

Effective Date: 2011

Hamburg Area School District

Name of Course: Elementary Physical Education
Department: Physical Education

Grade Level: 2nd Grade
Instructional Time: 1 year
Length of Course: 36 Cycles per year
Period Per Cycle: 1 class per cycle
Length of Period: 45 minutes

Texts and Resources:

Children Moving by Graham, Holt/Hale, Parker

Dynamic Physical Education for Elementary
Physical Education by Dauer, Pangrazzi

Physical Education for Elementary School Children
by Kirchner

Standards Based Education Curriculum Development
By Lund, Tannehill

Assessments:

Performance Observation
Skill Drills
Rubrics

**Hamburg Area School District
Course Plan**

Elementary Health and Physical Education Curriculum

Course Name: Elementary Physical Education – 2nd Grade

Unit: Games for Understanding

Time Line: All types of games are used throughout the year

Essential Content/ Essential Questions	Performance Objectives	Standards/Anchors
1. Why do people play games?	<ul style="list-style-type: none">• Children participate in an open discussion about the numerous reasons why people choose to participate in games:<ul style="list-style-type: none">○ Competitive nature of humans○ Meeting challenges○ Socialization○ Personal preferences○ A fun way to learn○ A source of physical activity○ Just for fun!	10.4.3.A. 10.4.3.D. 10.4.3.F. 10.5.3.A.

Hamburg Area School District
Course Plan

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2. Why is practice important before playing a game?	<ul style="list-style-type: none">• Participate in skill drills, a variety of activities, and games designed to provide the children with the skills to be used in many different situations• Practice specific skills needed to play designated games• Transfer the ability to perform a specific skill in more than one activity that uses the that skill• Learn to appreciate the value of practice as one participates in a game requiring specific skills	10.3.3.D. 10.4.3.E. 10.5.3.A. 10.5.3.B. 10.5.3.C. 10.5.3.F.

Hamburg Area School District

Course Plan

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<p>3. What is the importance of rules in order to successfully participate in a game?</p>	<ul style="list-style-type: none"> • Learn to follow rules of play and procedure guidelines at all times to ensure the fairness in the play for everyone involved • Use safety guidelines at all times in order to maintain personal safety and observe the safety needs of other participants • Gain an understanding of how rules help to develop the structure of a game and the importance of following the rules so that the game is played the way it was designed • Understand that some instructions are provided to set limits and therefore increase the level of difficulty to make the game more challenging 	<p>10.3.3.D. 10.4.3.A. 10.4.3.E. 10.4.3.F. 10.5.3.A. 10.5.3.F.</p>
<p>4. How does playing a game enhance your level of physical fitness?</p>	<ul style="list-style-type: none"> • Participate in games designed to increase cardiovascular and muscular endurance • Participate in games designed to increase body strength 	<p>10.4.3.A. 10.4.3.E, 10.4.3.B. 10.5.3.A. 10.4.3.C. 10.5.4.C 10.4.3.D. 10.5.4.D.</p>

Hamburg Area School District

Course Plan

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Time Line: All types of games are used throughout the year

Essential Content/ Essential Questions	Performance Objectives	Standards/Anchors
5. How can skill execution be improved through participation in different types of games?	<ul style="list-style-type: none">• Practice important skills while playing games designed to focus on that specific skill• Develop cooperation and teamwork skills through playing games in small groups• Apply simple problem solving techniques in many different types of game situations• Use a specific skills in more than one situation, or game• Use simple playing strategies that enhance the ease of performance of skills• Learn to accept competitive situations in a healthy manner• Participate in lead-up games that prepare the participants for future learning experiences	10.3.3D. 10.4.3.A. 10.4.3.D. 10.4.3.E. 10.4.3.F. 10.5.3.A. 10.5.3.C. 10.5.3.F.

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6. What specific skills can be acquired while playing tagging games and simple invasion games?	<ul style="list-style-type: none">• Develop the ability to move with control in different pathways and at different speeds to chase other individuals or use fleeing skills to avoid contact with another individual• Learn to use space efficiently• Demonstrate the use of strategies while playing different types of games• Move safely and efficiently in territories; moving in and out of the other team's territory and to defend one's own space• Use passing skills to move an object from person to person in a variety of activities and games• Use appropriate behavior when playing in a variety of game situations	10.3.3D. 10.4.3.A. 10.4.3.D. 10.4.3.E. 10.4.3.F. 10.5.3.A. 10.5.3.C. 10.5.3.F.

