

Pine Hill Public Schools Curriculum

Content Area:		Health / PE	
Course Title/ Grade Level:		Health / PE – Grade 2	
Unit 1:	Unit 1	Month:	September
Unit 2:	Unit 2	Month:	October
Unit 3:	Unit 3	Month:	November / December
Unit 4:	Unit 4	Month:	January
Unit 5:	Unit 5	Month:	February / March
Unit 6:	Unit 6	Month:	March / April / May
Date Created or Revised:		1/2013	
BOE Approval Date:		2/26/13	

**Pine Hill Public Schools
Health / PE Curriculum**

Unit Title: Unit 1		Unit #: 1
Course or Grade Level: Grade 2		Length of Time: September
Essential Questions	<ul style="list-style-type: none"> • How classroom rules & P.E. are rules the same? Different? • Why are some different rules necessary in the gym? • What does body control mean? • Can you name six loco-motor movements? • What does “boundary” mean? • What does being a “good audience” mean? 	
Content	<ul style="list-style-type: none"> • Review procedures, rules, expectations • Review loco-motor movements • Review moving with body control • Review moving within boundaries 	
Skills	<ul style="list-style-type: none"> • Follows rules and procedures • Identifies and performs loco-motor skills • Demonstrates body control while moving within boundaries 	
Assessments	<ul style="list-style-type: none"> • Teacher observation 	
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Modeling, peer assistance, small groups 	
Inter-disciplinary Connections	<ul style="list-style-type: none"> • Math, Reading 	
Lesson resources / Activities	<ul style="list-style-type: none"> • pcentral.com • welcome – parent letter 	
2009 NJCCCS		
Standard: 2.5 Motor Skill Development: All students will utilize safe, efficient and effective movement to develop and maintain a healthy, active lifestyle.		
Strand(s): A. Movement Skills and Concepts		
Content Statement(s): Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance		CPI # / CPI(s): 2.5.2.A.1 – Explain and perform movement skills with developmentally appropriate control in isolated settings.

and recreational activities.							
Standard: 2.5 Motor Skill Development: All students will utilize safe, efficient and effective movement to develop and maintain a healthy, active lifestyle.							
Strand(s): C. Sportsmanship , Rules and Safety							
Content Statement(s): Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.				CPI # / CPI(s): Explain what it means to demonstrate good sportsmanship. Demonstrate basic activity and safety rules and explain how they contribute to moving in a safe environment.			
<u>21st Century Themes</u>							
	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy	X	Health Literacy
<u>21st Century Skills</u>							
X	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration	X	Information Literacy
	Media Literacy		ICT Literacy		Life and Career Skills		

**Pine Hill Public Schools
Health / PE Curriculum**

Unit Title: Unit 2		Unit #: 2
Course or Grade Level: Grade 2		Length of Time: October
Essential Questions	<ul style="list-style-type: none"> • What do you do if your clothes are on fire? • Do you know two ways out of your house in a fire? • What is a drug? Why are some drugs bad for you? • What is stress? Stressful situations? • What is the job of your skeleton? • What is balance? • What is fitness? 	
Content	<ul style="list-style-type: none"> • Review fire safety rules • Discuss (compare & contrast) medicine & bad drugs • Red Ribbon Week activities • Introduce skeletal system • Define balance, fitness. • Discuss My Plate • Discuss possible causes of conflict between people and solutions to prevent and resolve. 	
Skills	<ul style="list-style-type: none"> • Demonstrates “Stop, Drop, & Roll” • Describes two ways out of the house in a fire • States differences between good drugs (medicine) and bad drugs • Names three jobs of skeleton. • Discuss how to take care of skeleton. –helmet • Describe stress, conflict, avoid and resolve • Name fruits and vegetables as healthy snacks 	
Assessments	Teacher Observation	
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Peer assistants, partners, small groups 	
Inter-disciplinary Connections	<ul style="list-style-type: none"> • Science, Writing, class assignments for Drug Education 	
Lesson resources / Activities	<ul style="list-style-type: none"> • Red Ribbon Week materials & activity book – Our future is bright project: Students can be whatever they want to be • Nutrition – Myplate.gov 	
2009 NJCCCS		
Standard: 2.3 Drugs and Medicines: All students will acquire knowledge about alcohol, tobacco, other drugs and medicines and apply these concepts to support a healthy, active lifestyle.		
Strand(s): A. Medicines		

Content Statement(s): Medicines come in a variety of forms.	CPI # / CPI(s): 2.3.2.A.1 Explain what medicines are and when some types of medicines are used. 2.3.2. A.2 Explain why medicines should be administered as directed.
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Standard: 2.5 Motor Skill Development: All students will utilize safe, effective movement to develop and maintain a healthy, active lifestyle.

