

Ocean Academy Charter School
Curriculum Guide
Grade 2 - Physical Education



Original Adoption:	August 2025
Created by:	Amy LaBarca and Dariaknna Yencer

OCEAN ACADEMY CHARTER SCHOOL Physical Education Grade 2 Curriculum	
Content Area: Physical Education	
Course Title: Physical Education	
Grade Level: 2	
Unit Title	Pacing Guide in Days
Movement/ Rhythm	24 Days (PE is conducted 2 days a week)
Cooperative Games/ Team activities	24 Days (PE is conducted 2 days a week)
Fitness/ Wellness	24 Days (PE is conducted 2 days a week)

OCEAN ACADEMY CHARTER SCHOOL Unit 1	
Content Area: Physical Education	
Unit Title: Movement/Rhythm	Duration: 24 Days (PE is conducted 2 days a week)
Target Course/Grade Level: 2	
Introduction/Unit Focus: In this unit, students will explore the basic skills and ideas behind how our bodies move in different places, whether on land, water, snow, sand, or ice. They will learn about different types of movement skills, such as moving from one place to another (like walking or running), moving without traveling (like stretching or twisting), and using objects with their hands or feet (like throwing or kicking). Students will also begin to understand important movement concepts, including knowing where their body is in space, what their body can do, and how to move smoothly and safely with others or objects around them.	

Ocean Academy Charter School
Curriculum Guide
Grade 2 - Physical Education

Physical fitness means being able to move well and do everyday activities without getting too tired. Students will learn that fitness can be built through activities done at different levels; some that are easy, some that make the heart beat faster, and some that are more challenging. These activities help the body work better and stay strong.

Lifelong fitness is about making healthy movement a part of life every day. This means creating habits that keep us active and healthy not just now, but as we grow up. Students will learn that staying active helps prevent illnesses and injuries, keeps the body and mind strong, and helps us enjoy movement for fun and relaxation, not just for winning or competing. They will explore how setting personal goals, playing with others, and learning sportsmanship are important parts of being active for life.

Nutrition is also an important part of staying healthy. Students will learn about eating the right kinds of foods and how food gives the body energy to move and grow. They will understand why eating a variety of healthy foods, choosing the right portions, and balancing food with exercise helps keep their bodies strong and feeling good. Students will also begin to see how things like age, lifestyle, and family habits affect what kinds of foods and activities help them stay well.

This unit will help students develop a strong foundation for moving well, making healthy choices, and enjoying physical activity throughout their lives.

Disciplinary Concepts for the Unit:

Standard 9.1 Personal Financial Literacy: This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

Standard 9.2 Career Awareness, Exploration, Preparation and Training. This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

Standard 9.4 Life Literacies and Key Skills. This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.

Standard 8.1 Computer Science

Computer Science outlines a comprehensive set of concepts and skills, such as data and analysis, algorithms and programming, and computing systems.

Standard 8.2 Design Thinking

Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The framework design includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts

Ocean Academy Charter School
Curriculum Guide
Grade 2 - Physical Education

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocide in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

Diversity and Inclusion

C.18A:35-4.36a Curriculum to include instruction on diversity and inclusion.

1. The instruction shall:
 - (1) highlight and promote diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance;
 - (2) examine the impact that unconscious bias and economic disparities have at both an individual level and on society as a whole; and
 - (3) encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

Asian Americans and Pacific Islanders (AAPI)

Ensures that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards (NJSLS) for Social Studies in kindergarten through Grade 12 (P.L.2021, c.416).

21st Century Themes and Skills

“Twenty-first century themes and skills” means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving, and communication and collaboration; information, media, and technology skills; and life and career skills, including flexibility. Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy.”

Disciplinary Concepts and Core Ideas

Movement Skills and Concepts

Cooperative Games/ Team activities

Lifelong Fitness

Comprehensive Health and Physical Education Practices

Ocean Academy Charter School
Curriculum Guide
Grade 2 - Physical Education

Movement Skills and Concepts	Movement Skills and Concepts include learning and investigating the fundamentals of movement (on land, water, snow, sand and ice) from one place to another and the understanding of biomechanics (how the body moves, grows and matures). Movement skills fall into three main categories: locomotor, non-locomotor, and manipulative skills. Concepts into categories such as spatial awareness (where the body moves), body awareness (what can the body do), qualities of movement (how the body moves and with whom/what does the body move).
Physical Fitness	Physical Fitness is the ability to move, perform daily tasks and unexpected physical challenges effectively without losing energy reserves. Fitness activities can be performed at many levels (low, moderate, and high), which will impact how efficiently the body functions.
Lifelong Fitness	Lifelong Fitness requires making fitness a part of a person's daily life. It is about creating fitness habits that support individuals to plan and stay healthy throughout their lifetime. In addition, a person recognizes the medical consequences of a sedentary lifestyle and that the benefits of an active body and mind over time reduces diseases, injuries and pain. Lifelong fitness doesn't focus on competition or high-level skill development, but rather on self-evaluation, personal goal setting, social engagement, sportsmanship, enjoyment of movement, and leisure-time fitness activities.
Nutrition	Nutrition is the intake of food, considered in relation to the body's dietary needs. An adequate and well-balanced diet, in combination with regular physical activity, is a cornerstone of physical wellness. Nutritional wellness necessitates learning how to develop good eating habits, including choosing healthy foods and understanding the effects that portion size, sugars, fats, and high cholesterol foods have on a body. Additionally, balancing food intake with exercise, tempered by factors such as age, lifestyle, and hereditary are vitally important components of nutritional wellness.
Engaging in an active lifestyle	Individuals who possess health and physical literacy understand the importance of wellness and being active throughout their lifetime. They understand

