

# PHYSICAL EDUCATION CURRICULUM UNIT Grades 2-3 Trimester #1

## North Smithfield School District

**TITLE OF UNIT:** *On Your Mark*

**GRADES :** 2-3

**DATE PRESENTED:** \_\_\_\_\_ **DATE DUE:** \_\_\_\_\_ **LENGTH OF TIME:** Trimester

**OVERVIEW OF UNIT:**

**ESSENTIAL QUESTION**

**STANDARDS: Physical Education**

- |   |  |   |  |  |  |
|---|--|---|--|--|--|
| 1. Students will demonstrate competency in many movement forms and proficiency in a few movement forms. | 2. Students will apply movement concepts and principles to the learning and development of motor skills. | 3. Students will understand the implications of and the benefits derived from involvement in physical activity. | 4. Students will apply physical activity-related skills and concepts to maintain a physically active lifestyle and a health-enhancing level of physical fitness. | 5. Students will demonstrate responsible personal and social behavior in physical activity settings. | 6. Students will understand that internal and external environments influence physical activity. |
|---|--|---|--|--|--|

**PHYSICAL EDUCATION STANDARDS:** [see curriculum for specific standards, e.g.](#)

**1. Competency in many movements**

- Mature form 1.1.1
- Gross locomotor patterns and combination patterns 1.1.2
- Movement, e.g. locomotor, non-locomotor, directionality, levels, tempo, etc. 1.2.1
- Combination movement skills/lead-up activities 1.4.1
  - **Dance/rhythm** (Building a Foundation, Aerobic games [3], Fitness [3])\*
  - **Fitness Jumping, Balance, Stunts, Tumbling,** (Aerobic games [3], Fitness [3])\*
  - **Cooperative** (Building a Foundation, Parachute, Catching and Throwing, Dance)\*
  - **Territory and field sport** ( Football [3], Basketball [3], Softball [3], Hockey [3] )\*

**2. Movement concepts and principles**

- Movement vocabulary 2.1.1
- Biomechanical principles 2.2.1, 2.2.2
- Learning cues and feedback 2.3.1-2.3.2

**3. Benefits from physical activity**

- Physical Activity Benefits 3.1.1, 3.2.1, 3.3.3
  - Physical
  - Emotional
  - Social
- Self-expression 3.4.1

**4. Physically active life style**

- Fitnessgram test 4.1.1, 4.2.1
- Physical fitness testing results 4.3.1
- Components of physical fitness 4.5.1

**5. Personal and social behavior**

- Self-Control and space 5.1.1
- Laws, rules, procedures, and etiquette 5.2.1
- Safety 5.3.1
  - **space**
  - **clothing** and footwear
  - **equipment**
- Work cooperatively and productively 5.4.1
- Open Circle 5.4.2
- On task behavior 5.5.1
- Appropriate interactions with peers in physical activity setting 5.6.1, 5.6.2, 5.6.3, 5.6.4
- Responsibility 5.7.1
- Winning and losing 5.7.2
- Inclusion of others 5.7.3

**6. Internal and external environments**

- Appropriate and safe areas in the community 6.1.1-6.1.2, 6.2.1
- Media and technology 6.3.1, 6.3.2
- Promotion of physical activity 6.4.1
- Community organizations 6.5.1
- Reliable and valid resources 6.6.1, 6.6.2

**ENDURING UNDERSTANDING:**

- .

