

# GRADE 2-HEALTH AND PHYSICAL EDUCATION

## PLANNED COURSE CURRICULUM GUIDE

### I. COURSE DESCRIPTION AND INTENT:

### II. INSTRUCTIONAL TIME:

Class Periods:

Length of Class Periods (minutes):

Length of Course:

Unit of Credit:

Course Weight:

**A GREAT PLACE TO LEARN!**



***PINE GROVE AREA SCHOOL DISTRICT***  
PINE GROVE, PENNSYLVANIA

**PINE GROVE AREA SCHOOL DISTRICT**  
Pine Grove, Pennsylvania 17963

**PLANNED COURSE ADAPTATIONS/MODIFICATIONS**  
**Introduction**

The instructional adaptations that follow are provided as suggestions to be implemented with all students, particularly with those in need of special education services including the gifted. This listing is in no way intended to be exhaustive. Rather, it is reflective of some major considerations in the area of curriculum adaptations/modifications.

These instructional adaptations will work with any student, but are especially beneficial to those in need of learning support. Some may argue that these modifications are simply *good teaching*. Indeed, modifications of this type do represent good teaching. These principles of good teaching become instructional modifications whenever: (1) certain students in a particular class require such modifications *above and beyond* what is typically required by *most* students in that class and (2) without these modifications, these same students would not succeed.

## PREFACE

Users and information seekers should familiarize themselves with the purpose and terminology of this **Planned Course Curriculum Guide (PCCG)**. We suggest that you first read the following:

- **PCCG PURPOSE AND INTENT**
- **PCCG DEFINITIONS**

The PCCG specifies the unit lesson outcome, essential content, standards, activities, resources, and evaluation of student performance. This sector provides the means to initiate the learning activities to attain the program goal as identified in the course description and intent.

The standards and outcomes are minimal expectations; further embellishment of the course is discretionary with the instructor depending upon the capability of the students.

This PCCG is designed as an ACTIVE document capable of technological modification as required.

The instructional delivery of this curriculum is quality controlled through the lesson plan development of the teacher.

**Lawrence J. Mussoline, Jr., Ph.D.**  
**Superintendent of Schools**

# **PLANNED COURSE CURRICULUM GUIDE (PCCG) PURPOSE AND INTENT**

## **The Planned Course Curriculum Guide (PCCG) is a multi-purpose document:**

- All staff, particularly new teachers, can understand instructional expectations through the WRITTEN curriculum
- A continuing district-wide instructional process and scope and sequence of subject matter are enhanced. The WRITTEN curriculum is delivered through the TAUGHT curriculum (instructional content and learning activities) and is evaluated through the TESTED curriculum (expected levels of student achievement - learning outcomes)
- Priority student-centered outcomes are identified and attained through suggested learning activities and content designed to help insure a balanced and comprehensive basic curriculum
- Essential content and course standards provide an efficient basis for selecting appropriate instructional materials and resources
- Staff development areas for curriculum improvement are provided
- The PCCG conforms with current Pennsylvania Department of Education curriculum regulations and serves the dual feature of providing both an administrative document and an instructional guide
- Content and subject format remain flexible and adaptable to modification - an "active" document
- Special Pennsylvania Department of Education (PDE) legislation is identified
- Parents and students are provided with an overview of the instructional program and each course in particular

## PLANNED COURSE CURRICULUM GUIDE (PCCG) DEFINITIONS

- **Course Description and Intent**: a brief overview of the course and program goals
- **Instructional Time**: frequency of class meetings and time/appropriate credit at the secondary level
- **Special Notes**: emphatic features or highlights and identification of Department of Education mandates found in the course
- **Unit Lesson Outcome**: describes the knowledge, skills, attitudes, student performance behaviors and areas of study that have been identified as appropriate to help the student attain the rigorous standards of a quality education
- **Teaching-Learning Activities**: suggested activities designed to help all students achieve the learning outcomes and standards
- **Standards**: statements establishing the minimal knowledge, skills, performance behaviors, and essential learning (content) a student must attain. A standard defines what students should know and be able to do
- **Expected Levels of Achievement (Learning Outcomes)**: what students will be expected to do as a result of the application of teaching-learning activities and content
- **Evaluation Criteria (Actual Level of Attainment)**: student performance level achieved and measured through specified evaluation criteria

