

Elizabethtown Area School District Curriculum

Related Arts

Grade, Course: Grade 2 Physical Education	
Strand: Movement Concepts	
National Content Area Standards: S2.E1.2, S2.E2.2, S2.E2.1a, S2.E3.1a, S3.E2.1, S3.E2.2, S4.E1.1, S4.E2.1, S4.E3.1, S4.E4.1, S4.E5.1, S4.E6.1	
PA Content Area Standards: 10.3.3D, 10.5.3A, 10.5.3F	
PA Core Standards: CC.1.2.2.J	
Essential Questions: <ul style="list-style-type: none">• What does it look like to move safely in the gym?• What are the different levels, directions & speeds we use while moving?• What is the difference between personal space & shared space?• Why is it important to follow the PE Code of Conduct?• How do you apply movement concepts while performing locomotor, non-locomotor and manipulative skills in static and dynamic movement situations?	Understandings: Students will understand THAT . . . <ul style="list-style-type: none">• there is a difference between shared space & personal• they can move using a variety of directions, levels & speed• there is a difference between left & right• it is important to know the function of boundary lines• it is important to freeze quickly & safely• it is a safe practice to look & move to open spaces• the purpose of dodging & faking• all students are expected to follow the PE Code of Conduct
Knowledge: <ul style="list-style-type: none">• Personal space & shared space• Directions (forward, backward, sideways)• Levels (high, medium, low)• Speed (slow, medium, fast)• Laterality (left & right)• Inbounds & out-of-bounds• Freeze• Moving to open spaces• Dodging & faking• Moving safely in the gym• PE Code of Conduct	Skills: <ul style="list-style-type: none">• Creating movement patterns using a variety of directions, levels & speeds• Freeze safely & quickly• “Can You” activities• Uses left & right in combination to solve movement challenges (scooters, balloons, ball, beanbags)

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Related Arts

<u>Grade, Course:</u> Grade 2 Physical Education	
<u>Strand:</u> Locomotor Skills	
<u>National Content Area Standards:</u> S1.E1.1, S1.E1.2, S1.E3.2, S1.E2.2b, S1.E4.1, S1.E5.1, S3.E2.1, S4.E1.1, S4.E2.1, S4.E3.1, S4.E4.1, S4.E5.1, S4.E6.1	
<u>PA Content Area Standards:</u> 10.4.3A, 10.4.3E, 10.5.3A	
<u>PA Core Standards:</u> CC.1.1.2.D, CC.1.2.2.J, CC.1.5.2.C, CC.2.2.2.A.1	
<u>Essential Questions:</u> <ul style="list-style-type: none">• How do you execute the locomotor skills in a variety of directions using a mature form?• How do you actively participate in low organized games with regard to safety, good sportsmanship, cooperation and respect for all?• How do you maintain a rhythm pattern while performing a variety of locomotor movements?	<u>Understandings: Students will understand THAT . . .</u> <ul style="list-style-type: none">• there are differences between the various locomotor skills• different locomotor skills lend themselves to different situations• rules need to be followed in games & movement situations• using appropriate tagging methods keeps everyone safe• good sportsmanship is expected
<u>Knowledge:</u> <ul style="list-style-type: none">• Walk, jog, run, march, tiptoe, heel walk, gallop, slide, jump, hop, skip, leap, grapevine in a variety of directions• Tagging safely• Following rules of low organized games• Moving to music using rhythmic patterns• Sportsmanship	<u>Skills:</u> <ul style="list-style-type: none">• Moving to music• Following rules of organized games• Safe tagging• Mature locomotor movements

