

Branchburg Township Public Schools

Office of Curriculum and Instruction

Grade 2 Physical Education Curriculum



Adopted by the Board of Education October 2022

This curriculum is aligned with the 2020 New Jersey Student Learning Standards in Physical Education

Curriculum Scope and Sequence

Content Area	Physical Education	Course Title/Grade Level:	Second Grade
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	Topic/Unit Name	Suggested Pacing (Days/Weeks)
<u>Topic/Unit #1</u>	Intro to PE Environment/Fitness Warm up/Cooperative Activities	6 days
<u>Topic/Unit #2</u>	Recreation Outdoor and Field Games: jump rope, 4 square, BB shooting, funnel ball, GaGa	16 days
<u>Topic/Unit #3</u>	Manipulative Skills (throwing, catching, striking, dribbling, kicking, passing, volleying)	36 days
<u>Topic/Unit #4</u>	Dance Rhythmic Movement	8 days
<u>Topic/Unit #5</u>	Jump Rope	8 days

Topic/Unit 1 Title	Intro to PE Environment/Fitness Warm up/Cooperative Activities	Approximate Pacing	4
STANDARDS			
NJSLS PE			
<p>2.1.2.PGD.1: Explore how activity helps all human bodies stay healthy.</p> <p>2.1.2.PGD.3: Explain what being “well” means and identify self-care practices that support wellness.</p> <p>2.1.2.EH.2: Identify what it means to be responsible and list personal responsibilities</p> <p>2.1.2.EH.3: Demonstrate self-control in a variety of settings.</p> <p>2.1.2.EH.4: Demonstrate strategies for managing one’s own emotions, thoughts, and behaviors.</p> <p>2.2.2. LF.1: Express one’s feeling and emotions when involved in movement and physical activities to increase positive behaviors.</p> <p>2.2.2.MSC.3: Demonstrate manipulative movements (e.g., throwing, catching, dribbling, running, kicking) while moving in personal and general space, time, directions, pathways and ranges.</p> <p>2.2.2.MSC.4: Differentiate manipulative movements (e.g., throwing, catching, dribbling)</p> <p>2.2.2.MSC.6: Execute appropriate behaviors and etiquette while participating in and viewing activities, games, sports, and other events to contribute to a safe environment.</p> <p>2.2.2.MSC.8: Explain the difference between offense and defense</p> <p>2.2.2.PF.1: Explain the benefits of regular physical activity and what it means to be physically fit in relation to personal health. (e.g., healthy heart, strong bones, increased energy, strong muscles).</p> <p>2.2.2.PF.3: Engage in moderate to vigorous age-appropriate physical movement and physical activities that promote movement (e.g., games challenges, team building).</p> <p>2.2.2.LF.3: Explore the body’s range of motion through participating in flexibility and breathing exercises (e.g., stretching, mindfulness, yoga).</p>			
Interdisciplinary Connections:		21st Century Skills:	
<p>Health 2.1.2.C.3- Determine how personal feelings can affect one’s wellness</p> <p>Example: Discussion of how making certain decisions or choices could affect someone’s feelings or mood. This or that game making choices and how one feels about the choice.</p>		<p>9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.</p> <p>Example: Students will play cooperative games like rocks, paper, scissors to quickly make decisions. This knowledge in turn will help them become quick problem solvers.</p>	

Technology Standards:	Career Ready Practices:
<p>8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device.</p> <p>Ex. Students will create a document listing all the safety rules and procedures completed within the beginning of the year.</p>	<p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>Ex. Students will follow the safety procedures and take a leadership role in knowing where to go if there's an emergency.</p>
UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS	
<ul style="list-style-type: none"> -How could we be responsible in the gym? -How could we be safe in the gym? -What are the rules and routines of the gym? -Why is Physical Education important in our life? 	
STUDENT LEARNING OBJECTIVES (Unit 1)	
Key Knowledge	Process/Skills/Procedures/Application of Key Knowledge
<p>Students will know:</p> <ul style="list-style-type: none"> -Classroom rules and expectations -All safety drills -Warm-up components -Benefits of exercise 	<p>Students will be able to:</p> <ul style="list-style-type: none"> -Perform the entire warm-up through a series of whistles -Correctly and quickly perform all safety drills -Locate squad spots -Line up appropriately at the end of class -Participate fairly in group activities -Problem solve on their own
ASSESSMENT OF LEARNING	
<p>Summative Assessment (Assessment at the end of the learning period)</p>	<p>-Pickers test given at the end of the unit</p>