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7. What specific skills can be acquired by participating in a variety of target games?	<ul style="list-style-type: none">• Practice focusing and aiming in order to have two objects connect with each other• Consistently use follow through in order to guide the pathway of a moving object to connect with its target• Learn to accept and use feedback in order to improve one's performance• Begin to learn the steps of self-evaluation of performance in order to correct movement patterns for success	10.3.3D. 10.4.3.A. 10.4.3.D. 10.4.3.E. 10.4.3.F. 10.5.3.A. 10.5.3.C. 10.5.3.F.
8. What is a strategy and how does affect the outcome of the game?	<ul style="list-style-type: none">• Gain an understanding that a purpose of a strategy is to help you know what to do and when it is appropriate to use a created plan• Participate in games involving potential stressful situations and have discussions about appropriate ways to handle the situations	10.4.3.A. 10.4.3.F. 10.5.3.A. 10.5.3F.

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9. What can be learned about interacting with other people while playing games?	<ul style="list-style-type: none">• Learn about fellow classmates and accept individual differences in ability levels• Learn to take turns and follow the orderly pattern of play in order to experience a high level of success• Use effective communication skills while interacting with other students during practice and participating in cooperative activities, including games• Understand the concept of fair play so there are equal opportunities to experience success for everyone playing• Display good sportsmanship and show respect for everyone participating in a game	10.3.3.D. 10.4.3.A. 10.4.3.D. 10.4.3.F. 10.5.3.A.
10. What types of games do people play in their spare time in an informal setting?	<ul style="list-style-type: none">• Participate in backyard and recreational games to enjoy for a lifetime; for simple enjoyment, social interaction, and the satisfaction of being able to overcome physical challenges	10.4.3.A. 10.4.3.D. 10.4.3.E. 10.4.3.F. 10.5.3.A.

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<p>11. How can be learned about other cultures when playing international or multicultural games?</p>	<ul style="list-style-type: none"> • Discuss the cultural similarities and differences of children around the world • Play games from other countries for our students to discover how some familiar games are played by children everywhere 	<p>10.4.3.A. 10.4.3.D. 10.4.3.E. 10.4.3.F. 10.5.3.A.</p>	
<p>12. How can skills learned from playing games be applied to other aspects of one's life?</p>	<ul style="list-style-type: none"> • Actively participate in games and discussions to encourage and foster positive character traits • Transfer the use of many physical skills and game play knowledge into lead-up games and skill developing games • Discuss the importance of following rules and guidelines in all aspects of life 	<p>10.3.3.D. 10.4.3.A. 10.4.3.B. 10.4.3.D. 10.4.3.E. 10.4.3.F. 10.5.3.A.</p>	<p>10.5.3.C. 10.5.3.D. 10.5.3.E. 10.5.3.F.</p>

**Hamburg Area School District
Course Plan
Elementary Physical Education Curriculum**

Course Name: Physical Education – 2nd Grade

Unit: Rhythmic Activities

Time Line: Content is used frequently throughout the year

Essential Content/ Essential Questions	Performance Objectives	Standards/Anchors
<p>1. How can individuals improve the quality of the performance of physical skills through participation in rhythmic activities?</p>	<ul style="list-style-type: none"> • Demonstrate the ability to perform locomotor movements that match the rhythm of the music being used • Develop motor patterns that can be repeated several times to show mastery • Transfer the knowledge and use of different types of dance steps with a variety of music choices • Perform simple tumbling/gymnastic skills • Use a variety of equipment in coordination with the movement patterns to demonstrate the ability to move rhythmically 	<p>10.4.3.A. 10.4.3.D. 10.4.3.E 10.4.3.F. 10.5.3.A. 10.5.3.C. 10.5.3.E. 10.5.3.F.</p>

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Course Plan
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Unit: Rhythmic Activities

