Winslow Township School District
Grade 2
Unit 1: Motor Skill Development

Overview: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.

Overview	Standards for Motor Skill Development Content	Unit Focus	Essential Questions
Unit 1: Motor Skill Development	• 2.2.2.MSC.1 • 2.2.2.MSC.2 • 2.2.2.MSC.3 • 2.2.2.MSC.4 • 2.2.2.MSC.5 • 2.2.2.MSC.6 • 2.2.2.MSC.7 • 2.2.2.MSC.8 • WIDA1	• Movement skills such as running, walking, jumping, hopping, skipping, leaping, galloping. • Safety rules to use in an active environment. • The importance of being active daily • What it means to demonstrate good sportsmanship.	• How can understanding movement concepts improve my performance? • How can I make movement more interesting, fun, and enjoyable? • How does my use of movement influence that of others?
Unit 1: Enduring Understandings	• Research shows that people who participate in regular physical activity, no matter what the form, are more likely to do so because they feel comfortable and competent in movement skills. • Skill development involves an understanding of movement concepts, the underlying principles of physics, as a means to analyze movement performance and make adjustments. • Implementing movement principles such as space, speed, force, projection or tempo makes movement more effective and more interesting.		

Physical Education Curriculum – Grade 2 –
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Curriculum Unit 1	Standards		Pacing	
			Week	
	2.2.2.MSC.1	Perform a combination of sequences of locomotor movements and rhythmic activities (e.g., walking, balancing, hoping, skipping, running).	3.5	
	2.2.2.MSC.2	Differentiate non-locomotor and locomotor movements as well transferring body weight (e.g., stretching, bending, twisting, curling).	4	
	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.	4	
	2.2.2.MSC.4	Differentiate manipulative movements (e.g., throwing, catching, dribbling).	4	31
	2.2.2.MSC.5	Adjust and correct movements and skill in response to feedback.	3.5	
	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.	3.5	
	2.2.2.MSC.7	Demonstrate kindness towards self and others during physical activity to create a safe and caring environment.	3.5	
	2.2.2.MSC.8	Explain the difference between offense and defense.	3	
		Assessment, Re-teach and Extension	2	

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Unit 1 Grade 2		
Core Idea	**Indicator #**	**Performance Expectations**
The body moves with confidence in a variety of the age appropriate performances of gross, fine, locomotor, non-locomotor, and manipulative skills as it relates to movements, concepts, games, aerobics, dance, sports, and recreational activities.	2.2.2.MSC.1	Perform a combination of sequences of locomotor movements and rhythmic activities (e.g., walking, balancing, hoping, 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.3	Demonstrate manipulative movements (e.g., throwing, catching, dribbling, running, kicking) while moving in personal and general space, time, directions, pathways and ranges.
	2.2.2.MSC.4	Differentiate manipulative movements (e.g., throwing, catching, dribbling)
Feedback impacts and improves the learning of movement skills and concepts.	2.2.2.MSC.5	Adjust and correct movements and skill in response to feedback.
Teamwork consists of effective communication and respect among class and team members.	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.MSC.7	Demonstrate kindness towards self and others during physical activity to create a safe and caring environment.
	2.2.2.MSC.8	Explain the difference between offense and defense.

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Assessment Plan

Performance Tasks: Ability to follow rules, classroom activities, individual, partner and group activities.	Alternative Assessments: • Teacher observation, participation, skill grade

Resources	**Activities**
• http://www.pecentral.org/assessment/assessmenttips.html • PECentral.org • Brain Pop Jr.com • Mr.Gym.com • SparkPE.org • Children Moving • PE 4 ME • Team Building for Physical Challenges • Personal Best Activity Guide Additional Activities: Movement skills to support wellness such as: • breathing techniques, • walking meditation, • yoga (especially animal yoga for kids), • tai chi, • stretching,	2.2.2.MSC.2 •SW play the game Ready, Set, Go. Activity: Ready Set Go Game Ready • 4 cones (for boundaries) • 1 spot marker per student • Music and player • 1 hoop per student (optional) • 2 beanbags per student (optional) , Set • Create medium (20X20 paces) activity area. • Scatter spot markers within boundaries. • Send students to stand on a spot marker, GO! Personal Space Review: • What is the area on and around your spot called? (Home base) • What can you do to make sure you have enough personal space to move safely? (The Helicopter) • Show me your helicopter; twist and turn with your arms at shoulder height. 2.2.2.MSC.3

- dance movement,

Warm-ups:
- jumping jacks,
- planks,
- squats,
- lunges,
- push-ups,
- sit-ups

Programs:
- The mileage club,
- The president's challenge

Spatial Awareness: using hoops, ropes, and balls, and/or play special awareness games, identify right and left on self and others, look for students to maintain proper spacing during activities

Listening Skills and Safety Awareness: Simon Says, Red Light, Green Light (any stop and go command activities), musical chairs, role playing, discuss safety situations

Review Locomotor Skills: (movements) walk, run, sliding, jump, hop, skip, leap, gallop (activities) animal walk, relay races, walking for fitness club, obstacle courses

- SW explain and perform an activity in general space.

General Space Review:
- Define General Space - the space is the space we all share. It is the space inside our boundaries (lines on floor, coned area, etc.).
- SW demonstrate Safety- When in general space, we move without bumping or shoving others.

Activity: Coconuts
- Each student gets a hoop inside the boundary area. 2 bean bags inside each hoop. Ask each student to stand inside a hoop. On signal go, students walk to another hoop and take a bean bag, and then bring it to their own hoop. Take 1 at a time. Repeat and vary locomotor skills. Count up your coconuts at the end.