Ocean Academy Charter School
Curriculum Guide
Grade 2 - Physical Education

	that daily activity is crucial to establishing and maintaining good health habits of regular exercise, a balanced diet, and healthy social and mental activities that encourage help seeking skills. They know that an active lifestyle lowers the risk of cardiovascular diseases by strengthening the immune system. They also take regular action to contribute to their active lifestyle with regular health exams, a personalized fitness plan, and balanced daily schedule that provides the peace of mind and satisfaction required to fully enjoy an active lifestyle.
Setting goals	Individuals who possess health and physical literacy are focused with a plan in mind and a task to complete. They set high but realistic standards, prioritize responsibilities, utilize time wisely and think short and long-term to achieve the intended results. Goal-setters are organized, self-directed, highly motivated, curious, and desirous of living healthy and productive lives.
Using technology tools responsibly	Individuals who possess health and physical literacy find and maximize the productive value of existing with new technology to accomplish personal and professional tasks. They are flexible and adaptive in acquiring and operating new technology. They are proficient with ubiquitous technology applications. They understand the laws, inherent risks - personal and organizational - of technology applications, and they take actions to prevent or mitigate these risks as responsible users.
Focus Standards (Major Standards) https://www.nj.gov/education/cccs	
Core Idea	Performance Expectation
Competent and confident age appropriate performances of gross, fine motor and manipulative skills, with execution of movement skills and concepts individually and in groups enhance (intensifies) physical activities. free movement, games, aerobics, dance, sports, and recreational activities.	• 2.2.5.MSC.1: Demonstrate body management skills and control when moving in relation to others, objects, and boundaries in personal and general space (e.g., coordination, balance, flexibility, agility). • 2.2.5.MSC.2: Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles. • 2.2.5.MSC.3: Demonstrate and perform movement skills with developmentally appropriate control in isolated settings (e.g., skill practice) and

Ocean Academy Charter School
Curriculum Guide
Grade 2 - Physical Education

	applied settings (e.g., games, sports, dance, recreational activities). • 2.2.5.MSC.4: Develop the necessary body control to improve stability and balance during movement and physical activity.
Constructive feedback from others impacts improvement, effectiveness and participation in movement skills, concepts, sportsmanship, and safety.	• 2.2.5.MSC.5: Correct movement skills and analyze concepts in response to external feedback and self-evaluation with understanding and demonstrating how the change improves performance.
Teams apply offensive, defensive, and cooperative strategies in most games, sports, and physical activities.	• 2.2.5.MSC.6: Execute appropriate behaviors and etiquette while participating as a player and viewing as an observer during physical activity, games, and other events, contributes to a safe environment. • 2.2.5.MSC.7: Apply specific rules, strategies, and procedures for specific physical activity, games, and sports in a safe active environment.
New Jersey Student Learning Standards: Interdisciplinary Connections https://www.nj.gov/education/cccs	
• Reading Language Arts ○ SL.II.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. ○ SL.ES.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. ○ SL.PE.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. A. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). B. Build on others' talk in conversations by linking their explicit comments to the remarks of others. C. Ask for clarification and further explanation as needed about the topics and texts under discussion. • Science ○ K-2 ETS1: Engineering Design ○ K-2-ETS1-1 Ask questions, make observations, and gather information about a situation people want to change (e.g., climate change) to define a simple problem that can be solved through the development of a new or improved object or tool.	

Ocean Academy Charter School
Curriculum Guide
Grade 2 - Physical Education

New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills Articulation Guide	
Core Ideas and Performance Expectations (Identified with Standard Number and statement)	
There are actions an individual can take to help make this world a better place.	9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community. 9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.
Brainstorming can create new, innovative ideas	9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2). 9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem.	9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2). 9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3). 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
New Jersey Student Learning Standards: Computer Science and Design Thinking Articulation Guide	
Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
The availability of technology for essential tasks varies in different parts of the world	8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.
Human needs and desires determine which new tools are developed	8.2.2.ITH.1: Identify products that are designed to meet human wants or needs. 8.2.2.ITH.2: Explain the purpose of a product and its value.
New Jersey Student Learning Standards: Climate Change Mandate	
Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
People in the community work to keep us safe.	2.1.2.CHSS.4: Describe how climate change affects the health of individuals, plants and animals.

Ocean Academy Charter School
Curriculum Guide
Grade 2 - Physical Education

Knowledge and Skills

Unit Learning Targets (Objectives):

Students will be able to...

- Move safely and confidently in different directions, levels, and spaces during games and activities.
- Show control and balance while moving on different body parts, including walking, jumping, and balancing.
- Combine several movement skills smoothly during play, dance, or sports.
- Adjust how they move based on changes in music, rhythm, or tempo.
- Respond quickly and correctly to instructions or signals during activities.
- Change their movements to fit new challenges, like working with a partner or navigating obstacles.
- Use creative movement to express ideas inspired by music, stories, or poems.
- Listen to feedback and improve their movements by correcting errors.

Unit Enduring Understandings:

Students will know...

- How moving in different directions, along various pathways, and at different heights affects movement.
- The difference between personal space (their own area) and general space (shared space around them).
- How to identify the front and back of the body and name major body parts.
- That changes in music—like tempo, rhythm, and beat—can change how they move.
- How verbal and visual cues help guide and improve their movement skills.
- Basic movement vocabulary to talk about physical activities and describe their actions.

