

Map Report

Grade: 2 | Subject: PE | Quarter: 1 |

Map Title: 2- Q1 U1

Unit Title: *Intro./ Ice Breakers/ Team Building*

(IN 2010) PE.2.1.1

Perform locomotor skills proficiently and in combinations with developmentally appropriate challenges. Example: Demonstrate locomotor moving in basic combinations in skill development practice/activities and physical fitness activities/games (e.g., run and leap over a series of obstacles, hop and jump a pattern on a floor ladder, walk and skip in a dance).

(IN 2010) PE.2.1 2008

Motor Skills and Movement Patterns: Students demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.

(IN 2010) PE.2.3 2008

Physical Activity: Students participate regularly in physical activity.

(IN 2010) PE.2.5.3

Demonstrate cooperative play with a partner and small or large groups regardless of personal differences. Example: Demonstrate a positive attitude for all classmates in skill development and physical fitness activities and practice positive sportsmanship (e.g., resolve conflict with honesty and respect).

(IN 2010) PE.2.6 2008

Value of Physical Activity: Students value physical activity for health enjoyment challenge self-expression and/or social interaction.

Applicable Weeks:

1, 2, 3

Unit Information:

-Intro to physical education

-ice breakers

-Team building

Big Idea:

Students will gain the value of physical education and learn the importance of rules. They will also have the opportunity to work with and get to know their classmates. The team building activities will teach them to work together in future activities.

Essential Questions:

Why is it important to have rules and expectations in class?

Why is it important to be nice to everyone?

Learning Activities:

Name game

Sub games- (line tag, sharks and minnows, stuck in the mud, dice game)

Vocabulary:

-teamwork

-flee

-chase

-dodge

-locomotor

-skip

-gallop

-jump

Student Objectives:

TSWBAT

-cooperate with other

-verbally list 3 class room rules

- successfully demonstrate 2 of 5 locomotor skills

Resources Used:

Assessments Used:

locomotors skills assessment

Comments:

Attached Files:

There are no files attached to this map.

Map Report

Grade: 2 | Subject: PE | Quarter: 1 |

Map Title: 2-Q1 U2

Unit Title: *Throwing and Catching/ Locomotor Skills*

(IN 2010) PE.2.1.1

Perform locomotor skills proficiently and in combinations with developmentally appropriate challenges. Example: Demonstrate locomotor moving in basic combinations in skill development practice/activities and physical fitness activities/games (e.g., run and leap over a series of obstacles, hop and jump a pattern on a floor ladder, walk and skip in a dance).

(IN 2010) PE.2.1.2

Perform stability skills proficiently and in combinations, with developmentally appropriate challenges. Example: Demonstrate static balance and dynamic balance in combinations on stable and unstable objects (e.g., walk on a balance board on an incline, travel over tires and carry an object extended above head, skip on a balance board, perform a one leg pose on a stepping stone); weight transfer/tumbling skills (e.g., tumbling routine with four skills).

(IN 2010) PE.2.1.3

Perform manipulative skills proficiently with developmentally appropriate challenges. Example: Demonstrate eye-hand and eye-foot coordination skills in physical fitness activities/games (e.g., develop coordination and accuracy in the overhand throw to a target with increasing distances; pass a beach ball over a 5 - 6 foot high net with the overhand technique; develop new footwork and skills for jumping rope: skier, one foot, turn the rope backwards).

(IN 2010) PE.2.1.5

Perform locomotor and manipulative combined skills with developmentally appropriate challenges. Example: Demonstrate motor skill combinations in skill development practice/activities and physical fitness activities/games (e.g., while bouncing a ball, walk/run to pick up items from the floor and take to a collection box; dribble and pass the ball to a teammate in an indoor soccer leadup game; while walking, toss and catch a beanbag on a racquet or paddle).

(IN 2010) PE.2.1 2008

Motor Skills and Movement Patterns: Students demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.

(IN 2010) PE.2.2.1

Identify and demonstrate efficient movement with objects that present balance, change of direction and spatial awareness challenges. Example: Successfully navigate through an obstacle course (e.g., over and under hurdles, stepping stones, travel over tires, crawl through a tunnel, travel through a mat maze, jump down from a height, walk on a balance board carrying an object).