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Grade, Course: Grade 2 Physical Education	
Strand: Manipulative Skills	
National Content Area Standards: S1.E13.2, S1.E14.2, S1.E16.2, S1.E17.2a, S1.E17.2b, S1.E18.2, S1.E19.3, S1.E21.2 S1.E22.1, S1.E24.2, S1.E25.2, S1.E27.2a, S1.E27.2b, S3.E2.2, S4.E1.1, S4.E2.2, S4.E3.1, S4.E4.1, S4.E5.2, S4.E6.2a, S4.E6.2b	
PA Content Area Standards: 10.4.3A, 10.4.3D, 10.4.3E, 10.5.3A, 10.5.3B, 10.5.3C, 10.5.3F	
PA Core Standards: CC.1.2.2.J, CC.1.5.2.A, CC.1.5.2.C, CC.1.5.2.G, CC.2.3.2.A.1, CC.2.2.2.A.2	
Essential Questions:	Understandings: Students will understand THAT . . .
<ul style="list-style-type: none"> • How do you catch, kick, throw & strike a variety of objects using a mature form? • How do you successfully cooperate with a partner or in a small group? • How do you successfully turn a jump rope? • How do you successfully jump rope? • How do you manipulate a variety of objects in combination with locomotor movements? • Why is it important to follow rules when using equipment? 	<ul style="list-style-type: none"> • eye-hand coordination is important in throwing & catching & striking & activities • eye-foot coordination is important in kicking activities • there are critical components for throwing, catching, striking, kicking and dribbling • timing is important when turning and jumping a rope • they are responsible for taking care of equipment and putting it away properly • cooperation is important when using manipulatives
Knowledge:	Skills:
<ul style="list-style-type: none"> • Eye-hand & eye-foot coordination activities • Critical components for throwing, catching, striking, kicking and dribbling • Know preferred hand and foot • Long rope vs. short rope • Equipment safety • Collaboration skills 	<ul style="list-style-type: none"> • Parachute skills • Jump rope skills • Eye-hand and eye-foot coordination skills using balloons, hoops, beanbags, yarn balls, beach balls, Nerf balls, soccer balls, etc. • Striking skills • Scooter skills • Following the rules of organized games • Work cooperatively with a partner or in a small group

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Grade, Course: Grade 2 Physical Education	
Strand: Educational Gymnastics	
National Content Area Standards: S1.E7.2a, S1.E7.b, S1.E8.2, S1.E9.2, S1.E10.2, S3.E2.2, S4.E1.1, S4.E2.2, S4.E3.1, S4.E4.1, S4.E5.2, S4.E6.2a, S4.E6.2b	
PA Content Area Standards: 10.3.3D, 10.4.3A, 10.4.3F, 10.5.3A, 10.5.3B, 10.5.3C, 105.3E	
PA Core Standards: CC.1.2.2.J, CC.2.3.2.A.1	
Essential Questions: <ul style="list-style-type: none">• What are the safety rules for using the gymnastics equipment?• What are the different ways you can roll to the end of the mat?• How do you show strength, flexibility & balance while performing gymnastics activities?• How do we use our creativity to create movement patterns?	Understandings: Students will understand THAT . . . <ul style="list-style-type: none">• There are safety rules to follow when using gymnastics equipment.• Practice improves strength, flexibility and balance needed to perform simple gymnastics activities.• They can role in a variety of directions and shapes.• Creativity can play an important role in movement patterns.
Knowledge: <ul style="list-style-type: none">• Importance of safety when using the equipment• Key elements for performing a roll and inverted activities• Importance of practice• Importance of focal point in balance activities• How to use creativity in movement	Skills: <ul style="list-style-type: none">• Animal walks (Seal Walk, Lame Dog Walk, Crab Walk, Bear Walk, Frog Jump, Rabbit Jump)• Rolls (Pencil Roll, Log Roll, Forward Roll, Egg Roll, Backward R)• Balance Activities (Airplane scale, knee scale, V-sit, Walking across Beam)• Be creative with movement patterns on the mats• Inverted skill (mule kick, tripod, cartwheel, etc.)

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<u>Grade, Course:</u> Grade 2 Physical Education	
<u>Strand:</u> Fitness Activities	
<u>National Content Area Standards:</u> S3.E1.2, S3.E2.2, S3.E3.1, S3.E3.2a, S3.E3.2b, S4.E1.1, S4.E2.2, S4.E3.1, S4.E4.1, S4.E5.2, S4.E6.2a, S4.E6.2b	
<u>PA Content Area Standards:</u> 10.3.3D, 10.4.3A, 10.4.3C, 10.5.3A, 10.5.3B	
<u>PA Core Standards:</u> CC.1.2.2.J, CC.1.4.2.W, CC.1.5.2.A, CC.1.5.2.C, CC.1.5.2.G	
<u>Essential Questions:</u> <ul style="list-style-type: none">• Why should you be physically active?• What happens to our bodies when we are physically active?• How do you demonstrate activities related to cardiovascular fitness and muscular endurance?	<u>Understandings: Students will understand THAT . . .</u> <ul style="list-style-type: none">• Discover the relationship between physical fitness and good health.• Our bodies change when we are physically active
<u>Knowledge:</u> <ul style="list-style-type: none">• Identify safety rules• Recall parachute Cues• React to DrumFit Cues• Discover the importance of pacing• Recognize the importance of being physically fit• Recognize the physical signs of a healthy heart activity	<u>Skills:</u> <ul style="list-style-type: none">• Tag Games• 1/2 Mile Walk/Jog• Animal walks• Jumping Jacks & various warm-up exercises• Scooter Activities• Parachute Activities• DrumFit• Climbing Wall• Carpet Squares• Planks, push-ups and pull-ups