

Grade Two

Second-graders continue to maintain a high level of flexibility and a moderate but steady growth in muscular strength and endurance. They exhibit relatively high heart and breathing rates and are typically active intermittently, showing vigorous bursts of energy followed by periods of rest or recovery (Siedentop 2004). Locomotor and manipulative skills continue to improve, and students demonstrate a keen interest in practicing activities that they know how to perform. Static and dynamic balance skills also show steady improvement, and rhythmic skills show an increase in quality and complexity of movement.

Second-graders are entering the concrete stage in their cognitive development. During this time, they gain a better understanding of mental operations. They begin thinking logically about concrete events but still have difficulty understanding abstract concepts. Second-graders want to know how things work, including their own bodies. Their attention span is increasing, but it is still quite short. They are very literal and interpret new concepts in terms of their own experiences.

Second grade is the time when students begin working cooperatively with a partner, although they are still eager for adult approval and find criticism difficult to handle. Through social interactions with other students, children begin to develop a sense of pride in their accomplishments and abilities. These interactions also provide opportunities for helping students accept and respect differences in others. Second-graders are capable of exhibiting greater control over their emotions. They are developing a sense of right and wrong and are capable of understanding that actions have consequences.

At a Glance

STANDARD 1

Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.

Second-grade students continue to improve their locomotor and nonlocomotor skills by focusing their practice time on mastering the correct technique. By the end of second grade, students can execute the correct form for skipping, leaping, and jumping rope repeatedly. They can also demonstrate smooth transitions between even-beat locomotor skills (e.g., walking, running, jumping, and hopping) and uneven-beat locomotor skills (e.g., sliding, skipping, and galloping). They use these skills in the performance of rhythmic sequences, such as simple folk dances (e.g., Children's Polka) or ribbon routines performed with and without a partner.

Second-graders review log rolls, forward rolls, and balances while learning to transfer weight from feet to hands and hands to feet with control. They begin their more formal tumbling education by creating their own routines



that include body rolls and balances. They extend their jump rope skills from jumping over a swinging rope to repeatedly jumping over a turning rope.

Second-graders also continue to practice manipulative skills by throwing, catching, kicking, and dribbling (foot and hand) for control using a variety of objects (e.g., balls, balloons) and practice striking by using a variety of implements (e.g., short-handle paddle, bats). By the end of second grade, students can demonstrate the correct form for rolling and throwing a ball for distance as well as demonstrate more control using the other manipulative skills.

STANDARD 2

Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities.

Standard 2 represents the cognitive knowledge that supports the locomotor, nonlocomotor, and manipulative skills learned in second grade. Often, the physical education lesson is able to address Standards 1 and 2 simultaneously; the teacher explains the information to the students and then has them experience it. For example, Standard 2.5 states, “Compare and contrast locomotor movements conducted to even and uneven beats”; and Standard 1.17 states, “Demonstrate a smooth transition between even-beat locomotor skills and uneven-beat locomotor skills in response to music or an external beat.” The teacher discusses the similarities and differences between even-beat locomotor skills (run, hop, jump, walk) and uneven-beat locomotor skills (skip, gallop, slide). The teacher demonstrates transitional moves for connecting even-beat locomotor and uneven-beat locomotor skills together. Then the teacher asks the students to practice even-beat locomotor skills and uneven-beat locomotor skills with smooth transitions between them.

Second-graders learn to describe the correct technique for manipulative skills in greater detail (e.g., the role of body parts not directly involved in catching, timing to begin the kicking motion when kicking a slowly rolling ball). In addition, they learn to understand the purpose of using correct form (e.g., side orientation when batting). In preparation for gaining a deeper understanding of the science of movement, second-graders learn that a wider base of support is more stable than a narrow base of support; that, other things being equal, greater force must be applied to a ball that needs to travel a greater distance; and that the impact force from the catching or striking of a ball is reduced by increasing the area in which the ball is in contact, or increasing the time while the ball is in contact and is changing its motion. In preparation for game play in later grade

levels, students learn to describe situations where underhand and overhand throwing and striking skills are used. They also learn the definition of “open space,” which is the basis for offensive and defensive game strategies learned in fourth grade and beyond.

