Belvidere Cluster Wide
Physical Education Curriculum
Grade 2
Updated Fall 2018

All Belvidere Cluster curriculum and instruction areas are aligned to the New Jersey Student Learning Standards (NJSLS) in accordance with the NJ Department of Education's curriculum implementation requirements.

Interdisciplinary Connections

– English Language Arts
– Science and Scientific Inquiry (Next Generation)
– Social Studies
– Technology
– Visual and Performing Arts

Technology Standards and Integration
iPads
Chromebooks/Laptops
Projector/YouTube/Internet
Interactive SmartBoard activities

NJSLA Technology
8.1.2.A.2
Create a document using a word processing application.
8.1.2.A.4
Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
8.1.P.B.1
Create a story about a picture taken by the student on a digital camera or mobile device.
8.1.P.C.1
Collaborate with peers by participating in interactive digital games or activities.
8.1.2.E.1
Use digital tools and online resources to explore a problem or issue.

CAREER EDUCATION
(NJDOE CTE Clusters)

– Education & Training
– Finance
– Information Technology
– Science, Technology, Engineering & Mathematics (STEM)

21st Century Skills/ Themes

– Health Literacy
– Environmental Literacy
– Creativity and Innovation
– Critical Thinking
– Problem Solving
– Communication
– Collaboration

CRP1. Act as a responsible and contributing citizen and employee.
CRP2. Apply appropriate academic and technical skills.
CRP3. Attend to personal health and financial well-being.
CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions.
CRP6. Demonstrate creativity and innovation.
CRP7. Employ valid and reliable research strategies.
CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
CRP9. Model integrity, ethical leadership and effective management.
CRP10. Plan education and career paths aligned to personal goals.
CRP11. Use technology to enhance productivity.
CRP12. Work productively in teams while using cultural global competence.

Integrated Accommodations and Modifications

Special Education
– Printed copy of board work/notes provided
– Additional time for skill mastery
– Assistive technology
– Behavior management plan
– Center-Based Instruction
– Check work frequently for understanding
– Computer or electronic device utilization
– Extended time on tests/ quizzes
– Have student repeat directions to check for understanding
– Highlighted text visual presentation
– Modified assignment format
– Modified test content
– Modified test format
– Modified test length
– Multiple test sessions
– Multi-sensory presentation
– Preferential seating
– Preview of content, concepts, and vocabulary
– Reduced/shortened written assignments
– Secure attention before giving instruction/directions
– Shortened assignments
– Student working with an assigned partner
– Teacher initiated weekly assignment sheet
– Use open book, study guides, test prototypes
– Cubing activities
– Exploration by interest
– Flexible grouping
– Goal setting with students
– Jigsaw
– Mini workshops to re-teach or extend skills Open-ended activities
– Think-Pair-Share
– Varied supplemental materials

ELL
– Allowing students to correct errors (looking for understanding)
– Teaching key aspects of a topic Eliminate nonessential information Using videos, illustrations, pictures, and drawings to explain or clarify
– allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning
– Allowing students to correct errors (looking for understanding)
– Allowing the use of note cards or open-book during testing
– Decreasing the amount of work presented or required
– Having peers take notes or providing a copy of the teacher's notes
– Modifying tests to reflect selected objectives
– Providing study guides
– Reducing the number of answer choices on a multiple choice test
– Tutoring by peers
– Explain/clarify key vocabulary terms

At Risk
– Allowing students to correct errors (looking for understanding)
– Teaching key aspects of a topic Eliminate nonessential information allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning
– Allowing students to select from given choices .
– Allowing the use of note cards or open-book during testing
– Collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test
– decreasing the amount of work presented or required .
– Having peers take notes or providing a copy of the teacher's notes
– Marking students' correct and acceptable work, not the mistakes
– Modifying tests to reflect selected objectives
– Providing study guides
– Reducing the number of answer choices on a multiple choice test
– Tutoring by peers
– Using authentic assessments with real-life problem-solving
– Using true/false, matching, or fill in the blank tests in lieu of essay tests
– using videos, illustrations, pictures, and drawings to explain or clarify
– Flexible grouping
– Goal setting with students
– Jigsaw
– Mini workshops to re-teach or extend skills Open-ended activities
– Think-Pair-Share
– Varied supplemental materials

Gifted and Talented
– Alternative formative and summative assessments
– Choice boards
– Games and tournaments
– Group investigations
– Independent research and projects Interest groups for real world application
– Learning contracts
– Leveled rubrics
– Multiple intelligence options
– Personal agendas
– Project-based learning
– Problem-based learning
– Stations/centers
– Think-Tac-Toes
– Tiered activities/assignments
– Tiered products