(IN 2010) PE.2.2.2

Identify and begin to demonstrate techniques for efficient and safe movement. Example: Demonstrate straight arms with a cartwheel; a landing with soft knees/slight flex when jumping

down from a height; jumping on balls of the feet and keeping arms and hands at sides when jumping rope.

(IN 2010) PE.2.2.5

Develop selected academic concepts to integrate in fitness workouts and/or games. Example: Apply interdisciplinary connections while jumping rope by solving math problems or spelling words (e.g., jump the answer to a math problem: $5 + 8$; spell words with warm-up exercises: day of the week, words from spelling lists, names of muscles; body, muscles, and bones quiz station in a physical fitness activity).

(IN 2010) PE.2.2 2008

Movement Concepts: Students demonstrate an understanding of movement concepts principles strategies and tactics as they apply to the learning and performance of physical activities.

(IN 2010) PE.2.1.4

Perform fundamental rhythmic skills proficiently alone, with a partner or in a group. Example: Perform a dance with challenging steps (e.g., dos-a-dos and sashay with a partner in circle and line dances); demonstrate a consistent rhythm while jumping rope, (e.g., achieve 15 or more consecutive jumps while jumping to music).

(IN 2010) PE.2.2.3

Identify and apply the basic elements for efficient locomotor, nonlocomotor, stability, and manipulative skills. Example: Verbally identify and practice the basic elements for gallop (e.g., moving forward: step, together, step, together); cartwheel (e.g., straight arms and hand, hand, foot, foot); overhand throw to a target (e.g., opposite shoulder points to the target, elbow back, ball back, step and turn to face target, throw); jumping rope (e.g., jump softly on balls of feet, keep arms and hands at sides when turning the rope); jumping from a 1 to 3 foot height (e.g., balanced landing with soft knees/slight bend and arms extend out).

(IN 2010) PE.2.2.4

Understand and demonstrate strategies for active games. 20 Indiana Standards 2008 - Physical Education Example: Recognize and apply basic strategies in playing games (e.g., small-sided defense and offense skills in an indoor soccer leadup game played with four high density foam balls; fast running, dodging and agility skills in a tag game).

Applicable Weeks:

4, 5, 6

Unit Information:

Throwing frisbee to a target and to a partner
Overhand and Underhand
Locomotor skills

Big Idea:

1. The students will learn the basic form for throwing and catching a variety of objects.
 2. The students understand how to move throughout space using the various locomotor skills.
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Essential Questions:

What sports could you use the different types of throwing?

Learning Activities:

1. throwing a frisbee at a target or to a partner.
2. Throwing and catching underhand and overhand (various objects)
3. Locomoto game/ practice.

Vocabulary:

Frisbee
Throw
Catch
Target
underhand
overhand
opposite
follow through

Student Objectives:

- TSWBAT-
- throw a frisbee using correct form 50% of the time.
 - verbally list 3 parts of good throwing form.
 - perform 3 of the 4 locomotor skills correctly.

Resources Used:**Assessments Used:**

- Throwing and catching
- locomotor skills

Comments:

Attached Files:

There are no files attached to this map.

Map Report

Grade: 2 | Subject: PE | Quarter: 1 |

Map Title: 2 Q1 U3

Unit Title: *Kicking/ Soccer Skills*

(IN 2010) PE.2.1 2008

Motor Skills and Movement Patterns: Students demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.

(IN 2010) PE.2.2 2008

Movement Concepts: Students demonstrate an understanding of movement concepts principles strategies and tactics as they apply to the learning and performance of physical activities.

(IN 2010) PE.2.3 2008

Physical Activity: Students participate regularly in physical activity.

(IN 2010) PE.2.5 2008

Responsible Personal and Social Behavior: Students exhibit responsible personal and social behavior that respects self and others in physical activity settings.

Applicable Weeks:

7, 8, 9

Unit Information:

- Kicking at a target.
- Passing and trapping with a partner.
- Dribbling and touching the ball with feet.

Big Idea:

To understand the basic skills and how to perform those skills needed to play a game of soccer.