Formative Assessments (Ongoing assessments during the learning period to inform instruction)	<ul style="list-style-type: none"> -Teacher observation of students practicing skills and procedures that are being taught. (Example: -Teacher verbalizes to class , “please line up for the fire drill..... please line up for the lockdown) -Teacher Assessment on google sheet -Ongoing Rubric notes
Alternative Assessments (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)	<ul style="list-style-type: none"> Student self-assesses at the end of the period. -Thumbs up, thumbs down -Pair share to partner -exit slips
Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)	<ul style="list-style-type: none"> Teacher ongoing checklist for each classroom to assess the material covered during the unit. (Example (Squad lines, fire drills, lockdown)
RESOURCES	
Core instructional materials: <ul style="list-style-type: none"> -Children Moving, A Reflective Approach to Teaching Physical Education, George Graham -Achieving Fitness: An Adventure Activity Guide, Project Adventure -Responsive Classroom for Music, Art, PE, and Other Specials Areas. 	
Supplemental materials: <ul style="list-style-type: none"> -Social Media 	
Modifications for Learners	
See appendix	

Topic/Unit 2 Title	Recreation Outdoor Field Games	Approximate Pacing	16
STANDARDS			
NJSLS PE			
<p>2.1.2.EH.5: Explain healthy ways of coping with stressful situations.</p> <p>2.2.2.MSC.3: Demonstrate manipulative movements (e.g., throwing, catching, dribbling, running, kicking) while moving in personal and general space, time, directions, pathways and ranges.</p> <p>2.2.2.MSC.4: Differentiate manipulative movements (e.g., throwing, catching, dribbling)</p> <p>2.2.2.MSC.6: Execute appropriate behaviors and etiquette while participating in and viewing activities, games, sports, and other events to contribute to a safe environment.</p> <p>2.2.2.MSC.8: Explain the difference between offense and defense.</p> <p>2.2.2.PF.1: Explain the benefits of regular physical activity and what it means to be physically fit in relation to personal health. (e.g., healthy heart, strong bones, increased energy, strong muscles)</p> <p>2.2.2. LF.1: Express one’s feeling and emotions when involved in movement and physical activities to increase positive behaviors.</p>			
Interdisciplinary Connections:		21st Century Skills:	
<p>2.MD.A3: Estimate lengths using units of inches, feet, centimeters, and meters</p> <p>Ex. Students will estimate how many feet their object was thrown into the air while practicing throwing and catching.</p>		<p>9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success</p> <p>Ex. Students will work together while using the long jump ropes. They must turn the long rope together and carefully pay attention to the jumper.</p>	
Technology Standards:		Career Ready Practices:	
<p>8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device.</p> <p>Ex. Students will create a list of games they have already played and a list of new games they would like to learn. This helps the teacher in surveying the class of their interests.</p>		<p>CRP4.Communicate clearly and effectively and with reason</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>Ex. Students will listen to their peers while they are teaching an activity. They must solve any problems using the tools they have</p>	

previously learned.

UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS

- Explain three rules in GaGa.
- Name the appropriate manipulative skills used in 4 square.
- Which sport skills are used in funnel ball?
- How does jumping rope increase your level of fitness?

STUDENT LEARNING OBJECTIVES

Key Knowledge

Process/Skills/Procedures/Application of Key Knowledge

Students will know:

- how to play recreational games with peers
- how to play according to rules taught by PE teachers.

Students will be able to:

- explain the rules for various recreation outdoor games
- properly apply skills in recreational games

ASSESSMENT OF LEARNING

Summative Assessment

(Assessment at the end of the learning period)

- pickers test to assess students knowledge
- thumbs up or down at the end of period
- exit slip

Formative Assessments

(Ongoing assessments during the learning period to inform instruction)

- Students will perform skills and teacher will record data in ongoing database.

