

# Englewood Public School District

## Physical Education

### Grade 2

#### Unit 1: Catching and Throwing and Soccer Skills

**Overview:** Second grade students will engage in games and activities that will assist in developing motor skills and physical fitness. Coordination and balance are also a focus as students learn games that will require team work as well. Lifelong fitness habits are developed as students engage in games that can be played as they grow and develop.

**Time Frame:** One Marking Period

#### Enduring Understandings:

- *Throwing and catching is a very important movement skill for children of younger ages.*
- *Throwing and catching helps students' progress in other motor skills.*
- *Soccer is a team sport which develops many useful motor skills presented in the growth of physical development in a child.*
- *The motor skills presented in Soccer are shown in a variety of different sports and activities influential to child's development.*
- *Soccer also presents team unity which is important for young children to grow.*

#### Essential Questions:

- *How do you throw for accuracy?*
- *How can you develop your catching?*
- *What are the different types of strategies used in soccer?*
- *Can students use teamwork to succeed?*

Standards	Topics and Objectives	Activities	Resources	Assessments
<b><u>Comprehensive Health and Physical Education</u></b>  <b>2.5.2.A.1</b> <b>Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill</b>	<b>Topics</b>		<b>Equipment:</b>	<b>Formative Assessments:</b>
	Catching	Students will watch and video and discuss how throwing a football involves specific techniques that are different than those used to throw another type of ball.	<ul style="list-style-type: none"> <li>• Small and large soft balls</li> <li>• Footballs</li> <li>• Bowling Pins</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Question and answer group discussion</li> <li>• Peer feedback</li> </ul>
	Throwing  <b>Objectives</b> <ul style="list-style-type: none"> <li>• Students will review the steps of throwing a ball</li> </ul>	(NJSLS SL 2)	<b>Charts:</b> <ul style="list-style-type: none"> <li>• Physical Education Vocabulary Wall</li> </ul>	<b>Benchmark Assessment:</b> Common Formative Assessment

practice) and applied settings (i.e., games, sports, dance, and recreational activities).

**2.5.2.A.2**  
**Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.**

**2.5.2.A.4**  
**Correct movement errors in response to feedback.**

- Students will begin to try and throw for accuracy
- Students will practice throwing with different shaped balls
- Students will be able catch from different distances
- Students will be able to catch different shaped balls

Catching and Throwing Circuit, Spark Activity

Catch a Gently Thrown Ball, Fit 2 Learn

Throwing and Catching Unit, Delaware Department of Education:

- Throwing and Catching Games
- Throwing Underhand
- High-Trajectory Underhand Throwing
- Overhand Throw
- Learning to Catch
- Catching Faster Moving Objects
- Student-Centered Games

1, 2, 3 Throw! Alabama Learning Exchange

Underhand Throwing, Learn NC

Students will record their accuracy in reaching a target by creating a picture and bar graph with data points.

Students will use a buckets to carry balls as they clean up at the end of class.  
Students will brainstorm how the use of the bucket

Catching and Throwing Circuit, Spark Activity, [www.sparkpe.org/wp-content/uploads/2009/11/K2\\_Catch\\_Throw\\_Circuit.pdf](http://www.sparkpe.org/wp-content/uploads/2009/11/K2_Catch_Throw_Circuit.pdf)

Catch a Gently Thrown Ball, Fit 2 Learn, [https://fit2learn.sdcoe.net/LinKClick.aspx?fileticket=K1NB\\_4vRXk%3D&portalid=4](https://fit2learn.sdcoe.net/LinKClick.aspx?fileticket=K1NB_4vRXk%3D&portalid=4).

Throwing and Catching Unit, Delaware Department of Education, [https://www.qcaa.qld.edu.au/downloads/p\\_10/kla\\_hpe\\_sbm\\_207.pdf](https://www.qcaa.qld.edu.au/downloads/p_10/kla_hpe_sbm_207.pdf)

1, 2, 3 Throw! Alabama Learning Exchange, [https://www.alex.state.al.us/lesson\\_view.php?id=31046](https://www.alex.state.al.us/lesson_view.php?id=31046)

Underhand Throwing, Learn NC, <http://www.learnnc.org/lp/pages/3998>

#### **Teacher Resource:**

Throwing and Catching, QCAA School District, [https://www.qcaa.qld.edu.au/downloads/p\\_10/kla\\_hpe\\_sbm\\_207.pdf](https://www.qcaa.qld.edu.au/downloads/p_10/kla_hpe_sbm_207.pdf)

#### **Student Resource:**

**Summative Assessments:**  
Throwing and Catching Unit, Delaware Department of Education, [https://www.qcaa.qld.edu.au/downloads/p\\_10/kla\\_hpe\\_sbm\\_207.pdf](https://www.qcaa.qld.edu.au/downloads/p_10/kla_hpe_sbm_207.pdf)

- Throwing and Catching Rubrics
- Throwing Checklist
- Cooperation Checklist
- Catching Checklist
- Transfer Task Checklist

#### **Alternative Assessment:**

- Self-Reflection
- Oral reporting
- Peer Assessment

helps them complete the task more easily.

