

**Cambridge Public Schools  
Physical Education Curriculum  
2<sup>nd</sup> Grade**

**Cambridge Public Schools  
Physical Education Curriculum  
Grade 2**

**Scope and Sequence**

Concepts (big ideas) taught throughout the units:

- Rules**
- Respect**
- Responsibility**
- Safety**
- Cooperation**
- Exploration**
- Fitness**
- Fundamental Movement**

**The Cambridge Public Schools follows a skill theme approach for teaching physical education in grades K through 4.**

*What are ‘Skill Themes’ and ‘Movement Concepts’?* Skill themes are fundamental movements that are later modified into more specialized patterns on which activities of increasing complexity are built. Movement concepts are taught in conjunction with the skill themes. Movement concepts are the ideas used to modify or enrich the range and effectiveness of skill employment. Movement concepts include space awareness, effort, and relationships. Our primary goal, then, is to provide children with a degree of competence leading to the confidence that encourages them to try and enjoy a variety of activities and sports.

***Characteristics of the skill theme approach:***

Competence in performing a variety of locomotor, nonmanipulative and manipulative motor skills is a major purpose of the skill theme approach.

The skill theme approach is designed to provide experiences appropriate to a child’s developmental level, as opposed to age or grade level.

The scope and sequence of the skill themes are designed to reflect the varying needs and interests of students over a period of years.

**SKILL THEMES**

Locomotor Skills	Nonmanipulative Skills	Manipulative Skills
Walking Running Hopping Skipping Galloping Sliding Chasing, fleeing, dodging	Turning Twisting Rolling Balancing Transferring weight Jumping and landing Stretching Curling	Throwing Catching and collecting Kicking Punting Dribbling Volleying Striking w/ rackets Striking w/ long-handled implements

## 2<sup>nd</sup> Grade Unit Layout

<b>Unit #</b>	<b>Name of Unit</b>	<b>Minimum # of Classes</b>
1	Rules/Expectations/Names/ Cooperation	6
2	Traveling/Movement Concepts	10
3	Collecting, Throwing and Catching	8
4	Creative Movement: Balancing/Rolling	6
5	Rhythmic Movement	6
6	Fitness Healthy Heart/Fit Body	8
7	Dribbling, Striking, Kicking	8
8	Chasing, Fleeing and Dodging	8
9	World Games	4

**Cambridge Public Schools  
Physical Education Curriculum  
Grade 2**

**Unit 1:  
Rules/Names/Expectations/Cooperation**

**6 Lessons**

*Concepts: Rules, Respect, Responsibility, Cooperation*

<p style="text-align: center;"><b>NASPE Standard</b></p> <p><b>Standard 1:</b> Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. <b>Standard 2:</b> Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities. <b>Standard 3</b> Participates regularly in physical activity. <b>Standard 4:</b> Achieves and maintains a health-enhancing level of physical fitness. <b>Standard 5:</b> Exhibits responsible personal and social behavior that respects self and others in physical activity settings. <b>Standard 6:</b> Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction</p>	<p style="text-align: center;"><b>MADOE&amp;SE</b></p> <p>2.4 Identify physical and psychological changes that result from participation in a variety of physical activities</p> <p>2.5 Explain the benefits of physical fitness to good health and increased active lifestyle</p> <p>2.7 Demonstrate responsible personal and social conduct used in physical activity settings</p>
<p style="text-align: center;"><b>Enduring Understandings</b></p> <p>Rules help keep you safe          Playing fair is fun          Activity is fun when you are kind to others          Actions have consequences          Trying your best helps you get better          Cooperating/respecting others makes learning fun</p>	<p style="text-align: center;"><b>Essential Questions</b></p> <p>Why is safety important?          How do you want to be treated?          Why is playing fair important?          How should you treat others?          Why should you try your best?</p>
<p style="text-align: center;"><b>Know and be able to do</b></p> <p>Students will be able to:          Understand class protocol          Follow the class rules/expectations          Listen to teacher/s          Follow directions          Appropriately use instructional supplies          Involve others appropriately          Understand fair play</p>	

<b>Assessment Plan</b>	
Teacher Observation Exit Slips (Smiley/Frowny Faces; Thumbs Up/Down; Crayon/Paper)	
<b>Learning Plan</b>	
<p><b>Instructional Strategies</b>            Modeling            Demonstration            Individualized and large group instruction            Class discussion</p> <p><b>Resources</b>            Books, journals, periodicals, websites            PE Server            Instructional supplies</p> <p><b>Technology</b>            Internet Resources            Music Sources</p>	