Time Line: Content is used frequently throughout the year

Essential Content/ Essential Questions	Performance Objectives	Standards/Anchors	
<p>2. What types of movement have you used that naturally have their own rhythm?</p>	<ul style="list-style-type: none"> • Practice and use different jumping patterns in a variety of drills and activities • Participate in different types of rope jumping activities, using short and long rope skills • Use swinging and swaying motions with the body and pieces of equipment to feel natural rhythms • Demonstrate the ability to bounce and dribble a ball while using different rhythmic patterns 	<p>10.4.3.A. 10.4.3.D. 10.4.3.E 10.4.3.F. 10.5.3.A. 10.5.3.C. 10.5.3.E. 10.5.3.F.</p>	
<p>3. What other skills can be learned through participation in rhythmic activities?</p>	<ul style="list-style-type: none"> • Participate in rhythmic activities that provide opportunities for meeting creative challenges, displaying self-expression, and social interaction skills • Develop interpersonal skills and social skills when working with another person or in groups 	<p>10.4.3.A. 10.4.3.B. 10.4.3.C. 10.4.3.D. 10.4.3.E.</p>	<p>10.5.3.A. 10.5.3.C. 10.5.3.E.</p>

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Unit: Rhythmic Activities

Time Line: Content is used frequently throughout the year

Essential Content/ Essential Questions	Performance Objectives	Standards/Anchors
<p>4. How can dance be used as a form of communication?</p>	<ul style="list-style-type: none"> • Perform a series of movements and movement patterns designed by the teacher self to share feelings and other pieces of knowledge • Use and perform movement to music as a means of artistic expression or to tell a simple story 	<p>10.4.3.B. 10.4.3.D. 10.4.3.E. 10.5.3.A.</p>
<p>5. What cognitive skills are developed when a person participates in dance and other rhythmic activities?</p>	<ul style="list-style-type: none"> • Learn about and gain an understanding of other cultures and customs through participation in rhythmic activities • Enhance the use of memory skills and the ability to follow directions by repeating rhythmic patterns • Demonstrate the ability to maintain control the body as it travels in space being aware of spatial relationships • Apply previous knowledge of spatial relationships as one moves rhythmically while using equipment 	<p>10.4.3.A. 10.4.3.B] 10.4.3.C. 10.4.3.D. 10.4.3.E. 10.5.3.A. 10.5.3.C. 10.5.3.E.</p>

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Unit: Rhythmic Activities**

Time Line: Content is used frequently throughout the year

Essential Content/ Essential Questions	Performance Objectives	Standards/Anchors
<p>6. How can a person’s emotional state be affected by the use of rhythmic activities?</p>	<ul style="list-style-type: none"> • Develop an awareness of how we are naturally affected by music through the repeated use of lesson activities....one time with and one time without music • Use different types of music to take advantage of natural movement tendencies to help improve self-confidence 	<p>10.4.3.A. 10.4.3.D. 10.4.3.E 10.4.3.E. 10.4.3.F. 10.5.3.A. 10.5.3.E.</p>

**Hamburg Area School District
Course Plan
Elementary Physical Education Curriculum**

Course Name: Physical Education – 2nd Grade

Unit: Physical Fitness

Time Line: Content is used frequently throughout the year

Essential Content/ Essential Questions	Performance Objectives	Standards/Anchors
<p>1. Why is it important to lead a physically active lifestyle?</p>	<ul style="list-style-type: none"> • Discuss the importance of being physically fit and the many benefits derived from regular participation in physical activity • Develop an understanding that the inclusion of physical activity in one’s daily routine can produce lifetime effects to help body maintain the attributes it needs to be able to function well in all situations 	<p>10.3.3.D. 10.5.3.A.. 10.4.3.A. 10.5.3.C. 10.4.3.B. 10.5.3.D. 10.4.3.C.. 10.4.3.D.. 10.4.3.E. 10.4.3.F 10.5.3.A..</p>
<p>2. What are the main components of physical fitness and how do they contribute to a person ‘s wellness?</p>	<ul style="list-style-type: none"> • Review and discuss the components of physical fitness: muscular strength and endurance flexibility cardiovascular efficiency body composition • Discuss the importance of each component and how they all blend together 	<p>10.3.3.D. 10.5.3.A.. 10.4.3.A. 10.5.3.C. 10.4.3.B. 10.5.3.D. 10.4.3.C.. 10.4.3.D.. 10.4.3.E. 10.4.3.F 10.5.3.A..</p>

