
PE Grade 2 Curriculum

Curriculum Guide

Scranton School District

Scranton, PA



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PE Grade 2 Curriculum

Prerequisite :

Students will practice and perform First Grade Physical Education drills and activities.

Course Description Here

Second Grade Physical Education will be taught by a certified Health & Physical Education Teacher. It will provide student opportunities to learn and practice skills and behaviors critical to being physically active. The Second Grade student will practice motor skills and movement patterns needed to perform a variety of Physical Activities. The student will participate in regular activities and achieve a health-enhancing level of physical fitness. Each child will exhibit personal and social behavior that respects self and others in physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

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Year-at-a-glance

Subject: Physical Education	Grade Level 2nd	Date Completed:
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1st Quarter, 2nd Quarter, 3rd Quarter, 4th Quarter

Topic	Resources	CCSS

1st Quarter, 2nd Quarter, 3rd Quarter, 4th Quarter:

Students will actively participate and engage in physical activities that promote lifelong fitness. Units and lessons will be dependent on facilities (indoor/outdoor), equipment, and seasons. Teachers will plan lessons based on multiple standards.

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General Topic	Academic Standard(s)	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time
	10.4.3 Physical activity A: Identify and engage in physical activities that promote physical fitness and health	Recognize and practice a manipulative activities that promote physical fitness and health <ul style="list-style-type: none"> ● Physical Activity ● Physical Fitness ● Manipulative Health Related Fitness Components: <ul style="list-style-type: none"> ● Throw ● Catch ● Kick ● Dribbling ● Balance ● Strike ● Juggle 	Stations implementing the following: Throwing/Catching Dribbling Stations Racket Skills Parachute Implement Skills Stilts Bouncers Balance Boards Scooters	Teacher Observation Teacher Q&A Student discussion	Daily Lesson Plans at 40 mins per class
	10.4.3 B Know the positive and negative effects moderate physical activity	Students will recognize the positive and negative effects of participation in moderate physical activity while using a manipulative. <p style="text-align: center;">Physical Activity Moderate Activities:</p> Physical activities that are equal intensity to Brisk walking. When done with enough frequency and intensity and for a long	Stations implementing the following: Throwing/Catching Dribbling Stations Racket Skills Parachute Implement Skills Stilts Bouncers Balance Boards	Teacher Observation Teacher Q&A Student discussion	Daily Lesson Plans at 40 mins per class

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		<p>enough time, moderate activity has many health benefits.</p> <p>Positive Effects of Moderate Physical Activity: Stronger Bones, Muscles Stronger Heart and lungs Less likely to become overweight less likely to develop type II diabetes improve your balance and coordination sleeps better helps you handle stress helps you look better</p> <p>Negative effects of moderate Physical Activity Blisters Muscle Soreness Muscle or Joint injury Boredom Stress Family Conflicts</p>	Scooters		
	<p>10.4.3C: Know and recognize changes in body responses during moderate to vigorous activities.</p>	<p>Identify Moderate Physical Activities Physical Activity Changes in body during Activity Heart Rate Breathing Rate Respiration Rate Moderate Activity</p>	<p>Stations implementing the following: Throwing/Catching Dribbling Stations Racket Skills Parachute Implement Skills</p>	<p>Teacher Observation Teacher Q&A Student discussion</p>	<p>Daily Lesson Plans at 40 mins per class</p>

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			Stilts Bouncers Balance Boards Scooters		
	10.4.3D: Identify likes and dislikes related to participation in physical activities.	Apply your likes and dislikes to select and engage in physical activities to participate in. Physical Activity Participation Likes Dislikes	Stations implementing the following: Throwing/Catching Dribbling Stations Racket Skills Parachute Implement Skills Stilts Bouncers Balance Boards Scooters	Teacher Observation Teacher Q&A Student discussion	Daily Lesson Plans at 40 mins per class
	10.4.3E	Recognize what it means to participate regularly while using a manipulative. Physical Activity: Bodily Movement that is produced by the contraction of skeletal muscle and which substantially increase energy expenditure. Participation: take part in activity or event. Regular Participation: Being physically active most days of	Stations implementing the following manipulative movements: <ul style="list-style-type: none"> ● Throwing ● catching ● kicking ● Dribble ● Striking ● Volleying ● Punting 	Teacher Observation Teacher Q&A Student discussion	Daily Lesson Plans at 40 mins per class