STANDARD 3

Students assess and maintain a level of physical fitness to improve health and performance.

Second-graders continue to perform moderate to vigorous physical activities three to four days each week for increasing periods of time. Muscular strength and endurance continue to be developed, but through more challenging activities such as the performance of curl-ups, modified push-ups, oblique curl-ups, forward and side lunges, squats (no lower than a 90-degree angle), triceps push-ups using a chair or bench, and traversing the overhead ladder one bar at a time. In terms of flexibility, students demonstrate the correct form for stretching the hamstrings, quadriceps, shoulders, biceps, and triceps. During second grade, students start measuring their own fitness levels and monitoring their personal improvement.

STANDARD 4

Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.

Similar to the relationship between Standards 1 and 2, Standard 4 provides the cognitive information to support the fitness activities described in Standard 3. Students are learning the benefits of physical activity for maintaining good health. They are also learning about opportunities to participate in physical activity outside school.

Second-graders, in preparation for creating fitness plans in later grade levels, learn the purpose of increasing exercise intensity and duration as well as the reason for warming up muscles before they are stretched. They also learn the names of the muscles they are strengthening and stretching, as well as the benefits derived from good health-related fitness. The purpose of good nutrition, with a focus on nutritional choices and water intake, completes the second-graders’ understanding of fitness concepts.

STANDARD 5

Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

In second grade, students participate in a variety of group settings with an emphasis on encouraging others, demonstrating cooperation, and avoiding

interference with others. Students move from the sense of self in isolation and begin to embrace the concept of partners working together to solve movement problems. They begin to accept responsibility for their own behavior in a group activity. This is also when students' growing awareness of others can help to promote respect for people and for equipment during physical activities.

Chapter 2
Standards-Based
Physical Education:
Kindergarten
Through
Grade Five

Grade Two

Grade Two *Physical Education* *Model Content Standards*

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STANDARD 1

Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.

Movement Concepts

- 1.1 Move to open spaces within boundaries while traveling at increasing rates of speed.

Body Management

- 1.2 Transfer weight from feet to hands and from hands to feet, landing with control.
- 1.3 Demonstrate balance on the ground and on objects, using bases of support other than both feet.
- 1.4 Create a routine that includes two types of body rolls (e.g., log roll, egg roll, shoulder roll, forward roll) and a stationary balance position after each roll.

Locomotor Movement

- 1.5 Jump for distance, landing on both feet and bending the hips, knees, and ankles to reduce the impact force.
- 1.6 Skip and leap, using proper form.

Manipulative Skills

- 1.7 Roll a ball for distance, using proper form.
- 1.8 Throw a ball for distance, using proper form.
- 1.9 Catch a gently thrown ball above the waist, reducing the impact force.
- 1.10 Catch a gently thrown ball below the waist, reducing the impact force.
- 1.11 Kick a slowly rolling ball.
- 1.12 Strike a balloon consistently in an upward or forward motion, using a short-handled paddle.
- 1.13 Strike a ball with a bat from a tee or cone, using correct grip and side orientation.
- 1.14 Hand-dribble, with control, a ball for a sustained period.
- 1.15 Foot-dribble, with control, a ball along the ground.
- 1.16 Jump a rope turned repeatedly.

Rhythmic Skills

- 1.17 Demonstrate a smooth transition between even-beat locomotor skills and uneven-beat locomotor skills in response to music or an external beat.
- 1.18 Perform rhythmic sequences related to simple folk dance or ribbon routines.
- 1.19 Perform with a partner rhythmic sequences related to simple folk dance or ribbon routines.

STANDARD 2

Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities.

Movement Concepts

- 2.1 Define *open space*.
- 2.2 Explain how to reduce the impact force of an oncoming object.

