### Unit of Study 1

Unit: Second Grade  
Quarter: 1  
Date: 01/17/17  
Subject: Physical Education

#### Concepts:

**Strand 1:** Students will achieve a level of competency in motor skills and movement patterns: Students will exhibit skill development that includes various locomotor and non-locomotor skills. Locomotor skills, which include walking, hopping, galloping, running, sliding, skipping, leaping, and jumping, are the foundation of movement. Non-locomotor skills using balance and weight transfer include curling, stretching, twisting, and bending. Competency progresses into manipulative skills such as catching, rope jumping, underhand and overhand throwing, dribbling, passing and receiving a ball with hands or feet.

**Strand 2:** Students will apply knowledge to attain efficient movement and performance: Students will use space, pathways, shapes, levels, speed, direction, force and strategy for effective movement in an activity setting.

**Strand 3:** Students will understand the components necessary to maintain a healthy level of fitness to support physical activity: Students will understand how applied knowledge of physical activity and nutrition can result in overall wellness. Students will exhibit personal responsibility in a group setting by working well with others, accepting feedback, and understanding how rules and etiquette contribute to a safe and enjoyable environment.

**Strand 4:** Students will develop cooperative skills and positive personal behavior through communication and respect for self and others: Students will exhibit personal responsibility in a group setting by working well with others, accepting feedback, and understanding how rules and etiquette contribute to a safe and enjoyable environment.

**Strand 5:** Students will appraise the personal value of physical activity as a tool for wellness, challenges, and interacting with appropriate social skills with friends and family: Students will identify activities that bring satisfaction and pleasure through participation and reflect how physical activity promotes a lifetime of wellness.

#### Physical Education Concepts

<table>
<thead>
<tr>
<th>I can:</th>
<th>Vocabulary students should use</th>
<th>Lesson Ideas</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1.1 Skip, demonstrating a well-developed pattern</td>
<td>skipping</td>
<td>Show the difference between jogging and running</td>
</tr>
<tr>
<td>2.1.2 Run, using a well-developed pattern while differentiating between jogging and running</td>
<td>running, jogging</td>
<td>Using different locomotor movements during activity</td>
</tr>
<tr>
<td>2.1.3 Demonstrate four of the five critical elements for jumping and landing in a horizontal and vertical plane, using a variety of one and two foot takeoffs and landings</td>
<td>jumping, landing</td>
<td>Incorporating class rules and procedures in game activities</td>
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<tr>
<td>2.1.4 Differentiate twisting, curling, bending and stretching actions</td>
<td>horizontal plane, vertical plane</td>
<td></td>
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<tr>
<td>2.1.6 Balance using various levels and body shapes, with and without moving</td>
<td>one foot takeoffs, two foot takeoffs</td>
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<tr>
<td>2.2.1 Combine locomotor skills in general space</td>
<td>twisting, curling</td>
<td></td>
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<tr>
<td>2.3.2 Participate in physical activity in response to instruction and practice</td>
<td>bending, stretching</td>
<td></td>
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<tr>
<td>2.4.1 Accept personal responsibility for class protocol and demonstrate appropriate behavior and performance in class activities with minimal teacher prompting</td>
<td>locomotor skills</td>
<td></td>
</tr>
<tr>
<td>2.4.3 Demonstrate safe and respectful behavior toward classmates and equipment during physical activity</td>
<td>general space</td>
<td></td>
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#### Physical Education Language Objectives

- Show how skip in general space.
- Describe and show the difference between walking, jogging and then running.
- Tell a classmate how to use a piece of equipment safely.

#### Assessment Options:

General Options: Teacher observation, class/group discussions
### Physical Education Concepts

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<tr>
<th align="left">Strand 1: Students will achieve a level of competency in motor skills and movement patterns</th>
<th>Skills:</th>
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<td>rolling, curling, catching, tossing, overhand throwing, collaborating</td>
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**Concepts:**
- Strand 1: Students will achieve a level of competency in motor skills and movement patterns
- Strand 2: Students will apply knowledge to attain efficient movement and performance
- Strand 3: Students will understand the components necessary to maintain a healthy level of fitness to support physical activity
- Strand 4: Students will develop cooperative skills and positive personal behavior through communication and respect for self and others
- Strand 5: Students will appraise the personal value of physical activity as a tool for wellness, challenges, and interacting with appropriate social skills with friends and family

### Vocabulary students should use
- rolling
- curling
- catching
- tossing
- overhand throwing
- collaborating

### Lesson Ideas
- Rolling a ball to a target or with partners.
- Catching a self-thrown large ball with hands, not trapping it or cradling it against the body.
- Throwing overhand to a target or a partner.
- Moving at different speeds in general space.
- Collaborating with a partner or in a small group.

### Physical Education Language Objectives

- List the positive outcomes that happen when you work together with other students.
- Show how to throw an object overhead to a partner or a target.
- Explain how you would toss an object underhand to a target.

### Assessment Options:
- General Options: Teacher observation, class/group discussions
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<td>dancing, volleying, jump roping</td>
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**Physical Education Concepts**

- 2.1.4 Perform a teacher/student-designed dance/rhythmic activity with correct response to simple rhythms
- 2.1.14 Volley a lightweight object upward with consecutive hits
- 2.1.17 Jump a self-turned rope consecutively forward and backward, using a well-developed pattern
- 2.1.18 Jump a long rope five consecutive times with skilled student turners
- 2.2.2 Combine dance movements using shapes, levels and pathways with variations on time and force
- 2.3.4 Describe how proper hydration is important when participating in physical activity
- 2.5.2 Identify physical activities that build confidence and challenge
- 2.5.3 Identify physical activities that provide self-expression

**Vocabulary students should use**

- dance
- rhythmic activity
- volleying
- jumping rope
- shapes
- levels
- pathways
- hydration
- physical activity
- challenge
- self-expression

**Lesson Ideas**

- Using short ropes or long ropes for jumping rope
- How to volley objects up or over a net
- Creating a dance or performing a teacher-led dance
- Discuss how physical activities can be challenging

**Assessment Options:**

General Options: Teacher observation, class/group discussions
## Physical Education Concepts

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<td>2.1.11 Dribble with preferred hand in personal and general space while walking, demonstrating a well-developed pattern</td>
<td>dribbling, preferred hand</td>
<td>Dribbling basketballs with hands in general space or in drills</td>
</tr>
<tr>
<td>2.1.12 Dribble with feet in general space with control of ball and body</td>
<td>running, kicking</td>
<td>Dribbling soccer balls with feet in general space or in drills</td>
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<tr>
<td>2.1.13 By means of a continuous running approach, kick a moving ball, using a well-developed kicking pattern</td>
<td>short-handed implement</td>
<td>Striking a ball off a tee or from a pitcher</td>
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<tr>
<td>2.1.15 While using a short-handed implement, strike an object upward with consecutive hits</td>
<td>striking</td>
<td>Discussing the balance between proper nutrition and good health</td>
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<tr>
<td>2.1.16 Strike a ball off a tee or cone with a long-handled implement</td>
<td>proper/healthy balance</td>
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<td>2.3.1 Identify physical activity outside of physical education class that contributes to fitness (e.g., before and after school, in the regular classroom, at home, with friends and family)</td>
<td>good nutrition</td>
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<td>2.3.3 Recognize the need for a proper balance of good nutrition and physical activity</td>
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## Physical Education Language Objectives

- Tell a partner to cues of how to dribble a ball with their hands.
- Show what part of the foot and/or how to dribble a soccer ball in general space.
- Develop a physical activity plan where you can include your family in the activities.

## Assessment Options:

General Options: Teacher observation, class/group discussions