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		<p>the week, preferably all days of the week.</p> <p>Practice: To do something repeatedly in order to improve performance.</p>	<ul style="list-style-type: none"> ● Bowling <p>Invasion Games Balance Boards Scooters</p>		
	<p>10.4.3F: Recognize the positive and negative interactions of small group activities</p>	<p>Identify the different roles during a small group activity. Identify how well the small group cooperated.</p> <p>Physical Activity Participation Small Groups Partner Positive Interactions Negative Interactions Social Skills On Task Cooperation Sharing Leader Follower</p>	<p>Stations implementing the following manipulative movements:</p> <ul style="list-style-type: none"> ● Throwing ● catching ● kicking ● Dribble ● Striking ● Volleying ● Punting ● Bowling ● invasion Games 	<p>Teacher Observation</p> <p>Teacher Q&A</p> <p>Student discussion</p>	<p>Daily Lesson Plans at 40 mins per class</p>
<p>Enrichment:</p>		<p>Student will perform an activity selected by the instructor. Students will come up with their own positive/negative effects of physical activity. Think of other manipulative activities on their own. Student records activity outside of school. Student demonstrations. Student suggested variations.</p>			

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	<p>10.5.3A Recognize and use basic movement skills and concepts</p>	<p>Distinguish between and implement manipulative movements. Manipulative movements: Control of objects with body parts and implements. Action and causes and object to move from one place to another. Throw Catch Kick Dribble Strike Volley Punt Demonstrate critical elements of a skill Demonstrate movement phases Movement Phases Ready position Execution Phase Follow Through</p>	<p>Stations implementing the following manipulative movements:</p> <ul style="list-style-type: none"> ● Throwing ● catching ● kicking ● Dribble ● Striking ● Volleying ● Punting ● Bowling ● invasion Games 	<p>Teacher Observation Teacher Q&A Student discussion</p>	<p>Daily Lesson Plans at 40 mins per class</p>
	<p>10.5.3B Recognize and describe the concepts of motor skill development using appropriate vocabulary.</p>	<p>Identify and Model correct form of movement Manner or style of performing a movement according to recognized standards or technique. Identify and model critical elements in movements Identify how feedback improves skills</p>	<p>Stations implementing the following manipulative movements:</p> <ul style="list-style-type: none"> ● Throwing ● catching ● kicking ● Dribble ● Striking ● Volleying ● Punting 	<p>Teacher Observation Teacher Q&A Student discussion</p>	<p>Daily Lesson Plans at 40 mins per class</p>

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			<ul style="list-style-type: none"> ● Bowling ● invasion Games 		
			Bowling		
	10.5.3C Know the function of practice	Name the function of practice	Stations implementing the following manipulative movements: <ul style="list-style-type: none"> ● Throwing ● catching ● kicking ● Dribble ● Striking ● Volleying ● Punting ● Bowling ● invasion Games 	Teacher Observation Teacher Q&A Student discussion	Daily Lesson Plans at 40 mins per class
	10.5.3E: Know and describe scientific principles that affect movement and skills using appropriate vocabulary.	Experience Scientific Principles Scientific Principles: Laws that tell you why you should move your body in a certain way. Force, Gravity, Force Absorption, and balance	Stations implementing the following manipulative movements: <ul style="list-style-type: none"> ● Throwing ● catching ● kicking ● Dribble ● Striking ● Volleying ● Punting 	Teacher Observation Teacher Q&A Student discussion	Daily Lesson Plans at 40 mins per class

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			<ul style="list-style-type: none"> ● Bowling ● invasion Games 		
	<p>10.5.3F: Recognize and describe game strategies using appropriate vocabulary.</p>	<p>Know how to pass and receive Pass/Receive recognize Rules of Play</p> <p>Utilize open space in a game situation.</p>	<p>Stations implementing the following manipulative movements:</p> <ul style="list-style-type: none"> ● Throwing ● catching ● kicking ● Dribble ● Striking ● Volleying ● Punting ● Bowling ● invasion Games 	<p>Teacher Observation</p> <p>Teacher Q&A</p> <p>Student discussion</p>	<p>Daily Lesson Plans at 40 mins per class</p>
	<p>Enrichment</p>	<p>Assist Students Create a game utilizing open space, passing, receiving, and incorporate rules of play. Give feedback about correct form to a peer.</p>			

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