

Winslow Township School District

Grade 2

Unit 2: Fitness

Overview: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.

| Overview | Standards for Motor Skill Development Content | Unit Focus | Essential Questions |
|--|---|---|---|
| Unit 2: Motor Skill Development | <ul style="list-style-type: none"> • 2.2.2.PF.1 • 2.2.2.PF.2 • 2.2.2.PF.3 • 2.2.2.PF.4 • 2.2.2.LF.1 • 2.2.2.LF.2 • 2.2.2.LF.3 • 2.2.2.LF.4 • WIDA1 | <ul style="list-style-type: none"> • Five components of fitness: cardiovascular, endurance, muscular strength, muscular endurance, flexibility, body composition • Engage in activities that promote fitness. | <ul style="list-style-type: none"> • Why is it so difficult to become healthy and physically fit? • Why is it even harder to stay healthy and physically fit? • How can I set challenging fitness goals that help me stay committed to wellness? |
| Unit 2: Enduring Understandings | <ul style="list-style-type: none"> • Children who regularly participate in physical activity tend to stay active throughout their lives. While there are immediate benefits including maintaining a healthy weight, feeling more energetic, and promoting a better outlook, participating in team and individual sports and other forms of physical activity can boost self-confidence, provide opportunities for social interaction, and offer a chance to have fun. In the long term, regular physical activity can help prevent heart disease, diabetes, and other medical problems later in life. Getting active and staying active is a key component of a healthy lifestyle. | | |

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| Curriculum Unit 2 | Standards | | Pacing | |
|----------------------|------------------------------------|---|--------|---------------|
| | | | Week | Unit Weeks |
| | 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). | 1 | 9 |
| | 2.2.2.PF.2 | Explore how to move different body parts in a controlled manner. | 1 | |
| | 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). | 1 | |
| | 2.2.2.PF.4 | Demonstrate strategies and skills that enable team and group members to achieve goals. | 1 | |
| | 2.2.2.LF.1 | Express one's feeling and emotions when involved in movement and physical activities to increase positive behaviors | 1 | |
| | 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. | 1 | |
| | 2.2.2.LF.3 | Explore the body's range of motion through participating in flexibility and breathing exercises (e.g., stretching, mindfulness, yoga). | 1 | |
| | 2.2.2.LF.4 | Identify physical activities available outside of school that are in the community. | 1 | |
| | | | | |
| | Assessment, Re-teach and Extension | | 1 | |

Physical Education Curriculum – Grade 2 –
Unit 2 Fitness

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| Unit 2 Grade 2 | | |
|---|-------------|---|
| Core Idea | Indicator # | Performance Expectations |
| The ability to move and perform at different levels and different types and amounts of physical activity enhance personal health. | 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). |
| | 2.2.2.PF.2 | Explore how to move different body parts in a controlled manner. |
| | 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). |
| | 2.2.2.PF.4 | Demonstrate strategies and skills that enable team and group members to achieve goals. |
| Exploring wellness components provide a foundational experience of physical movement activities. | 2.2.2.LF.1 | Express one's feeling and emotions when involved in movement and physical activities to increase positive behaviors |
| | 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. |
| | 2.2.2.LF.3 | Explore the body's range of motion through participating in flexibility and breathing exercises (e.g., stretching, mindfulness, yoga). |
| Resources that support physical activity are all around you. | 2.2.2.LF.4 | Identify physical activities available outside of school that are in the community. |

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| Unit 2 Grade 2 | |
|---|--|
| Assessment Plan | |
| <p>Performance Tasks: Ability to follow rules, classroom activities, individual, partner and group activities.</p> | <p>Alternative Assessments:</p> <ul style="list-style-type: none"> Teacher observation, participation, skill grade, teacher critique, peer evaluations, individual reflection, think-pair-share |
| Resources | Activities |
| <ul style="list-style-type: none"> http://kidshealth.org/kid/htbw/htbw_main_page.html (How the Body Works: movies, quizzes, and info for kids) - Summative/benchmark assessments) Mr.Gym.com SparkPE.org Children Moving PE 4 ME Team Building for Physical Challenges Personal Best Activity Guide <p><u>Additional Activities:</u></p> <p>Various exercises:</p> <ul style="list-style-type: none"> jumping jacks, sit-ups, toe-touches, push-up, | <p>2.2.2.PF.1</p> <ul style="list-style-type: none"> SW participate in a station-based activity session that focuses on the five components of fitness. <p><u>Fitness Obstacle Course:</u> An obstacle course of designated fitness activities will be set up throughout the gym. Each station of the course will be specific to a health sport related component.</p> <p>2.2.2.PF.3</p> <ul style="list-style-type: none"> SW engage in moderate to vigorous age-appropriate activities that promote fitness. <p><u>Crazy Cones:</u> Place cones in a scattered formation around the activity area, as far apart as possible. Under each cone, place one small index card that has a fitness activity written on it, such as jumping jacks, star jumps, mountain climbers, etc. Students begin in a scattered formation in the activity area. When the music begins, students jog (medium speed) to any cone and look</p> |

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- upper body strength activities,
- jump rope,
- high energy warm-up activities to raise heart rate,
- Presidential Physical Fitness Program

Diversity, Equity & Inclusion Educational Resources

<https://www.nj.gov/education/standards/dei/>

under it, then perform the activity that the card says, replace the card under the cone (demonstrate to students how to place the cone over the card so the next person does not see the color on the card), and then jog to a different color. Students continue moving from cone to cone until the music stops.

2.2.2.PF.4

- SW develop a fitness goal and monitor progress towards achievement of the goal.

Jump Rope Nation:

- Students will be introduced to the skill of Jumping Rope and its relevance to fitness. Students will test how many successful jumps over the rope they can perform in a designated time frame.
- Students will record their score, and set a goal higher than which they already achieved. As a warm up activity students will practice jumping rope at the beginning of physical education class for a one month period. Students will then test again to determine their progress.

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Instructional Best Practices and Exemplars

- | | |
|--|--|
| 1. Identifying similarities and differences 2. Summarizing and note taking 3. Reinforcing effort and providing recognition 4. Homework and practice 5. Nonlinguistic representations | 6. Cooperative learning 7. Setting objectives and providing feedback 8. Generating and testing hypotheses 9. Cues, questions, and advance organizers 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.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).
9.4.2.DC.3: Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4).

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

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

Modifications for Gifted Students

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](#)

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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.