



Park Hill School District

Building Successful Futures • Each Student • Every Day

2nd Grade Physical Education Curriculum

Course Description: Foundationally built upon Missouri's Grade Level Expectations and national studies, Park Hill's health and physical education courses provide students with the fundamental knowledge and skills to develop personal fitness goals and to succeed in reaching those goals.

Courses connect the relevancy of nutrition, activity, and options outside of class to encourage students to continue their fitness goals.

Resources for Physical Educators

- www.dynamicpeasap.com
- www.openphysed.org
- www.pcentral.org
- www.shapeamerica.org
- www.sparkpe.org
- www.thepespecialist.com

Scope and Sequence:

Timeframe	Unit	Instructional Topics
1st Quarter	Introductory Skills	Topic 1: Foundations of PE Topic 2: Fundamentals of Movement
2nd-3rd Quarter	Intermediate Skills	Topic 1: Fundamentals of Movement Topic 2: Fitness
3rd-4th Quarter	Advanced Skills	Topic 1: Fundamentals of Movement Topic 2: Fitness:

Unit 1: Introductory Skills

Subject: Physical Education

Grade: Second Grade

Name of Unit: Introductory Skills

Length of Unit: 1st Quarter

Overview of Unit: During this unit students will be working cooperatively in a positive way while participating in low organized games. They will move safely in their general space while demonstrating body awareness.

Priority Standards for unit:

- S4.E1.2 Practices skills with minimal teacher prompt.
- S4.E2.2 Accepts responsibility for class protocols with behavior and performance actions.
- S4.E3.2 Accepts specific corrective feedback from the teacher.
- S4.E4.2 Works independently with others in partner environments.
- S4.E5.2 Recognizes and adheres to the role of rules and etiquette in teacher design physical activities.
- S4.E6.2b Works safely with physical education equipment.
- S2.E1.2 Combines locomotor skills in general space to a rhythm.
- S2.E2.2 Combines shapes, levels, extensions, and pathways into simple travel, dance, and gymnastic sequences.
- S2.E3.2 Varies time and force with gradual increases and decreases.
- S1.E1.2 Skips using a mature pattern.
- S1.E2.a Runs with a mature pattern.
- S1.E2.b Travels showing differentiation between jogging and sprinting.
- S3.E2.2 Meet the national standard of 60 minutes of daily physical activity.
- S3.E3.2b Identifies physical activities that contribute to fitness.
- S3.E4.2 Identifies proper warm-up and cool-down procedures.
- S5.E1.2 Recognize the value of “good health balance”.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
There are opportunities outside of school to participate in regular physical activities	Tell	Remember	1
The benefits of warm-up and cool-down	Describe	Understand	1
Meets expectations of rules and classroom etiquette taught by the teacher.	Show	Understand	1

Motor skills and knowledge of rules while participating in low organized games	Demonstrate	Apply	2
Recognizes the importance of food and water intake has an affect on the body	Recognizes	Understand	1

Essential Questions:

1. What are opportunities outside of school to participate in regular physical activities?
2. Why do we use warm-up and cool-down activities?
3. Why is it important to show independence and good use of time when participating in a physical activity?
4. What does it look like to meet classroom expectations and etiquette in the gymnasium?
5. How can you demonstrate motor skills and knowledge of rules while playing games?
6. Why is it important to recognize the role of food and water for hydration and energy in the body?

Enduring Understanding/Big Ideas:

1. Outside of school students can walk in the neighborhood with others, ride bikes, join a sports team, YMCA.
2. Warm up and cool down is used to prepare and protect our muscles which prevents injuries.
3. Independence is important to be accountable, productive and make games enjoyable for all.
4. If I don't follow rules to activities, there are consequences for the choices that I make.
5. Aiming, using the law of opposition and being accountable by following all rules of the games.
6. We must drink plenty of water and eat essential foods in order to have energy each day.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
respect, accountability, cooperation, personal space, general space, rules, hydration, nutrition.	sportsmanship

