

## 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.
- a) Demonstrate developmentally appropriate form for jogging, running, skipping, galloping, sliding, hopping, jumping, and leaping.
  - b) Demonstrate a simple educational gymnastic sequence, including balance, roll, transfer of weight from feet to hands, and jumping and landing horizontally (distance) and vertically.
  - c) 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.
  - d) 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.
  - e) Demonstrate moving to a rhythm by performing basic dance sequences (teacher- or student-led dances).
  - f) Demonstrate at least two critical elements for jumping forward and backward with a short rope (self-turn) and jumping with long rope (student-turn).

<b>Essential Understandings</b>	<b>Essential Knowledge and Skills</b>
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Essential Understandings	Essential Knowledge and Skills
<p>Skilled movements can be broken down into smaller parts/critical elements. Movement proficiency can be improved by performing the critical elements of locomotor skills. (2.1.a)</p> <ul style="list-style-type: none"> <li>• Jogging/Running                             <ul style="list-style-type: none"> <li>○ Look ahead and not at feet during movement;</li> <li>○ Bend knees at right angles during recovery phase;</li> <li>○ Arms bent at elbows;</li> <li>○ Arms drive forward and backward in opposition of legs;</li> <li>○ Foot lands heel to toe</li> <li>○ Flight phase present between steps;</li> <li>○ Travel at a steady, gentle pace when jogging.</li> </ul> </li>   <li>• Skipping                             <ul style="list-style-type: none"> <li>○ Look ahead and step forward and hop on the same foot;</li> <li>○ Repeat with the other foot and move in an alternating step-hop pattern;</li> <li>○ Lift knee sharply upward;</li> <li>○ Swing arms in opposition to feet;</li> <li>○ Maintain balance.</li> </ul> </li>   <li>• Galloping                             <ul style="list-style-type: none"> <li>○ Eyes facing direction of movement;</li> <li>○ Establish lead leg with both feet facing forward;</li> <li>○ Start with lead leg moving in direction of movement;</li> <li>○ Trail leg pointed in direction of movement and does not pass lead leg;</li> <li>○ Turn shoulders and hips in direction of movement.</li> </ul> </li> </ul>	<p>In order to meet these standards, it is expected that students will</p> <ul style="list-style-type: none"> <li>• demonstrate critical elements for jogging, running, skipping, galloping, sliding, hopping, jumping, and leaping (2.1.a);</li> <li>• identify differences between jogging and running (2.1.a);</li> <li>• identify differences between skipping and galloping (2.1.a);</li> <li>• demonstrate an educational gymnastics sequence that includes a balance, roll, transfer of weight from feet to hands, and flight movement (2.1.b);</li> <li>• demonstrate two or more critical elements 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 (2.1.c);</li> <li>• explain the difference between and effects of hard and soft force (2.1.c);</li> <li>• demonstrate at least two critical elements while kicking a moving ball (2.1.d);</li> <li>• demonstrate at least two critical elements when dribbling with feet while traveling in space (2.1.d);</li> </ul>

Essential Understandings	Essential Knowledge and Skills
<ul style="list-style-type: none"> <li>• Sliding                             <ul style="list-style-type: none"> <li>○ Establish lead leg, knees slightly bent, weight on balls of feet;</li> <li>○ Look in direction of movement;</li> <li>○ Lead foot slides sideways and other foot moves quickly to lead foot</li> <li>○ Weight shifts sideways as legs open then close;</li> <li>○ Rhythmic arm movements; arms forward for balance.</li> </ul> </li>   <li>• Hopping                             <ul style="list-style-type: none"> <li>○ Take off on one foot;</li> <li>○ arms extend upwards for lift;</li> <li>○ Land on same foot;</li> <li>○ Hold opposite knee at 90 degree angle;</li> <li>○ Knee and ankle flex upon contact with floor to maintain balance.</li> </ul> </li>   <li>• Jumping                             <ul style="list-style-type: none"> <li>○ Focus eyes ahead;</li> <li>○ Bend knees in preparatory phase with feet shoulder-width apart;</li> <li>○ Bend at waist in preparatory phase;</li> <li>○ Swing arms in full backward-forward motion;</li> <li>○ Take off on two feet;</li> <li>○ Explode up and forward;</li> <li>○ Extend body in flight phase;</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• demonstrate at least two critical elements while passing a ball to a target/partner (2.1.d);</li> <li>• demonstrate rhythm in a teacher- or student-led basic dance sequence (2.1.e)</li> <li>• demonstrate consecutive jumps with self-turn rope and consecutive jumps with a long rope (student-turn) (2.1.f);</li> <li>• demonstrate critical elements for jumping forward and backward with a self-turn short rope (2.1.f);</li> <li>• demonstrate critical elements for jumping with a student-turn long rope (2.1.f).</li> </ul> <p>Additional resources:                      SHAPE America National Standards and Grade-Level Outcomes  <a href="#">OPEN Online Physical Education Network</a>  <a href="#">Health Smart Virginia</a>  <a href="#">PE Central</a>  <a href="#">Dynamic PE ASAP</a></p>

