

**MOORESTOWN TOWNSHIP PUBLIC SCHOOLS  
MOORESTOWN, NEW JERSEY**

**Moorestown K-3 Elementary Schools  
Health and Physical Education**

**Physical Education  
*2nd Grade***

**Date: August 2020**

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## **Course Description and Fundamental Concepts**

Moorestown elementary physical education curriculum is designed to develop the cognitive, affective, and psychomotor domains of students by providing a developmentally appropriate and sequentially progressive program. This will enable the students to acquire the basic foundations of movement skills and strategies needed to participate in a variety of games and sports. Specific aspects of the program will aid in the development fitness levels, thinking and problem solving, cooperation, sportsmanship, and decision making skills. The main components of the elementary physical education program are:

- Body Awareness
- Manipulative skills
- Health related physical fitness
- Skills related to games and sports
- Rhythms and dance

**Subject/Content Standards****2020 Comprehensive Health and PE Standards***Include grade appropriate subject/content standards that will be addressed*

<b>Unit Addressed</b>	<b>Standard #</b>	<b>Standard Description</b>
All	2.1.2.PGD.1	Explore how activity helps all human bodies stay healthy.
All	2.1.2.EH.1	Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others.
All	2.1.2.EH.3	Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs)
All	2.1.2.EH.4	Demonstrate strategies for managing one's own emotions, thoughts and behaviors.
All	2.1.2.EH.5	Explain healthy ways of coping with stressful situations.
1,2,5,10	2.2.2.MSC.2.	Perform a combination of sequences of locomotor movements and rhythmic activities (e.g., walking, balancing, hopping, skipping, running).

<b>Unit Addressed</b>	<b>Standard #</b>	<b>Standard Description</b>
All	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

<b>Unit Addressed</b>	<b>Standard #</b>	<b>Standard Description</b>
3,4,6,7,8,9,10	2.2.2.MSC.4	Differentiate manipulative movements (e.g., throwing, catching, dribbling)

All	2.2.2.MSC.5	Adjust and correct movements and skill in response to feedback.
All	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.
All	2.2.2.MSC.7	Demonstrate kindness towards self and others during physical activity to create a safe and caring environment.
6,7,8,9	2.2.2.MSC.8	Explain the difference between offense and defense

<b>Unit Addressed</b>	<b>Standard #</b>	<b>Standard Description</b>
All	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).
All	2.2.2.PF.2	Explore how to move different body parts in a controlled manner.
All	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).
5,6,7,8,9,10	2.2.2.PF.4	Demonstrate strategies and skills that enable team and group members to achieve goals

All	2.2.2.LF.1	Express one's feelings and emotions when involved in movement and physical activities to increase positive behaviors.
All	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.
1,2,5,10	2.2.2.LF.3	Explore the body's range of motion through participating in flexibility and breathing exercises (e.g., stretching, mindfulness, yoga).
5, 8,9,	2.2.2.LF.4	Identify physical activities available outside of school that are in the community.
1,2,8,9,10	2.3.2.PS.2	Discuss healthy and safe choices both indoors and outdoors (e.g., using equipment, wearing bike helmets, vehicle, water, weather safety).
1,2	2.3.2. PS.3	Recognize and demonstrate safety strategies to prevent injuries at home, school, in the community (e.g., traffic safety, bicycle/scooter safety, fire safety, poison safety, accident prevention).
1,2	2.3.2. PS.4	Develop an awareness of warning symbols and their meaning (e.g., red light, stop sign, poison symbol).

**21st-Century Skills and Technology Integration (Standard 8)**  
*List appropriate units below for which strands (A through F) will be addressed*

<b>Standard 8.1 (K-12)</b>		<b>Educational Technology:</b> <i>All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.</i>
<b>Unit Addressed</b>	<b>Strand Letter</b>	<b>Standard Description</b>
5	<b>Strand A</b>	<b>Technology Operations and Concepts:</b> <i>Students demonstrate a sound understanding of technology concepts, systems, and operations.</i>
	<b>Strand B</b>	<b>Creativity and Innovation:</b> <i>Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.</i>
	<b>Strand C</b>	<b>Communication and Collaboration:</b> <i>Students use digital media and environments to communicate and work collaboratively, including at a</i>

