## GRADE 2: PHYSICAL EDUCATION CURRICULUM FRAMEWORKS

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<th>Benchmarks</th>
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| 1. Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. (Physical Skills) | 1. Students will demonstrate skills of chasing, fleeing, and dodging in a variety of situations. | • Plays a variety of tag games (midnight, crows and cranes, dragon’s tail).  
• Travels through space avoiding people and objects during movement exploration activities. |            |
|                                                                         | 2. Students will demonstrate progress toward mature locomotor and non-locomotor skills in a variety of settings. | • Performs smooth and continuous locomotor skills as directed by teacher.  
• Responds to musical selection requesting specific locomotor responses.  
• Demonstrates locomotor skills in relay or game format with partners. |            |
|                                                                         | 3. Students will demonstrate progress toward a mature form in manipulative skills. | • Strikes a ball from a tee.  
• Dribbles a ball alternating hands.  
• Catches a ball bounced by a partner.  
• Jumps a self-turned rope a variety of ways.  
• Kicks a rolled ball. |            |
|                                                                         | 4. Students will demonstrate a variety of rhythmical patterns. | • Performs appropriate contemporary dances (e.g., Bunny Hop).  
• Keeps specific tempo while performing simple dance steps. |            |
| 2. Demonstrates understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities. (Knowledge) | 1. Students will demonstrate motor patterns in simple combinations. | • Performs a routine, using a locomotor skill in combination with levels, pathways, direction, and/or speed. (e.g., skipping at a medium level in a zigzag pattern backwards).  
• Pass and catch a ball with a partner using a variety of levels.  
• Performs a simple tumbling routine by combining a roll, turn, and balance. |            |
# Grade 2: Physical Education Curriculum Frameworks

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| 2. Students will apply movement concepts to a variety of basic skills. | - Recognize appropriate safety practices in general space (throwing or kicking in a safe area).  
- Twist trunk when throwing an object overhand.  
- Be able to explain that the harder you kick an object the further it will travel. (e.g., concept of force).  
- Absorb force when landing by bending your knees. |  |  |
| 3. Students will follow cues to improve performance. | - Keep eyes focused on an object when striking or receiving.  
- Keep elbow above your shoulder when performing an overhand throw.  
- Use wrists to continue moving a self-turned rope. |  |  |
| 4. Students will use feedback to improve performance. | - Corrects movement errors in response to teacher feedback. (e.g., bat above shoulder when striking a ball).  
- Corrects movement errors in response to peer feedback. (e.g., moves closer to allow partner to receive an accurate throw).  
- Corrects movement errors in response to self-feedback (e.g., adjust distance to provide a more accurate kick towards a target). |  |  |
| 5. Students will identify at least one activity related to the components of health-related fitness. | - List an activity that is associated with flexibility.  
- List an activity that is associated with muscular strength and endurance.  
- List an activity that is associated with cardio-respiratory endurance.  
- List an activity that affects body composition. |  |  |
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| 3. Participates regularly in physical activity. (Physical Activity)      | 1. Students will experience and express pleasure from participation in physical activity. | • Enjoys organized games.  
• Expresses satisfaction after learning various ways of jumping rope and other new skills.  
• Enjoys rhythmic activities.                                                                                   |            |
|                                                                           | 2. Students will engage in moderate to vigorous physical activity.          | • Jogs/speed walks continuously from 5 – 12 minutes.  
• Continuously jumps a long rope.  
• Engages in activity provided by a continuous obstacle course.                                                       |            |
|                                                                           | 3. Students will identify and participate in at least one activity related to the components of health-related fitness. | • Practices age-appropriate fitness tests.  
• Engages in arm strength and endurance activities (e.g., modified pushups).  
• Engages in abdominal strength and endurance activities (e.g., modified curl ups).  
• Participates in continuous aerobic activities (e.g., jogging, jumping rope).  
• Participates in stretching activities.                                                                                 |            |
| 4. Achieves and maintains a health-enhancing level of fitness.           | 1. Students will engage in sustained physical activity that causes an increased heart rate and heavy breathing. | • Run/Jog/Speed walk 1/2 mile.  
• Engages in continuous activity during physical education class.  
• Uses jogging as a means of a warm-up activity.                                                                        |            |
|                                                                           | 2. Students will recognize the physiological indicators that accompany moderate to vigorous physical activity (e.g., sweating, increased heart rate, heavy breathing). | • Relates sweating to everyday activities.  
• Knows that one’s heart beat is directly related to the amount of one’s effort.  
• Knows that breathing controls oxygen input.                                                                          |            |
|                                                                           | 3. Students will progress in their ability to participate in moderate physical activities. | • Increases continuous jogging time.  
• Increases number of modified arm strength exercise.  
• Climbs higher or further as arm strength increases.                                                                     |            |
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| 4. Students will participate in physical activities that reflect the components of health-related fitness. | • Participates in beginning rope climbing.  
• Move hand over hand along a horizontal ladder (e.g., monkey bars).  
• Support one’s body on a balance beam.  
• Participate in a variety of games that increase breathing and heart rate.  
• Stretch muscles before physical activity (dynamic vs. static). | | |
| 5. Exhibits responsible personal and social behavior in physical activity settings. (Behavioral Skills) | 1. Students will apply rules, procedures and safe practices with few reminders. | • Tags with appropriate force during tag games.  
• Follows rules in simple games.  
• Moves randomly through general space safely during movement exploratory activities.  
• Uses equipment and space safely and properly. | |
| | 2. Students will work cooperatively with a partner or small group to complete a task. | • Cooperatively practices tossing and catching with a partner.  
• Cooperatively works at a station with a partner or small group.  
• Completes a cooperative motor task with a small group.  
• Honestly reports results of work. | |
| | 3. Students will practice conflict resolution skills. | • Talks out simple solutions regarding minor conflict with partner.  
• Peers talk through conflict, with teacher assistance, and choose an appropriate solution for resolution.  
• Takes turns fairly within a small group. (We talk about it, but do not emphasize it.) | |

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Updated 3/18/16
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| 6. Values physical activity for health, enjoyment, challenge, self-expression, and social interaction. (Intrinsic Value) | 1. Students will gain competence to provide enjoyment of movement. | • Dribbles a ball fluently.  
• Walks, jogs, and runs without colliding into another student.  
• Participates in modern dance and rhythmic with positive attitude. | |
| | 2. Students will try new skills and games for challenge. | • Understands and participates in a modified bowling game.  
• Tries simple juggling skills. | |
| | 3. Students will enjoy interaction with friends through physical activity. | • Positively discusses with other students the outcomes of an activity.  
• Able to accept a tag from a classmate.  
• Offers words of encouragement to students throughout the class. | |
| | 4. Students will demonstrate the ability to play with others regardless of differences (e.g., gender, ethnicity, disability). | • Participates in partner style games without hesitation (e.g., catch with a ball).  
• Gives examples of cooperation and sharing.  
• Students gain new friendships during activities from the different interaction. | |