## LEARNING STANDARDS AND CONTENT ACTIVITIES

*Statement of student learning expectations achieved through suggested teaching-learning activities and selected content to help reach standards and graduation requirements.*

### Academic Content Standard # 10.4.2 Physical Activity

<b>ESSENTIAL CONTENT PERFORMANCE STANDARD</b>	<b>CONTENT &amp; INSTRUCTIONAL ACTIVITIES/STRATEGIES WITH CORRECTIVES AND EXTENSIONS</b> <i>(individually created teaching activities may be used to achieve the standards; however, listed below are activities which may be helpful) ©</i>	<b>ACTUAL LEVEL OF ATTAINMENT (EVALUATION CRITERIA) ASSESSMENT</b>	<b>RESOURCES AND MATERIALS</b>
<p><b>STANDARD</b></p> <p>D. Identify likes and dislikes related to participation in physical activities.</p> <p>E. Identify reasons why regular participation in physical activities improves motor skills.</p> <p>F. Recognize positive and negative interactions of small group activities.</p>	<ul style="list-style-type: none"> <li>• Treats others with respect during play</li> <li>• Recognizes the physiological indicators that accompany moderate to vigorous activity</li> <li>• Applies rules procedures and safe practices requiring little or no adult or peer reinforcements</li> <li>• Roles (e.g., leader, follower)</li> <li>• Cooperation/sharing</li> <li>• On task participation</li> </ul>	<ul style="list-style-type: none"> <li>• Observations</li> <li>• Demonstrations</li> <li>• Skill practices</li> <li>• Skill tests</li> </ul>	<ul style="list-style-type: none"> <li>• Equipment</li> <li>• Activity books</li> <li>• Rule books</li> </ul>

## LEARNING STANDARDS AND CONTENT ACTIVITIES

*Statement of student learning expectations achieved through suggested teaching-learning activities and selected content to help reach standards and graduation requirements.*

### Academic Content Standard # 10.5.2 Concepts, Principles and Strategies of Movement

ESSENTIAL CONTENT PERFORMANCE STANDARD	CONTENT & INSTRUCTIONAL ACTIVITIES/STRATEGIES WITH CORRECTIVES AND EXTENSIONS <i>(individually created teaching activities may be used to achieve the standards; however, listed below are activities which may be helpful) ©</i>	ACTUAL LEVEL OF ATTAINMENT (EVALUATION CRITERIA) ASSESSMENT	RESOURCES AND MATERIALS
<p><b>STANDARD</b></p> <p>A. Recognize and use basic movement skills and concepts.</p>	<ul style="list-style-type: none"> <li>• Demonstrates smooth transitions using Locomotor skills (run, walk, skip, slide, and leap) in movement sequences</li> <li>• Locomotor movements (e.g., run, leap, hop)</li> <li>• Non-locomotor movements (e.g., bend, stretch, twist)</li> <li>• Manipulative movements (e.g., throw, catch, kick)</li> <li>• Relationships (e.g., over, under, beside)</li> <li>• Combination movements (e.g., locomotor, non-locomotor, manipulative)</li> <li>• Space awareness (e.g., self-space, levels, pathways, directions)</li> <li>• Effort (e.g., speed, force)</li> </ul>	<ul style="list-style-type: none"> <li>• Observations</li> <li>• Demonstrations</li> <li>• Skill practices</li> <li>• Skill tests</li> </ul>	<ul style="list-style-type: none"> <li>• Equipment</li> <li>• Activity books</li> <li>• Rule books</li> </ul>

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### Academic Content Standard # 10.5.2 Concepts, Principles and Strategies of Movement