504
– Printed copy of board work/notes provided
– Additional time for skill mastery
– Assistive technology
– Behavior management plan
– Center-Based Instruction
– Check work frequently for understanding
– Computer or electronic device utilization
– Extended time on tests/ quizzes
– Have student repeat directions to check for understanding
– Highlighted text visual presentation
– Modified assignment format

– Modified test content
– Modified test format
– Modified test length
– Multiple test sessions
– Multi-sensory presentation
– Preferential seating
– Preview of content, concepts, and vocabulary
– Reduced/shortened written assignments
– Secure attention before giving instruction/directions
– Shortened assignments
– Student working with an assigned partner
– Seacher initiated weekly assignment sheet
– Use open book, study guides, test prototype
– Exploration by interest
– Flexible grouping
– Goal setting with students
– Mini workshops to re-teach or extend skills Open-ended activities
– Think-Pair-Share
– Varied supplemental materials

Unit #1, Physical Education, Movement Education / Rhythm, Gr. 2

Content Area: **Physical Education**
Course(s): **Physical Education**
Time Period: **September**
Length: **30 days**
Status: **Published**

Enduring Understanding

Basic gross motor skills are the foundation for regular physical activity.

Essential Questions

How are gross motor skills used in daily physical activity?
How can movements be changed according to changes in music?

New Jersey Student Learning Standards

HPE.2.5.2.A.3	Respond in movement to changes in tempo, beat, rhythm, or musical style.
HPE.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).
HPE.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.
HPE.2.5.2.A.4	Correct movement errors in response to feedback.
VPA.1.1.2.A.1	Identify the elements of dance in planned and improvised dance sequences.
VPA.1.1.2.A.2	Use improvisation to discover new movement to fulfill the intent of the choreography.
VPA.1.1.2.A.3	Demonstrate the difference between pantomime, pedestrian movement, abstract gesture, and dance movement.
VPA.1.1.2.A.4	Apply and adapt isolated and coordinated body part articulations, body alignment, balance, and body patterning.

Student Learning Objectives

Use refined gross motor skills in an applied setting.
Explain how basic gross motor skills lead to the foundation for regular physical activity.
Correct movements in response to feedback provided by both teachers and peers.
Identify and demonstrate that movement skills can be modified according to the change in music (i.e. tempo, beat, rhythm, and musical style).
Demonstrate the developing ability to apply and adapt isolated and coordinated body part articulations, body alignment, balance and body patterning.
Participate in a variety of dances, adding improvisational skills and techniques.
Demonstrate the relationship between the dynamic alignment of the body while standing and moving and the coordination and isolation of different body parts.
Demonstrate differences between pedestrian movements, pantomime, abstract gesture and dance movement.

Instructional Activities

- Travel to music using the locomotor movement the teacher calls out. They find self-space when music stops.
- Move either fast of slow to a new spot within a large marked off area. Give a second signal that tells them they should be on a spot.
- Follow the Leader – Partners take turns being the leader. Walk in different ways and directions
- Animal walks: penguin, crab, gorilla, frog, elephant
- Heart rate estimates/checks
- Analysis of body responses to exercise (out of breath, able to talk while exercising)
- Fitness stations
- Large group games with the focus on fitness

- Practice for future fitness tests
- Obstacle course
- Challenge course
- Dance (Group, Line, etc.)
- Dance Routine Creation - create a simple sequence using isolated and coordinated body movemets (2 if each - body articulations, body alignment, balance and body patterning)

Interdisciplinary Connections

Visual and Performing Arts - Dance construction

Assessment

Exit slip
Checklist of elements of dance in a simple performance
GPAI (Games Performance Assessment Instrument)
Peer/Self-assessment of performances or group choreography
Teacher observation

Formative assessments
Exit ticket
Kahoot
Summarization
3 Things
Postcard
My favorite no (skills-based question cards)

Summative assessments
Post Skills Tests
End of unit presentations
Written Tests
Portfolios
Class Projects
Journals
Skill Labs
Fitness Logs

Benchmark assessments
Teacher created standards-based assessment

Alternative assessments
Demonstration
Presentation
Project
Portfolio
Skills exhibit

Texts and Resources

http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=132910#.V3Ek3PkrLIV
http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=132762#.V3ElI_krLIU
http://www.sparkpe.org/wp-content/uploads/2009/11/K2_Mani_Line-Boogie.pdf
http://www.sparkpe.org/wp-content/uploads/2009/11/K2_BST_Body-Positions.pdf
http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=12641#.V3EmBfkrLIU
http://www.sparkpe.org/physical-education/k-2/curriculum/table-of-contents (create a dance)
http://www.pecentral.com/lessonideas/ViewLesson.asp?ID=132816#.V3FdWfkrLIU

Unit #2, Physical Education, Wellness, Gr. 2

Content Area: **Physical Education**
Course(s): **Physical Education**
Time Period: **November**
Length: **30 days**
Status: **Published**

Enduring Understanding

Setting goals for physical activities and participating in them safely contributes to wellbeing.

