

Grade 2

Standard 1: Demonstrates competency in many movement forms and proficiency in a few movement forms.

The intent of this standard is to enable students to demonstrate mature locomotor and non-locomotor skills and combine these movements into smooth and rhythmical sequences in a variety of conditions.

Benchmark 1-P-1: Performs locomotor and non-locomotor skills at a basic level, progressing to simple sequences utilizing shapes, levels, directions, pathways, and ranges.

GLEs

1-P-1.1 Demonstrate mature form for locomotor skills (walk, run, jog, leap, jump, hop, slide, gallop, and skip).

1-P-1.2 Demonstrate locomotor skills combining two or more while using different levels, tempo, directions, and pathways.

1-P-1.3 Demonstrate skills of chasing, fleeing, and dodging to avoid or catch others, individually and with a partner.

Benchmark 1-P-2: Demonstrates ways to transfer body weight in a variety of situations alone or within a group.

GLEs

1-P-2.1 Balance on one, two, three, and four body parts on the ground and on objects.

1-P-2.2 Demonstrate balance in symmetrical and non-symmetrical shapes from different basis of support.

1-P-2.3 Jump from a variety of elevations and land using mature form (balanced knees and ankles flexed, absorbing force).

1-P-2.4 Demonstrate control in traveling, weight bearing, weight transfer, and balancing activities.

1-P-2.5 Demonstrate simple stunts that exhibit personal agility such as jumping, one and two foot takeoffs, and landing with good control.

Benchmark 1-P-3: Performs manipulative skills using a variety of equipment in different environmental conditions.

GLEs

1-P-3.1 Roll a ball to a target using proper form.

1-P-3.2 Throw a ball overhand for distance using proper form.

1-P-3.3 Catch an object above and below the waist using proper form.

1-P-3.4 Kick a rolling ball using a smooth, continuous running approach.

1-P-3.5 Strike an object upward continuously while using a short handed paddle or racket.

1-P-3.6 Strike an object using a long-handled implement (e.g., underhand, sidearm, or overhand)

1-P-3.7 Dribble a ball continuously while moving using dominant and non-dominant hand.

1-P-3.8 Dribble a ball continuously while moving both feet.

Benchmark 1-P-4: Performs basic rhythmic skills alone, with a partner, or within a group.

GLEs

1-P-4.1 Demonstrate a smooth transition between even-beat and uneven-beat locomotor skills in response to music or an external beat.

1-P-4.2 Combine locomotor patterns in time to music while changing directions.

1-P-4.3 Perform rhythmic sequences related to simple folk dance or ribbon routines.

1-P-4.4 With a partner, demonstrate rhythmic sequences related to simple folk dance or ribbon routines.

Standard 2: Applies movement concepts and principles to the learning and development of motor skills.

The intent of this standard is to enable students to demonstrate elements of fundamental skills and to use them in relation to the concepts of space, effort and relationships.

Benchmark 2-P-1: Integrates other content areas through movement.

GLEs

2-P-1.1 Combine movement patterns and body planes (front, back, side).

2-P-1.2 Demonstrate the ability to incorporate language arts, math, social studies, and science concepts through movement activities (word analysis, math concepts such as addition and subtraction facts, science of spin, and geography).

Benchmark 2-P-2: Demonstrates and uses a variety of relationships with objects.

GLEs

2-P-2.1 Manipulate an object using hands or feet through a series of cones or other objects.

2-P-2.2 Identify and demonstrate selected relationship movement concepts of objects and/or people while maneuvering through a student- or teacher-made obstacle course.

Benchmark 2-P-3: Identifies fundamental movement patterns.

GLEs

2-P-3.1 Distinguish between a leap, gallop, and skip and explain key differences and similarities of movement.

2-P-3.2 Recognize combined locomotor skills, levels, and pathways.

2-P-3.3 Identify major characteristics of the basic manipulative skills of bouncing and dribbling and explain the key difference and similarities of those movements.

Benchmark 2-P-4: Establishes a beginning movement vocabulary.

GLE

2-P-4.1 Demonstrate the ability to follow directions given the following movement vocabulary: light/heavy, balance, twist, kick, strike.

Benchmark 2-P-5: Applies appropriate concepts to performance.

GLE

2-P-5.1 Demonstrate the ability to combine locomotor and non-locomotor skills into complex movement sequence (e.g., dribble while running, rope jumping)

Standard 3: Exhibits a physically active lifestyle.

The intent of this standard is to enable students to develop positive attitudes toward regular physical activity and its effect on personal well-being.

Benchmark 3-P-1: Participates regularly in vigorous activities outside of physical education class.

GLE

3-P-1.1 Keep a log of participation in a variety of unstructured or structured and/or organized physical activities outside of physical education class.

Benchmark 3-P-2: Acknowledges that physical activity is good for personal well-being.

