Missouri Physical Education

Grade 2

Adopted 2007

Efficiency of Human Movement and Performance

1. **Personal Fitness and Healthy Active Living**
   - A. Health-Related and Skill-Related Fitness
     - a. Tell why it is important to be physically active every day.
   - B. Wellness
     - a. Identify opportunities outside of school to participate regularly in physical activities (e.g., dance practice, jogging, kick, dribble, throw and catch).
   - C. Fitness Principles
     - a. Describe the benefits of appropriate warm-up and cool-down activity.
   - D. Body Systems
     - a. Identify the parts of the circulatory and respiratory systems of the body (circulatory - heart, blood, veins, arteries; respiratory - lungs, mouth, nose, bronchial tubes, trachea).

2. **Responsible Personal and Social Behavior in the Physical Activity Setting**
   - A. Personal/Social Responsibilities
     - a. Demonstrate independence and good use of time while participating in physical activity.
     - b. Show appropriate sportsmanship and sensitivity to diversity and gender issues.

3. **Injury Prevention, Treatment and Rehabilitation**
   - A. Prevention
     - a. Perform efficient movement in activities to prevent injuries.
   - B. Treatment
     - b. Recognize the symptoms of breathing emergency (e.g., asthma, choking) and seek appropriate assistance.

Physical Activity and Lifetime Wellness

1. **Fundamental Movement Skills and Games**
   - A. Locomotor
     - a. Demonstrate locomotor skills in combinations.
     - b. Demonstrate locomotor skills using patterns, levels, tempo, directions, and pathways.

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B. Non-Locomotor

a. Demonstrate non-locomotor skills in a variety of activities using different levels and speeds individually and with a partner.

C. Manipulative Skills

a. Demonstrate individually and with a partner manipulative skills in a stationary position and while moving (e.g., throwing, catching, kicking, striking, volleying, and dribbling).

D. Body Management

a. Distinguish between static and dynamic balance (e.g., one leg balance, forward roll).

E. Movement Concepts

a. Identify and demonstrate symmetrical and non-symmetrical shapes at different levels (e.g., body letters, rope spelling).

b. Apply relationship experiences with a person (e.g., crawl under partner's bridge) or with objects.

c. Identify and apply concepts relating to force (e.g., hard, soft, heavy, light).

F. Developmental Games

a. Demonstrate motor skills and knowledge of rules while participating in low organized games.

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2. Sport Skills and Lifetime Activities

A. Skill Techniques

a. Demonstrate proper techniques for a variety of fundamental skills.

B. Individual, Dual and Team Sports

a. Demonstrate a variety of sport specific lead-up games.

D. Specialized Activities

a. Demonstrate basic apparatus activities on a balance beam, climbing rope, cargo net, parallel bars, vault, and climbing wall.

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3. Rhythms and Dance

A. Essential Elements of Rhythm

a. Demonstrate movements to different rhythms.

B. Creative/Interpretive

a. Demonstrate the ability to create rhythmic movement patterns (e.g., float high, stomp, turn, crawl slow).

C. Rhythmic Activities

a. Create personal rhythmic pattern with a manipulative (e.g., lummi stick).

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D. Forms of Dance

a. Demonstrate a simple dance with a partner.

E. Social/Cultural Aspects of Dance

   a. Identify historical origins of folk dances (e.g., Kinder polka - Germany).