- SW perform various locomotor skills to music of varying tempos, speeds, and freeze on command.

Activity:
- Move, Dance, Move
- SW move to the rhythm, tempo, and speed of various musical styles.

2.2.2.MSC.5
- SW practice locomotor skills with a partner and share positive comments and suggestions for improvement.

Activity: Shadow Dance
- Students create movement patterns with a partner and then identify/correct locomotor skills within the movement pattern.

Review Non-Locomotor Skills: (movements) stretch, twist, bend, swing, pull, push, turn
(activities) yoga, tai chi, stretching, warm ups

Diversity, Equity & Inclusion Educational Resources
https://www.nj.gov/education/standards/dei/

2.2.2.MSC.6
- SW use competitive and cooperative strategies by playing the game 4 Goal Soccer.
- SW positively participate in the game of throw ball and explain why the game of throw ball has rules.
- SW understand how cooperative behavior affects a team performance.
- SW use teamwork during 4 Goal Soccer through visible and verbal cues.

Activity:
4 Goal Soccer
- Divide class into 4 teams.
- Designate each team a goal to defend.
- Each team member will receive a player number.
- When the students' numbers are called they play offense, and when the number is not called they are playing defense.
- Discuss when to be cooperative with your teammates and when to be competitive with your opponents.

2.2.2.MSC.7
- SW describe characteristics of good sportsmanship

2.2.2.MSC.8
- SW explain the purpose of offense and defense while playing the game of line soccer.

Activity: Throw Ball
- Similar rules and concepts to baseball. In lieu of batting, the batter throws the ball out into the field.

Instructional Best Practices and Exemplars	
1. Identifying similarities and differences	6. Cooperative learning
2. Summarizing and note taking	7. Setting objectives and providing feedback
3. Reinforcing effort and providing recognition	8. Generating and testing hypotheses
4. Homework and practice	9. Cues, questions, and advance organizers
5. Nonlinguistic representations	10. Manage response rates

9.1 Personal Financial Literacy, 9.2 Career Awareness, Exploration, Preparation and Training & 9.4 Life Literacies and Key Skills

9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource.
9.4.2.IML.2: Represent data in a visual format to tell a story about the data (e.g., 2.MD.D.10).

The implementation of the 21st Century skills and standards for students of the Winslow Township District is infused in an interdisciplinary format in a variety of curriculum areas that include, English language Arts, Mathematics, School Guidance, Social Studies, Technology, Visual and Performing Arts, Science, Physical Education and Health, and World Language.

Additional opportunities to address 9.1, 9.2 & 9.4:
Philadelphia Mint
https://www.usmint.gov/learn/kids/resources/educational-standards
Different ways to teach Financial Literacy.
https://www.makeuseof.com/tag/10-interactive-financial-websites-teach-kids-money-management-skills/

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Modifications for Special Education/504

Students with special needs: The students' needs will be addressed on an individual and grade level using a variety of modalities. Accommodations will be made for those students who need extra time to complete assignment. Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered. Additional safety precautions will be made along with additional staff so all student can fully participate in the standards associated with this Physical Education curriculum.

- Small group instruction
- Audio books/ Text-to-speech platforms
- Leveled texts/Vocabulary Readers
- Leveled informational texts via online
- Modeling and guided practice
- Read directions aloud
- Repeat, rephrase and clarify directions
- Extended time as needed
- Break down assignments into smaller units
- Provide shortened assignments
- Modify testing format
- Repeat directions as needed

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Modifications for At-Risk Students
Formative and summative data will be used to monitor student success. At first signs of failure, student work will be reviewed to determine support. This may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations • Increase one on one time • Teachers may modify instructions by modeling what the student is expected to do • Oral prompts can be given. • Using visual demonstrations, illustrations, and models • Give directions/instructions verbally and in simple written format. • Peer Support

English Language Learners	Modifications for Gifted Students

All WIDA Can Do Descriptors can be found at this link:
https://wida.wisc.edu/teach/can-do/descriptors
☐ Grade 2 WIDA Can Do Descriptors:
    ☐ Listening ☐ Speaking
    ☐ Reading ☐ Writing
    ☐ Oral Language
Students will be provided with accommodations and modifications that may include:
• Relate to and identify commonalities in Phys Ed practices in students home country
• Speak and display terminology and movement
• Teacher Modeling
• Peer Modeling
• Label Classroom Materials - Word Walls
	Students excelling in mastery of standards will be challenged with complex, high level challenges related to the topic.
	• Students can complete extend research outside of the classroom
	• Inquiry-based instruction
	• Higher order thinking skills
	• Adjusting the pace of lessons
	• Interest based content
	• Project Based Learning
	• Real world scenarios
	• Student Driven Instruction
	• Gifted Programming Standards
	• Webb's Depth of Knowledge Levels and/or Revised Bloom's Taxonomy
	• REVISED Bloom's Taxonomy Action Verbs

Interdisciplinary Connections
ELA - NJSLS/ELA: NJSLSA.SL.5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. RI.2.1. Ask and answer such questions as *who, what, where, when, why*, and *how* to demonstrate understanding of key details in a text. RI.2.2. Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text. W.2.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. SL.2.5. Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. SL.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
Integration of Computer Science and Design Thinking NJSLS 8
8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences. 8.1.2.NI.3: Create a password that secures access to a device. Explain why it is important to create unique passwords that are not shared with others. 8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device.

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