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Unit: Physical Fitness

Time Line: Content is used frequently throughout the year

Essential Content/ Essential Questions	Performance Objectives	Standards/Anchors
<p>3. What are the positive and negative effects of active participation in exercises and other physical activities?</p>	<ul style="list-style-type: none"> • Be able to describe and explain the physical changes that take place as the body increases its activity • Discuss how a person’s complete wellness is effected by physical activity, including the physical , emotional, social components of one’s life 	<p>10.3.3.D. 10.5.3.A.. 10.4.3.A. 10.5.3.C. 10.4.3.B. 10.5.3.D. 10.4.3.C.. 10.4.3.D.. 10.4.3.E. 10.4.3.F 10.5.3.A..</p>

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Unit: Physical Fitness

Time Line: Content is used frequently throughout the year

Essential Content/ Essential Questions	Performance Objectives	Standards/Anchors
<p>4. What types of physical activities can keep you actively involved in movement in order to improve your personal level of physical fitness?</p>	<ul style="list-style-type: none"> • Participate in activities that appeal to the individual likes which will enhance a person’s desire to continue to participate in that activity • Participate in activities designed to develop the specific the physical attributes that are evaluated by future testing (i.e. President’s Challenge) • Participation in activities that require the joints and muscles to move through their full range of motion, improve muscular strength and balance • Work with a partner, or in a small group to perform a variety of activities designed to improve physical fitness • Participate in drills, games, and relay activities designed to enhance physical fitness levels 	<p>10.3.3.D. 10.5.3.A.. 10.4.3.A. 10.5.3.C. 10.4.3.B. 10.5.3.D. 10.4.3.C.. 10.4.3.D.. 10.4.3.E. 10.4.3.F 10.5.3.A. 10.5.3.E. 10.5.3.F.</p>

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Time Line: Content is used frequently throughout the year

Essential Content/ Essential Questions	Performance Objectives	Standards/Anchors	
<p>5. What the important principles of exercise that are necessary to acknowledge and use when exercising?</p>	<ul style="list-style-type: none"> • Discuss the components that affect the rate of improvement in a person’s level of fitness : How often to exercise = frequency How hard to exercise = intensity How long to exercise = duration What kind of exercise is done = type • Participate in activities that allow the children to make choices in how an exercise is done to meet individual physical needs 	<p>10.3.3.D. 10.4.3.A. 10.4.3.B. 10.4.3.C.. 10.4.3.D.. 10.4.3.E. 10.4.3.F 10.5.3.A..</p>	<p>10.5.3.A.. 10.5.3.C. 10.5.3.D. 10.5.3.E. 10.5.3.F.</p>

**Hamburg Area School District
Course Plan
Elementary Physical Education Curriculum**

Course Name: Physical Education – 2nd Grade

Unit: Basic Movement Concepts and Skills

Time Line: Content is used frequently throughout the year

Essential Content/ Essential Questions	Performance Objectives	Standards/Anchors
1. How can you move your body while remaining in a stationary position?	<ul style="list-style-type: none"> • Explore the use of different movement qualities when standing still in one location 	10.3.3.D. 10.5.3.A.
2. Can you isolate the movement of different parts of your body while remaining in a stationary position?	<ul style="list-style-type: none"> • Demonstrate the ability to move one part of the body while the remainder of the body stays stationary • Maintaining balance using different body parts for the base of support while remaining in a static position 	10.3.3D. 10.5.3.B. 10.4.3.A. 10.5.3.C. 10.4.3.D. 10.5.3.E. 10.5.3.A
3. What are the most common ways to move from one place to another?	<ul style="list-style-type: none"> • Perform basic locomotor movements such as walk, run, hop, skip, leap, slide, jump, and gallop with control at a developmentally appropriate level • Demonstrate one’s base of knowledge and use the appropriate form of locomotion in a variety of activities designated by the teacher 	10303.D. 10.4.3.A. 10.4.3.B. 10.4.3.D. 10.5.3.A. 10.5.3.B. 10.5.3.E.

