Physical Education 2nd Grade

Unit:	2nd Grade- Body Parts, Locomotor Skills, and Directional Parameters
Big Ideas:	Participation in physical activity impacts wellness throughout a lifetime. Quality lifelong movement is based on scientific concepts/principles.
Unit Essential Questions:	What are the names of my body parts? How must I behave in this class? How can I move my body? What are the most effective ways to move my body? Why is it important to move my body? Standards and Anchors: 10.3.3.A,C,D; 10.4.3.A,E,F; 10.5.3.A,C,F R3.A.2.6.1 M3.C.1.1.1

Concept & Pacing	New Emphasis (Pa Core Standard)	Key Vocabulary	Mini-Lessons/Activities	Instructional Materials	Assessments
5 Classes (Reinforced throughout the year)	10.3.3.A,C,D 10.4.3.A,E,F 10.5.3.A,C,F	Identify 25 basic body parts Personal space General space Walk Run Jog Hop Jump Skip Leap Dodge Identify 6 main directions Directional combinations Game rules	Body part identification game; Touch body parts; Cat and rat; Movement exploration problem solving; Mousetrap game; Spiders and flies ;Kangaroo jump relay; Circle dodge ball	Textbook Playground balls Dodgeballs Body parts poster Posters and bulletin boards Teacher designed activities	Teacher observation Checklist of skill performance Student skill demonstration Question/answer sessions

Unit:	2nd Grade- Movement Exploration				
Big Ideas:	Participation in physical activity impacts wellness throughout a lifetime. Quality lifelong movement is based on scientific concepts/principles.				
Unit Essential Questions:	Why must I listen and follow directions? What must I do to move my body and objects accurately and safely? How do I get my body ready for movement? Why is it important to always try to improve myself physically? What will happen if I do not work cooperatively with others? How do I use what I learn to improve my health and wellness? How do I use what I learn to improve my health and wellness? Standards and Anchors: 10.3.3.A,C,D; 10.4.3.A,B,C,D,E,F; 10.5.3.A,B,C,D,E,F R3.A.2.6.1 M3.C.1.1.1				
Concept & Pacing	**New Emphasis (Pa Core Standard)**	**Key Vocabulary**	**Mini-Lessons/Activities**	**Instructional Materials**	**Assessments**
5 Classes (Some activities overlap with Fitness Testing)	10.3.3.A,C,D 10.4.3.A,B,C,D,E,F 10.5.3.A,B,C,D,E,F	Body control Proper technique Bounce Roll Toss Pass Catch Focus Listening Creativity Cooperation Strike Gutter ball	Movement exploration problem solving; Game of cars; Drag races; directional response movement; Fitness test practice; Hot potato (variations); Thematic Halloween obstacle course	Textbook Cooperative behavior and sportsmanship posters Halloween music, decorations, obstacle course creations and story Posters and bulletin boards Teacher designed activities	Teacher observation Checklist of skill performance Student skill demonstration Question/answer sessions

Unit:	2nd Grade President's "Challenge" Physical Fitness Testing				
Big Ideas:	Quality lifelong movement is based on scientific concepts/principles. Participation in physical activity impacts wellness throughout a lifetime.				
Unit Essential Questions:	What are the three parts of exercise? Why are warm-up stretches and cool-down activities important? What must I do to improve my physical health and skill development? What is the F.I.T.T. Formula of Exercise and how do I use this formula to improve my health and wellness?				
Concept & Pacing	**New Emphasis (Pa Core Standard)**	**Key Vocabulary**	**Mini-Lessons/Activities**	**Instructional Materials**	**Assessments**
5-6 Classes	10.4.3A,B,C,D,E,F 10.5.3C,D	Jog Run Power walking Frequency/Intensity/Time/Type Repetitions/sets Warm-up/Cool-down Pacing Agility Flexibility Endurance Strength	Endurance run test >6&7 year olds do ¼ mile run >8&9 year olds do ½ mile run >10&older do 1 mile run Pull-up or Flex arm hang test Shuttle run test Curl-up test V-sit reach test Bombardment Capture the Flag	Stop watch Measured track or running area Pull-up bar Floor tape Chalkboard erasers Padded mats V-sit reach box or foot ruler and masking tape Testing score sheets Parent letter informational paper Student personalized score sheet report Physical fitness test charts, posters, awards, and Top Gun records	Modified scoring based on student performance using the President "Challenge" scoring charts Assigned homework to practice for the fitness tests utilizing the learned F.I.T.T. Formula of Exercise