Topic 1: Foundations of PE

Title: Foundations

Suggested Length of Time: 1st Quarter

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3 | Page

Standards Addressed

Priority:

- S4.E1.2 Practices skills with minimal teacher prompt.
- S4.E2.2 Accepts responsibility for class protocols with behavior and performance actions.
- S4.E3.2 Accepts specific corrective feedback from the teacher.
- S4.E4.2 Works independently with others in partner environments.
- S4.E5.2 Recognizes and adheres to the role of rules and etiquette in teacher design physical activities.
- S4.E6.2b Works safely with physical education equipment.
- S2.E1.2 Combines locomotor skills in general space to a rhythm.
- S2.E2.2 Combines shapes, levels, extensions, and pathways into simple travel, dance, and gymnastic sequences.
- S2.E3.2 Varies time and force with gradual increases and decreases.
- S5.E1.2 Recognize the value of “good health balance”.

Engaging Experience 1

Detailed Description/Instructions:

Design a Lesson:

Treasure Island: students are split into individual teams or with partners. Each “team” is running (or different locomotor skills) to the center of the gym to steal treasure (bean bags, noodles, etc.). The students will bring the items back to their hula-hoop (treasure chest) to collect the treasure. There are two taggers using tagging noodles to tag students who are trying to steal the treasure.

Bloom’s Levels: Create

Webb’s DOK: Level 4

Engaging Experience 2

One way to do this is practicing animal walks. Students are given different levels and pathways to move; slither like a snake, walk tall like a giraffe, penguin walk.

Bloom’s Levels: Apply

Webb’s DOK: 2

Engaging Experience 3

One way to do this is to have students practice different locomotor moves in general space. Students will move when the music is on and find their home spot when the music stops.

Bloom’s Levels: Apply

Webb’s DOK: 2

Topic 2: Fundamentals of Movement

Title: Fundamentals of Movement

Suggested Length of Time: 1st Quarter

Standards Addressed

Priority:

- S1.E1.2 Skips using a mature pattern.
- S1.E2.a Runs with a mature pattern.
- S1.E2.b Travels showing differentiation between jogging and sprinting.
- S3.E2.2 Meet the national standard of 60 minutes of daily physical activity.
- S3.E3.2b Identifies physical activities that contribute to fitness.
- S3.E4. Identifies proper warm-up and cool-down procedures.
- S2.E1.2 Combines locomotor skills in general space to a rhythm.
- S2.E2.2 Combines shapes, levels, extensions, and pathways into simple travel, dance, and gymnastic sequences.
- S2.E3.2 Varies time and force with gradual increases and decreases.

Engaging Experience 1

Detailed Description/Instructions:

Frogs on the Pond:

Divide students into groups of 3-4. Each group will have 4 poly-spots. Groups will work together to help each other “hop across the pond” without touching the gym floor. Once across they will come back to their starting position using various locomotion skills. The team will then sit to show that they have finished.

Bloom’s Levels: Apply

Webb’s DOK: Level 2

Engaging Experience 2

One way to do this is to teach basic dance movements and combinations. For example, the Cha Cha Slide, the Macarena, and the Chicken Dance are all dances with easy combinations.

Bloom’s Levels: Apply

Webb’s DOK: 2

Engaging Experience 3

One way to do this is to teach basic gymnastics balances and tumbling skills. You could utilize stations to practice skills such as forward roll, log roll, egg roll, pencil roll, balances like tripod, head stand, and handstand.

Bloom’s Levels: Apply

Webb’s DOK: 2

Engaging Scenario

Cross the River:

The object of the game is for teams to move their players across the river without falling into the water. Break students into groups of 4-5 players. Teams will have "Island Checkpoints" along the way where everyone on their team must gather before continuing. Students are given specific equipment to help them accomplish their river crossing (poly spots/domes, scooters, jump ropes, etc.). This game can be played in several rounds using different equipment. Students will start on one sideline of the gym and travel across the gym to the opposite sideline. Place tumbling mats across the center of the gym to use as checkpoints (smaller islands can also be added in between the large islands and the sidelines). If someone steps/falls in the water, then the entire team must start over. After a team successfully makes it across the river, then they sit down to show they have finished.