Essential Understandings	Essential Knowledge and Skills
<ul style="list-style-type: none"> <li>○ Land on two feet heels contact first;</li> <li>○ Soft landing/bend knees when landing.</li> </ul> <p>Jogging and running are physical activities that make the heart stronger. (2.1.a)</p> <ul style="list-style-type: none"> <li>• Jogging is low to moderate intensity at low speed. Knees may not come up as high when jogging and arms do not swing as much.</li> <li>• Running is done at moderate to vigorous intensity and higher speed. Knees come up higher and arms swing more to build momentum and speed.</li> </ul> <p>Movement proficiency includes maintaining balance in a variety of movements during an educational gymnastics sequence including rolling, transferring of weight from feet to hands, and flight. (2.1.b)</p> <p>Manipulative skills can be broken down into smaller parts/critical elements to improve proficiency. Approaching developmentally appropriate form in eye-hand and eye-foot coordination skills includes performance of two or more critical elements. (2.1.c, 2.1.d)</p> <ul style="list-style-type: none"> <li>• Dribble with hands while walking             <ul style="list-style-type: none"> <li>○ Head up looking for open space;</li> <li>○ Pads of fingers contact top of ball;</li> <li>○ Firm and flexible wrist as hand pushes ball to floor;</li> <li>○ Hand absorbs ball slightly on return;</li> <li>○ Waist height bounce;</li> <li>○ Ball slightly in front of body;</li> <li>○ Knees bent slightly with dribbling arm close to the body.</li> </ul> </li> </ul>	

Essential Understandings	Essential Knowledge and Skills
<ul style="list-style-type: none"> <li>• Overhand throw                             <ul style="list-style-type: none"> <li>○ Non-throwing shoulder toward target;</li> <li>○ Step to target with opposite foot;</li> <li>○ Throwing arm raised in backswing;</li> <li>○ Rotate hips during throw;</li> <li>○ Weight shifts from back to front foot;</li> <li>○ Throwing arm follows through to target with wrist to opposite knee.</li> </ul> </li>   <li>• Catch from underhand throw                             <ul style="list-style-type: none"> <li>○ Watch the ball all the way into the hands;</li> <li>○ Arms in front of body, elbows flexed;</li> <li>○ Place body in the path of the object;</li> <li>○ Arms extend to reach for ball;</li> <li>○ Thumbs in for catch above the waist;</li> <li>○ Thumbs out for catch at or below the waist;</li> <li>○ One foot slightly in front of the other (balanced stance);</li> <li>○ Catch with hands only; no cradling against the body;</li> <li>○ Pull the ball in to the body as the catch is made;</li> <li>○ Relax and absorb the force of the object.</li> </ul> </li>   <li>• Toss, Underhand Throw, Underhand Roll to partner/target                             <ul style="list-style-type: none"> <li>○ Face the target;</li> <li>○ Eye on target;</li> <li>○ Use a backward-forward arm swing (tick-tock swing);</li> <li>○ Step with opposite foot as tossing/throwing/rolling arm</li> </ul> </li> </ul>	

