

# 2<sup>nd</sup> Grade Physical Education

**Instructional Focus:** This level enables students to further develop motor skills. It also encourages students to use feedback to improve their performance, identify health activities, and respect the rights and feelings of others.

## Motor Skills

### Standards

**SHAPE Standard 1** The physically literate individual demonstrates competency in a variety of motor skills and movement patterns. **AK PE Standard A** Demonstrates competency in motor and movement skills needed to perform a variety of physical activities.

### Objectives

- Students will:
- Skips using a mature pattern.
  - Runs with a mature pattern.
  - Travels showing differentiation between jogging and sprinting.
  - Jumps and lands in a horizontal plane using a variety of 1- and 2-foot take-offs/landings, with preparatory stance, coordinated forceful arm-swing forward with leg-propulsion, leg extension, and cushioned landing.
  - Jumps and land in a vertical plane, with forceful arm swing forward with leg propulsion, trunk extension, overhead reach, and cushioned landing.
  - Performs a teacher and/or student designed rhythmic activity with correct response to simple rhythms.
  - Balances on different bases of support, combining levels and shapes.
  - Balances in an inverted position with stillness and supportive base.
  - Transfers weight from feet to different body parts/bases of support with balance and control.
  - Rolls in different directions with either a narrow or curled body shape.
  - Differentiates among twisting, curling, bending and stretching actions.
  - Combines balances and transfers into a three-part sequence (i.e. dance, gymnastics).
  - Throws underhand using a mature pattern.
  - Throws overhand demonstrating 2 of the 5 critical elements of a mature pattern.
  - Catches a self-tossed or well-thrown large ball with hands, not trapping or cradling.
  - Dribbles in self-space with preferred hand demonstrating a mature pattern.
  - Dribbles using the preferred hand while walking in general space.
  - Dribbles with the feet in general space with control of ball and body.
  - Use a continuous running approach and kicks a moving ball, demonstrating 3 of the 5 critical elements of mature pattern.
  - Volleys an object upward with consecutive hits.
  - Strikes an object upward with a short-handled implement using consecutive hits
  - Strikes a ball of a tee or cone with a bat using correct grip and side orientation/proper body orientation.
  - Jumps a self-turned rope consecutively forward and backward with a mature pattern.
  - Jumps a long rope 5 times consecutively with student turners.

### Examples

- Locomotor games and activities
- Levels or Gears-Intervals timers
- Jumping patterns and games
- Hopscotch, one foot, 2 foot, standing, from running
- Landing in positions and from heights (mats and equipment)
  
- Dance, Drum Fit, Rhythm Sticks, clapping, stepping patterns
- Body support and Yoga
- Tumbling, body support activities
- Tumbling/gymnastics
- Ball or beanbag toss, corn hole
- Throwing instruction, skill practice, and games
- Low, medium, high self-toss catches
- Lead up basketball (hand dribbling)
- Lead up soccer (foot dribbling)
- Tee ball type activities
- Jump Rope, jump hula hoops, noodles.

| <b>Learning Concepts</b>  |   |
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| <b>Standards</b>  |   |
| <b>SHAPE Standard 2</b> The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance. <b>AK PE Standard B</b> Apply movement concepts to the learning and performance of physical activities.   |   |
| <b>Objectives</b>   | <b>Examples</b>   |
| Students will: <ul style="list-style-type: none"> <li>• Combines locomotor skills in general space to a rhythm.</li> <li>• Combines shapes, level and pathways into simple travel, dance, and gymnastics sequences.</li> <li>• Varies time and force with gradual increases and decreases.</li> </ul>   | <ul style="list-style-type: none"> <li>• Locomotive centers and activities</li> <li>• Circuits and stations</li> </ul>  |
| <b>Fitness and Active Lifestyle</b>   |   |
| <b>Standards</b>  |   |
| <b>SHAPE Standard 3</b> The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness. <b>AK PE Standard C</b> Participate regularly in physical activity. <b>AK PE Standard D</b> Apply fitness concepts to achieve and maintain a health-enhancing level of personal fitness.  |   |
| <b>Objectives</b>   | <b>Examples</b>   |
| Students will: <ul style="list-style-type: none"> <li>• Describes large-motor and/or manipulative physical activity for participation outside physical education class (i.e. before/after school, at home, etc.).</li> <li>• Engages actively in physical education class in response to instruction and practice.</li> <li>• Recognizes the use of the body (i.e. plank, animal walks) as resistance for developing strength.</li> <li>• Identifies physical activities that contribute to fitness.</li> <li>• Recognizes the “good health balance” of good nutrition with physical activity.</li> </ul> | <ul style="list-style-type: none"> <li>• Class Discussion</li> <li>• Cooperative Groups</li> <li>• Self-reporting and demonstration</li> <li>• Objective (written or drawn) tasks and or activities.</li> </ul> |
| <b>Social/Respect</b>   |   |
| <b>Standards</b>  |   |
| <b>SHAPE Standard 4</b> The physically literate individual exhibits responsible personal and social behavior that respects self and others. <b>AK PE Standard E</b> Exhibit personal and social behavior that respects self and others in physical activity settings.   |   |
| <b>Objectives</b>   | <b>Examples</b>   |
| Students will: <ul style="list-style-type: none"> <li>• Practices skills with minimal teacher prompting.</li> <li>• Accepts responsibility for class protocols with behavior and performance actions.</li> <li>• Accepts specific corrective feedback from the teacher.</li> <li>• Works independently with others in partner environments.</li> <li>• Recognizes the roles of rules and etiquette in teacher-designed physical activities.</li> <li>• Works independently and safely in physical education.</li> <li>• Works safely with physical education equipment.</li> </ul>                        | <ul style="list-style-type: none"> <li>• Practice class expectations</li> <li>• Provide partners and grouping in various formats.</li> <li>• Recognize safe and responsible behavior.</li> </ul>                |
| <b>Value Physical Activity</b>  |   |
| <b>Standards</b>  |   |
| <b>SHAPE Standard 5</b> The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction. <b>AK PE Standard F</b> Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.   |   |
| <b>Objectives</b>   | <b>Examples</b>   |

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| <p>Students will:</p> <ul style="list-style-type: none"><li>• Recognizes the value of “good health balance.”</li><li>• Compares physical activities that bring confidence and challenge.</li><li>• Identifies physical activities that provided self-expression (i.e. dance, gymnastics routines, circus arts, practice tasks in game environments).</li><li>• Accept and express feelings (in a socially acceptable manner) that result from challenges, successes and failures in new physical activity.</li></ul> | <ul style="list-style-type: none"><li>• Performance tasks, survey, class participation and demonstration of knowledge and abilities.</li></ul> |
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