Unit 2: Intermediate Skills

Subject: Physical Education

Grade: Second Grade

Name of Unit: Intermediate Skills

Length of Unit: 2nd-3rd Quarter

Overview of Unit: During this unit students will be able to demonstrate the ability to move safely in a variety of ways using spatial awareness. They will also understand how the body reacts to different levels of physical activity.

Priority Standards for unit:

- S1.E5.2 Performs a teacher or/and student design rhythmic activity with correct response to simple rhythms.
- S1.E3.2 Demonstrates 4 of the 5 critical elements for jumping and landing in a horizontal plane using a variety of 1 and 2 foot takeoff and landings.
- S1.E4.2 Demonstrates 4 of the 5 critical elements for jumping and landing in a vertical plane.
- S1.E7.2a Balances on different basis of support combining levels and shapes.
- S1.E7.2b Balances in an inverted position with stillness and supportive base.
- S1.E8.2 Transfers weight from feet to different body parts/basis of support for balance and/or travel.
 - Move feet into a high level by placing the weight on the hands and landing with control.
- S2.E5.2 Applies appropriate cooperative, social, and teamwork skills while participating in game situations.
- S1.E13.2 Throws underhand using a mature pattern.
- S1.E14.2 Throws overhand demonstrating 2 of the 5 critical elements of a mature pattern.
 - Throw a ball with different levels of force toward a target demonstrating an overhand technique side orientation to the target and stepping in opposition.
- S1.E16.2 Catches a self-tossed or well thrown large ball with hands not trapping or cradling against the body.
- S1.E22.2 Volleys an object upward with consecutive hits.
 - Use at least 3 different body parts to strike a ball towards a target.
- S3.E1.2 Describes large motor and/or manipulative physical activities for participation outside physical education class (e.g. before and after school, at home, at the park, with friends, with the family).
 - Identifies the recommended amount of physical activity for children.
 - Describe how being physically active can help a person feel better.

- o Describe the benefits of being physically active. Describe the benefits of drinking plenty of water before, during, and after physical activity.
- S3.E6.2 *Recognizes how energy balance correlates to nutrition and physical activity.
 - o Recognizes that daily hydration choices relate to physical activity.
- S2.E5 *Identify human body systems (e.g. heart-circulatory system, lungs-respiratory system, muscle-muscular system, bones-skeletal system).
 - o Show on the body a few of the major bones (e.g. patella, ribs, phalanges, femur).

Supporting Standards for unit:

- S3.E2.2 Meet the National Standard of 60 minutes of daily physical activity.
- S5.E2.2 Compares physical activities that bring confidence and challenge.
- S5.E3.2 Identifies physical activities that provide self-expression (e.g. dance, gymnastics routines, practice task/games environment).
- S4.E4.2 Works independently with others in partner environments.
- S2.E1.2 Combines locomotor skills in general space to a rhythm.
- S2.E3.2 Varies time and force with gradual increases and decreases.
 - o Differentiates between bound and free (flow).
- S1.E1.2 Skips using a mature pattern.
- S3.E3.2 Identifies physical activities that contribute to fitness.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
Why is it important to be physically active every day?	Tell	Remember	1
locomotor skills in combinations	Demonstrate	Apply	2
locomotor skills using patterns, levels, tempo, directions, and pathways.	Demonstrate	Apply	2
non-locomotor skills in a variety of activities using different levels and speeds individually and with a partner.	Demonstrate	Apply	2
Variety of systems (muscular lung, heart, bone) and examples of how they function.	Tell/Demonstrate	Remember	1
Appropriate cooperative, social and teamwork skills in games	Demonstrate	Apply	2

Essential Questions:

1. Why is it important to be physically active daily?
2. Can you demonstrate the proper technique for the skills of throwing, kicking, rolling, volleying and catching?
3. Can you demonstrate both locomotor and non-locomotor skills using different tempos/speeds, directions/pathways, and/or levels?
4. What is a function of the muscular, respiratory, circulatory, and skeletal system?
5. What are the qualities of a good teammate?