**PRIOR KNOWLEDGE:**

- NA

# PHYSICAL EDUCATION CURRICULUM UNIT Grades 2-3 Trimester #1

## North Smithfield School District

### STUDENT OBJECTIVES, SKILLS and/or NEW KNOWLEDGE:

#### 1. **Competency in many movements**

- 1.1.1 Begins to understand that **form** in basic skills is the most efficient technique for each skill.
- warm-up
  - skill practice
  - cool-down
- 1.1.2 Begins to Identify and use **form** in some **gross locomotor** and some **combination patterns** (walk, run, hop, jump, leap, skip, gallop, slide).
- [Grade 2](#)
- demonstrates basic form in the following: walking, running, hopping, jumping, leaping, skipping, galloping, and sliding
- [Grade 3](#)
- demonstrates basic form and competency in all of the following: walking, running, hopping, jumping, leaping, skipping, galloping, and sliding.
    - [www.aahperd.org](http://www.aahperd.org)
    - [www.pecentral.com](http://www.pecentral.com)
    - [www.sparkpe.org](http://www.sparkpe.org)
- 1.2.1 Begins to demonstrate form in basic non-locomotor skills
- balancing
  - bending
  - bilateral movement
  - pushing and pulling
  - raising and lowering
  - stretching
  - swinging and swaying
  - twisting and turning
- 1.4.1 **Begins** to form fundamental **combinations of movement skills** (e.g. run and jump, strike and run). **Lead-up activities** and games:
- **Dance/rhythm, e.g.:** creative movement, introductory line dancing, four wall dancing, folk dance, aerobic dance, scarf juggling, cup stacking, ribbon (2)
    - hopping/jumping
    - leaping/tapping
    - lifting/placing
    - stepping/touching
    - stepping/turning
    - **tossing/catching**
  - **Fitness, e.g.:** introductory personal fitness, yoga, aerobics, jumping rope, relay races (3), Chinese jump rope (3), balance (3), circuit training, balance/stunt/ tumbling (2), track and field (2), circuit training
    - jumping/twisting
    - pulling/holding
    - running/pivoting
    - sitting/reaching
    - stretching/balancing
    - turning/jumping
  - **Cooperative, e.g.:** introductory team building activities, parachute
    - balancing
    - bending/stretching
    - pushing and pulling
    - raising and lowering
    - twisting and turning
  - **Territory/field sport, e.g.:** introductory soccer, basketball, flag football, floor hockey
    - dribbling/passing
    - dribbling/shooting
    - jogging/ dribbling
    - running/dodging
    - running/stopping
    - stopping/ receiving
    - stopping/striking
    - throwing/catching

# PHYSICAL EDUCATION CURRICULUM UNIT Grades 2-3 Trimester #1

## North Smithfield School District

### 2. Movement concepts and principles

2.1.1. Begins to identify and demonstrate the application of **movement vocabulary** to the physical education setting balance, e.g.

- angle of an object
- balance (static and dynamic)
- base of support
- center of gravity
- direction
- endurance
- flexibility
- flow
- follow-through
- force
- levels
- locomotor
- non-locomotor
- pathway
- physical fitness
- position
- posture
- rhythm
- right and left
- space
- speed
- strategy (game or team)
- strategy (game or team)
- strength
- tempo
- time
- transfer of body weight

2.2.1 Begins to apply the following **biomechanical principles**:

- angle of an object
- balance
- base of support
- center of gravity
- follow-through
- force
- right and left
- speed
- squaring to the target
- transfer of body weight
  - [www.healthychildren.org](http://www.healthychildren.org) (American Academy of Pediatrics)
  - [www.teachpe.com](http://www.teachpe.com) (physical education teaching resources)

2.2.2 **Begins** to understand the application of **biomechanical principles** in some of the following categories:

- **Dance/rhythm, e.g.:** creative movement, introductory line dancing, four wall dancing, folk dance, aerobic dance, scarf juggling, cup stacking, ribbon (2)
- **Fitness, e.g.:** introductory personal fitness, yoga, aerobics, jumping rope, relay races (3), Chinese jump rope (3), balance (3), circuit training, balance/stunt/ tumbling (2), track and field (2), circuit training
- **Cooperative, e.g.:** introductory team building activities, parachute
- **Territory/field sport, e.g.:** introductory soccer, basketball, flag football, floor hockey
  - [www.everdaype.org](http://www.everdaype.org)
  - [www.pecentral.com](http://www.pecentral.com)
  - [www.peuniverse.com](http://www.peuniverse.com) (Physical Education sharing ideas)
  - [www.teambuilding activities.com](http://www.teambuilding activities.com)

2.3.2 Begins to identify some of the critical elements of a variety of movement forms to help provide feedback to self and others.