Unit:	2nd Grade Ball and Body Control				
Big Ideas:	Participation in physical activity impacts wellness throughout a lifetime. Quality lifelong movement is based on scientific concepts/principles.				
Unit Essential Questions:	How can I move my body safely and efficiently? What are the most effective ways to work cooperatively with a partner and a team? What must I do to move and control a soccer ball? What can I do to stay physically active? Standards and Anchors: 10.3.3.A,C,D; 10.4.3.A,B,C,D,E,F; 10.5.3.A,B,C,D,E,F R3.A.2.6.1 M3.C.1.1.1				
Concept & Pacing	**New Emphasis (Pa Core Standard)**	**Key Vocabulary**	**Mini-Lessons/Activities**	**Instructional Materials**	**Assessments**
4 Classes	10.3.3.A,C,D 10.4.3.A,B,C,D,E,F 10.5.3.A,B,C,D,E,F	Slide Gallop Kick Explosive jumping Working cooperatively Soccer dribble Bilateral foot control Soccer ball shooting Personal space General space Dodge Timing Action plan	Soccer skills practice; Groundhog hole; Fitness test practice; Storm the fort with goals and goal keepers; Line soccer dodge ball	Cones Soccer balls Posters and bulletin boards Teacher designed activities Jump ropes Hula hoops Pinnies	Teacher observation Checklist of skill performance Student skill demonstration Question/answer sessions

Unit:	2nd Grade Locomotor Skills, Body Control, Thinking and Reacting Skills				
Big Ideas:	Participation in physical activity impacts wellness throughout a lifetime. Community well-being is dependent upon personal and social responsibility.				
Unit Essential Questions:	How does the world around me impact my body movements? Why are game rules and signals important? How can I use body movements to solve problems? What role does individual and team strategy play in achieving game success? How can daily physical activity improve my health and wellness? Why do we perform physical fitness tests? Standards and Anchors: 10.3.3.A,C,D; 10.4.3.A,B,C,D,E,F; 10.5.3.A,B,C,D,E,F R3.A.2.6.1				
Concept & Pacing	**New Emphasis (Pa Core Standard)**	**Key Vocabulary**	**Mini-Lessons/Activities**	**Instructional Materials**	**Assessments**

3 Classes (Some activities overlap with Fitness testing)	10.3.3.A,C,D 10.4.3.A,B,C,D,E,F 10.5.3.A,B,C,D,E,F	Lifetime wellness Action-reaction Strategy (individual/team) Teamwork Timing Body control Empathy	Bombardment (variations); Fitness test ; Capture the flag; Christmas-Winter activity obstacle course	Cones Flags Dodgeballs Christmas music, decorations, and obstacle course creations and story Posters and bulletin boards Teacher designed activities	Teacher observation Checklist of skill performance Student skill demonstration Question/answer sessions	
Unit:	2nd Grade Body Awareness					Awarene
Big Ideas:	Participation in physical activity impacts wellness throughout a lifetime. Community well-being is dependent upon personal and social responsibility.					
Unit Essential Questions:	How can I move my body? How does the world around me impact my body movements? How can I use body movements to solve problems? What happens to my body during physical activity? What must I do to control objects? How can strategy influence game success?					

