



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.

Scope and Sequence:

Timeframe	Unit	Instructional Topics
9-12 weeks	Introductory Skills	Topic 1: Foundations of PE Topic 2: Fundamentals of Movement
9-12 weeks	Intermediate Skills	Topic 1: Fundamentals of Movement Topic 2: Fitness
15-18 weeks	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: 9 - 12 weeks

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:

- PA1B2a Identify opportunities outside of school to participate regularly in physical activities (e.g., dance practice, jogging, kick, dribble, throw and catch)
- PA1C2a Describe the benefits of appropriate warm-up and cool-down activity
- PA2A2a Demonstrate independence and good use of time while participating in physical activity
- PA2A2b Show appropriate sportsmanship and sensitivity to diversity and gender issues
- MP1F2a Demonstrate motor skills and knowledge of rules while participating in low organized games

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
Independence and good use of time while participating in physical activity	Demonstrate	Apply	2
Appropriate sportsmanship and sensitivity to diversity and gender issues	Show	Understand	1
Motor skills and knowledge of rules while participating in low organized games	Demonstrate	Apply	2

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 show independence and good use of time when participating in a physical activity?
4. Why is it important to show sportsmanship and sensitivity to diversity and gender issues during physical activities?
5. How can you demonstrate motor skills and knowledge of rules while playing games?

Enduring Understanding/Big Ideas:

1. Outside of school students can walk in the neighborhood with others, ride bikes, join a sport 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 game enjoyable for all
4. Sportsmanship and sensitivity are important while cooperating with others so that the game is fair and enjoyable for everyone.
5. Aiming, using the law of opposition and being accountable by following all rules of the games.

Unit Vocabulary:

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

Topic 1: Foundations of PE

Engaging Experience 1

Title: Movement Activities

Suggested Length of Time: 3 - 4 weeks

Standards Addressed

Priority:

- PA1B2a Identify opportunities outside of school to participate regularly in physical activities (e.g., dance practice, jogging, kick, dribble, throw and catch)
- PA1C2a Describe the benefits of appropriate warm-up and cool-down activity

Detailed Description/Instructions:

Design a Lesson:

Students will be broken into groups of 3-4 students. Student groups will create a lesson that includes a warm-up, game/main activity, and a cool-down. Create a list or display of various pieces of equipment that students may use to design their game/activity, and have it easily available for students to see. After students have created their activity they will share the activity with another small group or the whole group.

Bloom's Levels: Create

Webb's DOK: Level 4

Topic 2: Fundamentals of Movement

Engaging Experience 1

Title: Low Organized Games

Suggested Length of Time: 6 -8 weeks

Standards Addressed

Priority:

- PA2A2a Demonstrate independence and good use of time while participating in physical activity
- PA2A2b Show appropriate sportsmanship and sensitivity to diversity and gender issues
- MP1F2a Demonstrate motor skills and knowledge of rules while participating in low organized games

Detailed Description/Instructions:

Rescue:

Object of this game is to “rescue” teammates off of “Danger Land” and get everyone to “Fun Land”. Explain that Danger Land is a dangerous place to live due to earthquakes, fires, flooding, dinosaurs...; while Fun Land is a safe pleasant place. Each team is allowed one boat (a floor scooter) and one rope. Players are **not allowed to touch the water** or else they will have to return to Danger Land. It is up to each group to figure out the best way to get their team across the ocean (without touching water). Students are allowed to stop at the island, but will want to continue their journey to Fun land, because there is no food on the island. This is not a race (although you could add that challenge for a little bit of competition) – teams just try to make it! If a group finishes first have them repeat again.

Bloom’s Levels: Apply

Webb’s DOK: Level 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 (polyspots/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 travels across the gym to the opposite sideline. Place tumbling mats across the center of the gym to use as check points (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: Movement Skills

Length of Unit: 9 - 12 weeks

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:

- PA1A2a Tell why it is important to be physically active every day.
- MP1A2a Demonstrate locomotor skills in combinations
- MP1A2b Demonstrate locomotor skills using patterns, levels, tempo, directions, and pathways.
- MP1B2a Demonstrate non-locomotor skills in a variety of activities using different levels and speeds individually and with a partner.
- MP2A2a Demonstrate proper techniques for a variety of fundamental skills.