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<p><b>STANDARD</b></p> <p>B. Recognize and describe the concepts of motor skill development using appropriate vocabulary</p> <p>C. Know the function of practice.</p> <p>D. Identify and use principles of exercise to improve movement and fitness activities.</p>	<ul style="list-style-type: none"> <li>• Kicks stationary and rolling balls with a good force.</li> <li>• Form</li> <li>• Development differences</li> <li>• Critical elements</li> <li>• Feedback</li> <li>• Demonstrates and overhand throw with good force</li> <li>• Demonstrates a variety of ways to establish a base of support while maintaining balance</li> <li>• Uses feedback to improve performance</li> <li>• Frequency how often to exercise</li> <li>• Intensity how hard to exercise</li> <li>• Time/how long to exercise</li> <li>• Type what kind of exercise</li> </ul>	<ul style="list-style-type: none"> <li>• Observations</li> <li>• Demonstrations</li> <li>• Skill practices</li> <li>• Skill tests</li> </ul>	<ul style="list-style-type: none"> <li>• Equipment</li> <li>• Activity books</li> <li>• Rule books</li> </ul>

## LEARNING STANDARDS AND CONTENT ACTIVITIES

*Statement of student learning expectations achieved through suggested teaching-learning activities and selected content to help reach standards and graduation requirements.*

### Academic Content Standard # 10.5.2 Concepts, Principles and Strategies of Movement

ESSENTIAL CONTENT PERFORMANCE STANDARD	CONTENT & INSTRUCTIONAL ACTIVITIES/STRATEGIES WITH CORRECTIVES AND EXTENSIONS <i>(individually created teaching activities may be used to achieve the standards; however, listed below are activities which may be helpful) ©</i>	ACTUAL LEVEL OF ATTAINMENT (EVALUATION CRITERIA) ASSESSMENT	RESOURCES AND MATERIALS
<p><b>STANDARD</b></p> <p>E. Know and describe scientific principles that affect movement and skills using appropriate vocabulary</p> <p>F. Recognize and describe game strategies using appropriate vocabulary.</p>	<ul style="list-style-type: none"> <li>• Uses feedback to improve performances</li> <li>• Gravity</li> <li>• Force production/absorption</li> <li>• Balance</li> <li>• Rotation</li> <li>• Applies rules, procedures and safe practices requiring little or no adult or peer reinforcement</li> <li>• Faking/dodging</li> <li>• Passing/receiving</li> <li>• Moving to be open</li> <li>• ]defending space</li> <li>• following rules of play</li> </ul>	<ul style="list-style-type: none"> <li>• Observations</li> <li>• Demonstrations</li> <li>• Skill practices</li> <li>• Skill tests</li> </ul>	<ul style="list-style-type: none"> <li>• Equipment</li> <li>• Activity books</li> <li>• Rule books</li> </ul>

## LEARNING STANDARDS AND CONTENT ACTIVITIES

*Statement of student learning expectations achieved through suggested teaching-learning activities and selected content to help reach standards and graduation requirements.*

### Academic Content Standard # 10.4.2 Physical Activity

<b>ESSENTIAL CONTENT PERFORMANCE STANDARD</b>	<b>CONTENT &amp; INSTRUCTIONAL ACTIVITIES/STRATEGIES WITH CORRECTIVES AND EXTENSIONS</b> <i>(individually created teaching activities may be used to achieve the standards; however, listed below are activities which may be helpful) ©</i>	<b>ACTUAL LEVEL OF ATTAINMENT (EVALUATION CRITERIA) ASSESSMENT</b>	<b>RESOURCES AND MATERIALS</b>
<b>STANDARD</b>  A. Identify and engage in physical activities that promote physical fitness and health.  B. Know the positive and negative effects of regular participation in moderate to vigorous physical activities.  C. Know and recognize changes in body responses during moderate to vigorous physical activity.	<ul style="list-style-type: none"> <li>• Understand that physical activity produces feeling of pleasure</li> <li>• Knows the difference between healthy and contraindicated stretches and exercises</li> <li>• Understands the importance of drinking water during vigorous physical activity</li> <li>• Heart rate</li> <li>• Breathing rate</li> </ul>	<ul style="list-style-type: none"> <li>• Observations</li> <li>• Demonstrations</li> <li>• Skill practices</li> <li>• Skill tests</li> </ul>	<ul style="list-style-type: none"> <li>• Equipment</li> <li>• Activity books</li> <li>• Rule books</li> </ul>

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### Academic Content Standard # 10.1 Concepts of Health