Enduring Understanding/Big Ideas:

1. Students will be able to identify physical activities that promote fitness and explain why it is important to be physically active for good health.
2. One example would be to have students use the law of opposition and proper hand location for catching, throwing and rolling. They should be able to explain ways to aim as well.
3. Locomotor movements are a way to travel from one place to another (skip, gallop, leap, march, run). Non-locomotor movement is a way to move in a stationary position (bend, twist, turn).
4. Students will be able to tell the functions of the different human body systems (muscular, respiratory, circulatory, and skeletal system).
5. Students will demonstrate working towards a common goal or outcome with a teammate.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
locomotor skills, non-locomotor skills, physical fitness, wellness, heart rate, cooperation, team mate, body systems	locomotor, non locomotor, body systems

Topic 1: Fundamentals of Movement

Title: Fundamental Movement

Suggested Length of Time: 2nd-3rd Quarter

Standards Addressed*Priority:*

- S1.E5.2 Performs a teacher or/and student design rhythmic activity with correct response to simple rhythms.
- S1.E3.2 Demonstrates 4 of the 5 critical elements for jumping and landing in a horizontal plane using a variety of 1 and 2 foot takeoff and landings.

- S1.E.4.2 Demonstrates 4 of the 5 critical elements for jumping and landing in a vertical plane.
 - S1.E7.2a Balances on different basis of support combining levels and shapes.
 - S1.E7.2b Balances in an inverted position with stillness and supportive base.
 - S1.E8.2 Transfers weight from feet to different body parts/basis of support for balance and/or travel.
 - *Move feet into a high level by placing the weight on the hands and landing with control.
 - S2.E5.2 Applies appropriate cooperative, social, and teamwork skills while participating in game situations.
 - S1.E13.2 Throws underhand using a mature pattern.
 - S1.E14.2 Throws overhand demonstrating 2 of the 5 critical elements of a mature pattern.
 - *Throw a ball with different levels of force toward a target demonstrating an overhand technique side orientation to the target and stepping in opposition.
 - S1.E16.2 Catches a self-tossed or well thrown large ball with hands not trapping or cradling against the body.
 - S1.E22.2 Volleys an object upward with consecutive hits.
 - *Use at least 3 different body parts to strike a ball towards a target.
- Supporting:*
- S3.E2.2 Meets the National Standard of 60 minutes of daily physical activity.
 - S5.E2.2 Compares physical activities that bring confidence and challenge.
 - S5.E3.2 Identifies physical activities that provide self-expression (e.g. dance, gymnastics routines, practice task/games environment).
 - S4.E4.2 Works independently with others in partner environments.
 - S2.E1.2 Combines locomotor skills in general space to a rhythm.
 - S2.E3.2 Varies time and force with gradual increases and decreases.
 - *Differentiates between bound and free (flow).
 - S1.E1.2 Skips using a mature pattern.
 - S3.E3.2 Identifies physical activities that contribute to fitness.

Engaging Experience 1

Detailed Description/Instructions:

Aliens from Mars:

One possible activity is Aliens from Mars. Aliens from Mars is a tag game where students move across the length of the gym. Choose 2-4 Aliens, give them tagging noodles, and have the stand in the center of the gym. The Aliens call a color. If students have that color on their shirt or pants, they get a free pass across the gym. When passing across the gym the teacher will call out a locomotor skill such as skipping. On the whistle, all students not wearing that color will use that same locomotor skill to cross the gym without being tagged by the Aliens. Aliens also move using the same locomotor skill. When the student is tagged, they will sit on the floor and put both

hands in the air. Another student who is still “in” the game must come over and high five the student on the ground to get them back in the game.

Bloom’s Levels: Apply

Webb’s DOK: Level 2

Engaging Experience 2

One way to do this is to have students practice running and jumping over the river. The river is two jump ropes that are spaced apart. Students will start with the jump ropes close together and gradually get farther apart. Students will practice taking off with one foot and landing on two feet.