**Cambridge Public Schools  
Physical Education Curriculum  
Grade 2**

**Unit 2:**

**Traveling/Movement Concepts**

**6 Lessons**

*Concepts: Responsibility, Safety, Cooperation, Exploration, Fundamental Movement*

<b>NASPE Standard</b>	<b>MADDOE&amp;SE</b>
<p><b>Standard 1:</b> Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. <b>Standard 2:</b> Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities. <b>Standard 3</b> Participates regularly in physical activity. <b>Standard 4:</b> Achieves and maintains a health-enhancing level of physical fitness. <b>Standard 5:</b> Exhibits responsible personal and social behavior that respects self and others in physical activity settings. <b>Standard 6:</b> Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction</p>	<p>2.2 Use a variety of manipulative (throwing, catching, striking), locomotor (walking, running, skipping, hopping, galloping, sliding, jumping, leaping), and non-locomotor (twisting, balancing, extending) skills as individuals and in teams</p> <p>2.1 Apply movement concepts including direction, balance, level (high, low), pathway (straight, curve, zigzag), range (expansive, narrow), and force absorption (rigid, with bent knees) to extend versatility and improve physical performance</p> <p>2.8 Use combinations of manipulative, locomotor, and non-locomotor skills to develop movement sequences and patterns, both individually and with others</p> <p>2.4 Identify physical and psychological changes that result from participation in a variety of physical activities</p> <p>2.5 Explain the benefits of physical fitness to good health and increased active lifestyle</p> <p>2.7 Demonstrate responsible personal and social conduct used in physical activity settings</p>

<b>Enduring Understandings</b>	<b>Essential Questions</b>
<p>Know your surroundings.</p> <p>Know what your body is doing.</p> <p>You learn through new experiences.</p> <p>Movement keeps you healthy.</p> <p>Movement is fun.</p>	<p>What does moving safely look like?</p> <p>What is a safe speed?</p> <p>Why is moving safely important?</p> <p>Is there a right or wrong way to move?</p> <p>Why is it important to move differently?</p> <p>How can moving be fun?</p>
<p><b>Know and be able to do</b></p> <p>Students will be able to:</p> <p>Explore locomotor movements: Walk, run, hop, skip, leap, jump, gallop, and slide.</p> <p>Demonstrate ability to move safely throughout space.</p> <p>Identify the differences between the eight locomotor movements.</p> <p>Travel throughout space with control and awareness (self-regulation).</p> <p>Explain the positive benefits of movement</p> <p>Identify how physical activity affects the body.</p> <p>Explain level of enjoyment during physical activity.</p>	
<p><b>Assessment Plan</b></p>	
<p>Teacher Observation</p> <p>Exit Slips (Smiley/Frowny Faces; Thumbs Up/Down; Crayon/Paper)</p> <p>Skill Checklist</p> <p>Checking for Understanding</p> <p>Rubric</p> <p>Group Discussion</p>	
<p><b>Learning Plan</b></p>	
<p><b>Instructional Strategies</b></p> <p>Exploration</p> <p>Modeling</p> <p>Demonstration</p> <p>Guided practice</p> <p>Individualized and large group instruction</p> <p>Independent practice</p>	

Class discussion

**Resources**

Books, journals, periodicals, websites  
Instructional supplies

**Technology**

Internet Resources  
Music Sources

**Cambridge Public Schools  
Physical Education Curriculum  
Grade 2**

**Unit 3:**

**Collecting, Throwing and Catching**

*Concepts: Safety, Rules, Respect, Exploration, Fundamental Movement, Fitness*

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<p><b>Standard 1:</b> Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. <b>Standard 2:</b> Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities. <b>Standard 3</b> Participates regularly in physical activity. <b>Standard 4:</b> Achieves and maintains a health-enhancing level of physical fitness. <b>Standard 5:</b> Exhibits responsible personal and social behavior that respects self and others in physical activity settings. <b>Standard 6:</b> Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction</p>	<p>2.2 Use a variety of manipulative (throwing, catching, striking), locomotor (walking, running, skipping, hopping, galloping, sliding, jumping, leaping), and non-locomotor (twisting, balancing, extending) skills as individuals and in teams</p> <p>2.1 Apply movement concepts including direction, balance, level (high, low), pathway (straight, curve, zigzag), range (expansive, narrow), and force absorption (rigid, with bent knees) to extend versatility and improve physical performance</p> <p>2.4 Identify physical and psychological changes that result from participation in a variety of physical activities</p> <p>2.8 Use combinations of manipulative, locomotor, and non-locomotor skills to develop movement sequences and patterns, both individually and with others</p> <p>2.5 Explain the benefits of physical fitness to good health and increased active lifestyle</p> <p>2.7 Demonstrate responsible personal and social conduct used in physical activity settings</p>

