



Dublin City Schools
Physical Education: Grade 2
Graded Course of Study
2026

Dublin City Schools
K-12 Physical Education Graded Course of Study

Physical Education K-12 Vision

In Dublin City Schools, we believe that all students can develop into physically literate individuals who have the knowledge, skills, and confidence to enjoy a lifetime of healthful physical activity.

We believe in developing students by:

- Teaching physical activity habits and motor skills.
- Fostering critical thinking and tactical knowledge related to various movement patterns.
- Providing differentiated and inclusive opportunities for all students.
- Promoting physical activity to enhance personal and social skills through movement.
- Providing safe environments that teach students to exhibit responsible personal and social behavior that respects self and others.
- Promoting collaboration and teamwork among students.
- Teaching the benefits of various types of physical activities.

Physical Education provides learning opportunities for students to develop competency in motor skills, apply concepts and strategies related to performance, achieve health-enhancing fitness, and exhibit responsible personal and social behavior while participating in individual and team activities.

Instructional Agreements

- We will design engaging and inclusive environments.
- We will leverage tools and technologies that support student wellness.
- We will motivate through goal setting, choice, challenges, and competition.
- We will help students recognize the value of physical activity for health, enjoyment, and social interaction.
- We will use assessments to measure student growth.

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GRADE 2

Standard 1: Develops a variety of motor skills.

Rationale: Through learning experiences in physical education, the student develops motor skills across a variety of environments. Motor skills are a foundational part of child development and support the movements of everyday life. The development of motor skills contributes to an individual's physical literacy journey.

PERFORMANCE INDICATORS

Benchmark A: Demonstrates locomotor and non-locomotor skills in a variety of ways.
1.2.1. Demonstrates all fundamental locomotor skills (walk, run, slide, gallop, hop, skip, jump, leap) while changing pathway, direction, or speed using critical elements.
1.2.2. Performs jumping both vertically and horizontally, taking off on two feet and landing on two feet using critical elements.
1.2.3. Performs combinations of rolling and balance skills.
1.2.4. Performs combinations of non-locomotor and locomotor skills in a movement pattern.
1.2.5. Performs static and dynamic balance skills as part of a movement pattern.
Benchmark B: Demonstrates developing control of fundamental manipulative skills.
1.2.6. Dribbles a ball with one hand using variations in speed, direction, pathway, and relationship with objects.
1.2.7. Rolls a ball underhand to a stationary target at varying distances.
1.2.8. Catches objects coming from different directions, heights, and speed.

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1.2.9. Performs an overhand throw while stepping in opposition, using a side orientation with variations in distance and force.
1.2.10. Kicks a rolled or moving ball for power using critical elements.
1.2.11. Dribbles a ball with feet using variations in speed, direction, pathway, and relationship with objects.
1.2.12. Strikes a variety of objects with hands to control force and direction.
1.2.13. Strikes an object using a short and long-handled implement (e.g., foam paddle, pickleball paddle, tennis racquet) to control force and direction.
1.2.14. Performs rhythmic dance steps and sequences.
1.2.15. Jumps continuously over a self-turned rope.
1.2.16. Demonstrates safety skills in community activities, including water safety and cycling/wheeled skills.

Standard 2: Applies knowledge related to movement and fitness concepts.

Rationale: Through learning experiences in physical education, students use their knowledge of movement concepts, tactics, and strategies across a variety of environments. This knowledge helps the student become a more versatile and efficient mover. Additionally, the student applies knowledge of health-related and skill-related fitness to enhance their overall well-being. The application of knowledge related to various forms of movement contributes to an individual's physical literacy journey.

PERFORMANCE INDICATORS

Benchmark A: Understands and applies the knowledge of critical elements of fundamental motor skills and the principles of health-related fitness.

2.2.5. Identifies ways to stretch muscles in various parts of the body before and after physical activity.

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2.2.6. Identifies water and cycling/wheeled safety skills and unique risks of each environment.

Benchmark B: Understands and identifies the principles, components, and practices of health-related physical fitness.

2.2.7. Names activities that increase heart rate.

2.2.8. Identifies opportunities for physical activity as it relates to good health.

2.2.9. Identifies physiological changes in the body during physical activity.

2.2.10. Suggests healthy alternatives to unhealthy food and beverage choices related to physical activity.

Standard 3: Develops social skills through movement.

Rationale: Through learning experiences in physical education, students develop the social skills necessary to exhibit empathy and respect for others and foster and maintain relationships. In addition, students develop skills for communication, leadership, cultural awareness, and conflict resolution in a variety of physical activity settings.

PERFORMANCE INDICATORS

Benchmark A: Knows and follows procedures and safe practices.

3.2.1. Describes why following rules are important for safety and fairness.

3.2.2. Follows directions and uses equipment safely with a partner and within a group.

Benchmark B: Engages in responsible behavior in physical activity settings.

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3.2.3. Respects feelings of those who may be of different backgrounds or different skill levels.
3.2.4. Provides frequent positive comments or gestures to classmates who are being challenged.
3.2.5. Communicates positively in small group physical activities.
3.2.6. Responds appropriately to directions and feedback from the teacher.
3.2.7. Engages in positive behaviors that are respectful to others in small group settings.
3.2.8. Communicates a problem and offers solutions to a partner or small group in a physical activity setting, with teacher support.
3.2.9. Engages in behaviors that are helpful to others as directed by the teacher (e.g., taking turns, using equipment, and interacting positively with others).
3.2.10. Identifies physical activities that foster global awareness and build community.

Standard 4: Develops personal skills, identifies personal benefits of movement, and chooses to engage in physical activity.

Rationale: Through learning experiences in physical education, the student develops an understanding of how movement is personally beneficial and subsequently chooses to participate in physical activities that are personally meaningful (e.g., activities that offer social interaction, cultural connection, exploration, choice, self-expression, appropriate levels of challenge, and added health benefits). The student develops personal skills, including goal setting, identifying strengths, and reflection to enhance their physical literacy journey.

PERFORMANCE INDICATORS

Benchmark A: Identifies health benefits as reasons to participate and value physical activity.
4.2.1. Identifies specific health benefits from participation in daily physical activity (e.g., 60 minutes daily).

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4.2.2. Recognizes that some physical activities are more challenging than other physical activities.

4.2.3. Explains that Physical Education class is an opportunity to be physically active throughout the day.

Benchmark B: Identifies personal benefits to participating in physical activity.

4.2.4. Identifies physical activities that are enjoyable based on personal interest.

4.2.5. Reflects on reasons why activities are enjoyable during Physical Education class.

4.2.6. Sets short-term physical activity goals with teacher guidance.

4.2.7. Practices strategies for managing one's emotions and behaviors, such as breathing or sensory breaks during physical activity.