Bloom’s Levels: Apply

Webb’s DOK: 2

Engaging Experience 3

One way to do this is to have students play the game, clean the yard. Students are divided into two teams. For timed rounds they throw as many soft balls, ie; yarn balls or dodge balls, to the other team's side of the playing area. When the time stops each team counts up how many items they have. The team with the least wins that round.

Bloom’s Levels: Apply

Webb’s DOK: 2

Topic 2: Fitness

Title: Fitness

Suggested Length of Time: 2nd-3rd Quarter

Standards Addressed

Priority:

- S3.E1.2 Describes large motor and/or manipulative physical activities for participation outside physical education class (e.g. before and after school, at home, at the park, with friends, with the family).
 - *Identifies the recommended amount of physical activity for children.
 - *Describe how being physically active can help a person feel better.
 - *Describe the benefits of being physically active.
 - *Describe the benefits of drinking plenty of water before, during, and after physical activity.
- S3.E6.2 *Recognizes how energy balance correlates to nutrition and physical activity.
 - *Recognizes that daily hydration choices relate to physical activity.
- S2.E5 *Identify human body systems (e.g. heart-circulatory system, lungs-respiratory system, muscle-muscular system, bones-skeletal system).
 - *Show on the body a few of the major bones (e.g. patella, ribs, phalanges, femur).

Supporting:

- S3.E3.1 Identifies physical activities that contribute to fitness.

Engaging Experience 1

Detailed Description/Instructions:

Card Suit Pick Up:

One option for instruction is to play Card Suit Pick Up. This is a fitness building relay-style game for PE class, using decks of cards. There are 4 teams, each one representing either diamonds, spades, clubs, or hearts. Teams will try to collect cards of their own suit by hustling to their deck and grabbing a card, one player at a time. The first team to collect all of the cards of their suit wins. Play again and again until you can't run anymore! Also switch up the movement style from running to an activity of choice – lunges anyone?

1. Teams start lined up in relay format along one edge of the gym, each across from a deck of cards.
2. On the signal, the first person in line runs to the cards, flips over the top card, and takes a look.
3. If the suit of the card matches that team, the player brings it back to his team. If it doesn't match, it goes to the bottom of the deck.
4. Players take turns in relay style until all cards of the suit are found.

Bloom's Levels: Understand

Webb's DOK: Level 1

Engaging Experience 2

One way to do this is to have students put together a life size skeleton puzzle when doing stations. As students are piecing together the puzzle, have a discussion about the different bones and what their functions are.

Bloom's Levels: Apply

Webb's DOK: 2

Engaging Experience 3

One way to do this is to utilize BrainPop videos and quizzes that explain the human body systems and hydration.

Bloom's Levels: Apply

Webb's DOK: 2

Engaging Scenario

4 Corner fitness

Identify the 4 corners in the gym. It helps if you put numbers on the wall or the cones. Start to play music. The students will travel around the perimeter of the gym using different locomotor skills directed by the teacher. The teacher will stop the music and the students must stop at the nearest cone. The teacher will roll the dice and whatever number the cone lands on:

Option 1: the students at that number have to choose deal or no deal. Deal means they do that fitness activity. No Deal means the teacher rolls the dice again. It could be worse or easier.

Option 2: the students at that cone, do the fitness activity.

Unit 3: Advanced Skills

Subject: Physical Education

Grade: Second Grade

Name of Unit: Advanced skills

Length of Unit: 3rd-4th Quarter

Overview of Unit: During this unit students will implement warm-up and cool-down exercises to prevent injuries and be aware of different breathing symptoms. Students will apply specific concepts into lead up games.