		<i>distance, to support individual learning and contribute to the learning of others.</i>
	<b>Strand D</b>	<b>Digital Citizenship:</b> <i>Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.</i>
	<b>Strand E</b>	<b>Research and Information Fluency:</b> <i>Students apply digital tools to gather, evaluate, and use information.</i>
	<b>Strand F</b>	<b>Critical thinking, problem-solving, and decision making:</b> <i>Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.</i>
<b>Standard 8.2 (K-5)</b>		<b>Technology Education, Engineering, Design, and Computational Thinking - Programming:</b> <i>All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</i>
	<b>Strand A</b>	<b>The Nature of Technology: Creativity and Innovation:</b> <i>Technology systems impact every aspect of the world in which we live.</i>
<b>1, 2, 5</b>	<b>Strand B</b>	<b>Technology and Society:</b> <i>Knowledge and understanding of human, cultural and societal values are fundamental when designing technological systems and products in the global society.</i>
<b>5,6,7,8,9,10</b>	<b>Strand C</b>	<b>Design:</b> <i>The design process is a systematic approach to solving problems.</i>
	<b>Strand D</b>	<b>Abilities for a Technological World:</b> <i>The designed world is the product of a design process that provides the means to convert resources into products and systems.</i>
	<b>Strand E</b>	<b>Computational Thinking: Programming:</b> <i>Computational thinking builds and enhances problem-solving, allowing students to move beyond using knowledge to creating knowledge.</i>



**Career Ready Practices (Standard 9)***List appropriate units below for which CRPs will be addressed*

<b>Unit Addressed</b>	<b>Standard #</b>	<b>Standard Description</b>
All	<b>CRP1</b>	<i>Act as a responsible and contributing citizen and employee.</i>
All	<b>CRP2</b>	<i>Apply appropriate academic and technical skills.</i>
All	<b>CRP3</b>	<i>Attend to personal health and financial well-being.</i>
All	<b>CRP4</b>	<i>Communicate clearly and effectively and with reason.</i>
All	<b>CRP5</b>	<i>Consider the environmental, social and economic impacts of decisions.</i>
1,2,5,10	<b>CRP6</b>	<i>Demonstrate creativity and innovation.</i>
10	<b>CRP7</b>	<i>Employ valid and reliable research strategies.</i>
10	<b>CRP8</b>	<i>Utilize critical thinking to make sense of problems and persevere in solving them.</i>
All	<b>CRP9</b>	<i>Model integrity, ethical leadership, and effective management.</i>
All	<b>CRP10</b>	<i>Plan education and career paths aligned to personal goals.</i>
All	<b>CRP11</b>	<i>Use technology to enhance productivity.</i>
5,6,7,8,9,10	<b>CRP12</b>	<i>Work productively in teams while using cultural global competence</i>

**Interdisciplinary Connections***List any other content standards addressed as well as appropriate units***Dance Standards Integration***List appropriate units below for which the following Dance standards may be addressed*

*NOTE: By the end of grade 2, all students progress toward BASIC LITERACY in the following content knowledge and skills in DANCE.*

2	<b>1.1.2.A.1</b>	Identify the elements of dance in planned and improvised dance sequences.
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2	<b>1.1.2.A.2</b>	Use improvisation to discover new movements to fulfill the intent of the choreography.
2	<b>1.1.2.A.3</b>	Demonstrate the difference between pantomime, pedestrian movement, abstract gesture, and dance movement.
2	<b>1.1.2.A.4</b>	Apply and adapt isolated and coordinated body part articulations, body alignment, balance, and body patterning
<i>NOTE: By the end of grade 2, all students progress toward BASIC LITERACY in the following content knowledge and skills in DANCE</i>		
2	<b>1.3.2.A.1</b>	Create and perform planned and improvised movement sequences using the elements of dance, with and without musical accompaniment, to communicate meaning around a variety of themes.
2	<b>1.3.2.A.2</b>	Create and perform planned and improvised movement sequences, alone and in small groups, with variations in tempo, meter, rhythm, spatial level (i.e., low, middle, and high), and spatial pathway
2	<b>1.3.2.A.3</b>	Define and maintain personal space, concentrate, and appropriately direct focus while performing movement skills.
2	<b>1.3.2.A.4</b>	Create and perform original movement sequences alone and with a partner using locomotor and non-locomotor movements at various levels in space.

### **Other Interdisciplinary Content Standards**

*List appropriate units below for any other content/standards that may be addressed*

<b>Unit Addressed</b>	<b>Standard #</b>	<b>Standard Description</b>
3, 5, 6	4-PS3-1	Use evidence to construct an explanation relating the speed of an object to the energy of that object.