Essential Understandings	Essential Knowledge and Skills
<ul style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li>moves forward;</li> <li>o Release ball between knee and waist level during upward swing for throw;</li> <li>o Bend at hip (roll);</li> <li>o Release ball under knee for roll;</li> <li>o Follow through with hand pointing to the target.</li> </ul> </li> <li>• Volley with hand                             <ul style="list-style-type: none"> <li>o Shoulders facing target;</li> <li>o One foot slightly ahead of other;</li> <li>o Tick tock swing movement with volleying hand;</li> <li>o Contact ball with palm;</li> <li>o Contact occurs at waist-level;</li> <li>o Follow through upwards;</li> <li>o Track the ball with eyes;</li> <li>o Move body into position for next contact;</li> <li>o Continuous volley.</li> </ul> </li> <li>• Strike stationary objects with long handled implements                             <ul style="list-style-type: none"> <li>o Non-dominant hand grips the bottom of the long handled implement with dominant hand stacked above with knuckles in line with each other;</li> <li>o Side to target (non-throwing arm closest to target);</li> <li>o Knees slightly bent;</li> <li>o Eyes follow ball to center of striking implement from start to finish;</li> <li>o Step towards target with opposite foot;</li> </ul> </li> </ul>	

Essential Understandings	Essential Knowledge and Skills
<ul style="list-style-type: none"> <li>○ Striking arm way back;</li> <li>○ Weight transfer from back foot to front foot;</li> <li>○ Rotate hips;</li> <li>○ Wrist unlocks on follow-through for completion of striking action.</li>   <li>• Strike stationary objects with short handled implement                             <ul style="list-style-type: none"> <li>○ Shake hands with the paddle;</li> <li>○ Firm grip and wrist;</li> <li>○ Hit with a flat surface at center of paddle or racket;</li> <li>○ Follow through toward target.</li> </ul> </li>   <li>• Kick toward a target                             <ul style="list-style-type: none"> <li>○ Eyes focused on ball throughout kick;</li> <li>○ Contact the ball with shoelaces (not toes);</li> <li>○ Contact behind the center of the ball for low level kick;</li> <li>○ Contact ball below the center of the ball for travel in air;</li> <li>○ Non-kicking foot plants beside the ball;</li> <li>○ Forward and sideward swing of arm opposite kicking leg;</li> <li>○ Hips and shoulders rotate forward;</li> <li>○ Kicking foot follows through towards target area.</li> </ul> </li>   <li>• Dribble (foot)                             <ul style="list-style-type: none"> <li>○ Knees slightly bent;</li> <li>○ Push the center of the ball with shoelaces, inside of the foot, or outside of foot;</li> <li>○ Contact behind the center of the ball;</li> </ul> </li> </ul>	

Essential Understandings	Essential Knowledge and Skills
<ul style="list-style-type: none"> <li>○ Ball stays close to feet/soft touches;</li> <li>○ Tap with both feet-to move ball forward;</li> <li>○ Head up, eyes looking forward using peripheral vision to see the ball;</li> <li>○ Stay light on your feet with weight on toes.</li> </ul> <ul style="list-style-type: none"> <li>• Passing to a partner                             <ul style="list-style-type: none"> <li>○ Non-kicking foot beside the ball;</li> <li>○ Use inside of foot;</li> <li>○ Step to the target;</li> <li>○ Contact behind the center of the ball;</li> <li>○ Firm and controlled pass;</li> <li>○ Follow through toward target.</li> </ul> </li> </ul> <p>Force is strength or energy exerted. (2.1.c)</p> <ul style="list-style-type: none"> <li>• Using increased force (hard) with manipulatives may include throwing for a farther distance or striking harder to make the ball go farther.</li> <li>• Using decreased force (soft) with manipulatives may include throwing easier over a shorter distance or to improve accuracy to a target.</li> <li>• Control includes ability to use more or less force as needed for intended target or outcome.</li> </ul> <p>Movement competency involves patterns. . (2.1.e)</p> <ul style="list-style-type: none"> <li>• Basic dance sequences that are teacher- or student-led.</li> <li>• Moving to a beat or rhythmic pattern in personal and general space.</li> </ul>	