Pictograph sheet  
<http://www.commoncoresheets.com/Pictographs.php>

**Media:**  
<https://www.wikihow.com/Throw-a-Football>

## **Comprehensive Health and Physical Education**

### **2.5.2.A.1**

**Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).**

### **2.5.2.A.2**

**Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.**

### **2.5.2.A.4**

**Correct movement errors in response to feedback.**

Topics	Objectives	Materials:	Formative Assessments:	
Soccer	<ul style="list-style-type: none"><li>Students will be shown the correct form to shoot, pass, and dribble</li><li>Students will put their previously learned skills into a live game play setting</li><li>Students will understand the difference between offense and defense</li><li>Students will use teamwork to succeed</li><li>Students will act as good team players and show good sportsmanship</li></ul>	<p>Students will meet with a small group and discuss what they think the difference is between offense and defense.(NJSL SL 1)</p> <ul style="list-style-type: none"><li>Dribbling</li><li>Passing and Trapping</li><li>Protecting the Goal</li><li>Playing the Game</li><li>Punting and Passing</li></ul> <p>Soccer Unit, Flying Muffin:</p> <ul style="list-style-type: none"><li>Dribbling</li><li>Multiculturalism and Soccer</li><li>Passing and Receiving</li><li>The Role of Gender in the Sport of Soccer</li><li>1 vs 1</li><li>Finishing</li><li>The Right of Play</li><li>World Cup Day!</li></ul> <p>Grades 1 and 2 Soccer Unit, Youth Soccer:</p> <ul style="list-style-type: none"><li>Dribbling</li></ul>	<ul style="list-style-type: none"><li>Soccer balls</li><li>Cones</li><li>Small nets</li></ul> <p><b>Charts:</b></p> <ul style="list-style-type: none"><li>Physical Education Word Wall</li></ul> <p>Soccer Unit, Flying Muffin, <a href="https://flyingmuffin.wordpress.com/lesson-10/">https://flyingmuffin.wordpress.com/lesson-10/</a></p> <p>Grades 1 and 2 Soccer Unit, Massachusetts Youth Soccer: <a href="http://www.mayouthsoccer.org/coaches/8u/">http://www.mayouthsoccer.org/coaches/8u/</a></p> <p>US Youth Soccer Training Activities, <a href="https://www.usyouthsoccer.org/lesson-plans/">https://www.usyouthsoccer.org/lesson-plans/</a></p> <p><b>Teacher Resource:</b></p> <p>Elementary Soccer Drills 2<sup>nd</sup> Grade, UMS PE, Rob Traquair, Youtube, <a href="https://youtu.be/IUYmKhuyMx0">https://youtu.be/IUYmKhuyMx0</a></p>	<ul style="list-style-type: none"><li>Teacher observation</li><li>Question and answer group discussion</li><li>Peer Feedback</li></ul> <p><b>Summative Assessments:</b></p> <p>Skills Assessment, Kids First Soccer, <a href="http://www.kidsfirstsoccer.com/testing.html">http://www.kidsfirstsoccer.com/testing.html</a></p> <p>Soccer Dribbling Rubric with pictures, <a href="http://hawkspe.com/PDF/soccer_skills_rubric.pdf">http://hawkspe.com/PDF/soccer_skills_rubric.pdf</a></p> <p><b>Alternative Assessments:</b></p> <ul style="list-style-type: none"><li>Self-Assessment</li><li>Peer Assessment</li></ul>

**2.5.2.B.1**

**Differentiate when to use competitive and cooperative strategies in games, sports, and other movement activities.**

- Passing
- Defending
- Shooting

US Youth Soccer Training Activities:

- Passing
- Dribbling
- Coordination and Movement
- Foot Coordination and Speed
- Tackling
- Receiving Lofted Ball
- Spatial Awareness
- Defending
- Penetration

**2.5.2.B.2**

**Explain the difference between offense and defense.**

**2.5.2.C.1**

**Explain what it means to demonstrate good sportsmanship.**

**2.5.2.C.2**

**Demonstrate appropriate behaviors and safety rules and explain how they contribute to moving safely during basic activities.**

