



**PHYSICAL EDUCATION**

**SECOND GRADE**

**36.00300**

## Second Grade Physical Education 36.00300

**Course Description:** This course will involve students performing skipping, sliding, and galloping with a mature form while moving through personal and general space; students will demonstrate the ability to change directions on teacher command or adapt movement in relation to a partner and combine non-locomotor movements with manipulative and locomotor patterns in a variety of games and dances. Students will demonstrate the ability to: maintain momentary body control during balance and weight transfer; master underhand throwing patterns when performing manipulative skills; catch an object at a medium level of trajectory in a closed environment (not during game play); and use underhand striking skills.

*The physically educated student has developmentally appropriate grade-level comprehension and application of the concepts and principles of fitness, motor skills, movement patterns, tactics, and strategies which contribute to a physically literate and active lifestyle.*

**Standard PE2.4 (a-d) and Standard PE2.5 (a-e)** Should be addressed and interwoven throughout the year in as many skills and concepts in order to stress the importance of personal and social behavior, rules, safety and etiquette.

### Motor Skills and Movement Patterns

**PE2.1 The physically educated student demonstrates competency in a variety motor skills and movement patterns.**

#### Locomotor

- a. Uses combinations of various locomotor movement patterns (skip, gallop, slide, jog, run, and jump) while demonstrating proper form with different pathways.
- b. Performs a variety of locomotor and non-locomotor skills in teacher-designed rhythmic activities.

#### Non-Locomotor

- c. Performs a combination of rolling and balance skills.
- d. Performs rhythmical sequences in a creative routine and in simple folk/line dance.
- e. Transfers weight while maintaining balance.

#### Manipulative Skills

- f. Demonstrates the underhand throw while using mature form (facing target, stepping with opposition, transferring weight, and following through).
- g. Demonstrates overhand throwing techniques following teacher cues.
- h. Catches an object at a medium level with the hands (not trapping against the body).
- i. Dribbles a ball using the dominant hand while traveling in general space.
- j. Dribbles a ball with control using the feet while traveling in general space.
- k. Kicks a moving ball using mature kicking form while traveling (keeping eye on the ball, stepping with opposite foot next to ball, contacting the ball with dominant foot, and following through).
- l. Consecutively volleys an object.
- m. Consecutively strikes a variety of objects with a short-handled implement.
- n. Rolls an object/ball to a partner or target.
- o. Turns a long rope successfully.
- p. Jumps a self-turned rope continuously.
- q. Jumps a long rope successfully.

## **Movement Concepts and Principles**

**PE2.2 The physically educated student applies the knowledge of concepts, principles, strategies, and tactics related to movement and performance.**

- a. Maintains personal space in a movement setting.
- b. Uses a variety of shapes, levels, and pathways in a variety of movement settings.
- c. Demonstrates gradual increases and decreases in speed and force in dance and/or a variety of activities.

## **Fitness**

**PE2.3 The physically educated student demonstrates knowledge and skills to help achieve and maintain a health-enhancing level of physical activity and fitness.**

- a. Recognizes physiological indicators that accompany moderate to vigorous physical activities (feels hot, thirsty, sweaty, increased heart rate and heavy breathing).
- b. Actively engages in physical education.
- c. Identifies physical activities that contribute to fitness in and outside of a physical education setting.

## **Personal and Social Behavior, Rules, Safety, and Etiquette**

**PE2.4 The physically educated student exhibits responsible personal and social behavior that respects self and others in physical activity settings.**

- a. Accepts corrective feedback from teacher.
- b. Works cooperatively with peers to solve problems and conflicts.
- c. Respects personal and group space (recognizes boundaries and keeps hands/feet to self).
- d. Interacts positively with others during partner and small group activities.

**PE2.5 The physically educated student recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.**

- a. Describes and identifies emotions before, during, and after participating in physical activity.
- b. Participates willingly in physical activities which require learning new skills.
- c. Identifies physical activities which provide opportunities for self-expression in dance, gymnastics routines, and game environments.
- d. Recognizes the value of working cooperatively with others.
- e. Accepts and respects differences and similarities in physical abilities in self and others.