<p style="text-align: center;"><b>Enduring Understandings</b></p> <p>Respecting equipment keeps you safe. Listening makes learning fun.</p> <p>Use equipment correctly.</p>	<p style="text-align: center;"><b>Essential Questions</b></p> <p>What is self-control?</p> <p>How does using equipment properly keep everyone safe?</p> <p>What is the correct way to use equipment?</p>
<p style="text-align: center;"><b>Know and be able to do</b></p> <p>Students will be able to:</p> <p>Explore collecting, throwing and catching with a variety of materials. Practice the correct way to throw. Identify the cues of overhand and underhand throwing. Describe how throwing and catching utilizes the movement concepts of speeds, levels, and force. Practice catching a variety of materials independently and with a partner. Explain the difference between underhand and overhand throwing. Demonstrate the cues of underhand and overhand throwing, including weight transfer. Recognize personal accomplishments and derived level of enjoyment when collecting, throwing and catching.</p>	
<p style="text-align: center;"><b>Assessment Plan</b></p>	
<p>Teacher Observation Exit Slips (Smiley/Frowny Faces; Thumbs Up/Down; Crayon/Paper) Skill Checklist Checking for Understanding Rubric Group Discussion</p>	
<p style="text-align: center;"><b>Learning Plan</b></p>	
<p><b>Instructional Strategies</b></p> <p>Exploration Modeling Demonstration Guided practice Individualized and large group instruction Independent practice Class discussion</p> <p><b>Resources</b></p> <p>Books, journals, periodicals, websites Instructional supplies</p> <p><b>Technology</b></p> <p>Internet Resources Music Sources</p>	

**Cambridge Public Schools  
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**Unit: 4  
Creative Movement/Balancing/Rolling**

*Concepts: Safety, Rules, Respect, Exploration, Rhythmic Movement, Fitness*

<b>NASPE Standard</b>	<b>MADOE&amp;SE</b>
<p><b>Standard 1:</b> Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. <b>Standard 2:</b> Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities. <b>Standard 3</b> Participates regularly in physical activity. <b>Standard 4:</b> Achieves and maintains a health-enhancing level of physical fitness. <b>Standard 5:</b> Exhibits responsible personal and social behavior that respects self and others in physical activity settings. <b>Standard 6:</b> Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction</p>	<p>2.2 Use a variety of manipulative (throwing, catching, striking), locomotor (walking, running, skipping, hopping, galloping, sliding, jumping, leaping), and non-locomotor (twisting, balancing, extending) skills as individuals and in teams</p> <p>2.1 Apply movement concepts including direction, balance, level (high, low), pathway (straight, curve, zigzag), range (expansive, narrow), and force absorption (rigid, with bent knees) to extend versatility and improve physical performance</p> <p>2.4 Identify physical and psychological changes that result from participation in a variety of physical activities</p> <p>2.8 Use combinations of manipulative, locomotor, and non-locomotor skills to develop movement sequences and patterns, both individually and with others</p> <p>2.5 Explain the benefits of physical fitness to good health and increased active lifestyle</p> <p>2.7 Demonstrate responsible personal and social conduct used in physical activity settings</p>