**Pacing Guide** (All Dates are approximate based on the school calendar)

<b>Unit/ Topic</b>	<b>Month</b> (w/Approx number of Teaching Days)
<b>Fitness Testing/ Chasing/Fleeing Games</b>	<b>September</b> (~19 days)
<b>Fitness Testing/ Chasing/Fleeing Games</b>	<b>October</b> (~19 days)
<b>Throwing /Target Sports</b>	<b>November</b> (~16 days)
<b>Throwing /Target Sports</b>	<b>December</b> (~15 days)
<b>Dance and Rhythmic Movements</b>	<b>January</b> (~18 days)
<b>Net and Wall Games</b>	<b>February</b> (~18 days)
<b>Net and Wall Games</b>	<b>March</b> (~15-20 days)
<b>Invasion Games</b>	<b>April</b> (~15-20 days)
<b>Relay Challenge and Teamwork activities</b>	<b>May</b> (~18 days)
<b>Invasion Game</b>	<b>June</b> (~15 days)

## Units Scope and Sequences

### **Unit: Throwing, Catching & Target Games**

#### **Step 1 – Desired Results: What do I want my students to learn?**

##### **Standards**

NJSLS - 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 •  
2.2.2.PF.2: 2.2.2.PF.3 2.2.2.PF.4

NJSLS - Technology Integration Standards

NJSLS - College and Career Ready Practices CRP1, CRP2,CRP3, CRP4, CRP9

NJSLS - Interdisciplinary Standards

##### **Unit Big Ideas:**

##### **(What Fundamental Concepts Should be Learned during this Unit?)**

In this unit the goal is to identify which is the students throwing hand. Students should be able to identify a throwing hand that they are comfortable with and this does not have to be the hand that they write or color with. Students must then be able to recognize which is their opposite foot in order to start throwing properly and progress into throwing games. Students at this grade level will be able to start to throw with some accuracy. Emphasis in games will be placed more on the accuracy of the throw rather than the form since at this grade level their throwing form has progressed.

##### **Objectives**

*Students will be able to...*

- Throw overhand demonstrating critical elements of a mature pattern.
- Throws overhand,demonstrating 2 of the 5 critical elements of a mature pattern
- Catches a self tossed or well thrown large ball with hands, not trapping or cradling against the body.
- Quickly identify their dominant hand from their non-dominant hand.
- Easily differentiate their opposite throwing hand from their stepping foot.
- Understand what it means to step and throw.
- Follow through to their targets.
- Throw balls for accuracy.

**Unit Name: Dance**

**Step 1 – Desired Results: What do I want my students to learn?**

**Standards**

NJSLS - 2.1.2.PGD.1 2.1.2.EH.3• 2.2.2.MSC.1 2.2.2.MSC.2 2.2.2.MSC.5• 2.2.2.MSC.6  
2.2.2.MSC.7 2.2.2.PF.1 2.2.2.PF.2 2.2.2.PF.3 2.2.2.PF.4 2.2.2.LF.2 2.2.2.LF.4

NJSLS - Technology Integration Standards 8.1A

NJSLS - College and Career Ready Practices CRP2 CRP4 CRP6 CRP11 CRP12

NJSLS - Interdisciplinary Standards Dance - 1.1.5.A

**Unit Big Ideas:**

**(What Fundamental Concepts Should be Learned during this Unit?)**

- What are beats and counts?
- What are the techniques of different dances?
- When would you do these types of dances?

**Objectives**

*Students will be able to...*

- Perform a teacher-and/or student-designed rhythmic activity with correct response to simple rhythms.
- Identify beats and counts
- Recognize the techniques of different dances.
- Maintain spatial awareness while learning different dances.
- Identifies physical activities that provide self-expression (e.g., dance)
- Combines balances and transfers into a three-part sequence (e.g., dance)
- Combines shapes, elvels, and pathways into simple travel, dance, and gymnastics sequences.

**Unit Name: Invasion Game - Soccer**

**Step 1 – Desired Results: What do I want my students to learn?**

**Standards**

NJSLS - 2.1.2.PGD.1 :2.1.2.EH.3 • 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 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.4

NJSLS - Technology Integration Standards8.1B 8.2C 8.2E

NJSLS - College and Career Ready Practices CRP1 CRP3 CRP3 CRP4 CRP5 CRP8 CRP9

NJSLS - Interdisciplinary Standards 4-PS3-1

**Unit Big Ideas:**

**(What Fundamental Concepts Should be Learned during this Unit?)**

- Invasion games are team games in which the purpose is to invade the opponent’s territory while scoring points and keeping the opposing team's points to a minimum, and all within a defined time period.