Unit Essential Questions:

- Why is it important to keep personal space when moving?
- What does rhythm mean, and how does it affect how I move?
- How can I stay safe while moving around the gym or playground?
- What are good ways to move when playing games or dancing with others?

Instructional Plan

-Students will be able to demonstrate and practice locomotor, non-locomotor and manipulative skills before combining them to play more complex games and sports.

-Students will be able to demonstrate and practice motor skills, spatial awareness, laterality, directionality and visual motor integration that can be applied to a wide range of activities.

-Students will be able to demonstrate the ability to describe and adapt different movement skills and concepts to improve performance.

Ocean Academy Charter School
Curriculum Guide
Grade 2 - Physical Education

-Students will explore the elements of dance through creative movement, rhythmic activities with equipment, and social dance as a lifetime physical activity.

-Students will establish a beginning movement vocabulary for body awareness, spatial awareness, effort and relationships (including direction, level and time)

-Students will demonstrate positive social and personal behaviors relative to activities.

Suggested activities:

Walking, running, hopping, skipping, leaping, jumping, rhythm sticks, parachute play, rhythmic locomotor skills, movement exploration, jump rope, hoops, playground, dance.

Evidence of Student Learning

Formative Assessments:

- Participation/Observation during discussion, small group, conferencing and white board activities
- Verbal questioning
- Running Records
- Anecdotal Notes
- Learning/Response Logs
- Peer/Self Assessments/rubrics
- Presentations
- Work samples
- Kinesthetic Assessments
- Hands on worksheets and assignments

Summative Assessments

- Pre-test, test, and daily work
- Teacher made assessments

Benchmark Assessments:

- Interim assessments

Alternative Assessments

- Based on IEP or 504 as needed

Performance Tasks:

- Projects
- Hands on exploration activities

Suggested Options for Differentiation

Special Education

- Provide visual cues, demonstrations, and modeling for all physical tasks
- Break skills into smaller, sequential steps with guided practice
- Allow peer support or assign a student “buddy” during activities
- Use adapted equipment (lighter balls, larger targets, shorter distances)

Ocean Academy Charter School
Curriculum Guide
Grade 2 - Physical Education

- Offer preferential space/positioning for safety and visibility
 - Allow additional time for skill practice or game participation
 - Provide rest breaks when needed
 - Modify activities to reduce physical strain while maintaining participation
 - Follow all IEP accommodations and modifications
-

Students with 504 Plans

- Allow flexible participation options based on physical needs (e.g., walking instead of running)
 - Provide adapted equipment when required by the 504 plan
 - Offer alternative assignments when full participation is not possible (e.g., scorekeeper, referee, or strategy coach)
 - Allow extended time to complete skill demonstrations
 - Provide accessible space and safe movement routes during activities
 - Follow all accommodations outlined in the 504 plan
-

Students at Risk of Failure

- Offer small-group instruction and extra demonstrations of skills
 - Pair with supportive peers for encouragement and guided practice
 - Provide simplified tasks or reduce the number of required repetitions
 - Reinforce positive participation and effort over performance outcomes
 - Use visuals and step-by-step checklists to reinforce activity rules and routines
 - Allow extra practice opportunities outside of class time
-

Gifted and Talented

- Provide opportunities for student leadership roles (team captain, activity leader)
 - Offer enrichment through advanced skill drills, strategy-based games, or choreography design
 - Encourage independent exploration of new movement patterns or fitness challenges
 - Integrate cross-curricular connections (e.g., math with scoring, science with body movement)
 - Allow choice in activity selection to encourage creativity and self-direction
 - Design differentiated tasks that emphasize higher-level problem solving (e.g., modifying rules to create new games)
-

Ocean Academy Charter School
Curriculum Guide
Grade 2 - Physical Education

Multilingual Learners (MLs)

- Use visuals, gestures, and demonstrations instead of relying solely on verbal instructions
- Pre-teach movement and safety vocabulary with pictures or props
- Pair with a peer who models and explains directions clearly
- Provide step-by-step directions with simple language and repetition
- Label equipment and spaces in both English and home language where possible
- Allow responses through demonstration instead of requiring verbal answers

Diversity and Inclusion

- Incorporate games, dances, and movement activities from diverse cultures
- Use inclusive language that values all students and family structures
- Provide alternative clothing options for participation when cultural or religious needs arise
- Encourage cooperative games and activities that promote teamwork and respect
- Offer choice in activities to ensure all students feel included and successful
- Establish clear routines and expectations to create a safe and supportive learning environment

Supplemental Resources

Teacher Notes

OCEAN ACADEMY CHARTER SCHOOL

Unit 2

Content Area: Physical Education

Unit Title: Cooperative Games/ Team activities

Duration: 24 Days (PE is conducted 2 days a week)

Target Course/Grade Level: 2

Introduction/Unit Focus:

Ocean Academy Charter School
Curriculum Guide
Grade 2 - Physical Education

In this unit, students will explore the basic ideas of movement and how our bodies work when we move on different surfaces like land, water, snow, sand, and ice. They will learn about three kinds of movement skills: locomotor skills, which help us move from one place to another like running or jumping; non-locomotor skills, which are movements we do while staying in one spot like bending or stretching; and manipulative skills, which involve using our hands or feet to handle objects, like throwing or catching. Students will also discover important concepts like spatial awareness, which means understanding where their body is in space, body awareness, which is knowing what their body can do, and qualities of movement, which describe how the body moves and interacts with others or objects.