	Standards and Anchors: 10.3.3.A,C,D; 10.4.3.A,B,C,D,E,F; 10.5.3.A,B,C,D,E,F R3.A.2.6.1 M3.C.1.1.1				
Concept & Pacing	**New Emphasis (Pa Core Standard)**	**Key Vocabulary**	**Mini-Lessons/Activities**	**Instructional Materials**	**Assessments**
5 Classes	10.3.3.A,C,D 10.4.3.A,B,C,D,E,F 10.5.3.A,B,C,D,E,F	Body control Object control Reaction Speed Height levels Spatial directions Work cooperatively Problem solving Object control Quickness Body awareness Signal Freeze	Red light-green light; One leg tag; Rob the nest; Couple tag (variations); Earthquake; Charlie (Sally) over the water; Target roll; Movement exploration problem solving; Target throw; Partner throw and catch	Hula hoops Scoops Yarn balls Playground balls Cones Charlie over the water chant Posters and bulletin boards Teacher designed activities	Teacher observation Checklist of skill performance Student skill demonstration Question/answer sessions

Unit:	2nd Grade Whole Class Cooperative Activities
Big Ideas:	Participation in physical activity impacts wellness throughout a lifetime. Community well-being is dependent upon personal and social responsibility.
Unit Essential Questions:	What can I do with a parachute? How does cooperation affect parachute activity success? How can I move my body safely and efficiently? What can I learn from participating in a scooter game? What exercises and activities can I do to improve my health and wellness?

Concept & Pacing	New Emphasis (Pa Core Standard)	Key Vocabulary	Mini-Lessons/Activities	Instructional Materials	Assessments
2 Classes	10.3.3.A,C,D; 10.4.3.A,B,C,D,F 10.5.3.A,B,C,D,E,F	Grip Gore Cooperate Simultaneous action Success Safe use of equipment Effort Timing Passing Teamwork Maintaining space/positions	Movement exploration problem solving; Parachute activities; Parachute games; Scooter exploration; Scooter pinball	Playtime Parachute Fun-cassette by Georgiana Stewart (KIMBO- KIM 7056C) Scooters Beach balls Goals Floor dots Cones Posters and bulletin boards Teacher designed activities	Teacher observation Checklist of skill performance Student skill demonstration Question/answer sessions

Unit:	2nd[t] Grade Jump Rope				
Big Ideas:	Participation in physical activity impacts wellness throughout a lifetime. Community well-being is dependent upon a balance of personal and social responsibility.				
Unit Essential Questions:	How does the "Jump Rope for Heart" program help the community? What personal benefits do you gain by participating in the "Jump Rope for Heart" program? What skills and strategies are used to jump rope? How do I use the jump rope skills with my classmates?				
Concept & Pacing	**New Emphasis (Pa Core Standard)**	**Key Vocabulary**	**Mini-Lessons/Activities**	**Instructional Materials**	**Assessments**
2 Classes (6-7 weeks for the securing of donations for the American Heart Association)	10.3.3A,C,D 10.4.3A,B,C,D,E,F 10.5.3A,B,C,D,E	Timing Aerobic fitness Coordination Donation Cooperation Heart Hero Body control	Basic rope jumping skills (snake, wave, straddle, cross over, crouch, twist, bridge, series bridge, octopus, circle, regular jump, long rope run under and jump over, etc.);Basic single short rope skills (simple to complex); Long rope skills (simple to complex); Rope jumping contests	"Jump Rope for Heart" materials packet, instructional and motivational posters, wall charts, collection and story video(CD), prizes, and banners Regular and long jump ropes Jump rope rhythmic music tape and player Student favorite music "The World of Rope Jumping" with Mark Rothstein video Floor tape Teacher designed parent letter	Teacher observation Checklist of skill performance Student skill demonstration Question/answer sessions Student level of participation in aiding the American Heart Association