Priority Standards for unit:

- S1.E8.2 Transfers weight from feet to different body parts/basis of support for balance and/or travel.
 - Move feet into a high level by placing the weight on the hands and landing with control.
- S1.E10.2 Differentiates among twisting, curling, bending and stretching actions.
- S1.E11.2 Combines balances and transfers into 3-part sequence (i.e. dance, gymnastics).
- S1.E9.2 Rolls in different directions with either a narrow or curled body shape.
- S1.E17.2a Dribbles in self-space with preferred hand demonstrating a mature.
- S1.E17.2b Dribbles using the preferred hand while walking in general space.
 - Continuously dribble a ball, using the hands or feet, without losing control.
- S1.E18.2 Dribbles with the feet in general space with control of the ball and body.
 - Continuously dribble a ball, using the hands or feet, without losing control.
- S1.E21.2 Uses a continuous running approach and kicks a moving ball, demonstrating 3 of the 5 critical elements of a mature pattern.
 - Use the inside or instep of the foot to kick a slowly rolling ball into the air or along the ground.
- S1.E24.2 * Strike a ball repeatedly with a paddle toward a target.
- S1.25.1 Strikes a ball off a tee or cone with a bat, using correct grip and side orientation/proper body orientation.
 - Striking a self-tossed ball to different distances.
- S1.E27.2a Jumps a self-turned rope consecutively forward and backwards with a mature pattern.
- S1.E27.2b Jumps a long rope 5 times consecutively with student turners.
- S3.E5.2 * Demonstrates skills necessary to improve fitness levels.
- **Supporting Standards for unit:**
- S1.E1.2 Skip using a mature pattern.
- S3.E3.2 Identifies physical activities that contribute to fitness.
- S3.E2.2 Meet the national standard of 60 minutes of daily physical activity.
- S4.E4.2 Works independently with others in partner environments.

- S3.E1.2 Describes large motor and/or manipulative physical activities for participation outside physical education class (e.g. before and after school, at home, at the park, with friends, with the family).
 - Identifies the recommended amount of physical activity for children.
 - Describe how being physically active can help a person feel better.
 - Describe benefits of being physically active.
 - Describe the benefits of drinking water before, during, and after physical activity.
- S3.E6.2 *Recognizes how energy balance correlates to nutrition and physical activity (caloric intake and expenditure).
 - Recognizes that daily hydration choices relate to physical activity.
- S5.E2.2 Compares physical activity that brings confidence and challenge.
- S5.E3.2 Identifies physical activity that provide self-expression (e.g. dance, gymnastics routines, practice task/game environment).
- S5.E1.2 Recognizes the value of “good health balance.”

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
individually and with a partner manipulative skills in a stationary position and while moving (e.g., throwing, catching, kicking, striking, volleying, and dribbling)	Demonstrate	Apply	2
concepts relating to force (e.g., hard, soft, heavy, light)	Apply	Apply	2
variety of sport specific lead-up games	Demonstrate	Apply	2
basic apparatus activities on a balance boards, and climbing wall	Demonstrate	Apply	2
personal rhythmic pattern with a manipulative (e.g., jump rope)	Create	Apply	2

Essential Questions:

1. How can you demonstrate individual and partner manipulative skills in a stationary position? While moving?
2. How can you apply different amounts of force to an object for different results?
3. How can you demonstrate balance and strength activities using apparatus?

4. What are the steps to performing rhythmic rope jumping?

Enduring Understanding/Big Ideas:

1. Warm up and cooldown activities will help prevent injuries and be aware of different breathing patterns.
2. Manipulative skills include rolling, throwing, catching, and kicking.
3. Force, angle and release point change the path and destination of objects.
4. Walk on a balance beam, climb across a rock wall or climb a rope.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
balance, force, angle, rhythmic	prevention, apparatus

Topic 1: Fundamentals of Movement

Title: Fundamental of Movements

Suggested Length of Time: 3rd-4th Quarter

Standards Addressed

Priority:

- S1.E8.2 Transfers weight from feet to different body parts/basis of support for balance and/or travel.
 - Move feet into a high level by placing the weight on the hands and landing with control.
- S1.E10.2 Differentiates among twisting, curling, bending and stretching actions.
- S1.E11.2 Combines balances and transfers into 3-part sequence (i.e. dance, gymnastics).
- S1.E9.2 Rolls in different directions with either a narrow or curled body shape.
- S1.E17.2a Dribbles in self-space with preferred hand demonstrating a mature.
- S1.E17.2b Dribbles using the preferred hand while walking in general space
 - Continuously dribble a ball, using the hands or feet, without losing control.
- S1.E18.2 Dribbles with the feet in general space with control of the ball and body.
 - Continuously dribble a ball, using the hands or feet, without losing control.
- S1.E21.2 Uses a continuous running approach and kicks a moving ball, demonstrating 3 of the 5 critical elements of a mature pattern.
 - Use the inside or instep of the foot to kick a slowly rolling ball into the air or along the ground.
- S1.E24.2 * Strike a ball repeatedly with a paddle toward a target.

- S1.25.1 Strikes a ball off a tee or cone with a bat, using correct grip and side orientation/proper body orientation.

Engaging Experience 1

Detailed Description/Instructions:

Soccer gates

We use this as an agility, ball control, and fitness drill. Set up about 16 sets of color coordinated cones. Each gate is approximately three feet wide. Give you students a challenge to see how many gates they can dribble through in a given amount of time. Let them rest for 30 seconds, then do it again. The key to this drill is ball control. I tell my students to control the ball with all parts of their feet while changing speed and direction. For an added challenge add 5 gatekeepers. Gatekeepers run from gate to gate, blocking them so students can not dribble through. The gatekeeper does not block the ball. The gatekeeper's presence between the gate deters the student from dribbling through.

Variation- students can be partnered up. Students can pass and trap the soccer ball through the gate with their partners.

Bloom's Levels: Apply

Webb's DOK: Level 2

Engaging Experience 2

One way to do this is have students pair up and take turns hitting a wiffle ball off of a tee. One partner hits and the other retrieves the ball from the playing area. Students then switch roles.

Bloom's Levels: Apply

Webb's DOK: 2

Engaging Experience 3

One way to do this is to have students practice ball control and handling skills by leading them through skills. For example: finger taps, ball circles around the body, right hand dribble, left hand dribble, crossover, around right leg, around left leg, and between the legs.

Bloom's Levels: Apply

Webb's DOK: 2

Topic 2: Fitness

Title: Fitness

Suggested Length of Time: 3rd-4th Quarter

Standards Addressed

Priority:

- S1.E27.2a Jumps a self-turned rope consecutively forward and backwards with a mature pattern.
- S1.E27.2b Jumps a long rope 5 times consecutively with student turners.

Supportive

- S3.E5.2 * Demonstrates skills necessary to improve fitness levels.
- S1.E1.2 Skip using a mature pattern.
- S3.E3.2 Identifies physical activities that contribute to fitness.
- S3.E2.2 Meet the national standard of 60 minutes of daily physical activity.
- S4.E4.2 Works independently with others in partner environments.
- S3.E1.2 Describes large motor and/or manipulative physical activities for participation outside physical education class (e.g. before and after school, at home, at the park, with friends, with the family).
 - Identifies the recommended amount of physical activity for children.
 - Describe how being physically active can help a person feel better.
 - Describe benefits of being physically active.
 - Describe the benefits of drinking water before, during, and after physical activity.
- S3.E6.2 *Recognizes how energy balance correlates to nutrition and physical activity (caloric intake and expenditure).
 - Recognizes that daily hydration choices relate to physical activity.
- S5.E2.2 Compares physical activity that brings confidence and challenge.
- S5.E3.2 Identifies physical activity that provide self-expression (e.g. dance, gymnastics routines, practice task/game environment).
- S5.E1.2 Recognizes the value of “good health balance.”

Engaging Experience 1

Detailed Description/Instructions:

Team PACER:

One possible way this can be accomplished is to do the Team PACER. Students are divided into teams of 6 and they run one lap of the PACER test at a time. This allows them to work on their cardiovascular endurance while also pacing themselves and preparing for fitness assessment later. It also gives them an understanding of how the individual PACER test is administered in the future.