Physical fitness is about being able to move well, do daily activities, and face unexpected physical challenges without getting too tired. Kids will learn that fitness activities can be easy or more challenging, and how being active helps their bodies work better and stay healthy.

Lifelong fitness means making exercise and moving their bodies a regular part of everyday life. It's about building habits that keep them strong and healthy for years to come. Students will learn that being active helps prevent health problems, reduces injuries, and makes them feel good both in their body and mind. Instead of focusing on winning or competition, lifelong fitness emphasizes having fun, setting personal goals, being fair and kind to others, and enjoying activities with friends and family.

Nutrition is also a big part of staying healthy. Students will learn how eating the right kinds of food like fruits, vegetables, and whole grains gives their bodies energy to play and grow. They will understand why it's important to eat balanced meals and be careful about eating too much sugar, fat, or foods that can harm their health. Balancing what they eat with being active helps their bodies stay strong, and they will discover how different things like their age, family habits, and lifestyle affect what foods are best for them.

This unit helps students develop a strong foundation in movement, fitness, and healthy living so they can enjoy being active and take good care of their bodies now and in the future.

Disciplinary Concepts for the Unit:

Standard 9.1 Personal Financial Literacy: This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

Standard 9.2 Career Awareness, Exploration, Preparation and Training. This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

Standard 9.4 Life Literacies and Key Skills. This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.

Standard 8.1 Computer Science

Computer Science outlines a comprehensive set of concepts and skills, such as data and analysis, algorithms and programming, and computing systems.

Standard 8.2 Design Thinking

Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The framework design includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocide in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

Diversity and Inclusion

C.18A:35-4.36a Curriculum to include instruction on diversity and inclusion.

1. The instruction shall:
 - (1) highlight and promote diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance;
 - (2) examine the impact that unconscious bias and economic disparities have at both an individual level and on society as a whole; and
 - (3) encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

Asian Americans and Pacific Islanders (AAPI)

Ensures that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards (NJSLS) for Social Studies in kindergarten through Grade 12 (P.L.2021, c.416).

21st Century Themes and Skills

“Twenty-first century themes and skills” means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving, and communication and collaboration; information, media, and technology skills; and life and career skills, including flexibility. Career readiness, life literacies, and key skills education

Ocean Academy Charter School
Curriculum Guide
Grade 2 - Physical Education

provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy.”	
Disciplinary Concepts and Core Ideas	
Movement Skills and Concepts	
Physical Fitness	
Lifelong Fitness	
Comprehensive Health and Physical Education Practices	
Movement Skills and Concepts	Movement Skills and Concepts include learning and investigating the fundamentals of movement (on land, water, snow, sand and ice) from one place to another and the understanding of biomechanics (how the body moves, grows and matures). Movement skills fall into three main categories: locomotor, non-locomotor, and manipulative skills. Concepts into categories such as spatial awareness (where the body moves), body awareness (what can the body do), qualities of movement (how the body moves and with whom/what does the body move).
Physical Fitness	Physical Fitness is the ability to move, perform daily tasks and unexpected physical challenges effectively without losing energy reserves. Fitness activities can be performed at many levels (low, moderate, and high), which will impact how efficiently the body functions.
Lifelong Fitness	Lifelong Fitness requires making fitness a part of a person’s daily life. It is about creating fitness habits that support individuals to plan and stay healthy throughout their lifetime. In addition, a person recognizes the medical consequences of a sedentary lifestyle and that the benefits of an active body and mind over time reduces diseases, injuries and pain. Lifelong fitness doesn’t focus on competition or high-level skill development, but rather on self-evaluation, personal goal setting, social engagement, sportsmanship, enjoyment of movement, and leisure-time fitness activities.
Nutrition	Nutrition is the intake of food, considered in relation to the body’s dietary needs. An adequate and well-balanced diet, in combination with regular physical activity, is a cornerstone of physical wellness. Nutritional wellness necessitates learning how to develop good eating habits,

Ocean Academy Charter School
Curriculum Guide
Grade 2 - Physical Education

	including choosing healthy foods and understanding the effects that portion size, sugars, fats, and high cholesterol foods have on a body. Additionally, balancing food intake with exercise, tempered by factors such as age, lifestyle, and hereditary are vitally important components of nutritional wellness.
Engaging in an active lifestyle	Individuals who possess health and physical literacy understand the importance of wellness and being active throughout their lifetime. They understand that daily activity is crucial to establishing and maintaining good health habits of regular exercise, a balanced diet, and healthy social and mental activities that encourage help seeking skills. They know that an active lifestyle lowers the risk of cardiovascular diseases by strengthening the immune system. They also take regular action to contribute to their active lifestyle with regular health exams, a personalized fitness plan, and balanced daily schedule that provides the peace of mind and satisfaction required to fully enjoy an active lifestyle.
Setting goals	Individuals who possess health and physical literacy are focused with a plan in mind and a task to complete. They set high but realistic standards, prioritize responsibilities, utilize time wisely and think short and long-term to achieve the intended results. Goal-setters are organized, self-directed, highly motivated, curious, and desirous of living healthy and productive lives.
Using technology tools responsibly	Individuals who possess health and physical literacy find and maximize the productive value of existing with new technology to accomplish personal and professional tasks. They are flexible and adaptive in acquiring and operating new technology. They are proficient with ubiquitous technology applications. They understand the laws, inherent risks - personal and organizational - of technology applications, and they take actions to prevent or mitigate these risks as responsible users.
Focus Standards (Major Standards) https://www.nj.gov/education/cccs	
Core Idea	Performance Expectation

