

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

TITLE OF UNIT: *Get Set!*

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
- Manipulative skills 1.3.1, 1.3.2
- 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)*
 - **Recreational** (Manipulatives)*

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

- Physical fitness testing results 4.3.1
- Components of physical fitness 4.5.1
- Technologies and monitoring physical fitness **4.6.1, 4.6.2**

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

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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
 - www.pecentral.com
 - 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
- 1.3.1 Begins to identify and demonstrate basic **form** in the following fundamental **manipulative skills** ([Grade 2](#)):
- catching (one hand, two hand)
 - foot dribbling (inside, outside)
 - hand dribbling
 - rolling
 - striking
 - striking with long handle implements (pilo polo stick and bat).
 - throwing (overhand, underhand)
 - trapping
- 1.3.2 Begins to demonstrate basic **form** in the following fundamental **manipulative skills** ([Grade 3](#)):
- catching
 - foot dribbling
 - hand dribbling
 - rolling
 - striking with long handle implements (pilo polo stick and bat).
 - throwing
 - trapping
- 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

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- stretching/balancing
- turning/jumping
- **Cooperative, e.g.:** introductory team building activities, parachute
 - balancing
 - bending/stretching
 - pushing and pulling
 - raising and lowering
 - twisting and turning
- **Recreational, e.g.:** introductory backyard games (e.g. tag, SPUD, kick the can, monkey in the middle (2))
 - running/dodging
 - reaching/catching
 - running/stopping
 - stepping/kicking
 - stepping/throwing
 - touching/turning

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

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 (American Academy of Pediatrics)
 - 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
- **Recreational, e.g.:** introductory backyard games (e.g. tag, SPUD, kick the can, monkey in the middle (2))
 - www.everdaype.org
 - www.pecentral.com
 - www.peuniverse.com (Physical Education sharing ideas)
 - www.teambuildingactivities.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)

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- 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
 - 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
 - www.kidshealth.org
 - www.myplate.org
 - 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
 - www.heart.org
 - www.kidshealth.org

3.4.1 Uses physical activity such as:

- Dance/rhythm
- Fitness
- Cooperative
- Recreational

as a means of **self-expression**.

4. Physically active life style

4.3.1 Begins to understand how physical fitness testing results (e.g., pre/post test, assessments, charts) relate to their ability to perform various activities involving

- pacer - aerobic capacity/cardiovascular endurance
- agility run
- push-up
- curl-up
- pull-up
- sit and reach
 - www.fitnessgram.net

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- 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 (fitness planning)
 - www.aahperd.org (National Physical Education Organization)
 - www.nfl.com/play60 (children playing 60 minutes per day)
 - www.shapeupri.org (where to go in RI for physical activity, hiking, biking, rock climbing)
- 4.6.1 Begins to identify how various **technologies** can assist in the development of a fitness plan, e.g.
- web-based programs
 - pedometers
 - physical activity log.
 - www.heartratemonitorzone.net
- 4.6.2 Monitors physical activity and intensity levels using **technology**, e.g.
- pedometers
 - www.fitnessgram.net
 - www.healthychildren.org (American Academy of Pediatrics)
 - www.heartratemonitorzone.net
 - www.letsmoveinschool.org
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
- 5.2.1 Adheres to all rules and procedures.
- 5.2.2 **Follows activity**-specific laws, rules, procedures, and etiquette for:
- Dance
 - Fitness
 - Cooperative
 - Recreational
 - www.pbis.org (Positive Behavioral Intervention and Support)
 - 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

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- safe and appropriate clothing and footwear
 - safe and appropriate use of equipment
 - self- control
 - spatial awareness
 - www.opencircle.org
 - 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
 - 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
 - www.kidshealth.org
- 5.4.3 Begins to apply the principles of **Open Circle™** in the PE setting
- Non-negotiable rules
 - 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
 - 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
 - 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
 - www.pbis.org (Positive Behavioral Intervention and Support)
 - www.riahperd.org
 - 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
 - school grounds
 - Slatersville Reservoir

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- track/turf
 - Wide World of Indoor Sports
 - Wide World of Indoor Sports
 - YMCA/YWCA (Woonsocket, Lincoln)
 - www.aahperd.org
 - www.nsmithfieldri.org
 - www.riahperd.org
 - www.shapeupri.org
 - 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
 - www.nsmithfieldri.org
 - www.riahperd.org
 - www.shapeupri.org
 - 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
 - www.nsmithfieldri.org
 - www.pecentral.com
 - www.riahperd.org
 - 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
 - www.fitness.gov
 - www.letsmoveinschool.org
 - www.nsmithfieldri.org
 - 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
 - www.riahperd.org
 - www.woonymca.org
- 6.6.1 Begins to use a variety of resources to select physical activity information that is **reliable and valid**.

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- 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
 - www.kidshealth.org
 - www.letsmoveinschool.org

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

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

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

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

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- **Closure**

□ **Instructional strategies:** see curriculum introduction

□ **Assessments:** see curriculum introduction

- **Formative**

- **Summative**