Alternative Assessments (Any learning activity or assessment that asks students to *perform* to demonstrate their knowledge, understanding and proficiency)

- Students will be asked to perform skill and teacher will make appropriate recommendations or modifications to assist students
- Teacher and self assessment scorecard (monitors conduct)

Benchmark Assessments

(used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)

- ongoing teacher and student assessment

RESOURCES

Core instructional materials:

- Children Moving, A Reflective Approach to Teaching Physical Education, George Graham
- Achieving Fitness: An Adventure Activity Guide, Project Adventure
- Responsive Classroom for Music, Art, PE, and Other Specials Areas.

Supplemental materials:

- Social media

Modifications for Learners

See [appendix](#)

Topic/Unit 3 Title	Manipulative Skills (throwing, catching, striking, dribbling, kicking, passing, volleying)	Approximate Pacing	16
STANDARDS			
NJSLS PE			
<p>2.1.2.EH.1: Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others.</p> <p>2.2.2.MSC.3: Demonstrate manipulative movements (e.g., throwing, catching, dribbling, running, kicking) while moving in personal and general space, time, directions, pathways and ranges.</p> <p>2.2.2.MSC.4: Differentiate manipulative movements (e.g., throwing, catching, dribbling).</p> <p>2.2.2.MSC.5: Adjust and correct movements and skill in response to feedback.</p> <p>2.2.2.MSC.6: Execute appropriate behaviors and etiquette while participating in and viewing activities, games, sports, and other events to contribute to a safe environment.</p> <p>2.2.2.MSC.7: Demonstrate kindness towards self and others during physical activity to create a safe and caring environment.</p> <p>2.2.2.LF.2: Perform movement skills that involve controlling and adapting posture and balance, to successfully negotiate different environments (e.g., mats, turf fields, grass fields, hard surfaces, gym floors, sand, water, snow) during physical activity).</p> <p>2.2.2.LF.4: Identify physical activities available outside of school that are in the community.</p>			
Interdisciplinary Connections:		21st Century Skills:	
<p>2.MD.8: Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?</p> <p>Ex. Students will play manipulative skill games (foot dribbling) involving buying and selling. Students must count and total their dollars and cents.</p>		<p>9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success</p> <p>Ex. Students will learn to trade and seek out items from other students through cooperative games. This allows them to build skills for bargaining.</p>	
Technology Standards:		Career Ready Practices:	
<p>8.1.2.DA.1: Collect and present data, including climate change data, in various visual formats.</p> <p>Ex. Students will enter how many times they hit the target while overhand throwing. They will filter the information by how close or far away they were from the target.</p>		<p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p>	

Ex. Students will be challenged to throwing to a variety of obstacles and figure out how to effectively hit the target within a certain number of throws.

UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS

Explain and perform the rolling skill
 Explain and perform underhand throwing
 Explain and perform overhand throwing
 Explain and perform catching (various objects)
 Explain how to catch using an object
 Which part of the foot is used for dribbling/ trapping/ passing?
 Explain and demonstrate shooting a soccer ball into a goal
 Where do I follow through after striking an object?
 Explain how to dribble a basketball
 Explain how to bounce and chest pass a basketball
 Explain how to receive a chest and bounce pass
 Explain and demonstrate shooting a basketball
 Perform a variety of basketball skills
 Explain and perform how to volley an object with the wall or partner

STUDENT LEARNING OBJECTIVES

Key Knowledge

Process/Skills/Procedures/Application of Key Knowledge

Students will know:

Rolling underhand
 Throwing underhand
 Throwing overhand
 Catching (over/under)
 Catching using an object
 Kicking/ Trapping/ Passing
 Striking with body part
 Striking using short implement
 Striking using long implement
 Dribbling using hands
 Dribbling using feet
 Volleying implement
 Passing(chest/bounce)

Students will be able to:

Roll/ underhand /overhand toss to a stationary target
 Catch a thrown ball
 Foot strike (kick) to a stationary target
 Dribble using foot (soccer)
 Trap a ball under their foot (soccer)
 Pass using the inside of their foot
 Strike an object using short and long implement
 Dribble a ball (basketball) using hands
 Chest/ bounce pass a ball (basketball)
 Shoot (soccer and basketball)

Shooting (basketball)	
ASSESSMENT OF LEARNING	
Summative Assessment (Assessment at the end of the learning period)	-plickers test to assess students knowledge -thumbs up or down at the end of period -exit slip
Formative Assessments (Ongoing assessments during the learning period to inform instruction)	-Students will perform skills and teacher will record data in ongoing database.
Alternative Assessments (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)	-Students will be asked to perform skill and teacher will make appropriate recommendations or modifications to assist students -Teacher and student self assessment
Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)	-ongoing teacher assessment sheet to record baseline and progressions
RESOURCES	
Core instructional materials: -Children Moving, A Reflective Approach to Teaching Physical Education, George Graham -Achieving Fitness: An Adventure Activity Guide, Project Adventure -Responsive Classroom for Music, Art, PE, and Other Specials Areas.	
Supplemental materials: -Social media	
Modifications for Learners	
See appendix	

Topic/Unit 4 Title	Dance Rhythmic Movement	Approximate Pacing	8
STANDARDS			
NJSLS PE			
<p>2.1.2.SSH.1: Discuss how individuals make their own choices about how to express themselves.</p> <p>2.1.2.SSH.2: Discuss the range of ways people express their gender and how gender-role stereotypes may limit behavior.</p> <p>2.1.2.SSH.3: Describe different kinds of families locally, nationally and globally and note similarities in the ways in which they keep their children safe.</p> <p>2.2.2.PF.1: Explain the benefits of regular physical activity and what it means to be physically fit in relation to personal health. (e.g., healthy heart, strong bones, increased energy, strong muscles).</p> <p>2.2.2.PF.2: Explore how to move different body parts in a controlled manner.</p> <p>2.2.2.PF.3: Engage in moderate to vigorous age-appropriate physical movement and physical activities that promote movement (e.g., games challenges, team building).</p> <p>2.2.2.LF.3: Explore the body's range of motion through participating in flexibility and breathing exercises (e.g., stretching, mindfulness, yoga)</p>			
Interdisciplinary Connections:		21st Century Skills:	
<p>1.1.2.Pr4a: Perform planned and improvised movement sequences, with variations in direction (e.g., forward/backward, up/down, big/small, sideways, right/left, diagonal), spatial level (e.g., low, middle, high), and spatial pathways (e.g., straight, curved, circular, zigzag), alone and in small groups.</p> <p>Ex. Students are given a rubric and must come up with 3 different dance movements with a partner. They are also allowed to improvise if needed.</p>		<p>9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success</p> <p>Ex. Students will work with a partner to come up with an original mini dance. This assignment will help them think on their feet and work with others.</p>	
Technology Standards:		Career Ready Practices:	
<p>8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks.</p>		<p>CRP4.Communicate clearly and effectively and with reason.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p>	

Ex. Students will use an ipad to video or take a picture of their partner performing the dance movements. They could make corrections if necessary.	Ex. While creating a dance with a partner students must reason with each other and compromise while putting the dance together.
UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS	
<ul style="list-style-type: none"> -What is a 4 wall dance? -What is a line dance? -Can you clap out a 4 beat tempo? 	
STUDENT LEARNING OBJECTIVES	
Key Knowledge	Process/Skills/Procedures/Application of Key Knowledge
<p>Students will know:</p> <ul style="list-style-type: none"> -how to follow a 4 beat tempo -how to follow a 4 wall dance -how to follow a line dance 	<p>Students will be able to:</p> <ul style="list-style-type: none"> -move to a 4 beat tempo -perform a 4 wall dance -perform a line dance
ASSESSMENT OF LEARNING	
<p>Summative Assessment (Assessment at the end of the learning period)</p>	<ul style="list-style-type: none"> -pickers test to assess students knowledge -thumbs up or down at the end of period -exit slip
<p>Formative Assessments (Ongoing assessments during the learning period to inform instruction)</p>	<ul style="list-style-type: none"> -Students will perform skills and teacher will record data in ongoing database.
<p>Alternative Assessments (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)</p>	<ul style="list-style-type: none"> -Students will be asked to perform skill and teacher will make appropriate recommendations or modifications to assist students -Teacher and student self assessment
<p>Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)</p>	<ul style="list-style-type: none"> -ongoing teacher assessment sheet to record baseline and progressions

