

Quinton Township School District
Physical Education
Grade 2
[Pacing Guide](#)

Unit	1	Unit Title:	Introduction to Physical Education	Pacing:	5 Days
Unit Summary: Leading a healthy, active life begins at a young age. In each unit of second grade physical education, students focus on developing elements of movement, manipulative, locomotor and/or non locomotor skills through individual and cooperative activities. All units have a goal of promoting understanding of wellness and safety. The main focus of this first unit is to establish rules and develop routines while refining gross motor skills.					
Essential Question: How do rules and routines create safety in the gymnasium? Why is it important to have daily physical activity? What effect does practicing have on my ability to perform a particular movement?					
Objectives: ● Demonstrate appropriate behaviors in physical education class. ● Explain how basic gross motor skills are the foundation for regular physical activity. ● Utilize refined gross motor skills in an applied setting. ● Identify and demonstrate that movement skills can be modified according to the change in music (i.e. tempo, beat, rhythm, and musical style). ● Corrects movement in response to feedback provided by both teachers and peers.					
NJSLS-CHPE Standards: 2.1.2.PGD.1, 2.1.2.PGD.2, .2.2.LF.1, 2.2.2.MSC.1, 2.2.2.MSC.2, 2.2.2.MSC.3, 2.2.2.MSC.4, 2.3.2.PS.1					
Interdisciplinary Connections: SL.PE.2.1, 6.1.2.CivicsPR.1, 6.1.2.CivicsPR.3					

Career Readiness, Life Literacies & Key Skills: 9.1.2.CR.1, 9.4.2.CI.1

Computer Science & Design Thinking: 8.1.2.AP.4

Career Education: 9.2.2.CAP.1

Overview of Activity/Focus	Instructional Materials	Technology Infusion
• Conduct activities to reinforce classroom rules and proper use of outdoor physical education spaces and gymnasium. • Play games such as tag games with movement restricted to particular locomotor skill: hopping, galloping, side sliding, skipping, jumping and leaping. Vary speeds and alternate skills for challenges. • Conduct jumping and hopping games such as HopScotch, Island Jumping, and Hop, Step, Jump to promote balance and agility. • Promote cooperation by playing group games in which students share space and equipment to solve set movement problems. For example, link hands to form a large circle and make it roll all the way around the walls of the gym without losing its shape.	Core Materials PE Central Active for Life: Jumping, Hopping, Skipping Supplemental Resources PBS Learning: PE	Smart Board Applications Go Noodle Fitness Apps IPad Student-Created Movement Music Playlists
Assessments		
Formative Assessments • Self Evaluation • Peer Evaluation	Summative Assessments • Oral Assessments • Skill Demonstration	

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Teacher Observation		Participation Rubric	
Benchmark Assessments District-assigned Benchmark Assessments (e.g. LinkIt, content-specific benchmarks)		Alternative Assessments - Alternative Choice Projects - Oral Assessments with Sentence Stems	
Differentiation			
Special Education	MLL	At Risk	Gifted and Talented
- Modify and accommodate as listed in student IEP or 504 plan. - Communicate clear, concise directions and repeat, reword, modify as necessary. - Use visual aids in lessons. - Reteach and review skills daily. - Demonstrate skills. - Assign positions on the field that suit students' needs and ability - Every student has their own equipment to work at their own pace - Assign partners with similar abilities.	- Partner with native-language-speaking teacher/paraprofessional as available. - Use target words and cognates to understand directions. - Translate directions in the students' native language. - Provide and model sentence frames to help students participate in discussion. - Provide word banks to help students write.	- Make modifications to instructional plans based on I and RS Plan. - Utilize wait time effectively. - Develop a record system to encourage good behavior and completion of work. - Utilize scaffolding to support instruction. - Utilize strategic grouping with a positive academic role model.	- Allow self-directed learning for growth though independent projects. - Allow to lead activities, design a movement sequence, and serve as peer mentor. - Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.