Essential Understandings	Essential Knowledge and Skills
<p>Jumping rope helps with cardiorespiratory endurance, strengthening the heart, and helps with coordination. Progression toward developmentally appropriate form helps with jumping efficiency. (2.1.f)</p> <ul style="list-style-type: none"> <li>• Critical elements of jumping forward and backward with a short rope (self-turn) include                             <ul style="list-style-type: none"> <li>○ Elbows close to body;</li> <li>○ Loose grip on handles;</li> <li>○ Wrists move in small circles;</li> <li>○ Bend knees;</li> <li>○ Quiet feet when landing;</li> <li>○ Jump on balls of the feet;</li> <li>○ Jump to a rhythm.</li> </ul> </li>   <li>• Critical elements of jumping forward and backward with a long rope (student-turn) include                             <ul style="list-style-type: none"> <li>○ Face the turner;</li> <li>○ Watch rope;</li> <li>○ Small jumps;</li> <li>○ Bend knees;</li> <li>○ Quiet feet during landing;</li> <li>○ Jump on balls of the feet;</li> <li>○ Keep the rhythm.</li> </ul> </li> </ul>	

*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 messages to the body through the spinal cord for movement and other and other activities.
  - d) Identify major muscles, including the quadriceps, biceps, abdominals, and heart.
  - e) Explain that muscles contract (tense or tighten) to keep the body in a balanced position.
  - f) Identify major bones, including the skull, ribs, and spine.
  - g) Identify the major structures of the cardiorespiratory system (heart and lungs).

Essential Understandings	Essential Knowledge and Skills
<p>Spatial awareness is knowing where the body is in space in relation to objects and other people.</p> <ul style="list-style-type: none"> <li>• Spatial concepts include over, under, on, in, around, in front of, behind, and through. (2.2.a)</li> <li>• Ability to move without touching other people or objects (static) and change movements as people or objects change position (dynamic) is important for safety and participation in physical activities. (2.2.b)</li> </ul> <p>The brain is the communication center for the body and sends messages to the body for movement. Muscles and bones work together for physical movement.</p> <ul style="list-style-type: none"> <li>• The brain sends messages through nerves in the spinal cord to the body to move. (2.2.c)</li> <li>• Major muscles include quadriceps, biceps, abdominals, and heart.</li> </ul>	<p>In order to meet these standards, it is expected that students will</p> <ul style="list-style-type: none"> <li>• identify spatial relationships (2.2.a);</li> <li>• state/identify that moving with others and objects is important for safety and for participation in activities (2.2.b);</li> <li>• identify the function of the brain for movement as sending signals/messages through the spinal cord to the rest of the body (2.2.c);</li> <li>• identify pictures of the quadriceps, biceps, abdominals, and heart, and where the muscles are located on the body (2.2.d);</li> <li>• identify a function of muscles while balancing (2.2.e);</li> <li>• identify pictures of the skull, ribs, and spine and</li> </ul>

Essential Understandings	Essential Knowledge and Skills
<p>(2.2.d)</p> <ul style="list-style-type: none"> <li>• Muscles contract to keep the body in a balanced position. (2.2.e)</li> <li>• Major bones include skull, ribs, and spine. (2.2.f)</li> </ul> <p>Note: additional bones and muscles may be included.</p> <p>The cardiorespiratory system includes the heart and lungs. (2.2.g)</p>	<p>where the bones are located on the body (2.2.f);</p> <ul style="list-style-type: none"> <li>• identify pictures of the lungs and where they are located on the body (2.2.g);</li> <li>• describe that the cardiorespiratory system is the heart and lungs working together to get oxygen to the body (2.2.g).</li> </ul> <p>Additional resources:            SHAPE America National Standards and Grade-Level Outcomes  <a href="#">OPEN Online Physical Education Network</a>  <a href="#">Health Smart Virginia</a>  <a href="#">PECentral</a>  <a href="#">Dynamic PE ASAP</a>  <a href="#">KidsHealth.org</a></p>

*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 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.

