

Course Title:	Physical Education and Health
Grade(s):	2nd

Course Description
In 2nd grade Physical Education, students discover the joy of being active. Second graders start by learning how to move safely in space. As they grow, they'll master basics like skipping and jumping, as well as sports skills like throwing and catching. Beyond just exercise, kids learn how to follow rules, work as a team, and understand why healthy eating is important for taking care of their bodies.
Approved Curricular Materials/Textbook(s)
Healthy and Balanced Living Curriculum Framework: Health Education and Physical Education Connecticut State Department of Education — 2021 (Updated May 2022)

Unit Title	Unit Description (Include Unit Objectives)	Unit Pacing
Unit 1: Class Rules and Objectives	This unit establishes the environment for safe, respectful play while moving beyond basic safety into the active application of social etiquette and spatial awareness. Unit Objectives: • Students will independently apply classroom protocols and etiquette during high-energy tasks, demonstrating the ability to work safely without constant teacher redirection. • Students will distinguish between bullying, teasing, and mean-spirited behavior during group activities and demonstrate effective ways to report these behaviors to a trusted adult. • Students will recognize and utilize "open spaces" to avoid opponents, applying the movement concepts of speed and direction strategically. • Students will explain how different intensities of movement (fast vs. slow) impact their heart rate and overall physical health.	Year Long

Unit 2: Tagging Games	This unit focuses on dynamic movement and strategic decision-making in a fast-paced environment. Unit Objectives: • Students will demonstrate mature patterns of locomotor skills (skipping, galloping, sliding) while maintaining control and balance during evasion tasks. • Students will apply offensive and defensive strategies, such as changing pathways and speeds, to successfully navigate through general space. • Students will exhibit responsible personal and social behavior by following rules and respecting the "spirit of the game" during competitive play. • Students will identify physical activities within tagging games that contribute specifically to cardiovascular fitness.	Year Long
Unit 3: Cooperative Activities	Students focus on teamwork and communication to solve physical challenges, emphasizing social-emotional growth. Unit Objectives: • Students will work effectively in small groups to solve physical challenges, demonstrating empathetic and supportive behavior toward peers with varying skill levels. • Students will use clear verbal and nonverbal communication to coordinate group movements and achieve shared goals. • Students will practice constructive conflict resolution skills when disagreements arise during group tasks. • Students will identify the benefits of social interaction and how helping others enhances the enjoyment of physical activity.	Year Long
Unit 4: Instant Activities	Instant Activities focus on immediate engagement, warm-up procedures, and self-management skills. Unit Objectives: • Students will initiate and complete "Instant Activities" with minimal teacher	Year Long

	prompting, demonstrating a high level of personal responsibility. • Students will recognize the importance of warm-up activities relative to vigorous physical participation and their impact on injury prevention. • Students will demonstrate the ability to transition quickly and safely between different movement tasks and equipment setups. • Students will monitor their own physical responses to activity, such as increased heart rate and breathing, as a measure of exercise intensity.	
Unit 5: Jump Rope	This unit emphasizes rhythm, coordination, and the development of specialized motor patterns. Unit Objectives: • Students will combine locomotor skills with a consistent rhythm or beat, demonstrating increased coordination and timing. • Students will perform a variety of jump rope skills while maintaining balance and correct body mechanics. • Students will identify jump rope as a physical activity that enhances both muscular strength and cardiovascular endurance. • Students will set a personal short-term goal for a specific jump rope skill and track their progress toward achieving it.	1 Week
Unit 6: Bowling	Students will refine their manipulative skills, focusing on accuracy, force, and body orientation. Unit Objectives: • Students will demonstrate a mature underhand throwing pattern, focusing on side orientation and follow-through to improve targeting accuracy. • Students will differentiate between light and strong force and explain how it affects the speed and path of the bowling ball. • Students will demonstrate proper etiquette by waiting for their turn and handling equipment safely and respectfully. • Students will analyze their own performance and identify one specific correction to improve their accuracy in future attempts.	2 Weeks

Unit 7: Parachute	This unit focuses on large-group cooperation and the application of non-locomotor skills. Unit Objectives: • Students will demonstrate a variety of non-locomotor skills (curling, stretching, twisting) while maintaining balance and coordinating with a large group. • Students will follow complex multi-step directions to execute synchronized parachute movements, such as making a "mushroom" or "tent". • Students will demonstrate inclusive behavior by ensuring all classmates are actively involved in the parachute activities. • Students will explain how team cooperation is essential for the success of the parachute movements.	2 Weeks
Unit 8: Racket Sports	Students will develop striking skills using implements, focusing on control and hand-eye coordination. Unit Objectives: • Students will demonstrate striking an object with a short-handled implement while maintaining control in general space. • Students will apply mature patterns of striking, including correct grip and proper body orientation, during individual and partner practice. • Students will use effective active listening and feedback when practicing striking skills with a partner. • Students will identify racket sports as a lifetime physical activity that can be enjoyed for health and social interaction.	2 Weeks
Unit 9: Invasion Games	This unit introduces the tactical concepts of moving to open space and defending a goal. Unit Objectives: • Students will execute offensive tactics to create open space, such as moving away from a defender to receive a pass.	Year Long

	• Students will demonstrate defensive tactics by reducing open space and staying between an opponent and the goal. • Students will apply refusal skills and clear communication to navigate social pressure or conflict that may arise during competitive play. • Students will identify the core components of "invasion games" and how they differ from target games.	
Unit 10: Basketball	Students focus on dribbling and passing skills within the context of team play. Unit Objectives: • Students will demonstrate the ability to dribble a basketball in general space while changing direction and speed to avoid obstacles. • Students will execute accurate chest and bounce passes to a moving partner, demonstrating proper follow-through and orientation. • Students will transition quickly between offensive and defensive roles during small-sided practice tasks. • Students will explain the importance of hydration and making healthy beverage choices during vigorous activities like basketball.	2 Weeks
Unit 11: Nutrition	This health-focused unit explores the relationship between diet, energy, and external influences. Unit Objectives: • Students will differentiate between healthy and unhealthy foods and explain how food provides the energy needed for physical activity. • Students will identify and describe how family, peers, and media (such as food advertisements) influence their personal nutrition and health choices. • Students will recognize the "good health balance" of combining proper nutrition with regular physical activity. • Students will set a realistic short-term personal health goal related to nutrition and identify the people or resources that can help them achieve it.	Year Long

Unit 12: Soccer	This final unit applies foot-eye coordination and teamwork in a large-field setting. Unit Objectives: • Students will demonstrate mature patterns of dribbling a soccer ball using different parts of the foot while moving through general space. • Students will apply the concept of "width and length" to create open space on a soccer field during offensive play. • Students will demonstrate responsible interpersonal behavior by respecting teammates, opponents, and officials during game play. • Students will identify the specific health-related fitness components, such as leg strength and endurance, utilized during soccer.	3 Weeks
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