



## Overview

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Elementary physical education programs emphasize the importance of physical activity and personal fitness. Fitness is developed through the activities in the daily lessons, which emphasize physical activity, continuous movement, and challenges that involve overloading the major muscle groups. Students have opportunities to understand the fitness components, fitness assessment, and the need for a lifetime of physical activity. Participation in physical activity also can be an important venue for the social, psychological, and emotional development of children.

The elementary school physical education program emphasizes the development of fundamental locomotor, nonlocomotor, and manipulative skills. The movement framework, basic biomechanical and motor learning principles (see Appendixes C, D, and E in the *Physical Education Framework for California Public Schools* [California Department of Education 2009]), and fundamental game tactics are also part of the content for elementary school students.

State law requires that schools provide students in grade two with at least 200 minutes of physical education each 10 school days (California *Education Code* Section 51210[g]). Recess and lunch time do not count toward the required instructional minutes.

The grade-two physical education model content standards are organized by five overarching content standards. Under each of the overarching standards are grade-level model content standards that provide a vision for what students in grade two need to know and be able to do. Together, the content standards represent the essential skills and knowledge that all students need to be physically active and enjoy a healthy lifestyle.

Students in grade two experience moderate but steady growth in muscular strength and endurance. They exhibit relatively high heart rates, breathing rates, and levels of flexibility. Their balance skills also show steady improvement.

## What Second-Grade Students Should Know

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By the end of grade one, students have learned about qualities of movement, including time and space. They can combine locomotor skills into sequences and create movement sequences to accompany music. Students can demonstrate the correct technique for catching a gently thrown ball and for manipulative skills, such as positioning the non-kicking foot correctly when kicking a ball. They have learned appropriate stretching exercises for the arms, shoulders, back, and legs. At the end of grade one, students are aware of the physical changes that occur with physical activity and can describe them. They also understand that proper body positions help prevent injury and that water, oxygen, and food act as fuel for the body.

## What Students Learn in Second Grade

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In second grade, students focus on mastering the correct technique for locomotor and nonlocomotor skills. They begin learning tumbling skills at a level that allows them to create their own routines and to transfer weight from one body part to another with control. By the end of the school year, students demonstrate more control when using manipulative skills and can describe the correct technique in greater detail. They learn about

the benefits of physical activity, the purpose of good nutrition, and how to solve movement problems with a partner. Students learn the terms *force*, *open space*, and *base of support* as they experience them during physical education lessons.

### **Overarching Standard 1: Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.**

In second grade, students practice jumping rope repeatedly, skipping, and leaping, working toward mastery of the correct technique. They also practice making smooth transitions between even-beat locomotor skills and uneven-beat locomotor skills. They use these skills in the performance of rhythmic sequences, such as simple folk dances or ribbon routines performed with and without a partner.

Students in second grade review log rolls, forward rolls, and balances while learning to transfer weight from feet to hands and hands to feet with control. They create their own tumbling routines that include body rolls and balances. They extend their jump-rope skills from jumping over a swinging rope to repeatedly jumping over a turning rope.

Students also continue to practice manipulative skills by throwing, catching, kicking, and dribbling (foot and hand) for control using a variety of objects (e.g., balls, balloons). They practice striking using a variety of implements (e.g., short-handled paddles, bats). By the end of second grade, students can demonstrate the correct form for rolling and throwing a ball for distance as well as demonstrate more control using other manipulative skills.

### **Overarching Standard 2: Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities.**

Standard 2 represents the cognitive knowledge that supports the skills learned in second grade in Standard 1. Students learn to describe the correct technique for manipulative skills in greater detail (e.g., the role of body parts not directly involved in catching, timing to begin the kicking motion when kicking a slowly rolling ball). In addition, they understand the purpose of using correct form (e.g., side orientation when batting). In preparation for gaining a deeper understanding of the science of movement, students in second grade learn that a wide base of support is more stable than a narrow base of support; that, other things being equal, a greater force must be applied to a ball that needs to travel a greater distance; and how to reduce the impact force from the catching or striking of a ball. In preparation for game play in later grades, students learn to describe situations where striking skills and underhand and overhand throwing skills are used. They also learn the definition for *open space*, which is the basis for offensive and defensive game strategies learned in fourth grade and beyond.

### **Overarching Standard 3: Students assess and maintain a level of physical fitness to improve health and performance.**

Students in second grade develop muscular strength and endurance through curl-ups, modified push-ups, forward and side lunges, and squats. They learn the correct form for stretching the hamstrings, quadriceps, shoulders, biceps, and triceps to maintain their flexibility. In second grade, students start measuring their own fitness levels and monitoring their personal improvement. They also increase the amount of time they spend performing moderate to vigorous physical activities three or four days a week.