Ocean Academy Charter School
Curriculum Guide
Grade 2 - Physical Education

Teams apply offensive, defensive, and cooperative strategies in most games, sports, and physical activities.	• 2.2.5.MSC.6: Execute appropriate behaviors and etiquette while participating as a player and viewing as an observer during physical activity, games, and other events, contributes to a safe environment. • 2.2.5.MSC.7: Apply specific rules, strategies, and procedures for specific physical activity, games, and sports in a safe active environment.
The components of fitness contribute to enhanced personal health as well as motor skill performance (e.g., speed, agility, endurance, strength, balance).	• 2.2.5.PF.1: Identify the physical, social, emotional, and intellectual benefits of regular physical activity that affect personal health. • 2.2.5.PF.2: Accept and respect others of all skill levels and abilities during participation. • 2.2.5.PF.3: Participate in moderate to vigorous age-appropriate physical fitness activities and build the skills that address each component of health-related fitness (e.g., endurance, strength, speed, agility, flexibility, balance). • 2.2.5.PF.4: Develop a short term and/or a long-term health-related fitness goal (e.g., cardiorespiratory endurance 'heart & lungs', muscular strength, muscular endurance, flexibility, body composition, nutrition) to evaluate personal health. • 2.2.5.PF.5: Determine how different factors influence personal fitness and other healthy lifestyle choices (e.g., heredity, physical activity, nutrition, sleep, technology).
New Jersey Student Learning Standards: Interdisciplinary Connections https://www.nj.gov/education/cccs	
• Reading Language Arts ○ SL.II.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. ○ SL.ES.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. ○ SL.PE.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. A. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). B. Build on others' talk in conversations by linking their explicit comments to the remarks of others.	

Ocean Academy Charter School
Curriculum Guide
Grade 2 - Physical Education

C. Ask for clarification and further explanation as needed about the topics and texts under discussion. ● Science ○ K-2 ETS1: Engineering Design ○ K-2-ETS1-1 Ask questions, make observations, and gather information about a situation people want to change (e.g., climate change) to define a simple problem that can be solved through the development of a new or improved object or tool.	
New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills Articulation Guide	
Core Ideas and Performance Expectations (Identified with Standard Number and statement)	
There are actions an individual can take to help make this world a better place.	9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community. 9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.
Brainstorming can create new, innovative ideas	9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2). 9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem.	9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2). 9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3). 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
New Jersey Student Learning Standards: Computer Science and Design Thinking Articulation Guide	
Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
The availability of technology for essential tasks varies in different parts of the world	8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.
Human needs and desires determine which new tools are developed	8.2.2.ITH.1: Identify products that are designed to meet human wants or needs.

Ocean Academy Charter School
Curriculum Guide
Grade 2 - Physical Education

	8.2.2.ITH.2: Explain the purpose of a product and its value.
New Jersey Student Learning Standards: Climate Change Mandate	
Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
People in the community work to keep us safe.	2.1.2.CHSS.4: Describe how climate change affects the health of individuals, plants and animals.

Knowledge and Skills	
Unit Learning Targets (Objectives): <i>Students will be able to...</i> ➤ Work together kindly and respectfully with classmates during group activities. ➤ Recognize and describe examples of fair and unfair behavior in games and activities. ➤ Use positive ways to respond when they see classmates acting kindly or unkindly. ➤ Solve problems with friends during team challenges and group games. ➤ Practice teamwork by helping set simple rules and deciding how to solve disagreements. ➤ Show good sportsmanship by encouraging others and following game rules.	
Unit Enduring Understandings: <i>Students will know...</i> ➤ Following rules and showing respect help everyone enjoy playing together. ➤ Cooperation and working well with others are important for having fun and being successful in games. ➤ Making good choices leads to better teamwork and friendships. ➤ Sportsmanship means being kind, fair, and encouraging to everyone, even when things are challenging.	
Unit Essential Questions: ➤ How should you treat your friends when you play games together? ➤ What does it mean to be a good sport? ➤ What can you do if someone is not being nice during a game?	
Instructional Plan	
-Students will be able to demonstrate confidence in several forms of physical activity that will enhance performance in sports, skills and lifetime activities. -Students will be able to develop knowledge of terminology and rules associated with different activities and games. -Students will be able to demonstrate their knowledge by using proper names and rules.	

Ocean Academy Charter School
Curriculum Guide
Grade 2 - Physical Education

-Students will be able to demonstrate qualities of good sportsmanship, leadership, cooperation, responsibility, and safety.

Suggested Activities:

Relays; scooter games, circle games, parachute play, dodging and fleeing, games with balls, beanbags, hoola hoops, games with no equipment, games with using mats.

