

## GRADE TWO

Students in grade two focus on correct movement patterns, not on traditional games, while participating in a variety of movement experiences to develop fundamental motor skills and patterns. Students identify some critical elements (i.e., small, isolated parts of the whole skill or movement) and apply them in their movement. 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 school.

### *Motor Skill Development*

- 2.1 The student will demonstrate developmentally appropriate form using at least two critical elements or all correct critical elements of locomotor, non-locomotor, and manipulative skills.
- Demonstrate developmentally appropriate form for jogging, running, skipping, galloping, sliding, hopping, jumping, and leaping.
  - Demonstrate a simple educational gymnastic sequence, including balance, roll, transfer of weight from feet to hands, and jumping and landing horizontally (distance) and vertically.
  - Demonstrate at least two critical elements of eye-hand coordination skills for dribbling with the dominant/preferred hand while walking, overhand throwing, underhand throwing and catching individually and with a partner, underhand throwing and rolling to a target, and consecutive upward volleying with hand(s), with a short/long-handled implement or noodle and striking/batting a ball off a tee using hard and soft force with control.
  - Demonstrate at least two critical elements of eye-foot coordination skills while kicking a moving ball, foot dribbling with control while walking to open spaces, and kicking/passing to a partner or a stationary target.
  - Demonstrate moving to a rhythm by performing basic dance sequences (teacher- or student-led dances).
  - Demonstrate at least two critical elements for jumping forward and backward with a short rope (self-turn) and jumping with long rope (student-turn).

### *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.
- Describe the concept of relationships (e.g., over, under, around, in front of, behind, through) in dynamic movement situations.
  - Explain the importance of spatial awareness (personal and general space) in static and dynamic movement situations.
  - Explain that the brain sends messages to the body through the spinal cord for movement and other and other activities.
  - Identify major muscles, including the quadriceps, biceps, abdominals, and heart.
  - Explain that muscles contract (tense or tighten) to keep the body in a balanced position.
  - Identify major bones, including the skull, ribs, and spine.
  - 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.
- Describe muscular strength as important in lifting/moving heavy objects.
  - Describe muscular endurance as important in moving throughout the day.
  - Describe flexibility as important in moving in many directions.

- d) Describe cardiorespiratory endurance as important for maintaining a healthy heart and lungs.
- 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 (i.e., cardiorespiratory endurance, muscular strength, muscular endurance, flexibility, and body composition).
- g) Identify opportunities to participate in regular physical activity inside and outside school, individually and with others.
- h) Identify and demonstrate three different physical activities that increase heart rate and breathing.

*Social and Emotional Development*

- 2.4 The student will identify, demonstrate, and apply cooperative, respectful, and safe behaviors in physical activity settings.
- a) Identify one activity that is enjoyed and done with friends outside the physical education class.
  - b) Identify one collaborative group activity that is challenging, and demonstrate one way to improve communication skills.
  - c) Demonstrate cooperative skills, including taking turns and sharing equipment.
  - d) Demonstrate safe participation and proper care of equipment individually and with others.
  - e) Demonstrate an understanding of established classroom safety rules and procedures.
  - f) Demonstrate the use of responsible decision-making steps to resolve conflict in physical activity settings.
  - g) Identify the characteristics of inclusion as belonging, acceptance, and value.

*Energy Balance*

- 2.5 The student will describe the impact of balancing energy intake and physical activity output.
- a) Explain that calcium 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.
  - e) Explain how fruits and vegetables provide energy for physical activity.