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Unit	2	Unit Title:	Movement Education and Rhythm	Pacing:	7 Days
Unit Summary: Music and movement are essential parts of social and cultural celebrations. In this unit students work to develop movement in response to music's rhythm and tempo. Within this context, students build fundamentals such as balance and flexibility and increase their sequential thinking abilities.					
Essential Questions: How can moving around help me be healthy? How can I move effectively and efficiently? How does music impact my movements?					
Objectives: - Respond to a change in tempo, beat, rhythm, and musical style while performing in time, and with appropriate force and flow. - Corrects movement in response to feedback provided by both teachers and peers. - Identify and demonstrate that movement skills can be modified according to the change in music (i.e. tempo, beat, rhythm, and musical style).					
NJSLS-CHPE Standards: 2.1.2.EH.4, 2.1.2.EH.5, 2.1.2.PGD.1, 2.2.2.LF.2, 2.2.2.LF.4, 2.2.2.MSC.2, 2.2.2.MSC.3					
Interdisciplinary Connections: SL.PE.2.1, 6.1.2.CivicsPR.1					
Career Readiness, Life Literacies & Key Skills: 9.1.2.CR.1, 9.4.2.CI.1					

Computer Science & Design Thinking: 8.1.2.AP.4, 9.4.2.CT.2, 9.4.2.CT.3			
Career Education: 9.2.2.CAP.1			
Overview of Activity/Focus		Instructional Materials	Technology Infusion
- Conduct warm-up stretches to prepare for dance activities. - Conduct activities such as Pathway Dance with Initials to build individual expression and movement skills. - Practice dances such as the Locomotion Dance, the Chicken Dance, the Cupid Shuffle, and the Macarena to integrate music, tempo, and rhythm with locomotor development.		Core Materials PE Central Pathway Dance with Initials Locomotion Dance Supplemental Resources PBSLearning: PE	Smart Board Applications Go Noodle Fitness Apps iPad Student-Created Movement Music Playlists
Assessments			
Formative Assessments - Self Evaluation - Peer Evaluation - Teacher Observation		Summative Assessments - Oral Assessments - Skill Demonstration - Participation Rubric	
Benchmark Assessments District-assigned Benchmark Assessments (e.g. LinkIt, content-specific benchmarks)		Alternative Assessments - Alternative Choice Projects - Oral Assessments with Sentence Stems	
Differentiation			
Special Education	MLL	At Risk	Gifted and Talented
Modify and accommodate as	Partner with	Make modifications to	Allow self-directed learning

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listed in student IEP or 504 plan. • Communicate clear, concise directions and repeat, reword, modify as necessary. • Use visual aids in lessons. • Reteach and review skills daily. • Demonstrate skills. • Assign positions on the field that suit students' needs and ability • Every student has their own equipment to work at their own pace • Assign partners with similar abilities.	native-language-speaking teacher/paraprofessional as available. • Use target words and cognates to understand directions. • Translate directions in the students' native language. • Provide and model sentence frames to help students participate in discussion. • Provide word banks to help students write.	instructional plans based on I and RS Plan. • Utilize wait time effectively. • Develop a record system to encourage good behavior and completion of work. • Utilize scaffolding to support instruction. • Utilize strategic grouping with a positive academic role model.	for growth though independent projects. • Allow to lead activities, design a movement sequence, and serve as peer mentor. • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.
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Unit	3	Unit Title:	Wellness and Manipulative Skills	Pacing:	7 Days
Unit Summary: Physical activity is directly linked to overall health and wellbeing. In this unit, students practice manipulative skills in the context of learning how exercise and physical activity support a healthy body. Students also set a fitness goal and monitor their progress in achieving it.					
Essential Questions: Why is it important to be physically fit? How can I stay fit? How do I use equipment in physical education appropriately?					
Objectives: ● Develop a fitness goal and monitor how it might affect one's overall wellness. ● Determine why making healthier food choices influences long term wellness goals. ● Determine how participation in regular physical activity may help to prevent common health conditions (diabetes, high blood pressure, etc.). ● Demonstrate manipulative skills (kicking, striking, bouncing) with increased mastery during skill practice, games, and other physical activities. ● Explain and demonstrate how objects (ball, beanbags, hula- hoops) should be used in practice, games, and other physical activity in a safe manner. ● Demonstrate the appropriate modifications of movement to experience a higher level of success during throwing, catching, bouncing, striking.					
NJSLS-CHPE Standards: 2.1.2.PGD.3, 2.2.2.PF.4, 2.2.2.MSC.6, 2.2.2.MSC.7, 2.2.2.MSC.8					