<p style="text-align: center;"><b>Enduring Understandings</b></p> <p>Moving differently is fun.</p> <p>Do not be afraid to try something new.</p> <p>Know that your body can move in many ways.</p> <p>Know what your body is doing.</p>	<p style="text-align: center;"><b>Essential Questions</b></p> <p>Is there a right or wrong way to move?</p> <p>What are the different ways your body can move?</p> <p>How does movement make you happy?</p>
<p style="text-align: center;"><b>Know and be able to do</b></p> <p>Students will be able to:</p> <p>Explore movement in sequential movement patterns.</p> <p>Explore balancing on different bases of support.</p> <p>Through balancing and rolling utilize movement concepts.</p> <p>Demonstrate ability to transfer weight correctly.</p>	
<p style="text-align: center;"><b>Assessment Plan</b></p>	
<p>Teacher Observation</p> <p>Exit Slips (Smiley/Frowny Faces; Thumbs Up/Down; Crayon/Paper)</p> <p>Skill Checklist</p> <p>Checking for Understanding</p> <p>Rubric</p> <p>Group Discussion</p>	
<p style="text-align: center;"><b>Learning Plan</b></p>	
<p><b>Instructional Strategies</b></p> <p>Exploration</p> <p>Modeling</p> <p>Demonstration</p> <p>Guided practice</p> <p>Individualized and large group instruction</p> <p>Independent practice</p> <p>Class discussion</p> <p><b>Resources</b></p> <p>Books, journals, periodicals, websites</p> <p>Instructional supplies</p> <p><b>Technology</b></p> <p>Internet Resources</p> <p>Music Sources</p>	

**Cambridge Public Schools  
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**Unit: 5  
Rhythmic Movement**

*Concepts: Safety, Rules, Respect, Exploration, Rhythmic Movement, Fitness*

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<p><b>Standard 1:</b> Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. <b>Standard 2:</b> Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities. <b>Standard 3</b> Participates regularly in physical activity. <b>Standard 4:</b> Achieves and maintains a health-enhancing level of physical fitness. <b>Standard 5:</b> Exhibits responsible personal and social behavior that respects self and others in physical activity settings. <b>Standard 6:</b> Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction</p>	<p>2.2 Use a variety of manipulative (throwing, catching, striking), locomotor (walking, running, skipping, hopping, galloping, sliding, jumping, leaping), and non-locomotor (twisting, balancing, extending) skills as individuals and in teams</p> <p>2.1 Apply movement concepts including direction, balance, level (high, low), pathway (straight, curve, zigzag), range (expansive, narrow), and force absorption (rigid, with bent knees) to extend versatility and improve physical performance</p> <p>2.4 Identify physical and psychological changes that result from participation in a variety of physical activities</p> <p>2.8 Use combinations of manipulative, locomotor, and non-locomotor skills to develop movement sequences and patterns, both individually and with others</p> <p>2.5 Explain the benefits of physical fitness to good health and increased active lifestyle</p> <p>2.7 Demonstrate responsible personal and social conduct used in physical activity settings</p>

<p style="text-align: center;"><b>Enduring Understandings</b></p> <p>Do not be afraid to try something new.</p> <p>Know that your body can move in many ways.</p> <p>Know what your body is doing.</p> <p>Rhythm is everywhere.</p> <p>Rhythmic movement is fun and creative.</p>	<p style="text-align: center;"><b>Essential Questions</b></p> <p>Is there a right or wrong way to move?</p> <p>What are the different ways your body can move?</p> <p>How does movement make you happy?</p> <p>What is rhythm?</p>
<p style="text-align: center;"><b>Know and be able to do</b></p> <p>Students will be able to:</p> <p>Explore movement in sequential movement patterns.</p> <p>Demonstrate basic rhythmic patterns using a variety of body parts and materials.</p> <p>Demonstrate ability to transfer weight correctly.</p> <p>Demonstrate rhythmic patterns individually and within groups.</p>	
<p style="text-align: center;"><b>Assessment Plan</b></p>	
<p>Teacher Observation</p> <p>Exit Slips (Smiley/Frowny Faces; Thumbs Up/Down; Crayon/Paper)</p> <p>Skill Checklist</p> <p>Checking for Understanding</p> <p>Rubric</p> <p>Group Discussion</p> <p>Peer assesment</p>	
<p style="text-align: center;"><b>Learning Plan</b></p>	
<p><b>Instructional Strategies</b></p> <p>Exploration</p> <p>Modeling</p> <p>Demonstration</p> <p>Guided practice</p> <p>Individualized and large group instruction</p> <p>Independent practice</p> <p>Class discussion</p> <p><b>Resources</b></p> <p>Books, journals, periodicals, websites</p> <p>Instructional supplies</p>	