Essential Questions:

- Why do I need to trap the soccer ball?
- Why can't I touch the ball with my hands?
- Why do I need to dribble and kick the ball?

Learning Activities:

- Kicking to a target
- passing and trapping with a partner
- touching the ball with different parts of the feet
- dribbling in general space or around cones

Vocabulary:

pass
trap
soccer
dribble
touches (with feet)
handball
inside of foot

Student Objectives:

TSWBAT-
kick a ball using the inside of their foot.
trap the soccer ball.

Resources Used:

Assessments Used:

Kicking between two cones.

Comments:

Attached Files:

There are no files attached to this map.

Map Report

Grade: 2 | Subject: PE | Quarter: 2 |
Map Title: 2-Q2 U1
Unit Title: *Fitness*

(IN 2010) PE.2.3 2008

Physical Activity: Students participate regularly in physical activity.

(IN 2010) PE.2.4 2008

Health-Enhancing Physical Fitness: Students achieve and maintain a health-enhancing level of physical fitness.

(IN 2010) PE.2.6 2008

Value of Physical Activity: Students value physical activity for health enjoyment challenge self-expression and/or social interaction.

Applicable Weeks:

10, 11, 12

Unit Information:

Stations/ Circuits

Fitness Games

Fitness Testing

Big Idea:

The students understand the importance of physical fitness and being active

Essential Questions:

How can I work on my physical fitness at home?

Why is fitness important?

Learning Activities:

Exercise Stations

Jump Rope lesson

Circuit training

Fitness related games-(relay races, MyPlate- healthy eating, and workout videos)

Vocabulary:

Physical fitness

cardio

flexibility/ stretching

jump

Student Objectives:

TSWBAT-
perform various exercises (push-up, sit-up, planks, etc.)

Resources Used:

Assessments Used:

Fitness testing-(Fitness Gram, Presidential Fitness, Governor's Fitness)

Comments:

Attached Files:

There are no files attached to this map.

Map Report

Grade: 2 | Subject: PE | Quarter: 2 |
Map Title: 2 Q2 U2
Unit Title: *Striking with Hands/ Juggling*

(IN 2010) PE.2.1 2008

Motor Skills and Movement Patterns: Students demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.

(IN 2010) PE.2.2 2008

Movement Concepts: Students demonstrate an understanding of movement concepts principles strategies and tactics as they apply to the learning and performance of physical activities.

(IN 2010) PE.2.3 2008

Physical Activity: Students participate regularly in physical activity.

Applicable Weeks:

13, 14, 15

Unit Information:

Striking balloon or beach ball with hands
Juggling Scarves
Speed Stacking

Big Idea:

Students will be working on hand/eye coordination activities and some fine motor skills.

Essential Questions:

What sports will I use hand/eye coordination?

Learning Activities:

Striking objects with hands
Juggling scarves
Speed stacking

Vocabulary:

juggling
striking
upstack
downstack

Student Objectives:

TSWBAT

Strike a ball with their hands above their head or underhand

Resources Used:

Assessments Used:

TBD

Comments:

Attached Files:

There are no files attached to this map.

Map Report

Grade: 2 | Subject: PE | Quarter: 2 |
Map Title: 2nd Q2 U3
Unit Title: *Holiday games/ Assessments*

(IN 2010) PE.2.1 2008

Motor Skills and Movement Patterns: Students demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.

(IN 2010) PE.2.2 2008

Movement Concepts: Students demonstrate an understanding of movement concepts principles strategies and tactics as they apply to the learning and performance of physical activities.

(IN 2010) PE.2.3 2008

Physical Activity: Students participate regularly in physical activity.

(IN 2010) PE.2.4 2008

Health-Enhancing Physical Fitness: Students achieve and maintain a health-enhancing level of physical fitness.

(IN 2010) PE.2.5 2008

Responsible Personal and Social Behavior: Students exhibit responsible personal and social behavior that respects self and others in physical activity settings.

(IN 2010) PE.2.6 2008

Value of Physical Activity: Students value physical activity for health enjoyment challenge self-expression and/or social interaction.

Applicable Weeks:

16, 17, 18

Unit Information:

Hoop Shoot

Finish Assessments

Fun Holiday Games

Big Idea:

We need to find the best free throw shooter to represent our schools for the Elk's Hoop Shoot contest.