Bloom's Levels: Understand

Webb's DOK: Level 1

Engaging Experience 2

One way to do this is to have students rotate through jump rope stations. Station ideas are long jump rope, individual jump rope, partner jump rope, jump bands and skipits.

Bloom's Levels: Apply

Webb's DOK: 2

Engaging Experience 3

One way to do this is to have students work in partnerships in activities where they have to move items (yarn balls, poly spots, bean bags) from one side of the playing area to the other. They will use scooters and pull each other while taking turns. This activity can be known as Ships, or wagon trains, or sleds.

Bloom's Levels: Apply

Webb's DOK: 2

Engaging Scenario

Pin Blast

GOAL- The students will be able to utilize the skill of rolling and throwing a dodgeball at a target (bowling pin) while moving in general space defending their own bowling pin.

They cannot throw the ball at each other.

Once the activity and the goal are explained, give each student a bowling pin and a hula-hoop to set their bowling pin in. Tell them to spread out. The students will each have a pin they must set up within the given boundaries (inside the black basketball court lines).

- Once all the students are set up and ready, roll out the dodgeballs but tell the students not to touch them until you say "go".
- The KEY in this game is strategy. The goal is to be the student who doesn't lose a pin (good defense and strategize when to leave your bowling pin to get a dodgeball). When playing defense, the student will guard their bowling pin using their hands and their feet to block any incoming ball.
- The students will get a ball and try to roll or throw the ball at other pins to knock them down. They may approach the pin, but the ball must leave their hand. Once their pin is

knocked down, they go outside the boundary and perform an exercise given by the teacher.

- **EXERCISES**- have the students jog one lap around the outer black basketball lines before the re-enter the game to set their pin up. You could also change it up and have the students do jumping jacks or push-ups.
- ****RULE**- the student can **ONLY** throw or roll the ball when they are standing next to their own pin. Not any other time! They must retrieve a dodgeball and bring it back to their bowling pin before rolling or throwing the ball.
- You can stop the students at any time to move the students or just to start a new round. To make it harder, you can remove a couple of balls or put the students into partners where they have 1 pin in between both students.

Unit of Study Terminology

Appendices: All Appendices and supporting material can be found in this course's shell course in the District's Learning Management System.

Assessment Leveling Guide: A tool to use when writing assessments in order to maintain the appropriate level of rigor that matches the standard.

Big Ideas/Enduring Understandings: Foundational understandings teachers want students to be able to discover and state in their own words by the end of the unit of study. These are answers to the essential questions.

Engaging Experience: Each topic is broken into a list of engaging experiences for students. These experiences are aligned to priority and supporting standards, thus stating what students should be able to do. An example of an engaging experience is provided in the description, but a teacher has the autonomy to substitute one of their own that aligns to the level of rigor stated in the standards.

Engaging Scenario: This is a culminating activity in which students are given a role, situation, challenge, audience, and a product or performance is specified. Each unit contains an example of an engaging scenario, but a teacher has the ability to substitute with the same intent in mind.

Essential Questions: Engaging, open-ended questions that teachers can use to engage students in the learning.

Priority Standards: What every student should know and be able to do. These were chosen because of their necessity for success in the next course, the state assessment, and life.

Supporting Standards: Additional standards that support the learning within the unit.

Topic: These are the main teaching points for the unit. Units can have anywhere from one topic to many, depending on the depth of the unit.

Unit of Study: Series of learning experiences/related assessments based on designated priority standards and related supporting standards.

Unit Vocabulary: Words students will encounter within the unit that are essential to understanding. Academic Cross-Curricular words (also called Tier 2 words) are those that can be found in multiple content areas, not just this one. Content/Domain Specific vocabulary words are those found specifically within the content.



Symbols:

This symbol depicts an experience that can be used to assess a student's 21st Century Skills using the rubric provided by the district.



This symbol depicts an experience that integrates professional skills, the development of professional communication, and/or the use of professional mentorships in authentic classroom learning activities.