Body Management

- 2.3 Explain the importance of a wide rather than a narrow base of support in balance activities.
- 2.4 Explain why one hand or foot is often preferred when practicing movement skills.

Locomotor Movement

- 2.5 Compare and contrast locomotor movements conducted to even and uneven beats.

Manipulative Skills

- 2.6 Identify opportunities to use underhand and overhand movement (throw) patterns.
- 2.7 Identify different opportunities to use striking skills.
- 2.8 Compare the changes in force applied to a ball and the ball speed when rolling a ball for various distances.
- 2.9 Explain key elements of throwing for distance.
- 2.10 Identify the roles of body parts not directly involved in catching objects.
- 2.11 Identify when to begin the kicking motion when kicking a slowly rolling ball.
- 2.12 Identify the different points of contact when striking a balloon upward and striking a balloon forward.
- 2.13 Explain the purpose of using a side orientation when striking a ball from a batting tee.
- 2.14 Differentiate the effects of varying arm and hand speeds when hand-dribbling a ball.

STANDARD 3

Students assess and maintain a level of physical fitness to improve health and performance.

Fitness Concepts

- 3.1 Participate in enjoyable and challenging physical activities for increasing periods of time.

Aerobic Capacity

- 3.2 Participate three to four times each week, for increasing periods of time, in moderate to vigorous physical activities that increase breathing and heart rate.

Muscular Strength/Endurance

- 3.3 Perform abdominal curl-ups, modified push-ups, oblique curl-ups, forward and side lunges, squats, and triceps push-ups from a chair or bench to enhance endurance and increase muscle efficiency.
- 3.4 Traverse the overhead ladder one bar at a time.

Flexibility

- 3.5 Demonstrate the proper form for stretching the hamstrings, quadriceps, shoulders, biceps, and triceps.

Body Composition

- 3.6 Engage in moderate to vigorous physical activity for increasing periods of time.

Assessment

- 3.7 Measure improvements in individual fitness levels.

STANDARD 4

Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.

Fitness Concepts

- 4.1 Explain the fuel requirements of the body during physical activity and inactivity.
- 4.2 Describe the role of moderate to vigorous physical activity in achieving or maintaining good health.
- 4.3 Identify ways to increase time for physical activity outside of school.
- 4.4 Discuss how body temperature and blood volume are maintained during physical activity when an adequate amount of water is consumed.
- 4.5 Explain how the intensity and duration of exercise, as well as nutritional choices, affect fuel use during physical activity.

Aerobic Capacity

- 4.6 Compare and contrast the function of the heart during rest and during physical activity.
- 4.7 Describe the relationship between the heart and lungs during physical activity.
- 4.8 Compare and contrast changes in heart rate before, during, and after physical activity.

Muscular Strength/Endurance

- 4.9 Describe how muscle strength and muscle endurance enhance motor skill performance.
- 4.10 Identify muscles being strengthened during the performance of particular physical activities.
- 4.11 Identify which activities or skills would be accomplished more efficiently with stronger muscles.
- 4.12 Explain the role that weight-bearing activities play in bone strength.

Flexibility

- 4.13 Identify the muscles being stretched during the performance of particular physical activities.
- 4.14 Explain why it is safer to stretch a warm muscle rather than a cold muscle.

Body Composition

- 4.15 Describe the differences in density and weight between bones, muscles, organs, and fat.

STANDARD 5

Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

Self-Responsibility

- 5.1 Participate in a variety of group settings (e.g., partners, small groups, large groups) without interfering with others.
- 5.2 Accept responsibility for one's own behavior in a group activity.

Social Interaction

- 5.3 Acknowledge one's opponent or partner before, during, and after an activity or game and give positive feedback on the opponent's or partner's performance.
- 5.4 Encourage others by using verbal and nonverbal communication.
- 5.5 Demonstrate respect for self, others, and equipment during physical activities.
- 5.6 Demonstrate how to solve a problem with another person during physical activity.

Group Dynamics

- 5.7 Participate positively in physical activities that rely on cooperation.