#### Grade 2

- ready position (territory/field, net/wall, individual, fitness)
- follow-through (territory/field, net/wall, individual, fitness)
- body action, space, time, energy (territory/field, net/wall, individual, fitness)

#### Grade 3

- ready position (territory/field, net/wall, individual, fitness,)
- preparation (territory/field, net/wall, individual, fitness)
- point of contact (team/field, net/wall, individual, fitness)
- follow-through (territory/field, net/wall, individual, fitness)
- body action, space, time, energy (territory/field, net/wall, individual, fitness)

### 3. Benefits from physical activity

3.1.1 Begins to recognize how regular physical activity improves personal health.

- increase health benefits
  - controls weight
  - improves bone strength
  - improves muscular strength and endurance

## PHYSICAL EDUCATION CURRICULUM UNIT Grades 2-3 Trimester #1 North Smithfield School District

- improves sleep patterns
  - increases energy
  - reduces body fat
  - reduces stress
  - disease prevention
    - cardiovascular health
    - chronic illness
    - diabetes
    - increases immune system function
    - obesity
      - [www.heart.org](http://www.heart.org)
      - [www.kidshealth.org](http://www.kidshealth.org)
      - [www.myplate.org](http://www.myplate.org)
      - [www.shapeupri.org](http://www.shapeupri.org)
- 3.2.1 Begins to identify how regular participation in physical activity improves emotional health.
- increases
    - acceptance
    - positive attitude
    - self-esteem
    - self-image and confidence
  - reduces
    - negative peer pressure
    - stress
    - anxiety
      - [www.cdc.gov](http://www.cdc.gov)
      - [www.heart.org](http://www.heart.org)
      - [www.kidshealth.org](http://www.kidshealth.org)

- 3.4.1 Uses physical activity such as:
- Dance/rhythm
  - Fitness
  - Cooperative
  - Territory/field
- as a means of **self-expression**.

#### 4. Physically active life style

- 4.1.1 Engages in Fitnessgram Test (Pacer Test) to assess
- aerobic endurance
  - agility
  - flexibility
  - muscular strength and endurance
  - speed
    - [www.fitnessgram.net](http://www.fitnessgram.net)
- 4.2.1 Begins to make improvement towards reaching the health- related fitness standards of the Fitnessgram Test/Pacer Test
- [www.fitnessgram.net](http://www.fitnessgram.net)
- 4.2.2 Participates in physical activity to improve scores for each of the fitness components on the Fitnessgram Test/Pacer Test, e.g.
- fitness station
  - warm-up activities
  - class time
    - [www.fitnessgram.net](http://www.fitnessgram.net)
- 4.2.3 Self-evaluates his/her fitness improvement analysis of Pacer test Data
- [www.fitnessgram.net](http://www.fitnessgram.net)
- 4.3.1 Begins to understand how physical fitness testing results (e.g., pre/post test, assessments, charts) relate to their ability to

## PHYSICAL EDUCATION CURRICULUM UNIT Grades 2-3 Trimester #1 North Smithfield School District

perform various activities involving

- pacer - aerobic capacity/cardiovascular endurance
- agility run
- push-up
- curl-up
- pull-up
- sit and reach
  - [www.fitnessgram.net](http://www.fitnessgram.net)

4.5.1 Identifies several physical activities related to each component of health-related physical fitness to improve **skills** and **health** by participating in some of the following activities, e.g.

- **aerobic capacity/cardiovascular endurance**
  - bike riding
  - dancing
  - ice skating
  - jogging
  - jumping rope
  - roller blading
  - running
  - skateboarding
  - skipping
  - swimming
  - walking
- **muscular strength and endurance**
  - chin-ups
  - pull-ups
  - push-ups
  - sit-ups
- **flexibility**
  - dynamic stretching
  - static stretching
  - yoga
    - [www.24hourfitness.com](http://www.24hourfitness.com) (fitness planning)
    - [www.aahperd.org](http://www.aahperd.org) (National Physical Education Organization)
    - [www.nfl.com/play60](http://www.nfl.com/play60) (children playing 60 minutes per day)
    - [www.shapeupri.org](http://www.shapeupri.org) (where to go in RI for physical activity, hiking, biking, rock climbing)

### 5. **Personal and social behavior**

5.1.1 Demonstrate an understanding of personal and general space by using self-control in all activities, e.g.

- applying safe practices, e.g. proper attire to allow for uninhibited movement
- rules and procedures (classroom management plan)
- proper, intended, and safe equipment use.
  - [www.pecentral.com](http://www.pecentral.com)

5.2.1 Adheres to all rules and procedures.

5.2.2 **Follows** activity-specific laws, rules, procedures, and etiquette for:

- Dance
- Fitness
- Cooperative
- Territory and field sport
  - [www.pbis.org](http://www.pbis.org) (Positive Behavioral Intervention and Support)
  - [www.sparkpe.org](http://www.sparkpe.org)