**Technology**

Internet Resources

Music Sources

**Cambridge Public Schools  
Physical Education Curriculum  
Grade 2**

**Unit: 6  
Fitness  
(Healthy Heart and Fit Body)**

*Concepts: Safety, Rules, Respect, Exploration, Fundamental Movement, Fitness*

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<p style="text-align: center;"><b>Enduring Understandings</b></p> <p>Being fit keeps you healthy.</p> <p>Fitness is for everyone.</p> <p>Healthier makes you happier.</p>	<p style="text-align: center;"><b>Essential Questions</b></p> <p>Why is fitness important?</p> <p>How does activity make you happy?</p> <p>Why is there fitness testing?</p> <p>Why is it important to stay healthy?</p>
<p style="text-align: center;"><b>Know and be able to do</b></p> <p>Students will be able to:</p> <p>Explore activities that improve fitness (fitness testing).</p> <p>Discover what makes fitness fun.</p> <p>Identify how exercise/fitness keeps you healthy.</p> <p>List ways to improve your fitness.</p> <p>Recognize how your body feels before, during and after exercising.</p>	
<p style="text-align: center;"><b>Assessment Plan</b></p>	
<p>Teacher Observation</p> <p>Exit Slips (Smiley/Frowny Faces; Thumbs Up/Down; Crayon/Paper)</p> <p>Skill Checklist</p> <p>Checking for Understanding</p> <p>Rubric</p> <p>Group Discussion</p>	
<p style="text-align: center;"><b>Learning Plan</b></p>	
<p><b>Instructional Strategies</b></p> <p>Exploration</p> <p>Modeling</p> <p>Demonstration</p> <p>Guided practice</p> <p>Individualized and large group instruction</p> <p>Independent practice</p> <p>Class discussion</p> <p><b>Resources</b></p> <p>Books, journals, periodicals, websites</p> <p>Instructional supplies</p> <p><b>Technology</b></p> <p>Internet Resources</p> <p>Music Sources</p>	

**Cambridge Public Schools  
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Grade 2**

**Unit: 7  
Dribbling/Striking/Kicking**

*Concepts: Safety, Rules, Respect, Exploration, Fundamental movement*

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<p style="text-align: center;"><b>Enduring Understandings</b></p> <p>Practicing proper technique helps you get better.</p> <p>Use equipment correctly.</p>	<p style="text-align: center;"><b>Essential Questions</b></p> <p>How do you get better?</p> <p>How do you find the right way?</p> <p>Where do you use these skills?</p>
<p style="text-align: center;"><b>Know and be able to do</b></p> <p>Students will be able to:</p> <p>Explore dribbling with a variety of manipulatives.</p> <p>Employ correct form when dribbling.</p> <p>Employ correct form when striking and kicking.</p> <p>Through striking and kicking utilize movement concepts.</p> <p>Explore striking with long-handled and short-handled implements.</p>	
<p style="text-align: center;"><b>Assessment Plan</b></p>	
<p>Teacher Observation</p> <p>Exit Slips (Smiley/Frowny Faces; Thumbs Up/Down; Crayon/Paper)</p> <p>Skill Checklist</p> <p>Checking for Understanding</p> <p>Rubric</p> <p>Group Discussion</p>	
<p style="text-align: center;"><b>Learning Plan</b></p>	
<p><b>Instructional Strategies</b></p> <p>Exploration</p> <p>Modeling</p> <p>Demonstration</p> <p>Guided practice</p> <p>Individualized and large group instruction</p> <p>Independent practice</p> <p>Class discussion</p> <p><b>Resources</b></p> <p>Books, journals, periodicals, websites</p> <p>Instructional supplies</p> <p><b>Technology</b></p> <p>Internet Resources</p> <p>Music Sources</p>	

**Cambridge Public Schools  
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**Unit: 8  
Chasing, Fleeing and Dodging**

*Concepts: Rules, Respect, Responsibility, Safety, Exploration,  
Fundamental Movement*

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<p style="text-align: center;"><b>Enduring Understandings</b></p> <p>Be a good playmate.</p> <p>Know your surroundings.</p> <p>Movement keeps you healthy.</p> <p>Actions have consequences.</p>	<p style="text-align: center;"><b>Essential Questions</b></p> <p>What makes a good playmate?</p> <p>Why is traveling safely important?</p> <p>How does movement keep you healthy?</p> <p>Why is staying safe important?</p>
<p style="text-align: center;"><b>Know and be able to do</b></p> <p>Students will be able to:</p> <p>Participate in a variety of activities that incorporate chasing, fleeing, and dodging.</p> <p>Explore locomotor movements throughout game play.</p> <p>Through traveling, utilize the movement concepts of: pathways, directions, levels and speeds.</p> <p>Identify fair play.</p> <p>Demonstrate ability to move safely throughout space.</p> <p>Demonstrate fair play.</p> <p>Identify cooperative play.</p> <p>Understand the difference between traveling independently and traveling within a group during game play.</p> <p>Explain the positive benefits of movement</p> <p>Identify level of enjoyment during physical activity</p>	
<p style="text-align: center;"><b>Assessment Plan</b></p>	
<p>Teacher Observation</p> <p>Exit Slips (Smiley/Frowny Faces; Thumbs Up/Down; Crayon/Paper)</p> <p>Skill Checklist</p> <p>Checking for Understanding</p> <p>Rubric</p> <p>Group Discussion</p>	