Interdisciplinary Connections: SL.PE.2.1, 6.1.2.CivicsPR.1, 6.1.2.CivicsPR.3		
Career Readiness, Life Literacies & Key Skills: 9.1.2.CR.1, 9.4.2.CI.1, 9.4.2.GCA.1		
Computer Science & Design Thinking: 8.1.2.AP.4		
Career Education: 9.2.2.CAP.1		
Overview of Activity/Focus	Instructional Materials	Technology Infusion
- Establish individual or group fitness goals and monitor progress. - Conduct warm ups to improve flexibility and prepare muscles for physical activity. - Practice ball handling skills including throwing, catching, dribbling through activities such as Frisbee golf, basketball and soccer skill courses, bean bag toss, and Matball. - Practice throwing at targets, to a partner, and for distance. - Practice movement through bowling.	Core Materials PE Central Matball balls, targets, bean bags, bowling balls, pins, cones Supplemental Resources PBS Learning: PE	Smart Board Applications Go Noodle Fitness Apps iPad Student-Created Movement Music Playlists
Assessments		
Formative Assessments - Self Evaluation - Peer Evaluation - Teacher Observation	Summative Assessments - Oral Assessments - Skill Demonstration - Participation Rubric	
Benchmark Assessments	Alternative Assessments	

● District-assigned Benchmark Assessments (e.g. LinkIt, content-specific benchmarks)		● Alternative Choice Projects ● Oral Assessments with Sentence Stems	
Differentiation			
Special Education	MLL	At Risk	Gifted and Talented
● Modify and accommodate as listed in student IEP or 504 plan. ● Communicate clear, concise directions and repeat, reword, modify as necessary. ● Use visual aids in lessons. ● Reteach and review skills daily. ● Demonstrate skills. ● Assign positions on the field that suit students' needs and ability ● Every student has their own equipment to work at their own pace ● Assign partners with similar abilities.	● Partner with native-language-speaking teacher/paraprofessional as available. ● Use target words and cognates to understand directions. ● Translate directions in the students' native language. ● Provide and model sentence frames to help students participate in discussion. ● Provide word banks to help students write.	● Make modifications to instructional plans based on I and RS Plan. ● Utilize wait time effectively. ● Develop a record system to encourage good behavior and completion of work. ● Utilize scaffolding to support instruction. ● Utilize strategic grouping with a positive academic role model.	● Allow self-directed learning for growth though independent projects. ● Allow to lead activities, design a movement sequence, and serve as peer mentor. ● Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.

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Unit	4	Unit Title:	Locomotor and Non-Locomotor Skills	Pacing:	5 Days
Unit Summary: As second graders are refining and applying their locomotor and non-locomotor skills, they improve their understanding of directionality, pathways, and body management. Additionally, they explore lifetime fitness activities such as yoga.					
Essential Questions: In what ways is our coordination challenged during physical activity? How do I maintain a fit life?					
Objectives: • Demonstrate movement in self- space (stationary) at different levels, directions, and ranges while correcting movement errors in response to teacher feedback. • Explain the role that non-locomotor skills (e.g. twisting, bending, stretching, curling) play in regular physical activity in relation to personal health.					
NJSLS-CHPE Standards: 2.1.2.EH.3, 2.1.2.PGD.1, 2.2.2.PF.2, 2.2.2.MSC.1, 2.2.2.MSC.2, 2.2.2.MSC.5					
Interdisciplinary Connections: SL.PE.2.1, 6.1.2.CivicsPR.1, 6.1.2.CivicsPR.3					
Career Readiness, Life Literacies & Key Skills: 9.1.2.CR.1, 9.4.2.CI.1					
Computer Science & Design Thinking: 8.1.2.AP.4					
Career Education: 9.2.2.CAP.1					

