

Anoka Hennepin K-12 Curriculum Unit Plan

Department: Physical Education

Course/Grade Level: 2nd Grade

Unit Title: Muscular Fitness

Number of Lessons/Days: Trimester 2 – 10 Weeks

Unit Summary: Students in second grade will learn to recognize the difference between bones and muscles and their purpose. They will be assessed on their knowledge of what bones and muscles do and why they are important to the body.

DESIRED RESULTS (STAGE 1)

Program Understanding and/or Minnesota State/Local/Core Standards and Technology Standard(s) addressed:

II. Fitness

Students will understand that maintaining personal health and physical fitness levels will have life-long benefits.

Standard 4: Achieves and maintains a health-enhancing levels of physical fitness.

Benchmark:

- 1: Students will engage in sustained physical activity that causes an increased heart rate and heavy breathing.
- 2: Students will recognize the physiological indicators that accompany moderate to vigorous physical activity (e.g., sweating, increased heart rate, heavy breathing).
- 3: Students will progress in their ability to participate in moderate physical activities.
- 4: Students will participate in physical activities that reflect the components of health-related fitness.

III. Movement and Motor Skills

Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

Benchmark:

- 1: Students will demonstrate skills of chasing, fleeing, and dodging in a variety of situations.
- 2: Students will demonstrate progress toward mature locomotor and non-locomotor skills in a variety of settings.
- 3: Students will demonstrate progress toward mature form in manipulative skills.
- 4: Students will demonstrate a variety of rhythmical patterns.

IV. Movement, Concept and Strategies

Standard 2: Demonstrates understandings of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

Benchmark:

- 1: Students will demonstrate motor patterns in simple combinations.
- 2: Students will apply movement concepts to a variety of basic skills.
- 3: Students will follow cues to improve performance.
- 4: Students will use feedback to improve performance.
- 5: Students will identify at least one activity related to the components of health-related fitness.

Overarching Understanding(s) from Curriculum Map/Course Understandings:

Students will understand that...

- There are components of fitness that affect your health
- They have a variety of ways to move and control their body in order to actively participate.
- Their movement affects the outcome of activity.
- In order to keep everyone safe, their spatial awareness affects them individually as well as others around them.
- Following rules will enhance participation.

Topical Understanding(s) Specific to Unit:

Students will understand that...

- There are many bones and muscles that support, move and protect our bodies.
- Certain muscles allow me to move in different ways.
- Bones protect different organs in my body.
- Bones and muscles are different.
- Bones and muscles work together.
- Maintaining personal space during an activity is important for safety.
- Rules are used to keep activities safe, fair and fun.

Essential Question(s) from Curriculum Map/Course Essential Questions:

To understand, student will need to consider such questions as...

- What does it mean to be physically fit?
- How do I move differently during activities?
- What are the affects of ways I move?
- How can I safely move in space?
- Why are rules important to my participation?

Topical Essential Questions for Unit:

- What do my bones protect?
- How do different activities work different muscles?
- What happens when we use our muscles?

To understand, students will need to...

know... Student will need to know the following in order to... (e.g. facts, concepts, generalizations, rules, theories, principles)

be able to... (Students will be able to DO... skills, procedures, processes)

- That muscles and bones serve different functions
- That muscles allow them to move
- That bones protect and support their body
- That you can make your bones and muscles stronger
- Rules associated with physical activities

Essential new vocabulary:

No new vocabulary

Common misunderstanding(s):

- I only have muscles in my arms
- One muscle moves my entire arm or leg
- You can grow more muscles
- All bones protect the same thing
- I am hurt if my muscles are sore

- Identify the different functions of a bone
- Identify the function of a muscle
- Explain how to make bones and muscles stronger
- Move around the gym safely during physical activities
- Follow rules

