**COURSE DESCRIPTION**

**Course Title:** Physical Education Grade 2

**Course Number:** 08266

**Course Prerequisites:** None

**Course Description:** Physical Education Grade 2 begins to apply knowledge and skills to game situations and to understand the importance of maintaining a physically active and healthy lifestyle.

**Suggested Grade Level**: Grade 2

**Length of Course:** Once A Week

**Units of Credit:** None

**PDE Certification and Staffing Policies and Guidelines (CSPG) Required Teacher Certifications:**

CSPG 47

To find the CSPG information, go to [CSPG](https://www.education.pa.gov/Educators/Certification/Staffing%20Guidelines/Pages/default.aspx)

**Certification verified by the WCSD Human Resources Department:** Yes No

**WCSD STUDENT DATA SYSTEM INFORMATION**

**Course Level:** Academic

**Mark Types:** Check all that apply.

F – Final Average MP – Marking Period EXM – Final Exam

**GPA Type**:  GPAEL-GPA Elementary  GPAML-GPA for Middle Level  NHS-National Honor Society

UGPA-Non-Weighted Grade Point Average  GPA-Weighted Grade Point Average

**State Course Code**: 23005

To find the State Course Code, go to [State Course Code](https://nces.ed.gov/forum/sced.asp), download the Excel file for *SCED*, click on SCED 6.0 tab, and choose the correct code that corresponds with the course.

**TEXTBOOKS AND SUPPLEMENTAL MATERIALS**

**Board Approved Textbooks, Software, and Materials:**

**Title:**  NA

**Publisher:** NA

**ISBN #:**  NA

**Copyright Date:** NA

**WCSD Board Approval Date:** NA

**Supplemental Materials:** NA

**Curriculum Document**

**WCSD Board Approval:**

**Date Finalized:** 2/26/2024

**Date Approved:**  6/10/2024

**Implementation Year:** 2024-2025

**SPECIAL EDUCATION, 504, and GIFTED REQUIREMENTS**

The teacher shall make appropriate modifications to instruction and assessment based on a student’s Individual Education Plan (IEP), Chapter 15 Section 504 Plan (504), and/or Gifted Individual Education Plan (GIEP).

**SCOPE AND SEQUENCE OF CONTENT AND CONCEPTS**

**Marking Period 1**

***Team Sports:*** Soccer, Football

***Recreational Sports:*** Tag Games, Kickball/Variations, Hula Hoop, Structured Games

***Individual/Dual Sports:*** Cooperative Activities, Conditioning/Fitness Activities

**Marking Period 2**

***Team Sports****:* Volleyball

***Recreational Sports:*** Circus Activities, Scooters, Climbing Wall, Weight Transfer, Rhythm & Dance, Hula Hoop, Structured Games

***Individual/Dual Sports:*** Bowling, Cooperative Activities, Conditioning/Fitness Activities

**Marking Period 3**

***Team Sports:*** Basketball, Floor Hockey

***Recreational Sports:*** Racquet Sports, Structured Games

***Individual/Dual Sports:*** Jump Rope, Conditioning/Fitness Activities, Cooperative Activities

**Marking Period 4**

***Team Sports:*** Whiffle Ball

***Recreational Sports:*** Parachute, Structured Games

***Individual/Dual Sports:*** Track & Field, Disc Games, Yard Games, Cooperative Activities, Conditioning/Fitness Activities

**Standards/Eligible Content and Skills**

| **Performance Indicator** | **PA Core Standard and/or Eligible Content** | **Marking Period Taught** |
| --- | --- | --- |
| Identify and use safe practices in physical activity settings (e.g., proper equipment, knowledge of rules, sun safety, guidelines of safe play, warm-up, cool-down). | 10.3.3.D | All |
| Identify and engage in physical activities that promote physical fitness and health. | 10.4.3.A | All |
| Know the positive and negative effects of regular participation in moderate to vigorous physical activities. | 10.4.3.B | All |
| Know and recognize changes in body responses during moderate to vigorous physical activity. (heart rate/breathing rate) | 10.4.3.C | All |
| Identify likes and dislikes related to participation in physical activities. | 10.4.3.D | All |
| Identify reasons why regular participation in physical activities improves motor skills. | 10.4.3.E | All |
| Recognize positive and negative interactions of small group activities. [roles (e.g., leader, follower)/cooperation/sharing/on task participation] | 10.4.3.F | All |
| Recognize and use basic movement skills and concepts. [locomotor movements (e.g., run, leap, hop)/non-locomotor movements (e.g., bend, stretch, twist)/manipulative movements (e.g., throw, catch, kick)/relationships (e.g., over, under, beside)/combination movements (e.g., locomotor, non-locomotor, manipulative)/space awareness (e.g., self-space, levels, pathways, directions)/effort (e.g., speed, force)] | 10.5.3.A | All |
| Recognize and describe the concepts of motor skill development using appropriate vocabulary. (form/developmental differences/critical elements/feedback) | 10.5.3.B | All |
| Know the function of practice. | 10.5.3.C | All |
| Identify and use principles of exercise to improve movement and fitness activities. (frequency/how often to exercise/intensity/how hard to exercise/time/how long to exercise/type/what kind of exercise) | 10.5.3.D | All |
| Know and describe scientific principles that affect movement and skills using appropriate vocabulary. (gravity/force production/absorption/balance/rotation) | 10.5.3.E | All |
| Recognize and describe game strategies using appropriate vocabulary. (faking/dodging/passing/receiving/moving to be open/defending space/following rules of play) | 10.5.3.F | All |

**ASSESSMENTS**

**PDE Academic Standards, Assessment Anchors, and Eligible Content:** The teacher must be knowledgeable of the PDE Academic Standards, Assessment Anchors, and Eligible Content and incorporate them regularly into planned instruction.

**Formative Assessments:** The teacher will utilize a variety of assessment methods to conduct in-process evaluations of student learning.

**Effective formative assessments for this course include:** Preparation for class (proper fitness attire), Teacher Observation, Participation, Sportsmanship

**Summative Assessments:** The teacher will utilize a variety of assessment methods to evaluate student learning at the end of an instructional task, lesson, and/or unit.

**Effective summative assessments for this course include:** None