

WALDWICK SCHOOL DISTRICT

Administrative Offices
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Physical Education Curriculum Guide

Grade 2

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**WALDWICK SCHOOL DISTRICT
PE CURRICULUM- Grade 2**

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COURSE DESCRIPTION

The Mission of the K-2 Physical Education program is to provide each student the opportunity for maximum intellectual, physical, social and emotional development. It is our belief that education is a continuous life-long process, which allows each student to continuously strive to maximize all of his or her capabilities. It is our hope that each student will develop into a physically educated and socially responsible life-long learner. We also believe that the benefits of a comprehensive physical education program will not only develop lifelong learners but foster workplace skills, including problem solving, communication, cooperation, utilizing technology, and responsible decision making. Our students will have a foundation for an active, healthy and productive life, which will enable them to be a contributing member of society.

In addition to content-based knowledge and skills, this curriculum integrates the skills, knowledge, and expertise of Career Readiness, Life Literacies, and Key Skills. These skills, when used in combination with standards-based content, ensure that students are prepared for success in today's challenging environment. In this course, students will examine the relationships of the past to the present, solve challenging, authentic problems, accept the responsibility of supporting a group by improving their own skill sets, identify interdisciplinary connections, utilize technology to solve problems, etc.

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PACING GUIDE

Unit Number	Unit Title	Suggested Timeframe
1	Movement through Space	9-12 Weeks
2	Manipulative Movements	9-12 Weeks
3	Learning Lifestyle and Wellness	9-12 Weeks

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Unit 1: Movement Through Space	Pacing Guide: 9-12 weeks	Standards 2.2.2.MSC.1: Perform a combination of sequences of locomotor movements and rhythmic activities (e.g., walking, balancing, hopping, skipping, running). 2.2.2.MSC.2: Differentiate non-locomotor and locomotor movements as well transferring body weight (e.g., stretching, bending, twisting, curling). 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. 2.2.2.PF.2: Explore how to move different body parts in a controlled manner.
Essential Questions <ul style="list-style-type: none"> • What are some ways I can move my body? • How can I make sure everyone is safe in PE class? 	Enduring Understandings <ul style="list-style-type: none"> • I can perform locomotor activities. • I can differentiate between non-locomotor and locomotor movements. • I can be responsible for my actions. • I can move my body in a controlled manner in personal space. 	
Summative Assessment <ul style="list-style-type: none"> ✓ SWBAT explain and demonstrate appropriate behaviors during class time through movement exploration. ✓ SWBAT explore non-locomotor movements and locomotor movements as they relate to traveling safely through the gymnasium. 		
Formative Assessments <ul style="list-style-type: none"> • Teacher observation • Student behaviors • Exit tickets • On-The-Spot Checklist: Each student will be observed during activity time and applicable skills will be assessed. • District Developed Rubric: Each student will be evaluated based on the developmentally appropriate criteria for a specific skill and/or set of skills. • Partner/Group Assessments: Students are observed and evaluated by their peers (at the age and developmentally appropriate level). 		Materials <ul style="list-style-type: none"> • Gym or outdoor space • Various materials will be needed depending on the activities chosen. This may include balls, cones, nets, bean bags, hula hoops, scooters, etc
Suggested Activities: <ul style="list-style-type: none"> • Builders and bulldozers: The builders and bulldozers will move using a specific locomotor skill. The builders will pick the cones up and the bulldozer will knock it over with their hands. Each round lasts 1-2 minutes. If there are more cones standing up than knocked over the builders win, if there are more cones knocked over the 		Differentiation for Diverse Learners <i>Reinforcement:</i> <ul style="list-style-type: none"> • Peer to peer practice