Unit:	2nd Grade Balance Beam Activities and Dance
Big Ideas:	Participation in physical activity impacts wellness throughout a lifetime. Community well-being is dependent upon a balance of personal and social responsibility.
Unit Essential Questions:	How can I move my body with balance? Why is balancing my body important? What must I do to move my body to a rhythmic beat? What new body movements can I learn? How can I use dance to improve my health and wellness? How can music and dance impact my feelings, movements, and behavior? Standards and Anchors: 10.3.3.A,C.D; 10.4.3.A,B,C,D,F; 10.5.3.A,B,C,D,E,F R3.A.2.6.1 M3.C.1.1.1

Concept & Pacing	New Emphasis (Pa Core Standard)	Key Vocabulary	Mini-Lessons/Activities	Instructional Materials	Assessments
2 Classes	10.3.3.A,C.D; 10.4.3.A,B,C,D,E,F 10.5.3.A,B,C,D,E,F	Balance Controlled movement Focus Rhythm Musical beat Tempo Imitate Twisting Swaying Cooperation Dismount	Movement exploration problem solving activities on a balance beam (locomotor, directionality, laterality, manipulative, object balancing, object control, animal walks, and obstacle skills); Dance- Strollin' Through The Park, Glow Worm, Old Grey Mare, Shortnin Bread, Seeing Nelly Home, Hokey Pokey, Chicken Dance, Lets Twist Again, Limbo Rock	Heel, Toe, Away We Go- record (KIM 7050) Drew's famous "Party Music"- CD (Turn Up The Music, Inc.) Balance beams (Floor and raised) Bean bags Cones Wands Basketballs Frisbees Posters and bulletin boards Teacher designed activities	Teacher observation Checklist of skill performance Student skill demonstration Question/answer sessions

Unit:	2nd[t] Grade Tumbling, Animal Movements, Balances, Vaulting, and Individual/Group Stunts				
Big Ideas:	Participation in physical activity impacts wellness throughout a lifetime. Quality lifelong movement is based on scientific concepts/principles.				
Unit Essential Questions:	How does tumbling and gymnastics improve your strength, balance, and gross motor coordination for personal fitness? What safety precautions must be used when performing gymnastic skills? What are the critical elements used in executing gymnastic movements? What must you do when performing cooperative movements? Where in the community can I receive more tumbling lessons?				
Concept & Pacing	**New Emphasis (Pa Core Standard)**	**Key Vocabulary**	**Mini-Lessons/Activities**	**Instructional Materials**	**Assessments**
2 Classes	10.3.3.A,C,D; 10.4.3.A,B,C,D,E,F; 10.5.3.A,B,C,D,E,F	Muscular strength Balance Safety precautions Cooperation Twisting Bending Rolling Rocking Pushing Pulling Stretching Swinging Jumping Vaulting Skill timing	Level 1 Activities: *Animal Movements Alligator crawl, kangaroo jump, puppy dog run, monkey run, bear walk, elephant walk, lame dog walk, crab walk *Tumbling and Balances Rolling log, side roll, forward roll, backward curl, backward roll, 3 point tip up, mountain climbers *Balance Stunts One leg balance, double/single knee balance, kimbo stand, stork stand, balance touch of an object, single leg extension balance, hand and knee balance on all fours (variations), tripod, headstand *Individual Stunts Directional walk, elevator, jump turns, heel click, lowering the boom, turn over, thread the needle, heel slap, pogo stick, turk stand, crazy walk, seat circles *Partner/group Stunts Siamese twin walk, seesaw, wring the dishrag, partner toe touch, double top, roly poly, wheelbarrow (races) *Vaulting	Tumbling mats Vault blocks Gymnastic student demonstrators Motivational posters Teacher designed materials	Teacher observation Checklist of skill performance Student skill demonstration Question/answer sessions