<b>ESSENTIAL CONTENT PERFORMANCE STANDARD</b>	<b>CONTENT &amp; INSTRUCTIONAL ACTIVITIES/STRATEGIES WITH CORRECTIVES AND EXTENSIONS</b> <i>(individually created teaching activities may be used to achieve the standards; however, listed below are activities which may be helpful) ©</i>	<b>ACTUAL LEVEL OF ATTAINMENT (EVALUATION CRITERIA) ASSESSMENT</b>	<b>RESOURCES AND MATERIALS</b>
<p><b>STANDARD</b></p> <p>A. Identify and describe the stages of growth and development.</p> <p>C. Explain the role of the food guide pyramid in helping people eat a healthy diet food groups</p>	<p>A. Discuss different stages of life (infancy, childhood, adolescence, adulthood, late adulthood)</p> <p>C. To understand a variety of foods are necessary to maintain a healthy lifestyle (number of servings, nutrients)</p>	<ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Performance assessment</li> <li>• Quizzes</li> </ul>	<ul style="list-style-type: none"> <li>• Community speakers</li> <li>• Visuals</li> <li>• Videos</li> <li>• Books</li> <li>• Art projects</li> <li>• Charts</li> </ul>

## LEARNING STANDARDS AND CONTENT ACTIVITIES

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### Academic Content Standard # 10.2 Healthful Living

<b>ESSENTIAL CONTENT PERFORMANCE STANDARD</b>	<b>CONTENT &amp; INSTRUCTIONAL ACTIVITIES/STRATEGIES WITH CORRECTIVES AND EXTENSIONS</b> <i>(individually created teaching activities may be used to achieve the standards; however, listed below are activities which may be helpful) ©</i>	<b>ACTUAL LEVEL OF ATTAINMENT (EVALUATION CRITERIA) ASSESSMENT</b>	<b>RESOURCES AND MATERIALS</b>
<b>STANDARD</b>  B. Identify health-related information.	<ul style="list-style-type: none"> <li>• Recognize the dangerous products by the signs and symbols listed on the products.</li> <li>• Recognize health related terminology</li> <li>• Recognize health professionals (ambulance emergency service0 and health related products.</li> </ul>	<ul style="list-style-type: none"> <li>• Observations</li> <li>• Demonstrations</li> <li>• Skill practices</li> <li>• Skill tests</li> </ul>	<ul style="list-style-type: none"> <li>• Equipment</li> <li>• Activity books</li> <li>• Rule books</li> </ul>

## LEARNING STANDARDS AND CONTENT ACTIVITIES

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### Academic Content Standard # 10.3 Safety and Injury Prevention

ESSENTIAL CONTENT PERFORMANCE STANDARD	CONTENT & INSTRUCTIONAL ACTIVITIES/STRATEGIES WITH CORRECTIVES AND EXTENSIONS <i>(individually created teaching activities may be used to achieve the standards; however, listed below are activities which may be helpful) ©</i>	ACTUAL LEVEL OF ATTAINMENT (EVALUATION CRITERIA) ASSESSMENT	RESOURCES AND MATERIALS
<p><b>STANDARD</b></p> <p>A. Recognize safe/ unsafe practices in the home, school and community.</p> <p>B. Recognize emergency situations and explain appropriate responses.</p> <p>C. Recognize conflict situations and identify strategies to avoid or resolve.</p>	<p>A. Demonstrate appropriate safety responses (fire, electric, animals)</p> <p>A. Demonstrate safety practices related to modes of transportation (pedestrian, bicycle, vehicular)</p> <p>A. Practice safety out door, recognize healthy relationships</p> <p>B. Discuss appropriate emergency procedures (staying calm, calling for help, getting assistance protecting self)</p> <p>C. Role playing strategies when involved in a conflict situation. (walk away, I statements, refusal skills, get help from adults)</p>	<ul style="list-style-type: none"> <li>• Observations</li> <li>• Demonstrations</li> <li>• Skill practices</li> <li>• Skill tests</li> </ul>	<ul style="list-style-type: none"> <li>• Equipment</li> <li>• Activity books</li> <li>• Rule books</li> </ul>