Strand(s): A. Movements Skills and Concepts

Content Statement(s): Developing competence and confidence in gross and fine motor skills provides a foundation for participation in physical activities.

CPI # / CPI(s): 2.5.2.A.1 Explain and perform movement skills with developmentally appropriate control in isolated settings (ie. Skill practice) and applied settings (ie. Games, sports, etc)

Standard: 2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.

CPI# / CPI(s): 2.1.2.E.1 Identify basic social and emotional needs of all people.

Strand(s): E. Social & Emotional Health

2.1.2. E.2 Determine possible causes of conflict between people and appropriate ways to prevent and resolve them.

Content Statement(s): Many factors at home, school, and in the community impact social and emotional health.

2.1.2. E.3 Explain healthy ways of coping with common stressful situations experienced by children.

21st Century Themes

	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy	X	Civic Literacy	X	Health Literacy
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21st Century Skills

X	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration	X	Information Literacy
	Media Literacy		ICT Literacy	X	Life and Career Skills		

**Pine Hill Public Schools
Health / PE Curriculum**

Unit Title: Unit 3		Unit #: 3
Course or Grade Level: Grade 2		Length of Time: November / December
Essential Questions	<ul style="list-style-type: none"> • What foot should you step with when you throw? • What should your eyes and hands do when you catch? • What are some ways that your body shows flexibility? • How do you move to music rhythmically? • How do I create a meal using My Plate 	
Content	<ul style="list-style-type: none"> • Review throwing and catching • Throws and catches various objects • Define, give examples of flexibility • Introduce Respiratory system • Dancing/ Parachute • Small group games – pillow polo • Create a meal using My Plate guidelines 	
Skills	<ul style="list-style-type: none"> • Demonstrates follow through when throwing • Eyes, hands, smile ready to catch • Relates how smoking is bad for the lungs • “Gives” with the ball and tracks when catching • Demonstrates low-medium & high activity levels. • Explain food portions using My Plate guidelines. 	
Assessments	<ul style="list-style-type: none"> • Teacher observation • My Plate project 	
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Modeling, peer assistants 	
Inter-disciplinary Connections	<ul style="list-style-type: none"> • Science • Math • Music 	
Lesson resources / Activities	<ul style="list-style-type: none"> • Nutrition – Myplate.gov • My Plate Project • Jingle Bell Dance • Great American Smoke Out 	

2009 NJCCCS

Standard: 2.5 Motor Skill Development: All students will utilize safe, effective movement to develop and maintain a healthy, active lifestyle.

Strand(s): A. Movements Skills and Concepts

Content Statement(s): Developing competence and confidence in gross and fine motor skills provides a foundation for participation in physical activities.

CPI # / CPI(s): 2.5.2.A.1 Explain and perform movement skills with developmentally appropriate control in isolated settings (ie. Skill practice) and applied settings (ie. Games, sports, etc)

Standard: 2.6 A. Fitness: All students will apply health-related and skill related fitness concepts and skills to develop and maintain a healthy, active lifestyle.

Strand(s): A. Fitness and Physical Activity

Content Statement(s): Appropriate types and amounts of physical activity to enhance personal health.

CPI # / CPI(s): 2.6.2.A.2 Explain what it means to be physically fit and engage in moderate to vigorous age-appropriate activities that promote fitness.

21st Century Themes

	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy	X	Health Literacy
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21st Century Skills

X	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration	X	Information Literacy
X	Media Literacy		ICT Literacy	X	Life and Career Skills		

**Pine Hill Public Schools
Health / PE Curriculum**

Unit Title: Unit 4		Unit #: 4
Course or Grade Level: Grade 2		Length of Time: January
Essential Questions	<ul style="list-style-type: none"> • What types of food are necessary for a healthy body? • What types of activities build strength? Flexibility? • How do fitness and nutrition work together? Energy in Energy out. 	
Content	<ul style="list-style-type: none"> • Review nutrition and introduce digestive system • Introduce muscular system • Review and develop rhythms and body movement combinations • Basic Gymnastic skills • Partner fitness skills – over under, crunches • Fitness Activity – low, medium & high activity. 	
Skills	<ul style="list-style-type: none"> • Able to name a variety of foods which should be eaten daily • Able to identify at least three organs in the digestive system • Relates that muscles work along with bones to cause movement • Demonstrates cooperation with partner fitness skills • Demonstrates various body movements in basic gymnastic skills • Demonstrates low, medium & high activity. • Body care – one body 	
Assessments	<ul style="list-style-type: none"> • Teacher observation 	
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Modeling, peer assistants 	
Inter-disciplinary Connections	<ul style="list-style-type: none"> • Math, Science 	
Lesson resources / Activities	<ul style="list-style-type: none"> • MyPlate.gov • PEcentral.com • Energy In – Energy Out 	
2009 NJCCCS		
Standard: 2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.		
Strand(s): A. Personal Growth and Development		
Content Statement(s): Health-enhancing behaviors contribute to wellness.	CPI # / CPI(s): 2.1.2.A.1 Explain what being “well” means and identify self-care practices that support wellness. 2.1.2. A.2 Use correct terminology to identify body parts, and explain how body parts work together to support wellness.	