Essential Questions

What factors can influence you decision making in regards to setting a fitness goal?
What is a good fitness goal?
What are some basic safety rules?
How can be physically fit help prevent illness?

New Jersey Student Learning Standards

HPE.2.5.2.C.2	Demonstrate appropriate behaviors and safety rules and explain how they contribute to moving safely during basic activities.
HPE.2.5.2.C.CS1	Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.
HPE.2.6.2.A.3	Develop a fitness goal and monitor progress towards achievement of the goal.
HPE.2.6.2.A.1	Explain the role of regular physical activity in relation to personal health.
HPE.2.6.2.A.CS1	Appropriate types and amounts of physical activity enhance personal health.
HPE.2.6.2.A.2	Explain what it means to be physically fit and engage in moderate to vigorous age-appropriate activities that promote fitness.

Student Learning Objectives

Describe how outside factors influence decision making in regards to setting a fitness goal.
Explain how to develop a fitness goal.
Utilize data to monitor how a fitness goal might affect one's overall wellness.
Demonstrate basic activity and safety rules while engaging in moderate to vigorous age-appropriate physical activity.
Explain the importance of basic safety rules.
Determine why making healthier food choices influences long term wellness goals.
Determine how participation in regular physical activity may help to prevent common health conditions (diabetes, high blood pressure, etc.).
Explain the importance of appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events.
Apply the rules of sportsmanship to participation and spectating of games, sports, and other competitive events and explain how it contributes to enjoyment of the event.

Instructional Activities

Fitness stations/challenges

Clean Your Room
The class is divided into two teams.
The center line of the basketball court is used as the dividing line.
25-30 fleece balls are scattered throughout the center area of the floor.
Students must step and throw balls to the other side of the room.
Students may only throw one ball at a time.
When time runs out, the team with fewer balls on their side gets a point, and the game starts over.

Midnight
The class is divided into two teams which line up at opposite baselines of the basketball court facing each other.
Teacher stands behind one of the teams; they will be the taggers.
Students at the other end ask the teacher together, "What time is it?"
When the teacher responds with a time, those students take the corresponding number of steps toward the tagger while counting the steps out loud.
This process repeats until the teacher responds "midnight" at which point the taggers chase the other team back to the baseline where they came from.
Students who are tagged join the other team.
After each round the teacher switches ends of the gym.

Hula Hoop Tag
Players are arranged in random formation on the gym floor.
Five or six hula hoops are scattered throughout the gym floor.
Students kick the hoops along the ground and try to hit other students in the foot.
Students who are hit with a hoop must go to the sidelines.
Players on the sidelines may continue to kick the hoops from the sidelines.
Players in the middle try to eliminate each other by kicking the hoops at other players.
Continue playing until one or two players are left.

The Blob
Students stand scattered around the gym.
Two students hold hands and are designated "the blob."
The blob tries to tag other students.
When tagged, students join on the end of the blob by holding hands.
The game continues until the entire class is connected to the blob.

Builders and Bulldozers
The class is divided into two teams: builders and bulldozers.
Cones are scattered throughout the gym floor, half standing and half lying on their sides.
On "go," the builders run to stand up cones while bulldozers run to knock them over.
Students may not use their feet.
They must bend over and use their hands to knock the cones down or stand them up.
After about a minute, teams return to their starting point and the teacher determines which side won based on how many cones are standing.
After each round, teams switch jobs.

Obstacle course

Challenge course

Participate in the PACER test at a distance of 15 meters.

Interdisciplinary Connections
ELA - Research project to design games
Math - Adding laps, calculating progress toward a goal

Assessment
Exit Slip
GPAI (Games Performance Assessment Instrument)

Peer/Self-assessment of fitness level changes after each PACER test
Peer observation
Performance assessment of PACER test
Teacher observation

Formative assessments
Exit ticket
Kahoot
Summarization
3 Things
Postcard
My favorite no (skills-based question cards)

Summative assessments
Post Skills Tests
End of unit presentations
Written Tests
Portfolios
Class Projects
Journals
Skill Labs
Fitness Logs

Benchmark assessments
Teacher created standards-based assessment

Alternative assessments
Demonstration
Presentation
Project
Portfolio
Skills exhibit

