

Physical Education - Grade 2

(1) In Physical Education, students acquire the knowledge and skills for movement that provide the foundation for enjoyment, continued social development through physical activity, and access to a physically-active lifestyle. The student exhibits a physically-active lifestyle and understands the relationship between physical activity and health throughout the lifespan.

(2) Second grade students learn to demonstrate key elements of fundamental movement skills and mature form in locomotive skills. Students learn to describe the function of the heart, lungs, and bones as they relate to movement. Students are introduced to basic concepts of health promotion such as the relationship between a physically-active lifestyle and the health of the heart. Students learn to work in a group and demonstrate the basic elements of socially responsible conflict resolution.

(2.1) Movement. The student demonstrates competency in fundamental movement patterns and proficiency in a few specialized movement forms. The student is expected to:

(A) travel independently in a large group while safely and quickly changing speed and direction;

(B) demonstrate skills of chasing, fleeing, and dodging to avoid or catch others;

(C) combine shapes, levels, and pathways into simple sequences;

(D) demonstrate mature form in walking, hopping, and skipping;

(E) demonstrate balance in symmetrical and non-symmetrical shapes from different basis of support;

(F) demonstrate a variety of relationships in dynamic movement situations such as under, over, behind, next to, through, right, left, up, or down;

(G) demonstrate simple stunts that exhibit personal agility such as jumping-one and two foot takeoffs and landing with good control;

(H) demonstrate smooth transition from one body part to the next in rolling activities such as side roll, log roll, balance/curl, and roll/balance in a new position;

(I) demonstrate control weight transfers such as feet to hands with controlled landing and feet to back;

(J) demonstrate the ability to mirror a partner;

(K) walk in time to a 4/4 underlying beat;

(L) perform rhythmical sequences such as simple folk, creative, and ribbon routines;

(M) jump a self-turned rope repeatedly; and

(N) demonstrate on cue key elements of hand dribble, foot dribble, kick and strike such as striking balloon or ball with hand.

(2.2) Movement. The student applies movement concepts and principles to the learning and development of motor skills. The student is expected to:

(A) recognize that attention to the feeling of movement is important in motor skill development; and

(B) identify similar movement concepts and terms in a variety of skills such as straddle position, ready position, and bending knees to absorb force.

(2.3) Physical activity and health. The student exhibits a health enhancing, physically-active lifestyle that improves health and provides opportunities for enjoyment and challenge. The student is expected to:

(A) describe and select physical activities that provide opportunities for enjoyment and challenge;

(B) participate in moderate to vigorous physical activities on a daily basis that cause increased heart rate, breathing rate, and perspiration;

(C) participate in appropriate exercises for flexibility in shoulders, legs, and trunk; and

(D) lift and support his/her weight in selected activities that develop muscular strength and endurance of the arms, shoulders, abdomen, back, and legs such as hanging, hopping, and jumping.

(2.4) Physical activity and health. The student knows the benefits from involvement in daily physical activity and factors that affect physical performance. The student is expected to:

(A) identify how regular physical activity strengthens the heart, lungs, and muscular system;

(C) identify foods that enhance a healthy heart;

(D) explain the need for foods as a source of nutrients that provide energy for physical activity;

(E) describe the negative effects of smoking on the lungs and the ability to exercise; and

(F) describe the need for rest and sleep in caring for the body.

(2.5) Physical activity and health. The student knows and applies safety practices associated with physical activities. The student is expected to:

(A) use equipment and space safely and properly;

(B) select and use appropriate protective equipment in preventing injuries such as helmets, elbow/knee pads, wrist guards, proper shoes, and clothing;

(C) list the effects the sun has on the body and describe protective measures such as sunscreen, hat, and long sleeves;

(E) identify safe cycling and road practices; and

(F) describe appropriate reactions to emergency situations common to physical activity settings such as universal safety precautions and dialing 911.

(2.6) Social development. The student understands basic components such as strategies and rules of structured physical activities including, but not limited to, games, sports, dance, and gymnastics. The student is expected to:

(A) identify goals to be accomplished during simple games such as not getting tagged; and

(B) identify strategies in simple games and activities such as dodging to avoid being tagged.

(2.7) Social development. The student develops positive self-management and social skills needed to work independently and with others in physical activity settings. The student is expected to:

(A) display good sportsmanship; and

(B) treat others with respect during play.