Overview of Activity/Focus		Instructional Materials	Technology Infusion
- Practice and refine locomotor skills including galloping, side sliding, skipping, running, jumping, and leaping through activities such as locomotor relay courses and tag games with movement restricted to particular locomotor skills. - Practice and refine non locomotor skills including bending/stretching, pushing/pulling, rising/falling, swaying/swinging, and spinning through activities such as yoga and hula hoop twister. - Integrate scooter games to build direction and pathways, including up/down, forward/backward, sideways/diagonal, straight/curvy/zig-zag, and clockwise/counter clockwise.		Core Materials PE Central YogaEd Standing Sequence YogaEd Chair Sequence scooters, chairs, relay courses, cones Supplemental Resources PBSLearning: PE	Smart Board Applications Go Noodle Fitness Apps IPad Student-Created Movement Music Playlists
Assessments			
Formative Assessments - Self Evaluation - Peer Evaluation - Teacher Observation		Summative Assessments - Oral Assessments - Skill Demonstration - Participation Rubric	
Benchmark Assessments District-assigned Benchmark Assessments (e.g. LinkIt, content-specific benchmarks)		Alternative Assessments - Alternative Choice Projects - Oral Assessments with Sentence Stems	
Differentiation			
Special Education	MLL	At Risk	Gifted and Talented

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• Modify and accommodate as listed in student IEP or 504 plan. • Communicate clear, concise directions and repeat, reword, modify as necessary. • Use visual aids in lessons. • Reteach and review skills daily. • Demonstrate skills. • Assign positions on the field that suit students' needs and ability • Every student has their own equipment to work at their own pace • Assign partners with similar abilities.	• Partner with native-language-speaking teacher/paraprofessional as available. • Use target words and cognates to understand directions. • Translate directions in the students' native language. • Provide and model sentence frames to help students participate in discussion. • Provide word banks to help students write.	• Make modifications to instructional plans based on I and RS Plan. • Utilize wait time effectively. • Develop a record system to encourage good behavior and completion of work. • Utilize scaffolding to support instruction. • Utilize strategic grouping with a positive academic role model.	• Allow self-directed learning for growth through independent projects. • Allow to lead activities, design a movement sequence, and serve as peer mentor. • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.
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Unit	5	Unit Title:	Cooperative Games	Pacing:	7 Days
Unit Summary: Sports and games require teamwork and cooperation. In this first grade unit, students develop their ability to work cooperatively as partners and in teams in order to achieve a goal. They also begin to learn the fundamental rules of some popular sports.					
Essential Questions: How does working with others make physical activity more fun? How do members of a team work together to achieve a goal?					
Objectives: - Independently transition from offensive to defensive effectively during games or recreational activities. - Determine how basic safety, good sportsmanship and attitudes impact physical performance in games or recreational activities. - Explain and demonstrate how student attitudes affect cooperative strategies when trying to attain a common goal.					
NJSLS-CHPE Standards: 2.2.2.LF.1, 2.2.2.PF.4, 2.2.2.MSC.8					
Interdisciplinary Connections: SL.PE.2.1, 6.1.2.CivicsPR.3					
Career Readiness, Life Literacies & Key Skills: 9.1.2.CR.1, 9.4.2.CI.1					
Computer Science & Design Thinking: 8.1.2.AP.4					
Career Education: 9.2.2.CAP.1					
Overview of Activity/Focus			Instructional Materials		Technology Infusion

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- Practice cooperative skills, parachute activities, partner races, or track and field events where students work together to achieve a common goal. - Navigate obstacle courses and conduct relay events to build team spirit and sportsmanship. - Conduct team sports activities such as soccer, Puff Polo, basketball, volleyball, and baseball/softball demonstrating the skills needed for offense and defense. - Respond to simulations identifying good sportsmanship and explain how it benefits everyone playing a game or participating in an activity. - As a group, make a list of sports that can be lifelong activities.	Core Materials PE Central Parachute Activities balls, sticks, frisbees, bases, cones, bats, parachute, nets Supplemental Resources PBS Learning: PE	Smart Board Applications Go Noodle Fitness Apps IPad Student-Created Movement Music Playlists	
Assessments			
Formative Assessments - Self Evaluation - Peer Evaluation - Teacher Observation	Summative Assessments - Oral Assessments - Skill Demonstration - Participation Rubric		
Benchmark Assessments District-assigned Benchmark Assessments (e.g. LinkIt, content-specific benchmarks)	Alternative Assessments - Alternative Choice Projects - Oral Assessments with Sentence Stems		
Differentiation			
Special Education	MLL	At Risk	Gifted and Talented
Modify and accommodate as listed in student IEP or 504	Partner with native-language-speaking	Make modifications to instructional plans based on I	Allow self-directed learning for growth though

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