To give the students a fun and active to celebrate the holidays.

Essential Questions:

Why should I try for the Hoops Shoot?

Why is it important to be active around the holidays?

Learning Activities:

Hoop Shoot

sleigh rides

snowball fight

shadow dodging

Holiday Hungary Hippos

Skating (carpet squares)

Station Assessment

Vocabulary:

Hoop Shoot

Holidays

sleigh

basket

shadow

dodging

obstacle

Student Objectives:

TSWBAT

-work cooperatively with other 100% of the time.

Resources Used:

PE Central (online)

Assessments Used:

Hoop Shoot Contest

Skill Assessment (locomotor)

Comments:

Attached Files:

There are no files attached to this map.

Map Report

Grade: 2 | Subject: PE | Quarter: 3 |

Map Title: 2nd- 3Q U1

Unit Title: *Basketball Skills*

(IN 2010) PE.2.1 2008

Motor Skills and Movement Patterns: Students demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.

(IN 2010) PE.2.2 2008

Movement Concepts: Students demonstrate an understanding of movement concepts principles strategies and tactics as they apply to the learning and performance of physical activities.

(IN 2010) PE.2.3 2008

Physical Activity: Students participate regularly in physical activity.

Applicable Weeks:

19, 20, 21

Unit Information:

Skills- dribbling, passing, and shooting

Big Idea:

To introduce and practice the basic skills needed to play basketball

Essential Questions:

Why is it important to learn to play basketball?

Why should I practice something I am not good at?

Learning Activities:

Dribbling in place/ general space

Passes to partner- sitting and standing back and forth

Shoot on short goal

Vocabulary:

shoot

dribble

pass

pivot

basketball

hoop

court

bounce pass

chest pass

Student Objectives:

TSWBAT-

dribble to a line and back using correct form without stopping.

verbally state 3 cues for passing a basketball.

Resources Used:

PE Central (online)

Assessments Used:

Dribble/ passing

Comments:

Attached Files:

There are no files attached to this map.

Map Report

Grade: 2 | Subject: PE | Quarter: 3 |

Map Title: 2nd Q3 U2

Unit Title: *Striking with paddles/ rackets*

(IN 2010) PE.2.1 2008

Motor Skills and Movement Patterns: Students demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.

(IN 2010) PE.2.2 2008

Movement Concepts: Students demonstrate an understanding of movement concepts principles strategies and tactics as they apply to the learning and performance of physical activities.

(IN 2010) PE.2.4 2008

Health-Enhancing Physical Fitness: Students achieve and maintain a health-enhancing level of physical fitness.

(IN 2010) PE.2.6 2008

Value of Physical Activity: Students value physical activity for health enjoyment challenge self-expression and/or social interaction.

(IN 2010) PE.2.3 2008

Physical Activity: Students participate regularly in physical activity.

Applicable Weeks:

22, 23

Unit Information:

Hitting with rackets or paddles

Big Idea:

The students are introduced to striking with implements, and gain hand/ eye coordination.

These skills will transfer to other sports such tennis, badminton, pickleball, baseball/ softball, and table tennis.

Essential Questions:

What sports do you play with a paddle or racket?

Why is it important to know how?

Learning Activities:

Hit against wall using a short handle paddle

Hit at a target (spot on wall/ through a hula hoop)

Vocabulary:

paddle

strike

hitting

target

aim

follow-through

Student Objectives:

TSWBAT-

successfully strike using a paddle at least 8 out of 10 times.

verbally list 3 cues of striking/ form.

Resources Used:

PE Central (online)

Assessments Used:

Verbal Assessment

Skill Test

Comments:

Attached Files:

There are no files attached to this map.

Map Report

Grade: 2 | Subject: PE | Quarter: 3 |

Map Title: 2nd Q3 U3

Unit Title: *Dance/Tumbling/Fitness*

(IN 2010) PE.2.1 2008

Motor Skills and Movement Patterns: Students demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.

(IN 2010) PE.2.2 2008

Movement Concepts: Students demonstrate an understanding of movement concepts principles strategies and tactics as they apply to the learning and performance of physical activities.