<b>Learning Plan</b>	
<p><b>Instructional Strategies</b>  Exploration  Modeling  Demonstration  Guided practice  Individualized and large group instruction  Independent practice  Class discussion</p> <p><b>Resources</b>  Books, journals, periodicals, websites  Instructional supplies</p> <p><b>Technology</b>  Internet Resources  Music Sources</p>	

**Cambridge Public Schools  
Physical Education Curriculum  
Grade 2**

**Unit: 9  
World Games/Activities**

*Concepts: Rules, Respect, Responsibility, Safety, Exploration,  
Fundamental Movement*

<b>NASPE Standard</b>	<b>MADOE&amp;SE</b>
<p><b>Standard 1:</b> Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. <b>Standard 2:</b> Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities. <b>Standard 3</b> Participates regularly in physical activity. <b>Standard 4:</b> Achieves and maintains a health-enhancing level of physical fitness. <b>Standard 5:</b> Exhibits responsible personal and social behavior that respects self and others in physical activity settings. <b>Standard 6:</b> Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction</p>	<p>2.2 Use a variety of manipulative (throwing, catching, striking), locomotor (walking, running, skipping, hopping, galloping, sliding, jumping, leaping), and non-locomotor (twisting, balancing, extending) skills as individuals and in teams</p> <p>2.1 Apply movement concepts including direction, balance, level (high, low), pathway (straight, curve, zigzag), range (expansive, narrow), and force absorption (rigid, with bent knees) to extend versatility and improve physical performance</p> <p>2.4 Identify physical and psychological changes that result from participation in a variety of physical activities</p> <p>2.8 Use combinations of manipulative, locomotor, and non-locomotor skills to develop movement sequences and patterns, both individually and with others</p> <p>2.5 Explain the benefits of physical fitness to good health and increased active lifestyle</p> <p>2.7 Demonstrate responsible personal and social conduct used in physical activity settings</p>

<p style="text-align: center;"><b>Enduring Understandings</b></p> <p>Movement is everywhere in the world.</p> <p>Movement impacts all cultures.</p> <p>It's ok to be different</p>	<p style="text-align: center;"><b>Essential Questions</b></p> <p>What makes a good playmate?</p> <p>How does movement keep you healthy?</p> <p>Why is staying safe important?</p> <p>How is movement part of other cultures?</p>
<p style="text-align: center;"><b>Know and be able to do</b></p> <p>Students will be able to:</p> <p>Participate in a variety of activities that incorporate games from around the world.</p> <p>Explore locomotor movements throughout game play.</p> <p>Through traveling, utilize the movement concepts of: pathways, directions, levels and speeds.</p> <p>Identify fair play.</p> <p>Demonstrate ability to move safely throughout space.</p> <p>Demonstrate fair play.</p> <p>Identify cooperative play.</p> <p>Understand the difference between traveling independently and traveling within a group during game play.</p> <p>Identify the differences between games played in the USA vs. games played in other cultures</p>	
<p style="text-align: center;"><b>Assessment Plan</b></p>	
<p>Teacher Observation</p> <p>Exit Slips (Smiley/Frowny Faces; Thumbs Up/Down; Crayon/Paper)</p> <p>Skill Checklist</p> <p>Checking for Understanding</p> <p>Rubric</p> <p>Group Discussion</p>	
<p style="text-align: center;"><b>Learning Plan</b></p>	
<p><b>Instructional Strategies</b></p> <p>Exploration</p> <p>Modeling</p> <p>Demonstration</p> <p>Guided practice</p> <p>Individualized and large group instruction</p> <p>Independent practice</p>	

Class discussion

**Resources**

Books, journals, periodicals, websites

Instructional supplies

**Technology**

Internet Resources

Music Sources