**Hamburg Area School District
Course Plan
Elementary Physical Education Curriculum**

Course Name: Physical Education – 2nd Grade

Unit: Basic Movement Concepts and Skills

Time Line: Content is used frequently throughout the year

Essential Content/ Essential Questions	Performance Objectives	Standards/Anchors
4. What are some of the different ways that you can use your body when exploring movement?	<ul style="list-style-type: none">• Use the body to create different symmetrical and asymmetrical shapes individually or with a partner• Practice a variety of balancing and bearing weight positions while using different body parts• Transfer weight from one body part to another in combination with moving at different levels• Combine locomotor and non-locomotor skills together to perform different movement patterns and sequences	10.4.3.D 10.5.3.A 10.5.3.C. 10.5.3.E

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Unit: Basic Movement Concepts and Skills

Time Line: Content is used frequently throughout the year

Essential Content/ Essential Questions	Performance Objectives	Standards/Anchors
<p>5. How can you move your body in relationship to other people or objects?</p>	<ul style="list-style-type: none"> • Move the body over, under, around , and through in combination with other types of movement • Participate in relays, obstacle courses, and other skill drills designed to provide practice using physical skills • Use lateral movements: to the right and to the left • Work cooperatively with a partner or a small group of classmates to meet physical challenges or perform simple combinations of movement 	<p>10.3.3D. 10.4.3.D 10.4.3.E 10.5.3.A. 10.5.3.B. 10.5.3.C</p>

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Unit: Basic Movement Concepts and Skills

Time Line: Content is used frequently throughout the year

Essential Content/ Essential Questions	Performance Objectives	Standards/Anchors
<p>6. How can you use words to describe movement concepts?</p>	<ul style="list-style-type: none"> • Use the appropriate vocabulary to describe different qualities of movement • Use descriptive language to help explain why one likes or dislikes a physical activity • Participate in discussions and be able to answer questions about the effects of physical activity on the body • Discuss the connection between practice and the level of performance of physical skills • Discuss and learn to accept individual differences in physical performance 	<p>10.4.3.B. 10.4.3.C. 10.4.3.D. 10.5.3.B. 10.5.3.C. 10.5.3.D. 10.5.3.E. 10.5.3.F.</p>

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<p>7. Can you use the appropriate vocabulary to communicate an understanding of movement concepts in a variety of lesson activities?</p>	<ul style="list-style-type: none"> • Respond to specific questions about a skill or physical activity and share acquired knowledge • Apply creative thinking skills, and share ideas with others to solve a simple problem or meet a small group physical challenge • Demonstrate the ability to transfer one’s knowledge of skill and its components to a variety of physical activities 	<p>10.4.3.B. 10.4.3.C. 10.4.3.D. 10.5.3.B. 10.5.3.C. 10.5.3.D. 10.5.3.E. 10.5.3.F.</p>
<p>8. What is feedback? How can you use specific information to improve the quality of the performance of a physical skill?</p>	<ul style="list-style-type: none"> • Make corrections in performance of a skill according to specific feedback given by the teacher • Be able to conduct simple self-analyzing evaluations of one’s performance 	<p>10.4.3.E. 10.5.3.B.</p>

**Hamburg Area School District
Course Plan
Elementary Physical Education**

**Course Name: Physical Education – 2nd Grade
Unit: Manipulative Skills**

Time Line: Skills are used frequently throughout the year

Essential Content/ Essential Questions	Performance Objectives	Standards/Anchors
<p>1. How many ways can you use your hands to manipulate and control different objects?</p>	<ul style="list-style-type: none"> • Demonstrate the ability to use an underhand or overhand motion to throw or roll a ball in a specific pathway or connect with a target • Use previously learned skills to move objects of different sizes, weight, and shape through space to follow a specific pathway or connect with a target • Demonstrate consecutive tapping motions with the hand or short handled objects • Demonstrate the ability to bounce and dribble a ball with control at slow speeds 	<p>10.3.3.D. 10.4.3..D. 10.4.3..E. 10.5.3.A. 10.5.3.C. 10.5.3.E. 10.5.3.F.</p>

