Georgia Physical Education

Grade 2

Adopted 2018

Motor Skills and Movement Patterns

1. **The physically educated student demonstrates competency in a variety of motor skills and movement patterns.** PE2.1
   a. Uses combinations of various locomotor movement patterns (skip, gallop, slide, jog, run, and jump) while demonstrating proper form with different pathways. PE2.1.A
   b. Performs a variety of locomotor and non-locomotor skills in teacher-designed rhythmic activities. PE2.1.B
   c. Performs a combination of rolling and balance skills. PE2.1.C
   d. Performs rhythmical sequences in a creative routine and in simple folk/line dance. PE2.1.D
   e. Transfers weight while maintaining balance. PE2.1.E
   f. Demonstrates the underhand throw while using mature form (facing target, stepping with opposition, transferring weight, and following through). PE2.1.F
   g. Demonstrates overhand throwing techniques following teacher cues. PE2.1.G
   h. Catches an object at a medium level with the hands (not trapping against the body). PE2.1.H
   i. Dribbles a ball using the dominant hand while traveling in general space. PE2.1.I
   j. Dribbles a ball with control using the feet while traveling in general space. PE2.1.J
   k. Kicks a moving ball using mature kicking form while traveling (keeping eye on the ball, stepping with opposite foot next to ball, contacting the ball with dominant foot, and following through). PE2.1.K
   l. Consecutively volleys an object. PE2.1.L
   m. Consecutively strikes a variety of objects with a short-handled implement. PE2.1.M
   n. Rolls an object/ball to a partner or target. PE2.1.N
   o. Turns a long rope successfully. PE2.1.O
   p. Jumps a self-turned rope continuously. PE2.1.P
   q. Jumps a long rope successfully. PE2.1.Q

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The physically educated student applies the knowledge of concepts, principles, strategies, and tactics related to movement and performance. PE2.2

a. Maintains personal space in a movement setting. PE2.2.A

b. Uses a variety of shapes, levels, and pathways in a variety of movement settings. PE2.2.B

c. Demonstrates gradual increases and decreases in speed and force in dance and/or a variety of activities. PE2.2.C

Fitness

3. The physically educated student demonstrates knowledge and skills to help achieve and maintain a health-enhancing level of physical activity and fitness. PE2.3

a. Recognizes physiological indicators that accompany moderate to vigorous physical activities (feels hot, thirsty, sweaty, increased heart rate and heavy breathing). PE2.3.A

b. Actively engages in physical education. PE2.3.B

c. Identifies physical activities that contribute to fitness in and outside of a physical education setting. PE2.3.C

d. Practices the proper protocol for each Georgia Fitness Assessment component. PE2.3.D

Personal and Social Behavior, Rules, Safety, and Etiquette

4. The physically educated student exhibits responsible personal and social behavior that respects self and others in physical activity settings. PE2.4

a. Accepts corrective feedback from teacher. PE2.4.A

b. Works cooperatively with peers to solve problems and conflicts. PE2.4.B

c. Respects personal and group space (recognizes boundaries and keeps hands/feet to self). PE2.4.C

d. Interacts positively with others during partner and small group activities. PE2.4.D

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5. The physically educated student recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction. PE2.5

a. Describes and identifies emotions before, during, and after participating in physical activity. PE2.5.A

b. Participates willingly in physical activities which require learning new skills. PE2.5.B

c. Identifies physical activities which provide opportunities for self-expression in dance, gymnastics routines, and game environments. PE2.5.C

d. Recognizes the value of working cooperatively with others. PE2.5.D

e. Accepts and respects differences and similarities in physical abilities in self and others. PE2.5.E