Texts and Resources

http://www.pecentral.com/lessonideas/searchresults.asp?category=51
Sparkepe.org
Pe4life.org
http://www.cdc.gov/DiseasesConditions/
Thephysicaleducator.com
Shapeamerica.org
Teachpe.com
Peuniverse.com
Pegames.org
www.topendsports.com/**testing**/**tests**/**pacer-test**.htm

Unit #3, Physical Education, Manipulative Skills, Gr. 2

Content Area: **Physical Education**
Course(s): **Physical Education**
Time Period: **January**
Length: **30 days**
Status: **Published**

Enduring Understanding

Spatial coordination skills are developed through controlled movement and manipulative activities using various body parts.

Essential Questions

How are the components of each manipulative skill (kicking, punting, throwing, hitting, dribbling, and etc.) used to play a game?
How can a playing area be made safe?
How can manipulative movement be changed to increase performance?

New Jersey Student Learning Standards

HPE.2.5.2.A.CS1	Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.
HPE.2.5.2.C.2	Demonstrate appropriate behaviors and safety rules and explain how they contribute to moving safely during basic activities.
HPE.2.5.2.C.CS1	Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.
HPE.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).
HPE.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.
HPE.2.6.2.A.2	Explain what it means to be physically fit and engage in moderate to vigorous age-appropriate activities that promote fitness.

Student Learning Objectives

Demonstrate manipulative skills (kicking, striking, bouncing) with increased mastery during skill practice, games, and other physical activities.
Explain and demonstrate how objects (ball, beanbags, hula-hoops) should be used in practice, games, and other physical activity in a safe manner.
Demonstrate the appropriate modifications of movement to experience a higher level of success during throwing, catching, bouncing, striking.
Demonstrate the ability to change the direction, amount of force, speed, level, etc, while manipulating equipment.
Demonstrate appropriate behaviors and safety rules during games and activities.
Explain how safety rules contribute to moving safely during basic activities.
Explain how practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.

Instructional Activities

Balance Beam - Travel in different directions, step over objects, carry object
Hula hoops - Spin around body parts, Jump in and out of, Jump rope style
Balls - dribble with hand and foot, toss and catch, strike with hand, foot, and implement
Balls - dribble, toss, and throw in varying directions and levels, and with varying amounts of force and speed
Frisbees, horseshoes - throw

Interdisciplinary Connections

Math - counting of reps during activities

Assessment

Checklist of movement cues
GPAI (Games Performance Assessment Instrument)
Peer/Self-assessment
Performance assessment of tossing, throwing, catching ability
Teacher observation

Formative assessments

Exit ticket
Kahoot
Summarization
3 Things
Postcard
My favorite no (skills-based question cards)

Summative assessments

Post Skills Tests
End of unit presentations
Written Tests
Portfolios
Class Projects
Journals
Skill Labs
Fitness Logs

Benchmark assessments

Teacher created standards-based assessment

Alternative assessments

Demonstration
Presentation
Project
Portfolio
Skills exhibit

Texts and Resources

http://www.pecentral.com/lessonideas/ViewLesson.asp?ID=357#.V3FvrvkrLIU
http://www.pecentral.com/lessonideas/ViewLesson.asp?ID=132742#.V3Fv4PkrLIU
http://www.pecentral.com/lessonideas/ViewLesson.asp?
ID=132844#.V3FwDfkrLIUhttp://www.sparkpe.org/wp-content/uploads/2009/11/K2_Kick_TriPass.pdf

Unit #4, Physical Education, Movement Education - Locomotor/Nonlocomotor Skills, Gr. 2

Content Area: **Physical Education**
Course(s): **Physical Education**
Time Period: **March**
Length: **30 days**
Status: **Published**

Enduring Understanding

Effective movement skills are obtained through practice informed by feedback and quality execution.

Essential Questions

Why is it important to practice skills?
How can feedback inform practice?
Is a well-executed skill in isolation a guarantee of a successfully played game?

New Jersey Student Learning Standards

HPE.2.5.2.A.CS1	Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.
HPE.2.5.2.C.2	Demonstrate appropriate behaviors and safety rules and explain how they contribute to moving safely during basic activities.
HPE.2.6.2.A.1	Explain the role of regular physical activity in relation to personal health.
HPE.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.
HPE.2.5.2.A.4	Correct movement errors in response to feedback.

Student Learning Objectives

Develop and refine fine and stationary gross motor skills while in self-space. (e.g. twisting, bending e.g., work towards using smaller sized manipulative during activity) and in general space.
Demonstrate basic activity and safety rules when refining nonlocomotor skills (e.g. twisting, bending, stretching, curling).
Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.
Explain the role of regular physical activity in relation to personal health.
Apply rules of safety and sportsmanship to games and activities.

