California Physical Education

Grade 2

Adopted 2005

Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities. 1

1a. Movement Concepts 1A

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

1b. Body Management 1B

1.2 Transfer weight from feet to hands and from hands to feet, landing with control. 1.2

1.3 Demonstrate balance on the ground and on objects, using bases of support other than both feet. 1.3

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. 1.4

1c. Locomotor Movement 1C

1.5 Jump for distance, landing on both feet and bending the hips, knees, and ankles to reduce the impact force. 1.5

1.6 Skip and leap, using proper form. 1.6

1d. Manipulative Skills 1D

1.7 Roll a ball for distance, using proper form. 1.7

1.8 Throw a ball for distance, using proper form. 1.8

1.9 Catch a gently thrown ball above the waist, reducing the impact force. 1.9

1.10 Catch a gently thrown ball below the waist, reducing the impact force. 1.10

1.11 Kick a slowly rolling ball. 1.11

1.12 Strike a balloon consistently in an upward or forward motion, using a short-handled paddle. 1.12

1.13 Strike a ball with a bat from a tee or cone, using correct grip and side orientation. 1.13

1.14 Hand-dribble, with control, a ball for a sustained period. 1.14

1.15 Foot-dribble, with control, a ball along the ground. 1.15

1.16 Jump a rope turned repeatedly 1.16

1e. Rhythmic Skills 1E

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1.17 Demonstrate a smooth transition between even-beat locomotor skills and uneven-beat locomotor skills in response to music or an external beat. 1.17

1.18 Perform rhythmic sequences related to simple folk dance or ribbon routines. 1.18

1.19 Perform with a partner rhythmic sequences related to simple folk dance or ribbon routines. 1.19

Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities. 2

2a. Movement Concepts 2A

2.1 Define open space. 2.1

2.2 Explain how to reduce the impact force of an oncoming object. 2.2

b. Body Management 2.B

2.3 Explain the importance of a wide rather than a narrow base of support in balance activities. 2.3

2.4 Explain why one hand or foot is often preferred when practicing movement skills. 2.4

2c. Locomotor Movement 2C

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

2c. Manipulative Skills 2C

2.6 Identify opportunities to use underhand and overhand movement (throw) patterns. 2.6

2.7 Identify different opportunities to use striking skills. 2.7

2.8 Compare the changes in force applied to a ball and the ball speed when rolling a ball for various distances. 2.8

2.9 Explain key elements of throwing for distance. 2.9

2.10 Identify the roles of body parts not directly involved in catching objects. 2.10

2.11 Identify when to begin the kicking motion when kicking a slowly rolling ball. 2.11

2.12 Identify the different points of contact when striking a balloon upward and striking a balloon forward. 2.12

2.13 Explain the purpose of using a side orientation when striking a ball from a batting tee. 2.13

2.14 Differentiate the effects of varying arm and hand speeds when hand-dribbling a ball. 2.14

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3a. Fitness Concepts 3A

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

improve health and performance. 3

3b. Aerobic Capacity 3B

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. 3.2

3c. Muscular Strength/Endurance 3C

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. 3.3

3.4 Traverse the overhead ladder one bar at a time. 3.4

3d. Flexibility 3D

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

3. Body Composition 3

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

3f. Assessment 3F

3.7 Measure improvements in individual fitness levels. 3.7

Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance. 4

4a. Fitness Concepts 4A

4.1 Explain the fuel requirements of the body during physical activity and inactivity. 4.1

4.2 Describe the role of moderate to vigorous physical activity in achieving or maintaining good health. 4.2

4.3 Identify ways to increase time for physical activity outside of school. 4.3

4.4 Discuss how body temperature and blood volume are maintained during physical activity when an adequate amount of water is consumed. 4.4

4.5 Explain how the intensity and duration of exercise, as well as nutritional choices, affect fuel use during physical activity. 4.5

4b. Aerobic Capacity 4B

4.6 Compare and contrast the function of the heart during rest and during physical activity. 4.6

4.7 Describe the relationship between the heart and lungs during physical activity. 4.7

4.8 Compare and contrast changes in heart rate before, during, and after physical activity. 4.8

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Muscular Strength/Endurance 4C

4.9 Describe how muscle strength and muscle endurance enhance motor skill performance. 4.9

4.10 Identify muscles being strengthened during the performance of particular physical activities. 4.10

4.11 Identify which activities or skills would be accomplished more efficiently with stronger muscles. 4.11

4.12 Explain the role that weight-bearing activities play in bone strength. 4.12

4d. Flexibility 4D

4.13 Identify the muscles being stretched during the performance of particular physical activities. 4.13

4.14 Explain why it is safer to stretch a warm muscle rather than a cold muscle. 4.14

4e. Body Composition 4E

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

Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity. 5

5a. Self-Responsibility 5A

5.1 Participate in a variety of group settings (e.g., partners, small groups, large groups) without interfering with others. 5.1

5.2 Accept responsibility for one's own behavior in a group activity 5.2

5b. Social Interaction 5B

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. 5.3

5.4 Encourage others by using verbal and nonverbal communication. 5.4

5.5 Demonstrate respect for self, others, and equipment during physical activities. 5.5

5.6 Demonstrate how to solve a problem with another person during physical activity. 5.6

5c. Group Dynamics 5C

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