Standard: 2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.

Strand(s): B. Decision –Making and Goal Setting

Content Statement(s): Effective decision-making skills foster healthier lifestyle choices.

CPI # / CPI(s): 2.2.2.B.1 Explain what a decision is and why it is advantageous to think before acting.

2.2.2. B.2 Relate decision-making by self and other’s health.

2.2.2. B.3 Determine ways parents, peer, technology, culture, and the media influence health decisions.

2.2.2. B.4 Select a personal health goal and explain why setting a goal is important.

21st Century Themes

	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy	X	Health Literacy
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21st Century Skills

X	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration		Information Literacy
X	Media Literacy		ICT Literacy	X	Life and Career Skills		

**Pine Hill Public Schools
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Unit Title: Unit 5		Unit #: 5
Course or Grade Level: Grade 2		Length of Time: February / March
Essential Questions	<ol style="list-style-type: none"> 1. Why does your heart beat faster when you exercise? 2. Why do you breathe harder when you exercise? 3. How can I make a difference in the lives of others? 	
Content	Introduce respiratory and circulatory systems Review and develop jump rope skills Jump Rope for Heart – fundraising event for American Heart Association Small group games - Team Handball (scooters), Team Handball - beanbags	
Skills	Able to name activities that increase cardio-vascular endurance Able to jump a self-turned jump rope ten times Able to turn a long rope Able to jump a long rope turned by a classmate	
Assessments	Teacher observation	
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Modeling, peer assistants 	
Inter-disciplinary Connections	<ul style="list-style-type: none"> • Science • Math 	
Lesson resources / Activities	<ul style="list-style-type: none"> • American Heart Association JRFH fundraising materials • Obstacle course • Stations 	
2009 NJCCCS		
Standard: 2.6 A. Fitness: All students will apply health-related and skill related fitness concepts and skills to develop and maintain a healthy, active lifestyle.		
Strand(s): A. Fitness and Physical Activity		
Content Statement(s): Appropriate types and amounts of physical activity to enhance personal health.		CPI # / CPI(s): 2.6.2.A.2 Explain what it means to be physically fit and engage in moderate to vigorous age-appropriate activities that promote fitness.
Standard: 2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.		
Strand(s): D. Advocacy and Service		
Content Statement(s): Service projects provide an		CPI # / CPI(s): 2.2.2. D.1 – Determine the benefits for

opportunity to have a positive impact on the lives to self and others.				oneself and others of participating in a class or school service activity.			
<u>21st Century Themes</u>							
	Global Awareness	X	Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy	X	Health Literacy
<u>21st Century Skills</u>							
X	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration	X	Information Literacy
X	Media Literacy		ICT Literacy	X	Life and Career Skills		

**Pine Hill Public Schools
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Unit Title: Unit 6		Unit #: 6
Course or Grade Level: Grade 2		Length of Time: March / April / May
Essential Questions	How do you show you are a good sport (sportsmanship)? How do you play cooperative games?	
Content	Review and develop rolling Bowling, rolling activities Cooperative games Partner, team challenges – initiative games Gym Show Field Day Running Relays (Track and Field)	
Skills	Teamwork Running All loco-motor movements Throwing - Hand-eye coordination Cooperation Skill sequencing development	
Assessments	Teacher Evaluation	
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Modeling, peer assistants 	
Inter-disciplinary Connections	<ul style="list-style-type: none"> • Math 	
Lesson resources / Activities	<ul style="list-style-type: none"> • Pecentral.com • Physicaleducationupdate.com • Olympics • Community & Parent involvement in Field Day: donations & supervision 	
2009 NJCCCS		
Standard: Standard: 2.5 Motor Skill Development: All students will utilize safe, efficient and effective movement to develop and maintain a healthy, active lifestyle.		
Strand(s): Strand(s): C. Sportsmanship , Rules and Safety		
Content Statement(s): Practicing appropriate and safe		CPI # / CPI(s): Explain what it means to demonstrate

behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.	good sportsmanship. Demonstrate basic activity and safety rules and explain how they contribute to moving in a safe environment.
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<u>21st Century Themes</u>							
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X	Global Awareness	X	Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy	X	Health Literacy
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<u>21st Century Skills</u>							
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X	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration		Information Literacy
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	Media Literacy		ICT Literacy	X	Life and Career Skills		
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