**Objectives**

*Students will be able to...*

- Dribbles with the feet in general space with control of ball and body.
- Uses a continuous running approach and kicks a moving ball, demonstrating 3 of the 5 critical elements of a mature pattern.
- Kick a ball forward while attempting to knock down bowling pins.
- Dribble safely around the gym.
- Understand offense and defense to play sideline soccer.
- Participate in sideline soccer showing good sportsmanship.

**Unit Name: Net Games and Wall Games**

**Step 1 – Desired Results: What do I want my students to learn?**

**Standards**

NJSLS - 2.1.2.PGD.1 2.1.2.EH.3 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.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  
NJSLS - Technology Integration Standards 8.1B 8.2C 8.2E

NJSLS - College and Career Ready Practices CRP1. CRP9  
NJSLS - Interdisciplinary StandardsCRP12.

**Unit Big Ideas:  
(What Fundamental Concepts Should be Learned during this Unit?)**

- Net and Wall games are games in which teams or individuals hit a ball into an opponent's court generally separated by a net. Net and wall games include setting up an attack, creating space on offence, reducing space on defence.

**Objectives**

*Students will be able to...*

- Properly throw a volley trainer ball over the net most of the time
- Catches a self tossed or well thrown large ball with hands, not trapping or cradling against the body.
- Volleys an object upward with consecutive hits.
- Strikes an object upward with a short-handled implement, using consecutive hits.
- Understand the rules of the games and show good sportsmanship.

**Unit Name: Invasion Games- Hockey and Basketball**

**Step 1 – Desired Results: What do I want my students to learn?**

**Standards**

NJSLS - 2.1.2.PGD.1 2.1.2.EH.3 • 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 2.2.2.PF.12 2.2.2.PF.22 2.2.2.PF.3 2.2.2.PF.4 2.2.2.LF.1 2.2.2.LF.2  
2.2.2.LF.4 • 2.3.2.PS.2

NJSLS - Technology Integration Standards

NJSLS - College and Career Ready Practices CPR1 CPR2 CPR4 CPR5 CPR9 CPR12

NJSLS - Interdisciplinary Standards

**Unit Big Ideas:  
(What Fundamental Concepts Should be Learned during this Unit?)**

- Invasion games are team games in which the purpose is to invade the opponent's territory while scoring points and keeping the opposing team's points to a minimum, and all within a defined time period.

**Objectives**

*Students will be able to...*

- Hold a hockey stick properly.
- Strike a ball with the hockey stick sending it forward with proper grip.
- Strikes an object upward with an implement using consecutive hits.
- Identify which goal they are defending.
- Identify which goal they will be scoring on.
- Set up on the proper sides of the court without the teacher having to direct them.
- Dribble in self space with preferred hand demonstrating a mature pattern
- Dribble using the preferred hand while walking in general space.

**Unit Name: Fitness and Fitness Testing**

**Step 1 – Desired Results: What do I want my students to learn?**

**Standards**

NJSLS - 2.1.2.PGD.1: 2.1.2.PGD.3 2.1.2.PGD.4 2.1.2.EH.3 2.1.2.EH.4 2.1.2.EH.5: 2.2.2.MSC.1 2.2.2.MSC.2  
2.2.2.MSC.3: 2.2.2.MSC.5 2.2.2.MSC.6 2.2.2.MSC.7 2.2.2.PF.1 2.2.2.PF.2 2.2.2.PF.3: • 2.2.2.LF.1 2.2.2.LF.2  
2.2.2.LF.4 2.3.2.PS.5:

NJSLS - Technology Integration Standards

NJSLS - College and Career Ready Practices CPR1 CPR2 CPR4 CPR5 CPR9 CPR12

NJSLS - Interdisciplinary Standards

**Unit Big Ideas:  
(What Fundamental Concepts Should be Learned during this Unit?)**



- What is physical fitness?
- What is the importance of physical fitness and activity?
- What skills must students learn to apply them into lifelong fitness and wellness?
- Why is it important to test fitness levels throughout the school year?.

### Objectives

*Students will be able to...*

- Recall the importance of fitness.
- Name the key components of physical fitness.
- Participate in physical activities.
- Demonstrate proper skills for physical fitness
- Understand the importance of gaining strength, endurance and stamina throughout the school year.
- Jump a self-turned rope consecutively forward and backward with a mature pattern.
- Jump a long rope 5 times consecutively with student turners.
- Recognized the use of the body as resistance (e.g., holds body in plank position, animal walks) for developing strength
- Identifies physical activities that contribute to fitness.

Please contact content supervisor for any questions.