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<p>bulldozers win.</p> <ul style="list-style-type: none"> ● Jump the river: Using 2 jump ropes create a river. Students will move(run or jog) towards the river and jump or leap over. ● Gaga ball: Students must use their hands to hit the ball once. If it hits someone else in the knee or below they are out and must wait on the side or rotate to the next gaga court. This game requires students to follow rules and call themselves out. ● Obstacle Course - Using mats, cones, and other equipment you can create a course that promotes students to move their bodies over and under, across, below, zig-zag, etc. ● Follow the Leader / Traffic Jam ● Obstacle Courses - Students can demonstrate different body movements as well as ball-handling skills, and or moving their bodies at different levels. ● Stopping and starting on signal to the music. ● Tag games - that require students to zig-zag, and change direction of movement mid- moving. ● Travel around the 50 states: Students tell us where they would like to go (any of the 50 states) and then what locomotor movements will use to get there. ● Freeze Dance ● K-2 Physical Education Activities 	<ul style="list-style-type: none"> ● Modify equipment: increase size of ball, decrease weight of ball ● Decrease distance to target ● Increase size of target
<p>Interdisciplinary Connections</p> <ul style="list-style-type: none"> ➤ Language Arts: SL.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. ➤ SEL Competencies: Self-Awareness, Self-Management and Relationship Skills ➤ Career Readiness, Life Literacies, and Key Skills: 9.4.s.CI.1 Demonstrate openness to new ideas and perspectives ➤ Computer Science and Design Thinking: 8.1.2.AP.1 Model daily processes by creating and following algorithms to complete tasks 	<p><i>Enrichment:</i></p> <ul style="list-style-type: none"> ● Demonstrate the skill to peers ● Modify equipment: increase size of ball, decrease weight of ball ● Decrease distance to target ● Increase size of target

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Unit 2: Manipulative Movements	Pacing Guide: 9-12 weeks	Standards
<p>Essential Questions</p> <ul style="list-style-type: none"> ● What are some different ways I can move my body? ● What does it mean to be healthy? ● What are some ways I can play on a team? 	<p>Enduring Understandings</p> <ul style="list-style-type: none"> ● I can control my body through a variety of environments. ● I can listen to feedback and correct movements. ● I can kick the ball when needed. ● I can throw an object when needed. ● I can catch an object when needed. ● I can demonstrate a variety of movements in different settings. ● I can distinguish between offense and defensive in game situations. ● I can work well with my teammates. ● I can explain what being healthy means. 	<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.MSC.5: Adjust and correct movements and skill in response to feedback.</p> <p>2.2.2.MSC.4: Differentiate manipulative movements (e.g., throwing, catching, dribbling).</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.8: Explain the difference between offense and defense</p> <p>2.2.2.PF.4: Demonstrate strategies and skills that enable team and group members to achieve goals</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>Summative Assessment</p> <ul style="list-style-type: none"> ✓ SWBAT maintain balance and change their posture in a variety of different settings. ✓ SWBAT throw, catch, dribble, kick, etc. in a variety of different settings. ✓ SWBAT work cooperatively in group / team setting to achieve a common goal. ✓ SWBAT explain how being physically fit improves their overall health. 		
<p>Formative Assessments</p> <ul style="list-style-type: none"> ● Teacher observation ● Student behaviors ● Exit tickets ● On-The-Spot Checklist: Each student will be observed during activity time and applicable skills will be assessed. 		<p>Materials</p> <ul style="list-style-type: none"> ● Gym or outdoor space ● Various materials will be needed depending on the activities chosen. This may include balls, cones, nets, bean bags, hula hoops,