(IN 2010) PE.2.5 2008

Responsible Personal and Social Behavior: Students exhibit responsible personal and social behavior that respects self and others in physical activity settings.

Applicable Weeks:

24, 25, 26, 27

Unit Information:

Will pick 1-3 of these areas to cover during this unit. It may vary from year-year for the duration of each..

Big Idea:

To learn various movement patterns and body manipulations.

Practicing and learning different various fitness concepts.

Essential Questions:

Why is fitness important?

Why is dancing important?

Learning Activities:

Fitness stations, circuits, obstacle course and games

tumbling stations- foreward rolls, log rolls, donkey kicks, pencil rolls, cartwheels

Dance- popular Youtube Dances, creative movement, line dance, wedding dances

Vocabulary:

tumbling

roll

log roll

donkey kicks

circuit

rhythm

Student Objectives:

TSWBAT

-demonstrate a forward roll using correct form.

- participate the entire length of a dance.

-verbally list 3 reasons why fitness is important.

Resources Used:

PE Central (online)

Youtube

Assessments Used:

tumbling Skill checklist

Comments:

Attached Files:

There are no files attached to this map.

Map Report

Grade: 2 | Subject: PE | Quarter: 4 |
Map Title: 2nd Q4 U1
Unit Title: *Literacy in PE*

(IN 2010) PE.2.3 2008

Physical Activity: Students participate regularly in physical activity.

(IN 2010) PE.2.2 2008

Movement Concepts: Students demonstrate an understanding of movement concepts principles strategies and tactics as they apply to the learning and performance of physical activities.

(CCSS) LA.2.L.2.d

Conventions of Standard English: Generalize learned spelling patterns when writing words (e.g., cage _ badge boy _ boil)

(IN 2014) LA.2.W.6.2

Demonstrate command of capitalization, punctuation, and spelling, focusing on

Applicable Weeks:

28, 29

Unit Information:

Spelling words from regular classroom can be used

collaborate with clarrom teacer

May need special equipment/ supplies in preparation for the unit.

Big Idea:

To use literacy skill in a differnt setting and understand the value of them in PE.

Essential Questions:

Why is literacy important in PE?

Learning Activities:

Books in motion

spelling go fish

Vocabulary:

literacy

Student Objectives:

TSWBAT-

explain why literacy is important in PE.

Resources Used:

PE Central

Assessments Used:**Comments:**

Attached Files:

There are no files attached to this map.

Map Report

Grade: 2 | Subject: PE | Quarter: 4 |

Map Title: 2nd- Q4 U2

Unit Title: *Outdoor Recreation*

(IN 2010) PE.2.2 2008

Movement Concepts: Students demonstrate an understanding of movement concepts principles strategies and tactics as they apply to the learning and performance of physical activities.

(IN 2010) PE.2.3 2008

Physical Activity: Students participate regularly in physical activity.

(IN 2010) PE.2.4 2008

Health-Enhancing Physical Fitness: Students achieve and maintain a health-enhancing level of physical fitness.

Applicable Weeks:

30, 31, 32, 33, 34, 35, 36

Unit Information:

This unit is more up to teacher discretion to choose activities. Teacher may also need to finish assessment at this time. Field day will also be a part of this unit, along with preperation activities for it. Activities may include-Scavenger hunt, t-ball, and kickball.

Big Idea:

The students should understand basic concepts of game play for baseball (base running/ rules). Know how to do basic skills of throwing/ catching/ batting.

Essential Questions:

What is your favorite part about baseball?

What are some games that I can play outside at home?

Learning Activities:

t-ball

baseball

scavenger hunt

kickball

Field Day Games

Final Assessments

Vocabulary:

hit

run

find

Field Day

base names (1st, 2nd, 3rd, home)

Scavenger

bat

baseball/softball/whiffleball

Student Objectives:

TSWBAT

strike the ball off the using correct form.

list 3 parts of correct form when fielding a ball.

list 3 to 5 games for field day.

improve at least 2 areas on their Fitness Gram.

Resources Used:

PE Central

Assessments Used:

Skill assessment

FITNESS GRAM

Presidential Fitness

Comments:

Attached Files:

There are no files attached to this map.