Sport Lead up games; Baseball, Basketball, Football, Hockey, racquet games, soccer, volleyball, lacrosse, playground, track and field

Evidence of Student Learning

Formative Assessments:

- Participation/Observation during discussion, small group, conferencing and white board activities
- Verbal questioning
- Running Records
- Anecdotal Notes
- Learning/Response Logs
- Peer/Self Assessments/rubrics
- Presentations
- Work samples
- Kinesthetic Assessments
- Hands on worksheets and assignments

Summative Assessments

- Pre-test, test, and daily work
- Teacher made assessments

Benchmark Assessments:

- Interim assessments

Alternative Assessments

- Based on IEP or 504 as needed

Performance Tasks:

- Projects
- Hands on exploration activities

Suggested Options for Differentiation

Special Education

- Provide visual cues, demonstrations, and modeling for all physical tasks
- Break skills into smaller, sequential steps with guided practice
- Allow peer support or assign a student “buddy” during activities
- Use adapted equipment (lighter balls, larger targets, shorter distances)
- Offer preferential space/positioning for safety and visibility

Ocean Academy Charter School
Curriculum Guide
Grade 2 - Physical Education

- Allow additional time for skill practice or game participation
 - Provide rest breaks when needed
 - Modify activities to reduce physical strain while maintaining participation
 - Follow all IEP accommodations and modifications
-

Students with 504 Plans

- Allow flexible participation options based on physical needs (e.g., walking instead of running)
 - Provide adapted equipment when required by the 504 plan
 - Offer alternative assignments when full participation is not possible (e.g., scorekeeper, referee, or strategy coach)
 - Allow extended time to complete skill demonstrations
 - Provide accessible space and safe movement routes during activities
 - Follow all accommodations outlined in the 504 plan
-

Students at Risk of Failure

- Offer small-group instruction and extra demonstrations of skills
 - Pair with supportive peers for encouragement and guided practice
 - Provide simplified tasks or reduce the number of required repetitions
 - Reinforce positive participation and effort over performance outcomes
 - Use visuals and step-by-step checklists to reinforce activity rules and routines
 - Allow extra practice opportunities outside of class time
-

Gifted and Talented

- Provide opportunities for student leadership roles (team captain, activity leader)
 - Offer enrichment through advanced skill drills, strategy-based games, or choreography design
 - Encourage independent exploration of new movement patterns or fitness challenges
 - Integrate cross-curricular connections (e.g., math with scoring, science with body movement)
 - Allow choice in activity selection to encourage creativity and self-direction
 - Design differentiated tasks that emphasize higher-level problem solving (e.g., modifying rules to create new games)
-

Multilingual Learners (MLs)

Ocean Academy Charter School
Curriculum Guide
Grade 2 - Physical Education

- Use visuals, gestures, and demonstrations instead of relying solely on verbal instructions
- Pre-teach movement and safety vocabulary with pictures or props
- Pair with a peer who models and explains directions clearly
- Provide step-by-step directions with simple language and repetition
- Label equipment and spaces in both English and home language where possible
- Allow responses through demonstration instead of requiring verbal answers

Diversity and Inclusion

- Incorporate games, dances, and movement activities from diverse cultures
- Use inclusive language that values all students and family structures
- Provide alternative clothing options for participation when cultural or religious needs arise
- Encourage cooperative games and activities that promote teamwork and respect
- Offer choice in activities to ensure all students feel included and successful
- Establish clear routines and expectations to create a safe and supportive learning environment

Supplemental Resources

Teacher Notes

OCEAN ACADEMY CHARTER SCHOOL

Unit 3

Content Area: Physical Education

Unit Title: Fitness/Wellness

Duration: 24 Days (PE is conducted 2 days a week)

Target Course/Grade Level: 2

Introduction/Unit Focus:

This unit emphasizes the development of fundamental movement skills across various environments.. Students will explore locomotor, non-locomotor, and manipulative skills, while gaining an understanding of how the body grows, moves, and adapts. Spatial and body

Ocean Academy Charter School
Curriculum Guide
Grade 2 - Physical Education

awareness concepts will be introduced to help students recognize personal space and movement qualities, enabling safe and effective participation in physical activities.

Physical fitness is defined as the ability to perform daily tasks and physical challenges efficiently without undue fatigue. Students will engage in activities at varying intensity levels to improve overall fitness and understand how regular movement supports a healthy body. The unit encourages students to develop positive lifelong fitness habits that focus on personal goal setting, social interaction, and enjoyment of physical activity, rather than solely on competition or skill mastery.

Nutrition will be integrated to highlight the relationship between food intake and physical health. Students will learn the importance of balanced eating habits, appropriate portion sizes, and how nutrition supports energy levels and overall wellness. The role of nutrition, combined with physical activity, will be framed as essential for sustaining long-term health and preventing lifestyle-related conditions.

Through this integrated approach, students will build a foundational understanding of movement, fitness, and nutrition to support their ongoing physical development and well-being.

Disciplinary Concepts for the Unit:

Standard 9.1 Personal Financial Literacy: This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

Standard 9.2 Career Awareness, Exploration, Preparation and Training. This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

Standard 9.4 Life Literacies and Key Skills. This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.

Standard 8.1 Computer Science

Computer Science outlines a comprehensive set of concepts and skills, such as data and analysis, algorithms and programming, and computing systems.

Standard 8.2 Design Thinking

Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The framework design includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts

Ocean Academy Charter School
Curriculum Guide
Grade 2 - Physical Education

Amistad Law: N.J.S.A. 18A:52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocide in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

Diversity and Inclusion

C.18A:35-4.36a Curriculum to include instruction on diversity and inclusion.

1. The instruction shall:
 - (1) highlight and promote diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance;
 - (2) examine the impact that unconscious bias and economic disparities have at both an individual level and on society as a whole; and
 - (3) encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

Asian Americans and Pacific Islanders (AAPI)

Ensures that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards (NJSLS) for Social Studies in kindergarten through Grade 12 (P.L.2021, c.416).