Instructional Activities

Strike beach balls with hand.
Throw and catch balls of various sizes to self, to partner.
Poly spot pathways for hopping and jumping skills.
Leap the Brook - leap two nonparallel jump ropes on floor which widen slightly after each turn.
Individual jump rope skills.
Games which incorporate locomotor skills: i.e. Magician Tag - each magician carries a pool noodle wand while performing a locomotor skill. Anyone tagged by magician (4) performs that magician's skill.

Interdisciplinary Connections

Theater - Role play safety situations

Assessment

Checklist of jump rope skills
Informal Assessment

Open-ended questions
Peer Observation
Performance Assessment of jump rope skills
Teacher observation

Formative assessments
Exit ticket
Kahoot
Summarization
3 Things
Postcard
My favorite no (skills-based question cards)

Summative assessments
Post Skills Tests
End of unit presentations
Written Tests
Portfolios
Class Projects
Journals
Skill Labs
Fitness Logs

Benchmark assessments
Teacher created standards-based assessment

Alternative assessments
Demonstration
Presentation
Project
Portfolio
Skills exhibit

Texts and Resources

http://www.pecentral.com/lessonideas/ViewLesson.asp?ID=8905#.V3F4ZvkrLIU
http://www.pecentral.com/lessonideas/ViewLesson.asp?ID=360#.V3F4lvkrLIU
http://www.pecentral.com/lessonideas/ViewLesson.asp?ID=360#.V3F4lvkrLIU
http://www.pecentral.com/lessonideas/ViewLesson.asp?ID=340#.V3F4-PkrLIU

Unit #5, Physical Education, Cooperative Games, Gr. 2

Content Area: **Physical Education**
Course(s): **Physical Education**
Time Period: **May**
Length: **30 days**
Status: **Published**

Enduring Understanding

Good teams transition from offense to defense easily.

Essential Questions

Why are both offensive and defensive positions needed?
How can a player's attitude impact the achievement of a team goal?
How can sportsmanship affect the enjoyment of physical activity?

New Jersey Student Learning Standards

HPE.2.5.2.B.CS1	Teamwork consists of effective communication and other interactions between team members.
HPE.2.5.2.A.CS1	Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.
HPE.2.5.2.C.2	Demonstrate appropriate behaviors and safety rules and explain how they contribute to moving safely during basic activities.
HPE.2.5.2.C.CS1	Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.
HPE.2.5.2.B.3	Determine how attitude impacts physical performance.
HPE.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).
HPE.2.5.2.B.4	Demonstrate strategies that enable team and group members to achieve goals.
HPE.2.5.2.B.2	Explain the difference between offense and defense.
HPE.2.5.2.B.1	Differentiate when to use competitive and cooperative strategies in games, sports, and other movement activities.
HPE.2.5.2.C.1	Explain what it means to demonstrate good sportsmanship.

Student Learning Objectives

Independently transition from offensive to defensive effectively during games or recreational activities.
Apply basic safety, good sportsmanship and a positive attitude during performances in games or recreational activities.
Explain and demonstrate how student attitudes affect cooperative strategies when trying to attain a common goal.
Apply effective communication skills during performances in games or recreational activities.

Instructional Activities

Group Games: Builders and Bulldozers, Cat and Mice, Geese Come Out, Magician Tag, Midnight, Octopus Tag, Fruit and Vegetable Tag, Stuck in the Mud, Clean Your Room, Mat ball
Sports Related Games: Soccer, Musical Ball, King of the Hill

Interdisciplinary Connections

Social Studies - Explore games from various cultures

Assessment

Checklist
Performance assessment
Test/Quiz
Written homework

Peer and self-assessment for team work
Wall or chalkboard splash
Exit tickets

Formative assessments
Exit ticket
Kahoot
Summarization
3 Things
Postcard
My favorite no (skills-based question cards)

Summative assessments
Post Skills Tests
End of unit presentations
Written Tests
Portfolios
Class Projects
Journals
Skill Labs
Fitness Logs

Benchmark assessments
Teacher created standards-based assessment

Alternative assessments
Demonstration
Presentation
Project
Portfolio
Skills exhibit

Texts and Resources

Pecentral.org
Sparkepe.org
Pe4life.org
Education.com
Aapherd.org
Cdc.gov
Pelinks4u.org
Pesoftware.com
Thephysicaleducator.com
Mrgym.com
Shapeamerica.org
Teachpe.com
Peuniverse.com
Pegames.org