

**COLUMBIA BOROUGH SCHOOL DISTRICT
CURRICULUM**

Course/Subject Title: Physical Education
Grade Level: Second
Content Area: Physical Education

State Standard Correlation:

Student Learning Objectives	Specific Content	Priority/Time	Suggested Learning Activities, Materials, and Resources	Expected Level of Achievement
<p>Student will be able to show competency in many movement activities.</p> <ul style="list-style-type: none"> • Demonstrate skills of chasing, fleeing, dodging in a dynamic setting. • Jump in a self-turned rope repeatedly. • Skip, hop, gallop, jump in a variety of situations. • Strike a ball repeatedly with a hand. 			<p>Ex. – The game “Mr. Fox” – Jump rope for heart program – Locomotor patterns to music – Striking practice – Balloon – cushy ball.</p> <p>Station activities with task cards – jump rope, 2 square, ball dribble, beach ball volley, hand ball</p>	<p>Teacher Observation</p> <p>Advanced – The student is able to execute all movement activities using appropriate form and balance in a dynamic setting.</p> <p>Proficient – The student is able to execute all movement activities using appropriate form and balance in isolation.</p> <p>Basic – The student is able to execute movement activities with some form and balance in isolation.</p>

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<p>The student will understand how and why one moves to enhance his or her skills</p>	<ul style="list-style-type: none"> • Identify the major characteristics of mature walking, running, hopping and skipping. • Explain and demonstrate how to increase/decrease speed by using locomotor and manipulative skills appropriately. • Demonstrate the qualities of space, time, force and flow when performing a variety of locomotor skills. 		<p>“Moving to the Music” Use locomotor to the beat of song (slow/fast)</p> <p>Use manipulative movements to match force (hard/soft) and flow (smoothness)</p> <p>Have students describe how song affected their movement.</p> <p>Discuss aspects of a mature runner – leg extension, ball of foot contact, arm pumping</p> <p>Ex. – “Sprint Relay”</p>	<p>Teacher Observation</p> <p>Advanced – The student is able to recognize the critical elements of movement in a variety of situations and is able to apply these elements to enhance his/her skills.</p> <p>Proficient – The student understands the critical elements of movement in a variety of situations and can explain how it would enhance his/her skills.</p> <p>Basic – The student understands the critical elements of movement in a variety of situations.</p>

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<p>Student will be able to demonstrate a health-enhancing level of physical fitness, and understand that it provides opportunity for enjoyment, challenge, and self-expression.</p>	<ul style="list-style-type: none"> Support body weight for climbing, hanging, and momentarily taking weight off hands and feet. Demonstrate flexibility by moving each joint through a full range of motion. Participate in sustained physical activity in physical education class and at recess. 		<p>Ex. – Rope climbing Pull up bar Gymnastic – Cartwheel, Handstand</p> <p>Ex. – Stretching exercises – Triceps stretch Trunk twist Toe touch Arm circle</p> <p>Ex. – 1.4 mile run Tag games “Stuck in the Mud” Sprint runs Jump rope</p>	<p>Teacher Observation</p> <p>Advanced – The student is able to recognize and incorporate personal health-enhancing physical fitness levels; and can identify and apply its value in one’s life.</p> <p>Proficient – The student is able to recognize and explain personal health-enhancing physical fitness levels and can identify its value in one’s life.</p> <p>Basic – The student is able to recognize personal health-enhancing physical fitness levels and can identify its value in one’s life.</p>

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			<p>Ex. – Cardio respiratory Function/Discussion At rest – hand on chest During activity – take pulse at carotid artery Cool down – repeat Ex. – Discuss body changes – perspiration, heart rate, dry throat, deeper breathing, muscle fatigue</p> <p>Rubric for proper stretch technique Extension Maximized Flexion Maximized Hold for 15+ sec. Focus on muscle being stretched Repeat 2 + times</p>	

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<ul style="list-style-type: none"> • Participate in a wide variety of physical activities outside class. • Identify feelings resulting from challenges and successes in physical activity. • Interpret an experience through movement (creative, visual movement) 			<p>Ex. -- "Lifetime" Fitness Challenge -- Students log daily activity outside of class.</p> <p>Ex. -- "Human Knot" challenge Discuss success, failure issues.</p> <p>Ex. -- "Museum" ½ class poses -- other half guesses what kind of pose is being represented.</p>	Log sheet recording

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<p>Student will be able to demonstrate responsible personal behavior while participating in movement activities</p>	<ul style="list-style-type: none"> • Apply rules, procedures and safe practices with little reinforcement • Use equipment and space safely and properly • respond positively to an occasional reminder of rule infraction • Practice specific skills as assigned until teacher signals end of practice. 		<p>Ex. – Bowling Proper use of bowling ball, roll, proper pin set-up, stop upon whistle.</p> <p>Ex. – “Choose a Rule” poster Each student selects a rule procedure and interprets it through a poster drawing</p> <ol style="list-style-type: none"> 1. Listen during instruction. 2. Hands to self 3. Respect equipment 4. Be kind at all times 5. Sportsmanship 	<p>Teacher Observation</p> <p>Advanced – The student is able to demonstrate responsible personal behavior in all movement activities and apply those behaviors to new situations.</p> <p>Proficient – The student will be able to demonstrate responsible personal behavior while participating in most movement activities.</p> <p>Basic – The student is able to identify responsible personal behavior and can demonstrate this in some movement activities.</p>

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<ul style="list-style-type: none"> • Work cooperatively with another to complete an assigned task. • Assist a partner by sharing observations about skill performance during practice, using simple criteria. • Resolve conflict in socially acceptable ways. • Treat others with respect during play. 			<p>Ex. – Hula Hoop partner run Students choose partner Teacher chooses partners Say 2 good things about working with partner.</p> <p>Ex. – Soccer Dribble Criteria 1. Keep ball within a step from feet 2. Use in steps</p>	Teacher Observation

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			<p>Ex. – Discuss conflict resolution</p> <ol style="list-style-type: none"> 1. Apology 2. Rock – paper-scissor 3. bubble gum 4. listen 5. redo 6. give in 7. compromise <p>Ex. – Discuss what respect looks like...</p> <ol style="list-style-type: none"> 1. take turns 2. helping 3. praising 4. keeping negativity to yourself 	

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<p>Student will be able to understand the interrelationship between history and culture and games, sports, play and dance.</p>	<ul style="list-style-type: none"> Describe how someone famous (local or otherwise) has made a positive difference through physical activity. 		<p>Ex. - "Research" assignment</p> <ol style="list-style-type: none"> with a parent use a book, internet, magazine answer following questions: <ol style="list-style-type: none"> name of person and activity two things that shows their positive contribution 	<p>Teacher Evaluation of Student Questions Through Rubric: Identify Person and sport 4 – 2 facts given 3 – Identify person and sport and 1 fact given 2 – Could only state persons name and activity. 1 – Could only state persons name. Cont. next page</p>

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				<p>Advanced – The student is able to explain and apply relationships between physical activity, cultures, and history.</p> <p>Proficient – The student is able to explain most of the relationships between physical activities, culture, and history.</p> <p>Basic – The student is able to explain some of the relationships between physical activity, culture, and history.</p>