5.3.1 Begins to demonstrate the ability to be safe in all movement activities.

- body awareness
- respect for self and other
- safe and appropriate clothing and footwear
- safe and appropriate use of equipment
- self-control
- spatial awareness

## PHYSICAL EDUCATION CURRICULUM UNIT Grades 2-3 Trimester #1 North Smithfield School District

- [www.opencircle.org](http://www.opencircle.org)
  - [www.kidshealth.org](http://www.kidshealth.org)
- 5.4.1 Begins to work **cooperatively** and **productively** with a partner and/or a group to achieve a set goal.
- [www.opencircle.org](http://www.opencircle.org)
  - [www.kidshealth.org](http://www.kidshealth.org)
- 5.4.2 Begins to demonstrate respectful behavior, verbally and non-verbally with peers and teachers to achieve a set goal.
- [www.opencircle.org](http://www.opencircle.org)
  - [www.kidshealth.org](http://www.kidshealth.org)
- 5.4.3 Begins to apply the principles of **Open Circle™** in the PE setting
- Non-negotiable rules
    - [www.opencircle.org](http://www.opencircle.org)
- 5.5.1 Demonstrates the ability to work independently and on task for developmentally appropriate periods of time (3-7 minutes).
- [www.sparkpe.org](http://www.sparkpe.org)
  - [www.opencircle.org](http://www.opencircle.org)
- 5.6.1 Identify and demonstrates appropriate ways to resolve conflicts safely.
- 5.6.2 Demonstrates respect for others in positive and negative game situations
- [www.opencircle.org](http://www.opencircle.org)
  - [www.pbis.org](http://www.pbis.org)
- 5.6.3 Applies a **conflict resolution process**, for example from **Great Body Shop™** when confronted with a behavior choice:
- *define the conflict*
  - *agree to solve the problem*
  - *exchange reasons for opinions*
  - *revise opinions*
  - *brainstorm solutions*
  - *determine the best solution.*
- 5.6.4 Applies the school-wide **conflict resolution process, Open Circle™** when confronted with a behavior choice:
- 5.7.1 Begins to accept responsibility for one's own action without blaming others.
- 5.7.2 Begins to respond to winning and losing with dignity and respect.
- 5.7.3 Begins to include others in physical activities and respects individual differences in skill levels.
- [www.aahperd.org](http://www.aahperd.org)
  - [www.pbis.org](http://www.pbis.org) (Positive Behavioral Intervention and Support)
  - [www.riahperd.org](http://www.riahperd.org)
  - [www.ride.ri.gov](http://www.ride.ri.gov)
- 6. Internal and external environments**
- 6.1.1 Begins to identify appropriate and safe areas within the community to participate in physical activity.
- 6.1.2 Begins to identify various safe locations that are intended for recreation and play e.g.
- beaches
  - bike paths
  - Boys and Girls Clubs (Woonsocket)
  - gymnasiums
  - health centers
  - parks
  - playgrounds
  - Park and Recreation Department
  - recreational centers e.g., batting cages