21st Century Themes and Skills

“Twenty-first century themes and skills” means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving, and communication and collaboration; information, media, and technology skills; and life and career skills, including flexibility. Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy.”

Disciplinary Concepts and Core Ideas

Movement Skills and Concepts

Physical Fitness

Lifelong Fitness

Comprehensive Health and Physical Education Practices

Ocean Academy Charter School
Curriculum Guide
Grade 2 - Physical Education

Movement Skills and Concepts	Movement Skills and Concepts include learning and investigating the fundamentals of movement (on land, water, snow, sand and ice) from one place to another and the understanding of biomechanics (how the body moves, grows and matures). Movement skills fall into three main categories: locomotor, non-locomotor, and manipulative skills. Concepts into categories such as spatial awareness (where the body moves), body awareness (what can the body do), qualities of movement (how the body moves and with whom/what does the body move).
Physical Fitness	Physical Fitness is the ability to move, perform daily tasks and unexpected physical challenges effectively without losing energy reserves. Fitness activities can be performed at many levels (low, moderate, and high), which will impact how efficiently the body functions.
Lifelong Fitness	Lifelong Fitness requires making fitness a part of a person's daily life. It is about creating fitness habits that support individuals to plan and stay healthy throughout their lifetime. In addition, a person recognizes the medical consequences of a sedentary lifestyle and that the benefits of an active body and mind over time reduces diseases, injuries and pain. Lifelong fitness doesn't focus on competition or high-level skill development, but rather on self-evaluation, personal goal setting, social engagement, sportsmanship, enjoyment of movement, and leisure-time fitness activities.
Nutrition	Nutrition is the intake of food, considered in relation to the body's dietary needs. An adequate and well-balanced diet, in combination with regular physical activity, is a cornerstone of physical wellness. Nutritional wellness necessitates learning how to develop good eating habits, including choosing healthy foods and understanding the effects that portion size, sugars, fats, and high cholesterol foods have on a body. Additionally, balancing food intake with exercise, tempered by factors such as age, lifestyle, and hereditary are vitally important components of nutritional wellness.
Engaging in an active lifestyle	Individuals who possess health and physical literacy understand the importance of wellness and being active throughout their lifetime. They understand

Ocean Academy Charter School
Curriculum Guide
Grade 2 - Physical Education

	that daily activity is crucial to establishing and maintaining good health habits of regular exercise, a balanced diet, and healthy social and mental activities that encourage help seeking skills. They know that an active lifestyle lowers the risk of cardiovascular diseases by strengthening the immune system. They also take regular action to contribute to their active lifestyle with regular health exams, a personalized fitness plan, and balanced daily schedule that provides the peace of mind and satisfaction required to fully enjoy an active lifestyle.
Setting goals	Individuals who possess health and physical literacy are focused with a plan in mind and a task to complete. They set high but realistic standards, prioritize responsibilities, utilize time wisely and think short and long-term to achieve the intended results. Goal-setters are organized, self-directed, highly motivated, curious, and desirous of living healthy and productive lives.
Using technology tools responsibly	Individuals who possess health and physical literacy find and maximize the productive value of existing with new technology to accomplish personal and professional tasks. They are flexible and adaptive in acquiring and operating new technology. They are proficient with ubiquitous technology applications. They understand the laws, inherent risks - personal and organizational - of technology applications, and they take actions to prevent or mitigate these risks as responsible users.
Focus Standards (Major Standards) https://www.nj.gov/education/cccs	
Core Idea	Performance Expectation
Wellness is maintained, and gains occur over time (dimensions and components of health) when participating and setting goals in a variety of moderate to vigorous age appropriate physical activities.	• 2.2.5.LF.3: Proactively engage in movement and physical activity for enjoyment individually or with others. • 2.2.5.LF.4: Perform and increase the range of motion in dynamic stretching and breathing exercises (e.g., dynamic cardiovascular warm-up exercises, martial arts, aerobics, yoga).
Personal and community resources can support physical activity.	• 2.2.5.LF.5: Describe how community resources could be used to support participation in a variety of physical activities, sports and wellness.

Ocean Academy Charter School
Curriculum Guide
Grade 2 - Physical Education

Understanding the principles of a balanced nutritional plan (e.g. moderation, variety of fruits, vegetables, limiting processed foods) assists in making nutrition-related decisions that will contribute to wellness.	• 2.2.5.N.1: Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively. • 2.2.5.N.2: Create a healthy meal based on nutritional content, value, calories, and cost.
New Jersey Student Learning Standards: Interdisciplinary Connections https://www.nj.gov/education/cccs	
• Reading Language Arts ○ SL.II.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. ○ SL.ES.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. ○ SL.PE.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. A. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). B. Build on others' talk in conversations by linking their explicit comments to the remarks of others. C. Ask for clarification and further explanation as needed about the topics and texts under discussion. • Science ○ K-2 ETS1: Engineering Design ○ K-2-ETS1-1 Ask questions, make observations, and gather information about a situation people want to change (e.g., climate change) to define a simple problem that can be solved through the development of a new or improved object or tool.	
New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills Articulation Guide	
Core Ideas and Performance Expectations (Identified with Standard Number and statement)	
There are actions an individual can take to help make this world a better place.	9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community. 9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.
Brainstorming can create new, innovative ideas	9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).

