Virginia Physical Education

Grade 2

Motor Skill Development

1 **The student will demonstrate developmentally appropriate form using at least two critical elements or all correct critical elements of locomotor, non-locomotor, and manipulative skills.** 2.1

- a Demonstrate developmentally appropriate form for jogging, running, skipping, galloping, sliding, hopping, jumping, and leaping. 2.1.A
- b Demonstrate a simple educational gymnastic sequence, including balance, roll, transfer of weight from feet to hands, and jumping and landing horizontally (distance) and vertically. 2.1.B
- c Demonstrate at least two critical elements of eye-hand coordination skills for dribbling with the dominant/preferred hand while walking, overhand throwing, underhand throwing and catching individually and with a partner, underhand throwing and rolling to a target, and consecutive upward volleying with hand(s), with a short-/long-handled implement or noodle and striking/batting a ball off a tee using hard and soft force with control. 2.1.C
- d Demonstrate at least two critical elements of eye-foot coordination skills while kicking a moving ball, foot dribbling with control while walking to open spaces, and kicking/passing to a partner or a stationary target. 2.1.D
- e Demonstrate moving to a rhythm by performing basic dance sequences (teacher- or student-led dances). 2.1.E
- f Demonstrate at least two critical elements for jumping forward and backward with a short rope (self-turn) and jumping with long rope (student-turn). 2.1.F

Anatomical Basis of Movement

2 **The student will identify major musculoskeletal structures and the cardiorespiratory system and explain the importance of spatial awareness while moving.** 2.2

- a Describe the concept of relationships (e.g., over, under, around, in front of, behind, through) in dynamic movement situations. 2.2.A
- b Explain the importance of spatial awareness (personal and general space) in static and dynamic movement situations. 2.2.B
- c Explain that the brain sends messages to the body through the spinal cord for movement and other activities. 2.2.C
- d Identify major muscles, including the quadriceps, biceps, abdominals, and heart. 2.2.D
- e Explain that muscles contract (tense or tighten) to keep the body in a balanced position. 2.2.E

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f Identify major bones, including the skull, ribs, and spine. 2.2.F

g Identify the major structures of the cardiorespiratory system (heart and lungs). 2.2.G

Fitness Planning

3 The student will describe the components of fitness and identify physical activities that promote aerobic capacity, muscular strength, endurance, flexibility, and body composition. 2.3

a Describe muscular strength as important in lifting/moving heavy objects. 2.3.A

b Describe muscular endurance as important in moving throughout the day. 2.3.B

c Describe flexibility as important in moving in many directions. 2.3.C

d Describe cardiorespiratory endurance as important for maintaining a healthy heart and lungs. 2.3.D

e Describe body composition as the components that make up a person's body weight (percentages of fat, bone, water, and muscle in the human body). 2.3.E

f Identify one activity to promote each component of fitness (i.e., cardiorespiratory endurance, muscular strength, muscular endurance, flexibility, and body composition). 2.3.F

g Identify opportunities to participate in regular physical activity inside and outside school, individually and with others. 2.3.G

h Identify and demonstrate three different physical activities that increase heart rate and breathing. 2.3.H

Social and Emotional Development

4 The student will identify, demonstrate, and apply cooperative, respectful, and safe behaviors in physical activity settings. 2.4

a Identify one activity that is enjoyed and done with friends outside the physical education class. 2.4.A

b Identify one collaborative group activity that is challenging, and demonstrate one way to improve communication skills. 2.4.B

c Demonstrate cooperative skills, including taking turns and sharing equipment. 2.4.C

d Demonstrate safe participation and proper care of equipment individually and with others. 2.4.D

e Demonstrate an understanding of established classroom safety rules and procedures. 2.4.E

f Demonstrate the use of responsible decision-making steps to resolve conflict in physical activity settings. 2.4.F

g Identify the characteristics of inclusion as belonging, acceptance, and value. 2.4.G

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The student will describe the impact of balancing energy intake and physical activity output. 2.5

a Explain that calcium is important for bone growth. 2.5.A

b Identify examples of healthy snacks. 2.5.B

c Identify different hydration choices. 2.5.C

d Explain that choosing nutritious foods and being physically active are components of being healthy. 2.5.D

e Explain how fruits and vegetables provide energy for physical activity. 2.5.E