

Grade Two

Students in grade two focus on mature patterns, not on traditional games, while participating in a variety of movement experiences to develop fundamental motor skills and patterns. They vary movement patterns and begin to combine skills in educational game, dance, and gymnastic activities. Students progress in skill development and in understanding key elements of fundamental movement skills, including movement concepts, major muscles and bones, health-related fitness concepts, energy balance concepts, and the benefits of physical activity. Students work cooperatively and responsibly in groups and begin to build skills to meet movement challenges. They participate in physical activities at school and identify opportunities to participate in regular physical activity outside of school.

Motor Skill Development

- 2.1 The student will demonstrate approaching (at least two critical elements) and mature form (all correct critical elements) of locomotor, non-locomotor, and manipulative skills.
 - a) Demonstrate individually and with a partner the mature forms of manipulative skills for underhand throwing, catching underhand tossed or thrown ball, kicking/passing stationary ball to a partner or to a target, foot dribble with control while walking, striking, consecutive upward volleying with hand(s), and stationary hand dribbling.
 - b) Demonstrate a simple educational gymnastic sequence, including balance, roll, transfer of weight from feet to hands, and flight.
 - c) Demonstrate moving to a rhythm by performing basic dance sequences (teacher- or student-led dances).
 - d) Demonstrate mature form for hop, jump, leap, skip, run, jog, gallop, and slide.
 - e) Demonstrate and differentiate between jogging and running.
 - f) Demonstrate manipulative skills using increased force (hard) and decreased force (soft) with control.
 - g) Demonstrate mature form for jumping forward with self-turn rope and jumping with long rope (student turn).
 - h) Demonstrate approaching mature form (at least two critical elements) for overhand throw, dribbling with dominant/preferred hand while walking, kicking moving ball, striking ball/object with short-handled implement upward and forward, striking/batting ball off tee, and jumping backward with self-turn rope.

Anatomical Basis of Movement

- 2.2 The student will identify major musculoskeletal structures and the cardiorespiratory system and explain the importance of spatial awareness while moving.
 - a) Describe the concept of relationships (e.g., over, under, around, in front of, behind, through) in dynamic movement situations.
 - b) Explain the importance of spatial awareness (personal and general space) in static and dynamic movement situations.
 - c) Explain that the brain sends a message to the body to move.
 - d) Identify major muscles, to include quadriceps, biceps, abdominals, and heart.
 - e) Explain that muscles tense to keep the body in a balanced position.
 - f) Identify major bones, to include skull, ribs, and spine.
 - g) Identify the major structures of the cardiorespiratory system (heart and lungs).

Fitness Planning

- 2.3 The student will describe the components of fitness and identify physical activities that promote aerobic capacity, muscular strength, endurance, flexibility, and body composition.

- a) Describe muscular strength as important in lifting /moving heavy objects.
- b) Describe muscular endurance as important in moving throughout the day.
- c) Describe flexibility as important in moving in many directions.
- d) Describe cardiorespiratory endurance as important for maintaining a healthy heart.
- e) Describe body composition as the components that make up a person’s body weight (percentages of fat, bone, water, and muscle in the human body).
- f) Identify one activity to promote each component of fitness (cardiorespiratory endurance, muscular strength, muscular endurance, flexibility, and body composition).
- g) Identify opportunities to participate in regular physical activity outside of school.

Social Development

- 2.4 The student will identify and apply cooperative, respectful, and safe behaviors in physical activity settings.
- a) Identify one activity that is enjoyed and done outside of physical education class.
 - b) Identify one activity that is challenging and one way to improve the activity.
 - c) Demonstrate cooperative skills, to include taking turns and sharing equipment.
 - d) Demonstrate safe participation individually and with others.
 - e) Identify two class safety rules.

Energy Balance

- 2.5 The student will describe the energy intake components of energy balance and physical health and development.
- a) Explain that dairy is important for bone growth.
 - b) Identify examples of healthy snacks.
 - c) Identify different hydration choices.
 - d) Explain that choosing nutritious foods and being physically active are components of being healthy.