**In second grade, students start measuring their own fitness levels and monitoring their personal improvement.**

## **Overarching Standard 4: Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.**

Standard 4 provides the cognitive information to support the fitness activities described in Standard 3. In second grade, students learn about the benefits of physical activity for maintaining good health. They also learn about opportunities to participate in physical activity outside school (e.g., walking a dog, playing physically interactive electronic games, raking leaves, joining a sports team).

Students learn the purpose of increasing exercise intensity and duration as well as the reason for warming up muscles before they are stretched. They learn the names of the muscles that they strengthen and stretch, as well as the benefits of health-related fitness. The purpose of good nutrition, with a focus on nutritional choices and water intake, completes the student's understanding of fitness concepts.

## **Overarching Standard 5: Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.**

In second grade, students participate in a variety of group settings. Encouraging others, demonstrating cooperation, and avoiding interference with others are the emphasis. Students move from the sense of self in isolation and begin to embrace the concept of partners working together to solve movement problems. Students are better able to solve problems that arise when they work in partners or groups if they have had opportunities to practice problem solving in simulations designed by the teacher. They begin to accept responsibility for their own behavior in a group activity. This grade level is also when students' growing awareness of others helps them promote respect for others and for equipment during physical activities.

## **Support for English Learners**

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The goal of physical education programs in California is to ensure universal access to high-quality curriculum and instruction so that every student can meet or exceed the state's physical education model content standards. To reach that goal, teachers design instruction to meet the instructional needs of each student. Different instructional approaches may be needed for English learners to gain access to physical education content. Specially designed academic instruction in English (SDAIE), also known as sheltered instruction, provides students with a variety of interactive and multimodal means to obtain information. With sheltered instruction techniques, teachers modify the language demands of the lesson. Cooperative learning with high levels of interaction may also be an effective strategy. (See the *Physical Education Framework for California Public Schools* [California Department of Education 2009], Chapter 7, "Universal Access," for more information.)

Physical education instruction can also provide opportunities for students to develop their English-language skills as vocabulary is developed through physical activity instruction (e.g., "Stand on the blue square"; "Move around the cone") and demonstrations of locomotor movements that include labeling of the movement (e.g., the teacher says, "Skip to the line," and students demonstrate skipping).

## Support for Students with Special Needs

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Successful participation in physical activities by students with special needs depends on the teacher's skill and training in providing instruction and support to all students. When systematically planned differentiation strategies are used, students with special needs can benefit from appropriately challenging curriculum and instruction. The strategies for differentiating instruction include pacing, complexity, depth, and novelty. Despite the modifications made, however, the focus is to always help students meet the physical education model content standards to the best of their ability.

In helping students achieve at their grade level, teachers use instructional resources aligned with the standards and provide additional learning and practice opportunities. Some students with 504 Plans or individualized education programs (IEPs) are eligible for special education services in physical education. A student's 504 Plan or IEP often includes suggestions for techniques to ensure that the student has full access to a program designed to provide him or her with appropriate learning opportunities and that uses instructional materials and strategies to best meet his or her needs. The 504 Plan or IEP also determines which services or combination of services best met the student's need. See the *Physical Education Framework for California Public Schools* [California Department of Education 2009], Chapter 7, "Universal Access," for more information. The framework is posted at <http://www.cde.ca.gov/ci/pe/cf/index.asp>.

## The Standards

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The following grade-two physical education model content standards were adopted by the California State Board of Education on January 12, 2005.

<b>Physical Education Model Content Standards Grade Two</b>	
<b>STANDARD 1: Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.</b>	
<b>Movement Concepts</b>	
1.1	Move to open spaces within boundaries while traveling at increasing rates of speed.
<b>Body Management</b>	
1.2	Transfer weight from feet to hands and from hands to feet, landing with control.
1.3	Demonstrate balance on the ground and on objects, using bases of support other than both feet.
1.4	Create a routine that includes two types of body rolls (e.g., log roll, egg roll, shoulder roll, forward roll) and a stationary balance position after each roll.
<b>Locomotor Movement</b>	
1.5	Jump for distance, landing on both feet and bending the hips, knees, and ankles to reduce the impact force.