Supporting Standards for unit:

- PA1B2a Identify opportunities outside of school to participate regularly in physical activities (e.g., dance practice, jogging, kick, dribble, throw and catch)
- PA1C2a Describe the benefits of appropriate warm-up and cool-down activity
- PA2A2a Demonstrate independence and good use of time while participating in physical activity
- PA2A2b Show appropriate sportsmanship and sensitivity to diversity and gender issues
- MP1F2a Demonstrate motor skills and knowledge of rules while participating in low organized games

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
proper techniques for a variety of fundamental skills	Demonstrate	Apply	2

Essential Questions:

1. Why is it important to be physically active daily?
2. Can you demonstrate proper technique for throwing (kicking, rolling, catching)?
3. Can you demonstrate both locomotor and non-locomotor skills using different tempos/speeds, directions/pathways, and/or levels?

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).

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
locomotor skills, non-locomotor skills, physical fitness, wellness, heart rate	

Topic 1: Fundamentals of Movement

Engaging Experience 1

Title: Fundamental Movement

Suggested Length of Time: 6 - 8 weeks

Standards Addressed

Priority:

- MP1A2a Demonstrate locomotor skills in combinations
- MP1A2b Demonstrate locomotor skills using patterns, levels, tempo, directions, and pathways.
- MP1B2a Demonstrate non-locomotor skills in a variety of activities using different levels and speeds individually and with a partner.
- MP2A2a Demonstrate proper techniques for a variety of fundamental skills.

Supporting:

- PA2A2a Demonstrate independence and good use of time while participating in physical activity
- PA2A2b Show appropriate sportsmanship and sensitivity to diversity and gender issues
- MP1F2a Demonstrate motor skills and knowledge of rules while participating in low organized games

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 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. If students are tagged, they sit on the floor and become Floor

Aliens (who are planted on the floor & can also tag others moving). At the end of each round ask the aliens to choose s

Bloom's Levels: Apply

Webb's DOK: Level 2

Topic 2: Fitness

Engaging Experience 1

Title: Wellness

Suggested Length of Time: 3 - 6 weeks

Standards Addressed

Priority:

- PA1A2a Tell why it is important to be physically active every day

Supporting:

- PA1B2a Identify opportunities outside of school to participate regularly in physical activities (e.g., dance practice, jogging, kick, dribble, throw and catch)
- PA1C2a Describe the benefits of appropriate warm-up and cool-down activity

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 deck.
4. Players take turns in relay style until all cards of suit are found.

Bloom's Levels: Understand

Webb's DOK: Level 1

Engaging Scenario

One possible activity is Speedway. Teams will run (or other locomotor skill) or race on the Speedway, with players on each team taking turns cruising laps. A unique relay-style idea to get imaginations flowing and bodies moving. This is a continuous motion game with lots of room for variations. It can be played competitively or non-competitively.

1. Create the race-track and teams in the gym as shown below (the volleyball court or basketball court works great).
2. First person on each team steps onto the track, waiting for the start signal.
3. Choose a direction for the players to race their laps.
4. On go, the players run a lap and upon returning, high five the next player in line who then goes.
5. Game continues on for determined time, lap, or score system of your choice.

(see physedgames.com)

Unit 3: Advanced Skills

Subject: Physical Education

Grade: Second Grade

Name of Unit: Advanced skills

Length of Unit: 15 - 18 weeks

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:

- PA3A2a Perform efficient movement in activities to prevent injuries
- PA3B2b Recognize the symptoms of breathing emergency (e.g., asthma, choking) and seek appropriate assistance
- MP1C2a Demonstrate individually and with a partner manipulative skills in a stationary position and while moving (e.g., throwing, catching, kicking, striking, volleying, and dribbling)
- MP1E2c Identify and apply concepts relating to force (e.g., hard, soft, heavy, light)
- MP2B2a Demonstrate a variety of sport specific lead-up games
- MP2D2a Demonstrate basic apparatus activities on a balance beam, climbing rope, cargo net, parallel bars, vault, and climbing wall
- MP3C2a Create personal rhythmic pattern with a manipulative (e.g., jump rope)

Supporting Standards for unit:

- PA1B2a Identify opportunities outside of school to participate regularly in physical activities (e.g., dance practice, jogging, kick, dribble, throw and catch)
- PA1C2a Describe the benefits of appropriate warm-up and cool-down activity
- PA2A2a Demonstrate independence and good use of time while participating in physical activity
- PA2A2b Show appropriate sportsmanship and sensitivity to diversity and gender issues
- MP1F2a Demonstrate motor skills and knowledge of rules while participating in low organized games
- PA1A2a Tell why it is important to be physically active every day.
- MP1A2a Demonstrate locomotor skills in combinations
- MP1A2b Demonstrate locomotor skills using patterns, levels, tempo, directions, and pathways.
- MP1B2a Demonstrate non-locomotor skills in a variety of activities using different levels and speeds individually and with a partner.
- MP2A2a Demonstrate proper techniques for a variety of fundamental skills.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
Efficient movements to prevent injuries	Perform	Apply	2
Symptoms of breathing emergencies	Recognize	Understand	1
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 beam, climbing rope, cargo net, parallel bars, vault, and climbing wall	Demonstrate	Apply	2
personal rhythmic pattern with a manipulative (e.g., jump rope)	Create	Apply	2

Essential Questions:

1. What can you do to prevent injuries and breathing emergencies?
2. How can you demonstrate individual and partner manipulative skills in a station position? While moving?
3. How can you apply different amounts of force to an object for different results?
4. How can you demonstrate balance and strength activities using apparatus?

Enduring Understanding/Big Ideas:

1. Warm-up and cool-down activities will help prevent injuries and focusing on communication along with heartbeat will minimize breathing emergencies.
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 balance beam, climb across 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

Engaging Experience 1

Title: Movement Skills

Suggested Length of Time: 11 - 14weeks

Standards Addressed

Priority:

- MP1C2a Demonstrate individually and with a partner manipulative skills in a stationary position and while moving (e.g., throwing, catching, kicking, striking, volleying, and dribbling)
- MP1E2c Identify and apply concepts relating to force (e.g., hard, soft, heavy, light)
- MP2B2a Demonstrate a variety of sport specific lead-up games
- MP2D2a Demonstrate basic apparatus activities on a balance beam, climbing rope, cargo net, parallel bars, vault, and climbing wall
- MP3C2a Create personal rhythmic pattern with a manipulative (e.g., jump rope)

Detailed Description/Instructions:**Submarines and Mines:**

One possible activity is Submarines and Mines - The main object of the game is that the runners will try to go from one end of the gym to the other end without being touched by the submarines' torpedoes (soft balls) or the mines (participants who got tagged laying on the floor on their stomach).

- 3 hula hoops are placed in center of play area – middle of gym.
- 1 captain in each submarine (hula hoop) each with 2 balls.
- at the signal, runners must try to go across gym without being touched by ball (even if it touched the ground first); if they get touched, they become mines and lay on the floor on their stomach. The only way they can move is by pivoting on their stomach. They try to assist the submarines by touching the passing participants either with their feet or hands.
- the last 3 to survive become the submarines.
- the submarines' captains must be in their submarine while throwing and can run to fetch their balls but must come back in subs to throw again.
- remember that with the 'go' signal, everyone is in play until they reach a safe zone at the other end of gym. (see physedgames.com)

Bloom's Levels: Apply**Webb's DOK:** Level 2

Topic 2: Fitness

Engaging Experience 1**Title:** Wellness**Suggested Length of Time:** 3 - 5 weeks**Standards Addressed***Priority:*

- PA3A2a Perform efficient movement in activities to prevent injuries
- PA3B2b Recognize the symptoms of breathing emergency (e.g., asthma, choking) and seek appropriate assistance

Supporting:

- PA1B2a Identify opportunities outside of school to participate regularly in physical activities (e.g., dance practice, jogging, kick, dribble, throw and catch)
- PA1C2a Describe the benefits of appropriate warm-up and cool-down activity
- PA2A2a Demonstrate independence and good use of time while participating in physical activity

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 Scenario

One possible activity is Station Activities—Using a variety of manipulative skill stations, students will demonstrate rolling, throwing, kicking, striking, volleying, dribbling in small group settings.

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.