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<ul style="list-style-type: none"> • District Developed Rubric: Each student will be evaluated based on the developmentally appropriate criteria for a specific skill and/or set of skills. • Partner/Group Assessments: Students are observed and evaluated by their peers (at the age and developmentally appropriate level). 	scooters, etc
<p>Suggested Activities:</p> <ul style="list-style-type: none"> • Hula Hoop Fitness Timer: Spin hoop and perform a specific set of exercise • Locomotor movements with a partner. Teacher and students feedback • Station 1: Shooting basketballs Station 2: Partner Bounce Pass. Station 3: Dribbling through cones down and back. This can be done with all sports such as soccer, pillo polo, hockey, frisbee. • Egg toss: Using a foam ball start 2 steps away and each time you catch it step back but if you drop it take a step back. • Dice Bonk: A dice will be on a cone in the middle of a hula hoop. 2 players will be on offense and one is protecting the dice. The 2 players must pass the ball 3 times without dropping it and then try to knock down the dice. They score points depending what number it lands on. • Cooperative ball pass - Students get into four lines. Give the first person a ball and the students have to pass the ball with their feet to the next. Keep going until you finish. If you drop the ball, start at the beginning. • Jump Rope: Ski jumps, single, double • Bean Bag Hockey • Relay races: moving in different pathways. Zig zag through cones, over hurdles, under or through hoops/ • Pillo Polo: Dribbling and Passing. Partners will work together on stick handling. Non dominant hand up top and dominant hand lower. They will watch each other perform passes and dribbling and give feedback during breaks. • Throwing and catching in a variety of games where students are throwing and/or rolling at different objects. • Battleship, Toss Across, Snowball Fight, Basketball Pirates & Cookie Monsters Cookie Jar • 2 vs. 2 Basketball - small sided games of 1 minute and 30 seconds. (Use a timer) Keep the kids moving. • Team building/cooperation skills <ul style="list-style-type: none"> ○ Line up alphabetically name order ○ Line up birthdate order ○ Super person game ○ Bear traps: Children are being "led" through the bear traps by a partner using verbal 	<p>Differentiation for Diverse Learners</p>
	<p><i>Reinforcement:</i></p> <ul style="list-style-type: none"> • Peer to peer practice • Modify equipment: increase size of ball, decrease weight of ball • Decrease distance to target • Increase size of target
<p><i>Enrichment:</i></p> <ul style="list-style-type: none"> • Demonstrate the skill to peers • Modify equipment: increase size of ball, decrease weight of ball • Decrease distance to target • Increase size of target 	

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communication only. Walking through gym space while avoiding obstacles such as pylon spots and other equipment while eyes are closed or blindfolded.

- Gr 2-4 Jump rope skills: Single (individual ropes) and Double length (partners turning with 1 person jumping).
- All Ss will learn and become proficient with the single rope using single jumps and double jumps. As Ss are approved on their skills, they can then begin practicing "tricks" that are available to choose from.
- Gymnastics: Balance (Independent, partner and group), Tumbling, Poses, Challenges
- Bowling - Divide the class into four teams behind the cones. The first person on each team starts with a ball, goes to the mark on the floor (marks vary so students can choose their level of success). Then roll the ball to try to knock the pins down. The student will then retrieve the ball and give it to the next student in their line.
- Frog Toss & Zoo Keeper, Bowling Mania & Fitness Bowling, Dinosaur Cave, Bowl-O-Rama, Rampage
- Beanie Baby Knock-down - Students are divided into two teams. The cones are scattered on each side of the gym. On top of each cone is a beanie baby. The students have to communicate to one another who is guarding and throwing. The object is to knock down the other team's beanie babies off the cones.
- Hot Potato is a great cooperative game. Students need to have their attention and hands ready to receive the ball coming in the same direction from the next student. You can vary this game greatly, by any grade and skill level. You can hand the ball to one another or toss the ball, etc.
- Tinikling- Students will engage in this Philippine folk dance in groups of 3 or 4.
- Turkey Tail Tag: Scooters with half noodles, Scarves are stuffed in one end of the noodle, Students capture scarves
- Steal the Bacon - Students are divided into two teams. Each student gets a number. They stand on opposite lines. When their number is called they run to the middle to take the object and run back to their team. The other player will then tag that player before they make it back to the team.
- Mayhem: Throwing and Catching - Group work: A variety of objects are put in a Giant tub or plastic pool. Students work together to use underhand tossing and catching skills to collect different items. Cooperate, Sort and Count
- Cross Fire - Students are divided into two teams. There is one big ball target (like a stability ball). The object of the game is to throw the small balls at the big ball to move it

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across the gym to cross the other team's endline. Students may not touch the big ball. If the big ball touches them, they have to sit out on the side, until a new round begins.