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**Course Name: Physical Education – 2nd Grade
Unit: Manipulative Skills**

Time Line: Skills are used frequently throughout the year

Essential Content/ Essential Questions	Performance Objectives	Standards/Anchors
2. Can you use your feet to control an object moving in a variety of ways through space?	<ul style="list-style-type: none">• Demonstrate a controlled kicking motion to send a ball or other object in a designated pathway• Be able to stop a moving ball with the feet• Demonstrate the ability to dribble a ball with control at slow speeds• Practice pushing or pulling motions to move a variety of objects in specific pathways as they move through space	10.3.3.D. 10.4.3.D. 10.4.3.E. 10.5.3.A. 10.5.3.C . 10.5.3.E. 10.5.3.F. .

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Time Line: Skills are used frequently throughout the year

Essential Content/ Essential Questions	Performance Objectives	Standards/Anchors
<p>3. How many ways can you use different types of equipment to manipulate an object through space?</p>	<ul style="list-style-type: none"> • Demonstrate the ability to using short handled paddles, rackets, or bats to propel an object into open space • Demonstrate the ability to strike and object while using long handled bats or rackets to hit an object into an open space • Demonstrate the ability to move traditional and non-traditional equipment in a variety of ways through space at different levels, and with varying amounts of force and speed 	<p>10.3.3.D. 10.4.3.D. 10.5.3.A. 10.5.3.C . 10.5.3.D. 10.5.3.E. 10.5.3.F.</p>

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<p>4. How many ways can you use eye hand and eye foot coordination while you are interacting with objects in a physical activity?</p>	<ul style="list-style-type: none"> • Demonstrate the ability to pick up and move objects to a new location with the hands or feet with and without equipment extensions of the hands and feet • Demonstrate age appropriate tossing and catching skills while using different pieces of equipment • Demonstrate the ability to consistently strike moving objects with the hand or different types of equipment • Demonstrate the ability to control a moving object with the feet: trapping, pushing or kicking 	<p>10.3.3.D. 10.4.3.D. 10.5.3.A. 10.5.3.C . 10.5.3.E. 10.5.3.F.</p>

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Essential Content/ Essential Questions	Performance Objectives	Standards/Anchors
<p>5. How many ways can you use different types of equipment in class activities and simple games?</p>	<ul style="list-style-type: none"> • Demonstrate progress toward the mastery of basic movement patterns and skills in activities designated by the teacher. • Demonstrate the use of eye hand coordination skills while working with equipment in traditional and non - traditional ways • Demonstrate the ability to balance an object on different parts of the body while participating in teacher designed and free exploration activities • Demonstrate the ability to combine manipulating objects with the use of different non-locomotor and locomotor movement of the body 	<p>10.3.3.D. 10.4.3.D. 10.5.3.A. 10.5.3.C . 10.5.3.E. 10.5.3.F.</p>

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Time Line: Skills are used frequently throughout the year

Essential Content/ Essential Questions	Performance Objectives	Standards/Anchors
<p>6. How can working with a partner or in a small group help you improve your ability to manipulate equipment in a variety of class activities and simple games?</p>	<ul style="list-style-type: none"> • Demonstrate cooperative learning skills when working with others to practice tossing, passing, and catching an object while it is moved from person to person • Begin to use general observation of peer skill performance and share simple feedback to demonstrate understanding of skill components • Demonstrate the ability to use the combination of locomotor and non-locomotor skills in relays, skill drills, and/or simple games that require the use of equipment 	<p>10.3.3.D. 10.4.3.D. 10.4.3.E. 10.4.3.F. 10.5.3.A. 10.5.3.C . 10.5.3.E. 10.5.3.F.</p>
<p>7. Can you work individually, with a partner, or in a small group to use creativity and explore unusual ways to manipulate objects and equipment?</p>	<ul style="list-style-type: none"> • Participate in activities designed to manipulate and use different types of equipment in non-traditional ways, and then share the creations with others • Enjoy the challenge of experimenting with and exploring original ideas to create unusual ways to manipulate objects and equipment 	<p>10.4.3.D. 10.4.3.F. 10.5.3.A.</p>