1.6	Skip and leap, using proper form.
<b>Manipulative Skills</b>	
1.7	Roll a ball for distance, using proper form.
1.8	Throw a ball for distance, using proper form.
1.9	Catch a gently thrown ball above the waist, reducing the impact force.
1.10	Catch a gently thrown ball below the waist, reducing the impact force.
1.11	Kick a slowly rolling ball.
1.12	Strike a balloon consistently in an upward or forward motion, using a short-handled paddle.
1.13	Strike a ball with a bat from a tee or cone, using correct grip and side orientation.
1.14	Hand-dribble, with control, a ball for a sustained period.
1.15	Foot-dribble, with control, a ball along the ground.
1.16	Jump a rope turned repeatedly.
<b>Rhythmic Skills</b>	
1.17	Demonstrate a smooth transition between even-beat locomotor skills and uneven-beat locomotor skills in response to music or an external beat.
1.18	Perform rhythmic sequences related to simple folk dance or ribbon routines.
1.19	Perform with a partner rhythmic sequences related to simple folk dance or ribbon routines.
<b>STANDARD 2: Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities.</b>	
<b>Movement Concepts</b>	
2.1	Define <i>open space</i> .
2.2	Explain how to reduce the impact force of an oncoming object.
<b>Body Management</b>	
2.3	Explain the importance of a wide rather than a narrow base of support in balance activities.
2.4	Explain why one hand or foot is often preferred when practicing movement skills.
<b>Locomotor Movement</b>	
2.5	Compare and contrast locomotor movements conducted to even and uneven beats.

<b>Manipulative Skills</b>	
2.6	Identify opportunities to use underhand and overhand movement (throw) patterns.
2.7	Identify different opportunities to use striking skills.
2.8	Compare the changes in force applied to a ball and the ball speed when rolling a ball for various distances.
2.9	Explain key elements of throwing for distance.
2.10	Identify the roles of body parts not directly involved in catching objects.
2.11	Identify when to begin the kicking motion when kicking a slowly rolling ball.
2.12	Identify the different points of contact when striking a balloon upward and striking a balloon forward.
2.13	Explain the purpose of using a side orientation when striking a ball from a batting tee.
2.14	Differentiate the effects of varying arm and hand speeds when hand-dribbling a ball.
<b>STANDARD 3: Students assess and maintain a level of physical fitness to improve health and performance.</b>	
<b>Fitness Concepts</b>	
3.1	Participate in enjoyable and challenging physical activities for increasing periods of time.
<b>Aerobic Capacity</b>	
3.2	Participate three to four times each week, for increasing periods of time, in moderate to vigorous physical activities that increase breathing and heart rate.
<b>Muscular Strength/Endurance</b>	
3.3	Perform abdominal curl-ups, modified push-ups, oblique curl-ups, forward and side lunges, squats, and triceps push-ups from a chair or bench to enhance endurance and increase muscle efficiency.
3.4	Traverse the overhead ladder one bar at a time.
<b>Flexibility</b>	
3.5	Demonstrate the proper form for stretching the hamstrings, quadriceps, shoulders, biceps, and triceps.
<b>Body Composition</b>	
3.6	Engage in moderate to vigorous physical activity for increasing periods of time.

<b>Assessment</b>	
3.7	Measure improvements in individual fitness levels.
<b>STANDARD 4: Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.</b>	
<b>Fitness Concepts</b>	
4.1	Explain the fuel requirements of the body during physical activity and inactivity.
4.2	Describe the role of moderate to vigorous physical activity in achieving or maintaining good health.
4.3	Identify ways to increase time for physical activity outside of school.
4.4	Discuss how body temperature and blood volume are maintained during physical activity when an adequate amount of water is consumed.
4.5	Explain how the intensity and duration of exercise, as well as nutritional choices, affect fuel use during physical activity.
<b>Aerobic Capacity</b>	
4.6	Compare and contrast the function of the heart during rest and during physical activity.
4.7	Describe the relationship between the heart and lungs during physical activity.
4.8	Compare and contrast changes in heart rate before, during, and after physical activity.
<b>Muscular Strength/Endurance</b>	
4.9	Describe how muscle strength and muscle endurance enhance motor skill performance.
4.10	Identify muscles being strengthened during the performance of particular physical activities.
4.11	Identify which activities or skills would be accomplished more efficiently with stronger muscles.
4.12	Explain the role that weight-bearing activities play in bone strength.
<b>Flexibility</b>	
4.13	Identify the muscles being stretched during the performance of particular physical activities.
4.14	Explain why it is safer to stretch a warm muscle rather than a cold muscle.
<b>Body Composition</b>	
4.15	Describe the differences in density and weight between bones, muscles, organs, and fat.

**STANDARD 5: Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.**

**Self-Responsibility**

5.1 Participate in a variety of group settings (e.g., partners, small groups, large groups) without interfering with others.

5.2 Accept responsibility for one's own behavior in a group activity.

**Social Interaction**

5.3 Acknowledge one's opponent or partner before, during, and after an activity or game and give positive feedback on the opponent's or partner's performance.

5.4 Encourage others by using verbal and nonverbal communication.

5.5 Demonstrate respect for self, others, and equipment during physical activities.

5.6 Demonstrate how to solve a problem with another person during physical activity.

**Group Dynamics**

5.7 Participate positively in physical activities that rely on cooperation.