Ocean Academy Charter School
Curriculum Guide
Grade 2 - Physical Education

	9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem.	9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2). 9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3). 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

New Jersey Student Learning Standards: [Computer Science and Design Thinking Articulation Guide](#)

Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
The availability of technology for essential tasks varies in different parts of the world	8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.
Human needs and desires determine which new tools are developed	8.2.2.ITH.1: Identify products that are designed to meet human wants or needs. 8.2.2.ITH.2: Explain the purpose of a product and its value.

New Jersey Student Learning Standards: [Climate Change Mandate](#)

Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
People in the community work to keep us safe.	2.1.2.CHSS.4: Describe how climate change affects the health of individuals, plants and animals.

Knowledge and Skills

Unit Learning Targets (Objectives):

Students will be able to...

- Recognize the body's physical reactions to exercise, such as increased heart rate, breathing changes, and sweating.
- Participate actively in physical activities that promote different areas of fitness, including endurance, strength, and flexibility.

Ocean Academy Charter School
Curriculum Guide
Grade 2 - Physical Education

- Explain how to check and understand their heart rate before, during, and after physical activity.
- Identify and describe the different parts of fitness, including health-related and skill-related components, and name activities that improve each area.

Unit Enduring Understandings:

Students will know...

- Regular physical activity plays a key role in keeping the body healthy and strong.
- Maintaining a balanced amount of exercise is important; too much or too little can affect health negatively.

Unit Essential Questions:

- What are some factors that can affect my personal fitness?
- How does exercising affect my body and my health?
- Why is it important to be physically active every day?
- How can I tell if my heart rate is changing during exercise?

Instructional Plan

-Students will participate in appropriate physical fitness exercises.

-Students will be able to demonstrate an appropriate development of strength, endurance, flexibility and cardiovascular endurance in fitness activities.

-Students will demonstrate an understanding that physical fitness is a component of healthful living.

-Students will develop and attain a personal fitness goal to improve performance.

-Students will demonstrate flexibility, endurance, and strength through different types of exercise.

Suggested Activities:

Upper body, Abdominal strength, Flexibility, Agility and Speed, Aerobic endurance, Playground, Circuit training.

Evidence of Student Learning

Formative Assessments:

- Participation/Observation during discussion, small group, conferencing and white board activities
- Verbal questioning
- Running Records
- Anecdotal Notes

Ocean Academy Charter School
Curriculum Guide
Grade 2 - Physical Education

- Learning/Response Logs
- Peer/Self Assessments/rubrics
- Presentations
- Work samples
- Kinesthetic Assessments
- Hands on worksheets and assignments

Summative Assessments

- Pre-test, test, and daily work
- Teacher made assessments

Benchmark Assessments:

- Interim assessments

Alternative Assessments

- Based on IEP or 504 as needed

Performance Tasks:

- Projects
- Hands on exploration activities

Suggested Options for Differentiation

Special Education

- Provide visual cues, demonstrations, and modeling for all physical tasks
 - Break skills into smaller, sequential steps with guided practice
 - Allow peer support or assign a student “buddy” during activities
 - Use adapted equipment (lighter balls, larger targets, shorter distances)
 - Offer preferential space/positioning for safety and visibility
 - Allow additional time for skill practice or game participation
 - Provide rest breaks when needed
 - Modify activities to reduce physical strain while maintaining participation
 - Follow all IEP accommodations and modifications
-

Students with 504 Plans

- Allow flexible participation options based on physical needs (e.g., walking instead of running)
 - Provide adapted equipment when required by the 504 plan
 - Offer alternative assignments when full participation is not possible (e.g., scorekeeper, referee, or strategy coach)
 - Allow extended time to complete skill demonstrations
 - Provide accessible space and safe movement routes during activities
 - Follow all accommodations outlined in the 504 plan
-

Ocean Academy Charter School
Curriculum Guide
Grade 2 - Physical Education

Students at Risk of Failure

- Offer small-group instruction and extra demonstrations of skills
 - Pair with supportive peers for encouragement and guided practice
 - Provide simplified tasks or reduce the number of required repetitions
 - Reinforce positive participation and effort over performance outcomes
 - Use visuals and step-by-step checklists to reinforce activity rules and routines
 - Allow extra practice opportunities outside of class time
-

Gifted and Talented

- Provide opportunities for student leadership roles (team captain, activity leader)
 - Offer enrichment through advanced skill drills, strategy-based games, or choreography design
 - Encourage independent exploration of new movement patterns or fitness challenges
 - Integrate cross-curricular connections (e.g., math with scoring, science with body movement)
 - Allow choice in activity selection to encourage creativity and self-direction
 - Design differentiated tasks that emphasize higher-level problem solving (e.g., modifying rules to create new games)
-

Multilingual Learners (MLs)

- Use visuals, gestures, and demonstrations instead of relying solely on verbal instructions
 - Pre-teach movement and safety vocabulary with pictures or props
 - Pair with a peer who models and explains directions clearly
 - Provide step-by-step directions with simple language and repetition
 - Label equipment and spaces in both English and home language where possible
 - Allow responses through demonstration instead of requiring verbal answers
-

Diversity and Inclusion

- Incorporate games, dances, and movement activities from diverse cultures
- Use inclusive language that values all students and family structures
- Provide alternative clothing options for participation when cultural or religious needs arise
- Encourage cooperative games and activities that promote teamwork and respect
- Offer choice in activities to ensure all students feel included and successful

Ocean Academy Charter School
Curriculum Guide
Grade 2 - Physical Education

- Establish clear routines and expectations to create a safe and supportive learning environment

Supplemental Resources

Teacher Notes