**Hamburg Area School District
Course Plan
Elementary Physical Education Curriculum**

Course Name: Physical Education – 2nd Grade

Unit: Motor Skill and Body Control Activities

Time Line: Activities are used frequently throughout the year

Essential Content/ Essential Questions	Performance Objectives	Standards/Anchors
<p>1. What types of activities help you improve your body control when performing simple exercises or physical stunts?</p>	<ul style="list-style-type: none"> • Participate in warm up exercises designed to prepare specific muscle groups for physical activity • Use exercises and skill drills to increase muscular strength • Practice a variety of static positions and movements that require the use of balancing skills • Participate in activities designed to transfer weight from one body part to another in order to develop large muscle strength and control • Participate in activities that combine the use of time, force and flow while focusing on body control at the same time 	<p>10.3.3.D. 10.4.3.E. 10.5.3.A. 10.5.3.C. 10.5.3.E.</p>

**Hamburg Area School District
Course Plan
Elementary Physical Education Curriculum**

Course Name: Physical Education – 2nd Grade

Unit: Motor Skill and Body Control Activities

Time Line: Activities are used frequently throughout the year

Essential Content/ Essential Questions	Performance Objectives	Standards/Anchors
<p>2. What is the agility, and how are agility skills used for successful participation in different physical activities?</p>	<ul style="list-style-type: none"> • Participate in different skill drills that focus on the student being able to quickly run and switch directions and maintain control of the body without falling • Participate in games that use chasing, fleeing, and dodging skills • Be actively involved in games that require the participants to frequently stop and start movement as well as changing the direction of their movements 	<p>10.3.3.D. 10.4.3.A. 10.4.3.B. 10.4.3.D. 10.5.3.A. 10.5.3.F.</p>

**Hamburg Area School District
Course Plan
Elementary Physical Education Curriculum**

Course Name: Physical Education – 2nd Grade

Unit: Motor Skill and Body Control Activities

Time Line: Activities are used frequently throughout the year

Essential Content/ Essential Questions	Performance Objectives	Standards/Anchors
<p>3. Can you control your body when using jumping and landing skills?</p>	<ul style="list-style-type: none"> • Perform simple jumping patterns that combine the use of vertical or horizontal movement in open space or in relationship to equipment placed in the movement pathway • Perform combinations of locomotor skills with explosive jumps for pre-sport sequences of movement patterns (i.e. run and jump to block an object flying through the air) • Be able to turn or change one’s body position while traveling through the air 	<p>10.3.3.D. 10.4.3.A. 10.4.3.B. 10.4.3.C. 10.5.3.A. 10.5.3.C.</p>

**Hamburg Area School District
Course Plan
Elementary Physical Education Curriculum**

Course Name: Physical Education – 2nd Grade

Unit: Motor Skill and Body Control Activities

Time Line: Activities are used frequently throughout the year

Essential Content/ Essential Questions	Performance Objectives	Standards/Anchors
<p>4. How are combinations of different types of physical skills applied to the performance of movement patterns and sequences?</p>	<ul style="list-style-type: none"> • Participate in activities designed specifically to develop body control through strength building and balance exercises (i.e. yoga) • Work individually or in a small group to explore movements and create one's own patterns and sequences • Use obstacle courses, relays, and skill drills to provide opportunities to combine a variety of skills into physical challenges 	<p>10.3.3.D. 10.4.3.A. 10.4.3.E. 10.5.3.A.</p>
<p>5. How can fine muscle skills be used in combination with large muscle physical activity in the gymnasium?</p>	<ul style="list-style-type: none"> • Combine picking up or propelling small objects as part of movement sequences and patterns and physical challenges • Improve hand, wrist and forearm strength and coordination when using different types of grips and swinging motions while holding a piece of equipment (i.e. racket skills) 	<p>10.4.3.E. 10.5.3.A. 10.5.3.C.</p>

