practice
- Group practice and application
- Peer monitoring
- Student question and answer session
- Student provided examples and ideas

**Materials & Resources:**

- Whistles
- Stopwatches
- Poly spots
- Goals
- Cones
- Rings
- Quoits
- Quoit boards
- Ladder ball racks
- Ladder ball tethers
- Bean bags
- Hoops

**Assessments:**

- Teacher observation
- Student self-assessment
- Rubric