- [K-2 Physical Education Activities](#)

Interdisciplinary Connections

- Language Arts: SL.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
- SEL Competencies: Self-Awareness, Self-Management and Relationship Skills
- Career Readiness, Life Literacies, and Key Skills: 9.4.s.CI.1 Demonstrate openness to new ideas and perspectives
- Computer Science and Design Thinking: 8.1.2.AP.1 Model daily processes by creating and following algorithms to complete tasks

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Unit 3: Learning Lifestyle and Wellness	Pacing Guide: 9-12 weeks	Standards
<p>Essential Questions</p> <ul style="list-style-type: none"> ● What are some ways to stretch? ● What does it mean to be active? ● How can I show good sportsmanship? ● How can I express how I'm feeling when doing physical activity? 	<p>Enduring Understandings</p> <ul style="list-style-type: none"> ● I can participate to the best of my ability in a variety of activities. ● I can stretch my body through a variety of ranges of motion. ● I can maintain an active lifestyle outside of school. ● I can display good sportsmanship to my fellow classmates. ● I can express my feelings in a positive way. 	<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> <p>2.2.2.LF.4: Identify physical activities available outside of school that are in the community.</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.1: Express one's feelings and emotions when involved in movement and physical activities to increase positive behaviors.</p>
<p>Summative Assessment</p> <ul style="list-style-type: none"> ✓ SWBAT identify a collaborative solution when presented with team building challenges ✓ SWBAT demonstrate positive collaboration with other students and model the use of accountable talk prompts (I agree.../I disagree) with teacher support. ✓ SWBAT explore challenges and solutions that involve a variety of motor planning skills (balance, flexibility, breathing, etc.) ✓ SWBAT make connections about physical activities in school and those that are available within the community with teacher support. ✓ SWBAT participate in a self reflection about their feelings and share when appropriate. 		
<p>Formative Assessments</p> <ul style="list-style-type: none"> ● Teacher observation ● Student behaviors ● Exit tickets ● On-The-Spot Checklist: Each student will be observed during activity time and applicable skills will be assessed. ● District Developed Rubric: Each student will be evaluated based on the developmentally appropriate criteria for a specific skill and/or set of skills. ● Partner/Group Assessments: Students are observed and evaluated by their peers (at the age and developmentally appropriate level). 		<p>Materials</p> <ul style="list-style-type: none"> ● Gym or outdoor space ● Various materials will be needed depending on the activities chosen. This may include balls, cones, nets, bean bags, hula hoops, scooters, etc
<p>Suggested Activities: Skills Based Warm Up Activities</p> <ul style="list-style-type: none"> ● Tabata warm up with music. 		<p>Differentiation for Diverse Learners</p>

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<ul style="list-style-type: none"> • Flexibility warm up using various yoga and stretching poses. Use poly spots or visual aides with movements. • Allow students to use the playgrounds and teach proper ways to use them. This can be done early in the year to help with recess problems. • Thank you Tag: If tagged a student must freeze. To unfreeze someone must give them a hi-5. The frozen student says "Thank you" and can unfreeze. • Emotions/RULER tag: taggers will have noodles red, yellow, green and blue. Each color represents an emotion. If tagged by red you must freeze and show the emotion. When another friend stops and guesses your emotion you are free. <p>Activities</p> <ul style="list-style-type: none"> • Lay out the mats and have a yoga video on the projector screen. Have the teacher and students demonstrate positions before the video begins. • Encourage students to participate in sports/clinics that can help develop the skills they enjoy participating in. • Steal the bacon: Students are split into 2 sides and given a number. When the number is called they will run and try to get the object in the middle and bring it back to their spot. After each round all students should clap and say positive things to the people who just ran in. • Closure Circle - At the end of class students and the teacher take the time to discuss how class went by teacher-guided questions. • K-2 Physical Education Activities 	<p><i>Reinforcement:</i></p> <ul style="list-style-type: none"> • Peer to peer practice • Modify equipment: increase size of ball, decrease weight of ball • Decrease distance to target • Increase size of target
<p>Interdisciplinary Connections</p> <ul style="list-style-type: none"> ➤ Language Arts: SL.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. ➤ SEL Competencies: Self-Awareness, Self-Management and Relationship Skills ➤ Career Readiness, Life Literacies, and Key Skills: 9.4.s.CI.1 Demonstrate openness to new ideas and perspectives ➤ Computer Science and Design Thinking: 8.1.2.AP.1 Model daily processes by creating and following algorithms to complete tasks 	