## PHYSICAL EDUCATION CURRICULUM UNIT Grades 2-3 Trimester #1 North Smithfield School District

- school grounds
  - Slatersville Reservoir
  - track/turf
  - Wide World of Indoor Sports
  - Wide World of Indoor Sports
  - YMCA/YWCA (Woonsocket, Lincoln)
    - [www.aahperd.org](http://www.aahperd.org)
    - [www.nsmithfieldri.org](http://www.nsmithfieldri.org)
    - [www.riahperd.org](http://www.riahperd.org)
    - [www.shapeupri.org](http://www.shapeupri.org)
    - [www.woonymca.org](http://www.woonymca.org)
- 6.2.1 Begins to identify physical activities that can be performed in a variety of settings, e.g.
- Interscholastic
  - Intramural
  - Recreational
  - elite (e.g. AAU, development team)
  - college/university camps
  - private/independent
    - [www.aahperd.org](http://www.aahperd.org)
    - [www.nsmithfieldri.org](http://www.nsmithfieldri.org)
    - [www.riahperd.org](http://www.riahperd.org)
    - [www.shapeupri.org](http://www.shapeupri.org)
    - [www.woonymca.org](http://www.woonymca.org)
- 6.3.1 Begins to describe how different forms of media and technology can impact one's level and type of physical activity, e.g.
- DVDs – exercise programs
  - equipment –bicycle
  - games – Wii Fitness, X-Box Kinect
  - Internet – on-line fitness programs
  - i-Pod, MP-3 - music, motivation
  - media- health related articles, health reports
  - monitors –pedometers
  - T.V. programming.
- 6.3.2 Begins to recognize that media and technology can have positive and negative influences.
- [www.aahperd.org](http://www.aahperd.org)
  - [www.nsmithfieldri.org](http://www.nsmithfieldri.org)
  - [www.pecentral.com](http://www.pecentral.com)
  - [www.riahperd.org](http://www.riahperd.org)
  - [www.woonymca.org](http://www.woonymca.org)
- 6.4.1 Begins to identify healthy ways to promote physical activity with peers through
- challenging experiences
  - inclusion ( inviting others to participate)
  - modeling (activities inside and outside of the school)
  - positive reinforcement.
    - [www.everdaype.org](http://www.everdaype.org)
    - [www.fitness.gov](http://www.fitness.gov)
    - [www.letsmoveinschool.org](http://www.letsmoveinschool.org)
    - [www.nsmithfieldri.org](http://www.nsmithfieldri.org)
    - [www.woonymca.org](http://www.woonymca.org)
- 6.5.1 Begins to identify youth organizations in the community that offer physical activity programs e.g.,
- YMCA/YWCA
  - Recreation departments
  - School enrichment activities (basketball instruction, yoga).
    - [www.nsmithfieldri.org](http://www.nsmithfieldri.org)
    - [www.riahperd.org](http://www.riahperd.org)
    - [www.woonymca.org](http://www.woonymca.org)

# PHYSICAL EDUCATION CURRICULUM UNIT Grades 2-3 Trimester #1

## North Smithfield School District

6.6.1 Begins to use a variety of resources to select physical activity information that is **reliable and valid**.

6.6.2 Begins to use physical activity information from:

- classroom teachers
- coach
- counselors
- health teacher
- internet sources
- library
- parents
- peers
- physical education teacher
- print sources
- school nurse
- T.V. media
  - [www.aahperd.org](http://www.aahperd.org)
  - [www.kidshealth.org](http://www.kidshealth.org)
  - [www.letsmoveinschool.org](http://www.letsmoveinschool.org)

### ACTIVITIES, PRODUCTS, PERFORMANCE, and ASSESSMENTS: see curriculum introduction

- |   |  |   |
|---|--|---|
| <ul style="list-style-type: none"> <li>• Activity logs – collection of scores</li> <li>• Anecdotal records</li> <li>• Checklists</li> <li>• Conferencing</li> <li>• Exhibits</li> <li>• Fitnessgram (Pacer Test)</li> </ul> | <ul style="list-style-type: none"> <li>• Interviews                             <ul style="list-style-type: none"> <li>○ Student to student</li> <li>○ Teacher to student</li> </ul> </li> <li>• Student to third party Collaboration - interpersonal</li> <li>• Journals (words or pictures)</li> </ul> | <ul style="list-style-type: none"> <li>• Multiple Intelligences assessments, e.g. Role playing - bodily kinesthetic , visual representation, oral presentations</li> <li>• Questions and answers</li> <li>• Technology (pedometers )</li> <li>• Think-alouds</li> </ul> |
|---|--|---|