RESOURCES
Core instructional materials: -Children Moving, A Reflective Approach to Teaching Physical Education, George Graham -Achieving Fitness: An Adventure Activity Guide, Project Adventure -Responsive Classroom for Music, Art, PE, and Other Specials Areas.
Supplemental materials: -Social media
Modifications for Learners
See appendix

Topic/Unit 5 Title	Jump rope	Approximate Pacing	8 days
STANDARDS			
NJSLS PE			
<p>2.1.2.PGD.1: Explore how activity helps all human bodies stay healthy.</p> <p>2.1.2.PGD.3: Explain what being “well” means and identify self-care practices that support wellness.</p> <p>2.2.2.PF.1: Explain the benefits of regular physical activity and what it means to be physically fit in relation to personal health. (e.g., healthy heart, strong bones, increased energy, strong muscles).</p> <p>2.2.2.PF.3: Engage in moderate to vigorous age-appropriate physical movement and physical activities that promote movement (e.g., games challenges, team building).</p>			
Interdisciplinary Connections:		21st Century Skills:	
<p>1.1.2.Pr5a: Identify personal and general space to share space safely with other dancers. Categorize healthful strategies (e.g., nutrition, injury prevention, emotional health, overall functioning) essential for the dancer.</p> <p>1.1.2.Pr5b: Identify basic body parts and joints (e.g., limb, bone) and joint actions (e.g., bend, rotate). Examine how basic body organs (e.g., brain, lungs, heart) relate and respond to dance movements.</p> <p>Ex. Students explore different levels of space while jumping rope. They must figure out their balance and coordination using the different joints and body parts necessary to jump rope.</p>		<p>9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success</p> <p>Ex. Students will work together to develop a partner routine.</p>	
Technology Standards:		Career Ready Practices:	
<p>8.2.2.ITH.5: Design a solution to a problem affecting the community in a collaborative team and explain the intended impact of the solution</p> <p>Ex. Students will research and choose different jumps using online tools.</p>		<p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>Ex. Students must figure out how to perform a challenging jump and</p>	

persevere by overcoming the difficulty.

UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS

- How does jumping rope benefit your body?
- Which muscles are getting stronger while jumping rope?
- Taking heart rate
- Discuss ways to slow heart rate down, or increase it while jumping.

STUDENT LEARNING OBJECTIVES

Key Knowledge

Students will know:

- how to choose a jump rope for their height
- how to turn a short rope
- how to turn and jump a long rope

Process/Skills/Procedures/Application of Key Knowledge

Students will be able to:

- turn and jump over a short rope
- turn and jump over a long rope
- discuss heart rate

ASSESSMENT OF LEARNING

Summative Assessment
(Assessment at the end of the learning period)

- plickers test to assess students knowledge
- thumbs up or down at the end of period
- exit slip

Formative Assessments
(Ongoing assessments during the learning period to inform instruction)

- Students will perform skills and teacher will record data in ongoing database.
- track their progress on their jump rope sheets

Alternative Assessments (Any learning activity or assessment that asks students to *perform* to demonstrate their knowledge, understanding and proficiency)

- Students will be asked to perform skill and teacher will make appropriate recommendations or modifications to assist students
- Teacher and student self assessment

Benchmark Assessments
(used to establish baseline achievement data and measure progress towards

- ongoing teacher assessment sheet to record baseline and progressions

grade level standards; given 2-3 X per year)	
RESOURCES	
Core instructional materials: -Children Moving, A Reflective Approach to Teaching Physical Education, George Graham -Achieving Fitness: An Adventure Activity Guide, Project Adventure -Responsive Classroom for Music, Art, PE, and Other Specials Areas.	
Supplemental materials: -Social media	
Modifications for Learners	
See appendix	