**Hamburg Area School District
Course Plan
Elementary Physical Education Curriculum**

Course Name: Physical Education – 2nd Grade

Unit: Adventure Education

Time Line: Content is used frequently throughout the year

Essential Content/ Essential Questions	Performance Objectives	Standards/Anchors
<p>1. How can the students share ownership in the learning environment of the gymnasium?</p>	<ul style="list-style-type: none"> • Discuss and identify behavior guidelines that contribute to an emotionally and physically safe learning environment • Discuss and identify the positive and negative effects of personal behavior patterns 	<p>10.3.3.C. 10.3.3.D. 10.4.3.F. 10.5.3.B.</p>
<p>2. What is the importance of having opportunities to become acquainted through participation in ice breaker activities and other cooperative activities?</p>	<ul style="list-style-type: none"> • Students are given the opportunity to become acquainted; learn each other's names , learn about common likes and dislikes • Actively participate in activities designed to establish a positive learning environment where the students feel positive connections to each other 	<p>10.3.3.C. 10.3.3.D. 10.4.3.F. 10.5.3.B.</p>

**Hamburg Area School District
Course Plan
Elementary Physical Education Curriculum**

Course Name: Physical Education – 2nd Grade

Unit: Adventure Education

Time Line: Content is used frequently throughout the year

Essential Content/ Essential Questions	Performance Objectives	Standards/Anchors
<p>3. Why is it important to use listening skills and follow the appropriate directions?</p>	<ul style="list-style-type: none"> • Recognize and use safety skills in order to maintain personal and group safety in all situations • Understand that instructions help to guide fair and proper participation in activities • Work in cooperation with other individuals to establish mutual understanding to complete tasks 	<p>10.3.3.D. 10.4.3.E. 10.4.3.F.</p>
<p>4. How can participation in special physical activities heighten a person's sensory awareness, and appreciation for one's senses?</p>	<ul style="list-style-type: none"> • Participate in blind folded activities to increase awareness and appreciation for one's ability to see • Gain an understanding that each sense and ability serves a special purpose and learn how to make physical adjustments when one of those abilities has been removed 	<p>10.3.3.D. 10.4.3.D. 10.4.3.F.</p>

**Hamburg Area School District
Course Plan
Elementary Physical Education Curriculum**

Course Name: Physical Education – 2nd Grade

Unit: Adventure Education

Time Line: Content is used frequently throughout the year

Essential Content/ Essential Questions	Performance Objectives	Standards/Anchors
<p>5. What important skills can be learned through cooperation activities?</p>	<ul style="list-style-type: none"> • Demonstrate the ability to work cooperatively with others using appropriate social, communication, and interpersonal skills • Develop an understanding that group success is affected by the positive and negative interactions of the group members • Accept and appreciate individual differences • Use previously learned skills to successfully meet the challenges presented 	<p>10.3.3.D. 10.5.3.A. 10.4.3.A. 10.5.3.E. 10.4.3.B. 10.5.3.F. 10.4.3.D. 10.4.3.E 10.4.3.F. 10.4.3.F.</p>
<p>6. What do children need to do in order to participate in problem solving activities?</p>	<ul style="list-style-type: none"> • Participate in simple challenge activities that require the use of decision making skills: gain the information needed to solve the problem, formulate different possible solutions, explore the solutions, and make some decisions about what to do, and actually complete the physical activity 	<p>10.4.3.B. 10.4.3.D. 10.4.3.E. 10.4.3.F. 10.5.3.A 10.5.3.F.</p>

**Hamburg Area School District
Course Plan
Elementary Physical Education Curriculum**

Course Name: Physical Education – 2nd Grade

Unit: Adventure Education

Time Line: Content is used frequently throughout the year

Essential Content/ Essential Questions	Performance Objectives	Standards/Anchors
<p>7. What types of activities can be used to improve skill performance?</p>	<ul style="list-style-type: none"> • Participate in obstacle courses requiring the use of previously learned skills • Demonstrate the ability to meet physical challenges; individually, with a partner , or in small groups • Participate in small group games designed to enhance following directions and cooperation skills 	<p>10.4.3.A. 10.4.3.E. 10.4.3.F. 10.5.3.A. 10.5.3.D. 10.5.3.F.</p>