### HIGHER ORDER THINKING SKILLS: Web's Depth of Knowledge 2 – 4 or Bloom's Taxonomy

#### Web's Depth of Knowledge

- skill/conceptual understanding
- strategic reasoning
- extended reasoning

#### Bloom's Taxonomy

- apply
- analyze
- synthesize/create
- evaluate

### ADDITIONAL RESOURCES: see curriculum for specifics

<ul style="list-style-type: none"> <li>• <i>Sparks Program</i> including visuals etc.</li> <li>• <b>Sports equipment</b> for:                             <ul style="list-style-type: none"> <li>○ Balls (variety of playground, e.g. soft balls, geometric, jelly, yarn ball, vinyl ball, critters)</li> <li>○ Bean bag</li> <li>○ Bowling, soft and small</li> <li>○ Dance</li> <li>○ Fitness Mats</li> <li>○ Fitness testing</li> <li>○ Flag football, soft</li> <li>○ Foam dice</li> <li>○ Hula Hoops</li> <li>○ Parachute</li> <li>○ Polyspot</li> <li>○ Rings (small and large)</li> </ul> </li> <li>• CD player and CDs</li> <li>• Fitnessgram™ CD</li> </ul>	<ul style="list-style-type: none"> <li><a href="http://www.americanheart.org">www.americanheart.org</a></li> <li><a href="http://www.enchantedlearning.com">www.enchantedlearning.com</a></li> <li><a href="http://www.everdaype.org">www.everdaype.org</a></li> <li><a href="http://www.fitnessgram.net">www.fitnessgram.net</a></li> <li><a href="http://www.kidsdictionary.com">www.kidsdictionary.com</a></li> <li><a href="http://www.kidshealth.org">www.kidshealth.org</a></li> <li><a href="http://www.nsmithfieldri.org">www.nsmithfieldri.org</a></li> <li><a href="http://www.opencircle.org">www.opencircle.org</a><a href="http://www.pecentral.com">www.pecentral.com</a></li> <li><a href="http://www.peuniverse.com">www.peuniverse.com</a> (Physical Education sharing ideas)</li> <li><a href="http://www.shapeupri.org">www.shapeupri.org</a></li> <li><a href="http://www.sparkpe.org">www.sparkpe.org</a></li> <li><a href="http://www.teachpe.com">www.teachpe.com</a> (physical education teaching resources)</li> <li><a href="http://www.woonymca.org">www.woonymca.org</a></li> </ul>
--	---

### VOCABULARY

<ul style="list-style-type: none"> <li>• balance</li> <li>• bending</li> <li>• catching/throwing</li> </ul>	<ul style="list-style-type: none"> <li>• jump</li> <li>• leading</li> <li>• leap</li> </ul>	<ul style="list-style-type: none"> <li>• side ways</li> <li>• skill practice</li> <li>• skip</li> </ul>
---	---	---



**PHYSICAL EDUCATION CURRICULUM UNIT Grades 2-3 Trimester #1  
North Smithfield School District**

<ul style="list-style-type: none"> <li>• chasing/fleeing</li> <li>• clothing and footwear</li> <li>• cool-down</li> <li>• curvy</li> <li>• directionality</li> <li>• down</li> <li>• endurance (heart power)</li> <li>• fast</li> <li>• fleeing</li> <li>• flexibility (How far can I stretch?)</li> <li>• follow through</li> <li>• following</li> <li>• forward/backward</li> <li>• freeze</li> <li>• gallop</li> <li>• good performances</li> <li>• grabbing</li> <li>• hand eye coordination</li> <li>• high</li> <li>• hop</li> <li>• jogging</li> </ul>	<ul style="list-style-type: none"> <li>• left</li> <li>• levels</li> <li>• locomotor</li> <li>• low</li> <li>• marching</li> <li>• medium</li> <li>• mirroring</li> <li>• muscular strength (push, pull, lift)</li> <li>• non-locomotor</li> <li>• opposite</li> <li>• pathways</li> <li>• personal and general space (life saver space)</li> <li>• pulling</li> <li>• release</li> <li>• respect others</li> <li>• right</li> <li>• rising</li> <li>• run</li> <li>• safe use of equipment</li> <li>• shaking</li> </ul>	<ul style="list-style-type: none"> <li>• slide</li> <li>• slow</li> <li>• stepping/striking</li> <li>• stopping</li> <li>• straight</li> <li>• stretching</li> <li>• striking</li> <li>• swaying</li> <li>• swinging</li> <li>• tagging</li> <li>• tempo</li> <li>• throwing</li> <li>• turning</li> <li>• turning</li> <li>• twisting</li> <li>• up</li> <li>• walk</li> <li>• warm-up</li> <li>• working together</li> <li>• zigzag</li> </ul>
---	---	--

**LESSON PLAN for UNIT \_\_\_\_\_**

**LESSONS**

- Lesson # 1 Summary:**
  
- Lesson #2 Summary:**
  
- Lesson #3 Summary:**

**OBJECTIVES for LESSON # \_\_\_\_\_**

- Materials/Resources:**
  
- Procedures:**
  - **Lead –in**
  
  - **Step by step**

**PHYSICAL EDUCATION CURRICULUM UNIT Grades 2-3 Trimester #1  
North Smithfield School District**

- **Closure**

□ **Instructional strategies:** see curriculum introduction

□ **Assessments:** see curriculum introduction

- **Formative**

- **Summative**