

# Grade 2

Adopted 2005

**Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.**

## **Movement Concepts**

- 1.1 Move to open spaces within boundaries while traveling at increasing rates of speed.
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## **Body Management**

- 1.2 Transfer weight from feet to hands and from hands to feet, landing with control.
  - 1.3 Demonstrate balance on the ground and on objects, using bases of support other than both feet.
  - 1.4 Create a routine that includes two types of body rolls (e.g., log roll, egg roll, shoulder roll, forward roll) and a stationary balance position after each roll.
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## **Locomotor Movement**

- 1.5 Jump for distance, landing on both feet and bending the hips, knees, and ankles to reduce the impact force.
  - 1.6 Skip and leap, using proper form.
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## **Manipulative Skills**

- 1.7 Roll a ball for distance, using proper form.
- 1.8 Throw a ball for distance, using proper form.
- 1.9 Catch a gently thrown ball above the waist, reducing the impact force.
- 1.10 Catch a gently thrown ball below the waist, reducing the impact force.
- 1.11 Kick a slowly rolling ball.
- 1.12 Strike a balloon consistently in an upward or forward motion, using a short-handled paddle.
- 1.13 Strike a ball with a bat from a tee or cone, using correct grip and side orientation.
- 1.14 Hand-dribble, with control, a ball for a sustained period.
- 1.5 Foot-dribble, with control, a ball along the ground.
- 1.16 Jump a rope turned repeatedly

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**Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities.**

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### **Rhythmic Skills**

- 1.17 Demonstrate a smooth transition between even-beat locomotor skills and uneven-beat locomotor skills in response to music or an external beat.
  - 1.18 Perform rhythmic sequences related to simple folk dance or ribbon routines.
  - 1.19 Perform with a partner rhythmic sequences related to simple folk dance or ribbon routines.
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### **Movement Concepts**

- 2.1 Define open space.
  - 2.2 Explain how to reduce the impact force of an oncoming object.
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### **Body Management**

- 2.3 Explain the importance of a wide rather than a narrow base of support in balance activities.
  - 2.4 Explain why one hand or foot is often preferred when practicing movement skills.
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### **Locomotor Movement**

- 2.5 Compare and contrast locomotor movements conducted to even and uneven beats.
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### **Manipulative Skills**

- 2.6 Identify opportunities to use underhand and overhand movement (throw) patterns.
  - 2.7 Identify different opportunities to use striking skills.
  - 2.8 Compare the changes in force applied to a ball and the ball speed when rolling a ball for various distances.
  - 2.9 Explain key elements of throwing for distance.
  - 2.10 Identify the roles of body parts not directly involved in catching objects.
  - 2.11 Identify when to begin the kicking motion when kicking a slowly rolling ball.
  - 2.12 Identify the different points of contact when striking a balloon upward and striking a balloon forward.
  - 2.13 Explain the purpose of using a side orientation when striking a ball from a batting tee.
  - 2.14 Differentiate the effects of varying arm and hand speeds when hand-dribbling a ball.
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**Students assess and maintain a level of physical fitness to improve health and performance.**

### **Fitness Concepts**

- 3.1 Participate in enjoyable and challenging physical activities for increasing periods of time.

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**Aerobic Capacity**

- 3.2 Participate three to four times each week, for increasing periods of time, in moderate to vigorous physical activities that increase breathing and heart rate.
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**Muscular Strength/Endurance**

- 3.3 Perform abdominal curl-ups, modified push-ups, oblique curl-ups, forward and side lunges, squats, and triceps push-ups from a chair or bench to enhance endurance and increase muscle efficiency.
- 3.4 Traverse the overhead ladder one bar at a time.
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**Flexibility**

- 3.5 Demonstrate the proper form for stretching the hamstrings, quadriceps, shoulders, biceps, and triceps.
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**Body Composition**

- 3.6 Engage in moderate to vigorous physical activity for increasing periods of time.
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**Assessment**

- 3.7 Measure improvements in individual fitness levels.
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**Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.**

**Fitness Concepts**

- 4.1 Explain the fuel requirements of the body during physical activity and inactivity.
- 4.2 Describe the role of moderate to vigorous physical activity in achieving or maintaining good health.
- 4.3 Identify ways to increase time for physical activity outside of school.
- 4.4 Discuss how body temperature and blood volume are maintained during physical activity when an adequate amount of water is consumed.
- 4.5 Explain how the intensity and duration of exercise, as well as nutritional choices, affect fuel use during physical activity.
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**Aerobic Capacity**

- 4.6 Compare and contrast the function of the heart during rest and during physical activity.
- 4.7 Describe the relationship between the heart and lungs during physical activity.
- 4.8 Compare and contrast changes in heart rate before, during, and after physical activity.

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### **Muscular Strength/Endurance**

- 4.9 Describe how muscle strength and muscle endurance enhance motor skill performance.
  - 4.10 Identify muscles being strengthened during the performance of particular physical activities.
  - 4.11 Identify which activities or skills would be accomplished more efficiently with stronger muscles.
  - 4.12 Explain the role that weight-bearing activities play in bone strength.
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### **Flexibility**

- 4.13 Identify the muscles being stretched during the performance of particular physical activities.
  - 4.14 Explain why it is safer to stretch a warm muscle rather than a cold muscle.
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### **Body Composition**

- 4.15 Describe the differences in density and weight between bones, muscles, organs, and fat.
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**Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.**

### **Self-Responsibility**

- 5.1 Participate in a variety of group settings (e.g., partners, small groups, large groups) without interfering with others.
  - 5.2 Accept responsibility for one's own behavior in a group activity
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### **Social Interaction**

- 5.3 Acknowledge one's opponent or partner before, during, and after an activity or game and give positive feedback on the opponent's or partner's performance.
  - 5.4 Encourage others by using verbal and nonverbal communication.
  - 5.5 Demonstrate respect for self, others, and equipment during physical activities.
  - 5.6 Demonstrate how to solve a problem with another person during physical activity.
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### **Group Dynamics**

- 5.7 Participate positively in physical activities that rely on cooperation.