<b>Essential Understandings</b>	<b>Essential Knowledge and Skills</b>
<p>Physical activities are needed for physical fitness. Muscular strength, muscular endurance, flexibility, and cardiorespiratory endurance are important for daily activities and for good health.</p> <ul style="list-style-type: none"> <li>• Muscular strength is the maximum force that muscles can exert in a single effort including getting up out of a chair and lifting /moving heavy objects. (2.3.a)</li> <li>• Muscular endurance is the ability to sustain or repeat muscular activity over a long period of time including running, biking, and walking. (2.3.b)</li> <li>• Flexibility is range of motion of muscles at the joint and is important in moving in many directions including bending and reaching. (2.3.c)</li> </ul>	<p>In order to meet these standards, it is expected that students will</p> <ul style="list-style-type: none"> <li>• describe muscular strength (2.3.a);</li> <li>• describe muscular endurance (2.3.b);</li> <li>• describe flexibility (2.3.c);</li> <li>• describe cardiorespiratory endurance (2.3.d);</li> <li>• describe body composition (2.3.e);</li> <li>• list/identify one activity for each component of fitness and body composition (2.3.f);</li> <li>• list/identify physical activities that can be done inside and outside of school individually and with others (2.3.g);</li> <li>• identify and demonstrate three physical activities</li> </ul>

Essential Understandings	Essential Knowledge and Skills
<p>The heart is a muscle that gets stronger with physical activity. (2.3.d)</p> <ul style="list-style-type: none"> <li>• Cardiorespiratory endurance (taking in oxygen and using it throughout the body for energy for movement over sustained activity) is important for maintaining a healthy heart.</li> </ul> <p>Body composition is the components that make up a person’s body weight (percentages of fat, bone, water, and muscle in the human body.) (2.3.e)</p> <p>Improving muscular strength and endurance, flexibility, and cardiorespiratory endurance will also improve body composition. (2.3.e)</p> <p>Activities to promote/improve fitness include (2.3.f, 2.3.h)</p> <ul style="list-style-type: none"> <li>• cardiorespiratory endurance – biking, walking, running, dance;</li> <li>• muscular strength – resistance activities (bands, weights), dance;</li> <li>• muscular (strength) endurance - plank, push-ups, curl ups, burpees;</li> <li>• flexibility – stretching activities such as yoga;</li> <li>• body composition – whole body activities such as burpees, jumping rope.</li> </ul> <p>Physical activity should be done daily (60 minutes each day) to include inside and outside of school activities.</p> <ul style="list-style-type: none"> <li>• Outside of school activities may include biking, walking, running, dancing, skating, canoeing, kayaking, and swimming. (2.3.g)</li> </ul>	<p>and increase heart rate and breathing (2.3.h);</p> <p>Additional Resources:  <a href="#">SHAPE America National Standards and Grade-Level Outcomes</a>  <a href="#">OPEN Online Physical Education Network</a>  <a href="#">Health Smart Virginia</a>  <a href="#">PECentral</a>  <a href="#">Dynamic PE ASAP</a>  <a href="#">KidsHealth.org</a>  <a href="#">American Heart Association</a></p>

*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.

<b>Essential Understandings</b>	<b>Essential Knowledge and Skills</b>
<p>Physical activity is good for physical, emotional, and social health.</p> <ul style="list-style-type: none"> <li>• Choosing a variety of physical activities that are enjoyable help people be physically active every day. (2.4.a)</li> </ul> <p>Physical activities and skills can be improved through practice, experience, and feedback. (2.4.b)</p> <ul style="list-style-type: none"> <li>• Communication skills in a collaborative activity include active listening, speaking one at a time, speaking directly to each other, speaking honestly and kind, sharing ideas, trying different ideas, and working together for a common goal.</li> <li>• Collaborative activities may include cooperative games and group activities (e.g., student-created dance segment).</li> </ul> <p>Class rules, procedures, and cooperating with others helps to ensure a safe learning and playing environment. Students demonstrate cooperative skills by not only being responsible for learning the material for the day but also for helping their group-mates learn. (2.4.c)</p>	<p>In order to meet these standards, it is expected that students will</p> <ul style="list-style-type: none"> <li>• identify/draw a physical activity done outside of physical education class that they enjoy (2.4.a);</li> <li>• identify/draw an activity/skill that may be challenging and state a way to improve (2.4.b);</li> <li>• identify way(s) to improve communication skills in a collaborative activity (2.4.b);</li> <li>• demonstrate cooperative skills (2.4.c);</li> <li>• demonstration safe participation and proper care of equipment (2.4.d);</li> <li>• identify two safety rules for physical education class (2.4.e);</li> <li>• demonstrate responsible decision making skills to resolve simple conflicts (2.4.f);</li> <li>• describe situations that need adult intervention to resolve (2.4.f);</li> </ul>

