Wisconsin Physical Education

2nd Grade

The student will demonstrate competency in a variety of motor skills and movement patterns.

Locomotor: Walk, Run, Hop, Leap, Slide, Gallop, Skip

1A Skip using a mature pattern. PE.S1.E1A.2

1B Run with a mature pattern. PE.S1.E1B.2

Locomotor: Jumping and Landing (horizontal and vertical planes)

2 Demonstrate four of the five critical elements (see list in previous grade) for jumping and landing using a variety of one and two-foot take-offs and landings. PE.S1.E2.2

Locomotor: Dance/ Rhythmic Activities

3 Perform a teacher- or student-designed rhythmic activity with the correct response to simple rhythms. PE.S1.E3.2

Locomotor: Combinations

Nonlocomotor (stability): Weight Transfer and Rolling Actions

5A Transfer weight from one body part to another in self-space, dance, and gymnastics. PE.S1.E5A.2

5B Roll in different directions with either a narrow or curled body shape. PE.S1.E5B.2

Nonlocomotor (stability): Balance

6A Balance on different bases of support, combining levels and shapes. PE.S1.E6A.2

6B Balance in an inverted position with stillness and supportive base. PE.S1.E6B.2

Nonlocomotor (stability): Curling and Stretching; Twisting and Bending

7 Differentiate among twisting, curling, bending, and stretching actions. PE.S1.E7.2

Nonlocomotor (stability): Combinations

8 Combine balances and transfers into a three-part sequence (e.g., dance sequence or gymnastics sequence). PE.S1.E8.2

Nonlocomotor (stability): Balance and Weight Transfer

Manipulative: Underhand Throw; Underhand Roll

10 Roll or throw underhand using all five critical elements of a mature pattern. PE.S1.E10.2

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anipulative: Overhand Throw; Backhand Throw (disc)

11 Throw overhand, demonstrating three of the five critical elements of a mature pattern. PE.S1.E11.2

Manipulative: Passing (with hands)

Manipulative: Catching

13 Catch a selftossed or wellthrown large object with hands, not trapping or cradling against the body, PE.S1.E13.2

Manipulative: Dribbling (with hands)

14A Dribble continuously in self-space with preferred hand, demonstrating three of the five critical elements of a mature pattern. PE.S1.E14A.2

14B Dribble using the preferred hand while walking in general space. PE.S1.E14B.2

Manipulative: Kicking

15 Use a continuous running approach and kick a moving object, demonstrating three of the five critical elements of a mature pattern. PE.S1.E15.2

Manipulative: Dribbling (with feet)

16 Dribble an object in general space, demonstrating three of the five critical elements of a mature pattern. PE.S1.E16.2

Manipulative: Passing and Receiving (with feet)

Manipulative: Volley Underhand

18 Volley an object forward, demonstrating three of the five critical elements of a mature pattern. PE.S1.E18.2

Manipulative: Volley Overhead

Manipulative Striking with Shorthandled Implement

20A Strike an object upward with a shorthandled implement, using consecutive hits. PE.S1.E20A.2

20B Strike an object with a short-handled implement, sending it forward, demonstrating two of the three critical elements of a mature pattern. PE.S1.E20B.2

Manipulative Striking with Long-handled Implement

21 Strike a stationary object, using correct grip, side orientation, and proper body orientation. PE.S1.E21.2

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Jumping Rope

22A Jump a selfturned rope consecutively forward and backward with a mature pattern. PE.S1.E22A.2

22B Jump a long rope five times consecutively with studentassisted turning. PE.S1.E22B.2

Outdoor Pursuits/ Adventure Activities

23 Demonstrate at least two critical skills needed to perform teacherdirected activity. PE.S1.E23.2

Aquatics: Swim Skills

24 Demonstrate swim skills as described by the American Red Cross “Learn to Swim and Achieve” or any other nationally recognized swim program. Students may exhibit skills in any of the skill levels. PE.S1.E24.2

The student will apply knowledge of concepts, principles, strategies and tactics related to movement and performance.

Movement Concepts: Space

1 Combine locomotor skills in general space to a rhythm. PE.S2.E1.2

Movement Concepts: Pathways, Shapes, and Levels

2 Combine shapes, levels, and pathways into simple travel, dance and gymnastics sequences. PE.S2.E2.2

Movement Concepts: Speed, Direction, and Force

3 Vary time and force with gradual increases and decreases. PE.S2.E3.2

Movement Concepts: Strategy and Tactics

Aquatics: Safety

5 Understand and follow safety concepts as described by the American Red Cross for level four. PE.S2.E5.2

The student will demonstrate the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.

Physical Activity Knowledge

1 Discuss the benefits of being active, playing, and exercising. PE.S3.E1.2

Fitness Knowledge: Cardiorespiratory Endurance

2A Identify personal Rate of Perceived Exertion (RPE) using the Borg scale. PE.S3.E2A.2

2B Identify where and how to find pulse. PE.S3.E2B.2

Fitness Knowledge: Muscular Strength and Endurance

3 Identify basic exercises to improve muscular strength and endurance. PE.S3.E3.2

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tness Knowledge: Flexibility

Identify basic stretches to improve flexibility. PE.S3.E4.2

Fitness Knowledge: Body Composition

Fitness Knowledge: Skill-related Fitness

Knowledge Application

7A Apply knowledge of physical activity and fitness as listed above to demonstrate personal awareness of RPE and how to find a pulse. PE.S3.E7A.2

7B identify preferred activities that increase cardiorespiratory fitness, flexibility, and muscular strength and endurance. PE.S3.E7B.2

Assessment and Program Planning

8 Participate in health-related fitness components working toward building strength and competence using self-assessment and peer assessment skills during practice fitness activities. PE.S3.E8.2

Nutrition

9 Recognize the balance of good nutrition and hydration with physical activity. PE.S3.E9.2

The student will exhibit responsible personal and social behavior that respects self and others.

Safety

1 Safely participate with peers and equipment in a variety of physical activity settings with minimal teacher reminders. PE.S4.E1.2

Social Awareness: Procedures and Protocols

2 Recognize the role of procedures and protocols in the learning environment. PE.S4.E2.2

Social Awareness

3 Demonstrate respect of individual differences with teacher guidance. PE.S4.E3.2

Self-management: Goal Setting

4 Identify and apply steps and strategies to complete a simple goal with minimal teacher guidance. PE.S4.E4.2

Relationship Skills: Feedback

5 Accept specific teacher-directed feedback. PE.S4.E5.2

Relationship Skills: Conflict Resolution

6 Recognize individual perspectives may vary from person to person. PE.S4.E6.2

Decision-making

7 Identify possible choices and actions (positive and negative) to consider in a given situation with teacher guidance. (WSELC 20) PE.S4.E7.2

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The student will recognize the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction.

Health and Well-being

1 Identify different types of physical activity that positively impact overall health and well-being. PE.S5.E1.2

Self-awareness and Self-management: Challenge and Growth Mindset

2 Persist toward reaching a goal despite setbacks with teacher guidance. PE.S5.E2.2

Self-expression, Social Interaction, and Enjoyment

3 Identify physical activities that provide selfexpression (e.g., dance, gymnastics routines, practice tasks in game environments). PE.S5.E3.2