

GRADE 2

Strand 1: Students will achieve a level of competency in motor skills and movement patterns.

Skill development includes various locomotor and non-locomotor skills. Locomotor skills, which include walking, hopping, galloping, running, sliding, skipping, leaping, and jumping are the foundation of movement. Non-locomotor skills using balance and weight transfer include curling, stretching, twisting, and bending. Competency progresses into manipulative skills such as catching, rope jumping, underhand, and overhand throwing, dribbling, passing and receiving a ball with hands or feet.

- **Standard 2.1.1** Skip, demonstrating a well-developed pattern.
- **Standard 2.1.2** Run, using a well-developed pattern while differentiating between jogging and running.
- **Standard 2.1.3** Demonstrate four of the five critical elements for jumping and landing in a horizontal and vertical plane, using a variety of one-and two-foot take-offs and landings.
- **Standard 2.1.4** Perform a teacher/student-designed dance/rhythmic activity with correct response to simple rhythms.
- **Standard 2.1.5** Differentiate twisting, curling, bending and stretching actions.
- **Standard 2.1.6** Balance using various levels and body shapes, with and without moving.
- **Standard 2.1.7** Roll in different directions with a narrow or curled body shape.
- **Standard 2.1.8** Catch a self-tossed or well-thrown large ball with hands, not trapping or cradling it against the body.
- **Standard 2.1.9** Toss underhand, demonstrating three of the five critical elements of a well-developed pattern.
- **Standard 2.1.10** Throw overhand, demonstrating two of the five critical elements of a well-developed pattern.
- **Standard 2.1.11** Dribble with preferred hand in personal and general space while walking, demonstrating a well-developed pattern.
- **Standard 2.1.12** Dribble with feet in general space with control of ball and body.

- **Standard 2.1.13** By means of a continuous running approach, kick a moving ball, using a well-developed kicking pattern.
- **Standard 2.1.14** Volley a lightweight object upward with consecutive hits.
- **Standard 2.1.15** While using a short-handled implement, strike an object upward with consecutive hits.
- **Standard 2.1.16** Strike a ball off a tee or cone with a long-handled implement.
- **Standard 2.1.17** Jump a self-turned rope consecutively forward and backward, using a well-developed pattern.
- **Standard 2.1.18** Jump a long rope five consecutive times with skilled student turners.

Strand 2: Students will apply knowledge to attain efficient movement and performance.

Students will use space, pathways, shapes, levels, speed, direction, force and strategy for effective movement in an activity setting.

- **Standard 2.2.1** Combine locomotor skills in general space.
- **Standard 2.2.2** Combine dance movement using shapes, levels and pathways with variations on time and force.
- **Standard 2.2.3** Use time and force to gradually increase and decrease movement through space.

Strand 3: Students will understand the components necessary to maintain a healthy level of fitness to support physical activity.

Students will understand how applied knowledge of physical activity and nutrition can result in overall wellness.

- **Standard 2.3.1** Identify physical activity outside of physical education class that contributes to fitness (e.g., before and after school, in the regular classroom, at home, with friends and family).
- **Standard 2.3.2** Participate in physical activity in response to instruction and practice.
- **Standard 2.3.3** Recognize the need for a proper balance of good nutrition and physical activity.
- **Standard 2.3.4** Describe how proper hydration is important when participating in physical activity.

Strand 4: Students will develop cooperative skills and positive personal behavior through communication and respect for self and others.

Students exhibit personal responsibility in a group setting by working well with others, accepting feedback, and understanding how rules and etiquette contribute to a safe and enjoyable environment.

- **Standard 2.4.1** Accept personal responsibility for class protocol and demonstrate appropriate behavior and performance in class activities with minimal teacher prompting.
- **Standard 2.4.2** Work collaboratively in pairs and small groups.
- **Standard 2.4.3** Demonstrate safe and respectful behavior toward classmates and equipment during physical activity.

Strand 5: Students will appraise the personal value of physical activity as a tool for wellness, challenges, and interacting with appropriate social skills with friends and family.

Students will identify activities that bring satisfaction and pleasure through participation and reflect how physical activity promotes a lifetime of wellness.

- **Standard 2.5.1** Recognize the value of a healthy balance between nutrition and physical activity.
- **Standard 2.5.2** Identify physical activities that build confidence and challenge.
- **Standard 2.5.3** Identify physical activities that provide self-expression.
- **Standard 2.5.4** Discuss how working together can result in a positive outcome.