Students will discuss how soccer is a popular sport in countries all over the world. Students will draw a soccer team jersey representing a country's national team to add to a bulletin board celebrating the many cultures that love soccer.(6.1.4.D.13)

**Key Vocabulary:****Throwing and Catching:**

- **Throw** – To propel (something) with force through the air by a movement of the arm and hand.
- **Catch** – To intercept and hold (something that has been thrown, propelled, or dropped)
- **Toss** – To throw (something) somewhere lightly, easily, or casually
- **Accuracy** – The quality or state of being correct or precise

**Soccer:**

- **Dribble** – To take (the ball) forward past opponents with slight touches of the feet or the stick, or (in basketball) by continuous bouncing
- **Shoot** – Kick, hit, or throw the ball or puck in an attempt to score a goal
- **Pass** – Throw, kick, or hit (the ball or puck) to another player on one's own team
- **Goalie** – A player in soccer or hockey whose special role is to stop the ball or puck from entering the goal
- **Offense** – The team or players who are attempting to score or advance the ball
- **Defense** – The players in a team who defend the goal

### Integration of 21st Century Standards:

9.2.4.A.2 Identify various life roles and civic and work - related activities in the school, home, and community.

### Accommodations and Modifications:

**Students with special needs:** Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered. Additional safety precautions will be made along with additional staff so all student can fully participate in the standards associated with this Dance curriculum.

**ELL/ESL students:** Students will be supported according to the recommendations for “can do’s” as outlined by WIDA - [https://www.wida.us/standards/CAN\\_DOs/](https://www.wida.us/standards/CAN_DOs/)  
This particular unit has limited language barriers due to the physical nature of the curriculum.

**Students at risk of school failure:** Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support this may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time and will be made available with a certified instructor to aid students in reaching the standards.

**Gifted and Talented Students:** Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity of the Dance requirements. This will include allowing more opportunities to demonstrate creativity and the design of original choreography.

English Language Learners	Special Education	At-Risk	Gifted and Talented
<ul style="list-style-type: none"> <li>• Break tasks into manageable chunks</li> <li>• Speak and display terminology and movement</li> <li>• Teacher modeling</li> <li>• Peer modeling</li> <li>• Develop and post routines</li> <li>• Label classroom materials</li> <li>• Students draw about their own culture (country)</li> <li>• Word walls</li> </ul>	<ul style="list-style-type: none"> <li>• Utilize modifications &amp; accommodations delineated in the student’s IEP</li> <li>• Work with paraprofessional</li> <li>• Use multi-sensory teaching approaches. Textured balls, and other props provide helpful visual, auditory, and tactile reinforcement of ideas.</li> <li>• Work with a partner</li> <li>• Provide concrete examples and relate all new movements to previously learned moves (throw a round ball).</li> </ul>	<ul style="list-style-type: none"> <li>• Review behavior expectations and make adjustments for personal space or other behaviors as needed.</li> <li>• Oral prompts can be given.</li> <li>• Using visual demonstrations, illustrations, and models Give directions/instructions verbally and in simple written format.</li> <li>• Peer Buddies</li> <li>• Increase one on one time</li> <li>• Teachers may modify instructions by modeling what the student is expected</li> </ul>	<ul style="list-style-type: none"> <li>• Design the task (bulletin board)</li> <li>• Curriculum compacting</li> <li>• Inquiry-based instruction</li> <li>• Independent study</li> <li>• Higher order thinking skills</li> <li>• Adjusting the pace of lessons</li> <li>• Interest based content</li> <li>• Real world scenarios</li> <li>• Student Driven Instruction</li> </ul>

	<ul style="list-style-type: none"> <li>• Solidify and refine concepts through repetition.</li> <li>• Change movement requirements to reduce activity time</li> </ul>	<p>to do</p> <ul style="list-style-type: none"> <li>• Instructions may be printed out in large print and hung up for the student to see during the time of the lesson.</li> </ul>	
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### **Interdisciplinary Connections:**

#### **ELA - NJSLS/ELA:**

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

#### **Social Studies:**

6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people.

### **Integration of Technology Standards NJSLS 8:**

8.2.2.D.5 Identify how using a tool (such as a bucket or wagon) aids in reducing work.

8.2.2.E.1 List and demonstrate the steps to an everyday task.

### **Career Ready Practices:**

**CRP2.** Apply appropriate academic and technical skills.

**CRP3.** Attend to personal health and financial well-being.

**CRP4.** Communicate clearly and effectively and with reason.

**CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.

**CRP12.** Work productively in teams while using cultural global competence.