			Jump over (variations), two hand twist vault, regular vault technique		

Unit:	2nd Grade Body Problem Solving and Eye-Hand Coordination Skills				
Big Ideas:	Participation in physical activity impacts wellness throughout a lifetime. Quality lifelong movement is based on scientific concepts/principles.				
Unit Essential Questions:	How can you use body movements to solve problems? How many different ways can I move my body? What activities can I do at home for fun and exercise? What skills and techniques must I use to perform various bean bag activities? What creative and expressive movements can I develop? What can I do to be more successful when playing a game? How can I use what I learn in everyday living?				
Concept & Pacing	**New Emphasis (Pa Core Standard)**	**Key Vocabulary**	**Mini-Lessons/Activities**	**Instructional Materials**	**Assessments**
5 Classes	10.3.3.A,C,D; 10.4.3.A,C,D,E,F 10.5.3.A,B,C,E,F	Tracking Focus Reaction Concentrate Creative movements Expressive movements Imitation Height levels (high, medium, low) Opposite/alternate hand Hard/soft throw Partner distance Signal	Movement exploration problem solving; Scoop and yarn ball exploration and partner activities; Timed jogging; Farmer and crow; Hoop toss relays; Creative and expressive movement activities to music; Squirrel in the trees with hunters; Circle dodge ball; Club (Pin) Guard; Circuit run	Kids In Motion- CD or cassette- by Greg & Steve (YOUNGHEART RECORDS- C-YR008) Beanbags Dodgeballs Hula hoops Sand filled soda bottles Playground balls Scoops and yarn balls Posters and bulletin boards Teacher designed activities	Teacher observation Checklist of skill performance Student skill demonstration Question/answer sessions

Unit:	2nd[t] Grade Object and Body Control
Big Ideas:	Participation in physical activity impacts wellness throughout a lifetime. Community well-being is dependent upon a balance of personal and social responsibility.
Unit Essential Questions:	What must I do to move my body more effectively? What are the most effective ways to control an object? How does movement influence ball and object handling? How do game rules relate to real life experiences? How do I use what I learn to achieve good health and wellness? Standards and Anchors: 10.3.3.A,C,D; 10.4.3.A,B,C,D,E,F; 10.5.3.A,B,C,D,E,F R3.A.2.6.1 M3.C.1.1.1

Concept & Pacing	New Emphasis (Pa Core Standard)	Key Vocabulary	Mini-Lessons/Activities	Instructional Materials	Assessments
5 Classes	10.3.3.A,C,D; 10.4.3.A,C,D,E,F 10.5.3.A,B,C,E,F	Body control Ball/object control Sprint Hop Jump Game rules Empathy Strategy Goalkeeper Runner start stance Sprinter start stance Running technique	Rabbit hunting with free life pass (discuss how it feels in each role of the game and relate to real life situations; Mirror drill; Loose caboose; Hopscotch on student made course; Band-Aid tag; Standing start and sprinter start 40 yard sprints; Standing long jump competition; Frisbee distance throw; Frisbee target throw games; Frisbee throw and catch with a partner; Frisbee golf; Frisbee tag; Midnight	Hula hoops Cones Chalk/line paint Frisbee/flying discs Dodgeballs	Teacher observation Checklist of skill performance Student skill demonstration Question/answer sessions

Unit:	2nd Grade (School-wide Field/Fun Day)				
Big Ideas:	Participation in physical activity impacts wellness throughout a lifetime. Community well-being is dependent upon a balance of personal and social responsibility.				
Unit Essential Questions:	What skills, rules, and strategies must I use to be successful? How can my parent/guardians assist with the whole day activities? Why is good sportsmanship important?				
Concept & Pacing	**New Emphasis (Pa Core Standard)**	**Key Vocabulary**	**Mini-Lessons/Activities**	**Instructional Materials**	**Assessments**
1 Whole day activity	10.3.3.A,C,D; 10.4.3.A,B,C,D,E,F 10.5.3.A,B,C,D,E,F	Sportsmanship Cooperation Individual/team effort Personal enjoyment Team Pride Appreciation	Activities are designed by the Physical Education teacher with the assistance of teachers and parents in the conducting of the events	Activities are designed by the Physical Education teacher with the assistance of teachers and parents in the conducting of the events	No formal assessment (This is a reward for the children working diligently all year long)