GLEs

3-P-2.1 Recognize and identify the health related physical fitness components.

3-P-2.2 Identify at least one activity associated with each component of health-related physical activity.

Benchmark 3-P-3: Experiences and expresses satisfaction from participation in physical activity.

GLE

3-P-3.1 Identify positive feelings that result from participation in physical activity.

Standard 4: Achieves and maintains a health-enhancing level of physical fitness.

The intent of this standard is to encourage students to participate in activities that promote health-related fitness.

Benchmark 4-P-1: Sustains activity from moderate to vigorous intensity levels while participating in physical activity.

GLEs

- 4-P-1.1 Identify and participates in sustained moderate to vigorous physical activities that promote cardiovascular, muscular, and flexibility benefits for a minimum of 50% of class time.
- 4-P-1.2 Identify changes in the body that occur during vigorous activity.

Benchmark 4-P-2: Identifies physiological signs of moderate physical activity (e.g., fast heart rate, sweating, increased breathing).

GLE

- 4-P-2.1 Compare and contrast changes in heart rate and perspiration before, during, and after physical activity by counting heart rate for six seconds and adding a zero.

Benchmark 4-P-3: Demonstrates activities that increase muscular strength and endurance.

GLEs

- 4-P-3.1 Perform numerous repetitions of activities involving strength and muscular endurance (crunches, push-ups, pull-ups).
- 4-P-3.2 Lift and support his/her weight in selected activities that develop muscular strength and endurance of the arms, shoulders, abdomen, back, and legs such as hanging, hopping, and jumping.

Benchmark 4-P-4: Demonstrates moving each joint through a full range of motion.

GLEs

- 4-P-4.1 Demonstrate and explain flexibility and its importance for injury prevention during physical activity.
- 4-P-4.2 Perform appropriate exercises for flexibility in shoulders, legs, and trunk.

Standard 5: Demonstrates responsible personal and social behavior in physical activity settings.

The intent of this standard is to enable students to demonstrate safe practices, rules, and procedures with little or no reinforcement.

Benchmark 5-P-1: Demonstrates established protocols with little reinforcement (e.g., playground, classroom, and gymnasium).

GLE

- 5-P-1.1 Follow rules, directions, and procedures from the instructor while participating in physical education.

Benchmark 5-P-2: Acknowledges the importance of being aware of one's surroundings and acting in a safe manner in physical activity settings.

GLEs

- 5-P-2.1 Demonstrate an ability to handle equipment safely and properly.

5-P-2.2 Select and use appropriate protective equipment in preventing injuries such as helmets, elbow/knee pads, wrist guards, proper shoes, and clothing.

Benchmark 5-P-3: Works cooperatively (e.g., takes turns, is supportive, assists partner) with another to complete an assigned task.

GLE

5-P-3.1 Demonstrate cooperative interaction in small and large group activities without teacher interaction.

Benchmark 5-P-4: Applies the elements of socially acceptable conflict resolution in physical activity settings (e.g., cooperation, sharing, consideration).

GLE

5-P-4.1 Demonstrate socially acceptable behavior to resolve conflicts through successful communication with peers and teachers.

Standard 6: Demonstrates an understanding and respect for differences among people in physical activity settings.

The intent of this standard is to encourage students to identify and demonstrate concepts of cooperation, sharing, and consideration regardless of differences.

Benchmark 6-P-1: Recognizes the importance of seeking out, participating with, and showing respect for people of like and different physical abilities.

GLE

6-P-1.1 Willingly participate with students with varying skill and fitness levels in controlled settings.

Benchmark 6-P-2: Interacts with others regardless of personal differences (e.g., gender, ethnicity, disability).

GLE

6-P-2.1 Demonstrate respect for all students regardless of individual differences in skill or ability.

Benchmark 6-P-3: Demonstrates a willingness to help a fellow student who has difficulty completing a skill.

GLE

6-P-3.1 Acknowledge one's opponent or partner before, during, and after an activity and gives positive feedback on their performance.

Standard 7: Understands that physical activity provides the opportunity for enjoyment, challenge, self-expression, and social interaction.

The intent of this standard is to encourage students to demonstrate cooperation with others in dyads and small groups and to express their feelings through activity.

Benchmark 7-P-1: Describes the feelings that result from challenges, successes, and failures in physical activity, alone or in groups.

GLE

7-P-1.1 Accept personal responsibility for one's challenges, successes, and failures during physical activity.

Benchmark 7-P-2: Distinguishes feelings about and during physical activity.

GLEs

7-P-2.1 Demonstrate respect for self, others, and equipment during physical activity.

7-P-2.2 Identify emotions before, during and after participating in physical activity.

Benchmark 7-P-3: Displays a willingness to participate in new activities.

GLE

7-P-3.1 Identify a new activity and participate in it.