Essential Understandings	Essential Knowledge and Skills
<ul style="list-style-type: none"> <li>• Cooperation includes</li> <li>• encouraging others;</li> <li>• sharing;</li> <li>• showing concern;</li> <li>• working together.</li> </ul> <p>Safe participation includes good listening skills, including the student’s ability to follow rules and directions for all activities and equipment use.</p> <ul style="list-style-type: none"> <li>• Safe participation includes following rules for the activity/game, rules for equipment (distribution, use, and collection), and use of space (boundaries, spatial awareness, and moving in personal and general space.) (2.4.d)</li> <li>• Classroom rules may include how to enter class, follow directions, exit class, activity-specific rules, and how to participate safely in emergency drills. (2.4.e)</li> </ul> <p>Learning to resolve conflicts allows all students to participate safely, participate fully and enjoy activities. Steps to resolve conflict may include: (2.4.f)</p> <ul style="list-style-type: none"> <li>• remaining calm;</li> <li>• using respectful language;</li> <li>• identifying the conflict;</li> <li>• creating solutions;</li> <li>• agreeing on a solution to try;</li> <li>• understanding when adult intervention is necessary and telling the proper adult.</li> </ul>	<ul style="list-style-type: none"> <li>• explain what it means to respect others (2.4.g);</li> <li>• demonstrate encouraging words and giving positive feedback (2.4.g).</li> </ul> <p>Additional Resources:            SHAPE America National Standards and Grade-Level Outcomes  <a href="#">OPEN Online Physical Education Network</a>  <a href="#">Health Smart Virginia</a>  <a href="#">PE Central</a>  <a href="#">Dynamic PE ASAP</a>  <a href="#">EverFi</a>  <a href="#">KidsHealth.org</a></p>

Essential Understandings	Essential Knowledge and Skills
<p>When children feel included in physical activity, they are more likely to fully participate and enjoy the activity. (2.4.g)</p> <ul style="list-style-type: none"> <li>Inclusion is a feeling that they have, that is characterized by belonging, acceptance, and value.</li> </ul>	

*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.

Essential Understandings	Essential Knowledge and Skills
<p>Calcium, most often found in the dairy food group, is vital for health and maintenance of the body, especially improved bone health. (2.5.a)</p> <p>Healthy snacks may include yogurt, string cheese, whole grain granola, fruits, and vegetables. (2.5.b)</p> <p>Hydration choices may include (2.5.c)</p> <ul style="list-style-type: none"> <li>• Water: A clear liquid that has zero calories and contains no sugar;</li> <li>• Milk: A dairy drink that helps build strong teeth and bones;</li> <li>• Unhealthy drink choices that contain too much sugar and calories are sports drinks, sodas, juice drinks, and energy drinks.</li> </ul> <p>Physical activity and choosing nutritious foods/drinks are important for good health. (2.5.d)</p> <ul style="list-style-type: none"> <li>• Energy balance involves the consumption of food and drinks from the five food groups that provide the body the energy it needs in order to perform physical activity/movement</li> </ul> <p>Fruits and vegetables contain fiber and important nutrients for growth and development</p>	<p>In order to meet these standards, it is expected that students will</p> <ul style="list-style-type: none"> <li>• explain how calcium supports bone growth (2.5.a);</li> <li>• identify/select examples of healthy snacks (2.5.b);</li> <li>• identify/select examples of healthy and unhealthy hydration choices (2.5.c);</li> <li>• explain that the body needs healthy foods, healthy drinks, and physical activity to grow and be healthy (2.5.d);</li> <li>• describe the impact of energy intake on physical activity output (2.5.d);</li> <li>• explain how fruits and vegetables provide healthy energy for physical activity (2.5.e).</li> </ul>

<b>Essential Understandings</b>	<b>Essential Knowledge and Skills</b>
that help provide vital energy for physical activity/movement. (2.5.e)	Additional resources: SHAPE America National Standards and Grade-Level Outcomes <a href="#">OPEN Online Physical Education Network</a> <a href="#">Health Smart Virginia</a> <a href="#">PE Central</a> <a href="#">American Heart Association</a> <a href="#">KidsHealth.org</a> <a href="#">MyPlate.gov</a>