

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.
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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.
 - 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.

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).

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).