



Subject Area: Wellness/PE	Course: Grade 2 PE	
Unit 3 Title: Jumping and Landing	Start: November Date	End: January Date
Unit Summary: Students will learn how to jump and land with accuracy and balance. They will perform activities that are going to require them to take off one foot and land on 2 feet as well as Jump off 2 and land on 2. They will also learn how to execute a single jump with a self-turned rope as well as a long rope turned by another student/teacher.		

Massachusetts Learning Standards

Body Systems

CH.PH.01.01 Name the external and internal parts of the body and the body systems (nervous, muscular, skeletal, circulatory, respiratory, digestive, endocrine, and excretory systems)

CH.PH.01.02 Identify behaviors and environmental factors that influence functioning of body systems

CH.PH.01.03 Identify appropriate accommodations and aids for people with physical disabilities

CH.PH.01.04 Distinguish the characteristics of living and non-living organisms"

CH.PH.01.05 List the stages in the basic growth process of living organisms (fertilization, growth, reproduction, and death)

Motor Skill Development

CH.PH.02.01 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"

CH.PH.02.02 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"

CH.PH.02.03 Perform rhythm routines, including dancing, to demonstrate fundamental movement skills

Fitness

CH.PH.02.04



Identify physical and psychological changes that result from participation in a variety of physical activities

CH.PH.02.05 Explain the benefits of physical fitness to good health and increased active lifestyle

CH.PH.02.06 Identify the major behaviors that contribute to wellness (exercise, nutrition, hygiene, rest, and recreation, refraining from using tobacco, alcohol, and other substances)

Personal and Social Competency

CH.PH.02.07 Demonstrate responsible personal and social conduct used in physical activity settings

Feelings and Emotions

CH.SEH.05.01

Identify the various feelings that most people experience and describe the physical and emotional reactions of the body to intense positive and negative feelings

CH.SEH.05.02 Apply methods to accommodate a variety of feelings in a constructive manner in order to promote well being

Identity

CH.SEH.05.03 Define character traits such as honesty, trustworthiness, self-discipline, respectfulness, and kindness and describe their contribution to identity, self-concept, decision-making, and interpersonal relationships"

CH.SEH.05.04 Describe the effects of leadership skills on the promotion of teamwork

Decision Making

CH.SEH.05.05 Explain and practice a model for decision-making that includes gathering information, predicting outcomes, listing advantages and disadvantages, identifying moral implications, and evaluating decisions"

CH.SEH.05.06 Explain how coping skills (such as perceiving situations as opportunities, taking action/exerting control where possible) positively influence self-concept

Communication

CH.SEH.07.02

Apply both verbal and non-verbal communication skills to develop positive relationships and improve the social environment of the school

Peer Relationships

CH.SEH.07.03

Describe the concept of friendship and contrast qualities that strengthen or weaken a friendship, including the importance of sound character in interacting with others

CH.SEH.07.04 Describe the concepts of prejudice and discrimination

Self Protection

CH.SP.09.04 Distinguish among safe, unsafe, and inappropriate touch"

CH.SP.09.05 Demonstrate the use of assertive behavior, refusal skills, and actions intended for personal safety

Emergency Intervention

CH.SP.09.06 Follow universal precautions for all first aid involving any blood and other body fluids

CH.SP.09.07 Apply appropriate first aid for cuts and bruises, including observing universal precautions"

Awareness

CH.SP.11.01

Describe some of the ways that young children can be intentionally helpful and intentionally hurtful to one another

Contributing Factors

CH.SP.11.02 Identify factors (such as internal character and personality attributes and forces external to individuals, such as the media or society) related to both violent and nonviolent attitudes"

Alternatives

CH.SP.11.03 Differentiate between one's personal rights and those of others and use communication and problem-solving to set personal boundaries, resolve conflicts, and develop positive relationships

CH.SP.11.04 Identify helping resources regarding violence in the school and community, such as counselors, neighbors, law enforcement, and members of faith-based groups

Transfer (Authentic, relevant application of learning to new situations)

Students will be able to independently use their learning to...

- execute a single jump with a self-turned rope as well as a long rope turned by another student/teacher.

Meaning
Enduring Understandings
Students will understand that...

- Physical education involves developing various physical skills and abilities, as well as social and emotional competencies.
- Physical activity is important for overall health and well-being, and there are many different ways to be active.
- Learning new physical skills and improving existing ones requires practice, patience, and persistence.
- Physical education can be both fun and challenging, and it provides opportunities for personal growth and development.

Essential Questions
Students will consider...

- What are the benefits of being physically active, and how can a person incorporate physical activity into their daily life?
- What are the basic principles of movement, and how can people improve their movement skills and abilities?
- How can one work effectively with others to achieve a common goal in physical activities and games?
- What strategies can learners use to monitor and regulate their own behavior and emotions during physical activities?
- How can students apply what they have learned in physical education to other areas of their lives?

Acquisition
Knowledge
Students will know...

- Starting position for a jumps
- Propel
- Jumps:
 - Forward
 - Backward
 - Sideways.
- Landing Techniques

Skills
Students will be skilled at...

- Jumping off both feet.
- Attempting different types of jumps such as forward, backward, and sideways jumps.
- Developing the ability to jump for distance and height.
- Practicing soft and controlled

• Balance • Safe practices for jumping and Landing • Jumping hazards • Body Control and Awareness • Body position during a jump. • Role of arms in balance and coordination during a jump. • Spatial Awareness • Personal boundaries • Timing and Coordination	landings with bent knees to absorb shock. • Landing with both feet together and maintaining balance upon landing. • Understanding the importance of landing on the balls of the feet. • Improving coordination between arm and leg movements during jumping. • Timing jumps to achieve optimal height and distance. • Learning to synchronize movements for smooth transitions between jumping and landing. • Developing awareness of body position during jumps and landings. • Learning to adjust body position to maintain balance and stability. • Understanding how body movements affect the trajectory and control of jumps. • Understanding personal space and maintaining appropriate distances from others during jumping activities. • Recognizing the space required for safe jumping and landing. • Navigating around obstacles or other students while jumping. • Following safety rules and guidelines provided by the teacher.
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