

## Georgia Performance Standards Framework for Physical Education

### SECOND GRADE

**PE2.1:** Demonstrates competency in motor skills and movement patterns needed to perform a variety of activities.

**Description:** Students are expected to demonstrate mature form in skipping, sliding, and galloping as they move through personal and general space. The ability to change directions on teacher command or adapt movement in relation to a partner is expected for this age. Students can combine non-locomotor movements with manipulative and locomotor patterns in a variety of games and dances. The ability to demonstrate momentary body control during balance and weight transfer is evident. Students will demonstrate mastery of underhand throwing patterns when performing manipulative skills. The ability to catch an object at a medium level of trajectory is demonstrated in a closed environment (not during game play). Underhand striking skills are performed but are not at a mature level.

#### **Elements:**

- a. Uses extensions while demonstrating various locomotor movement patterns with different pathways.**

Examples:

- Uses the skip, slide, and gallop to travel different pathways (zigzag, curved, straight) while extending and contracting their body (large/small, near/far).
- Gallops around the gym using either foot as the lead foot.

- b. Demonstrates the underhand throw/underhand strike.**

Examples:

- Uses a mature underhand throw to a partner so that it can be caught.
- Demonstrates correct form for the underhand strike while aiming at a target.

- c. Applies concepts of weight transfer in a variety of ways.**

Examples:

- Shifts weight from back to front when tossing a ball.
- Demonstrates a transfer of weight from feet to hands (forward roll, bear walk, handstand, etc).

- d. Demonstrates the ability to perform fundamental locomotor skills to a rhythmic beat.**

Examples:

- Performs basic jump rope skills.
- Performs structured dances that use skipping and sliding to traditional folk music.

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**e. Demonstrates the ability to kick a moving ball.**

Examples:

- Kicks a soccer ball that is passed from a partner.
- Kicks a rolled playground ball.

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**PE2.2:** Demonstrates understanding of movement concepts, principals, strategies, and tactics as they apply to the learning and performance of physical activity.

**Description:** Students apply multiple movement concepts while using manipulatives.

**Elements:**

**a. Identifies locomotor movement patterns within pathways and extensions.**

Examples:

- Students choose various locomotor movements to move through multiple pathways.
- Students combine different pathways and extensions in sequence.

**b. Identifies critical elements of an underhand throw and when it is used.**

Examples:

- Students appropriately target the object and can identify the critical elements.
- Students can name several games that use an underhand throwing pattern.

**c. Identifies different types of striking.**

Examples:

- Students use a body part to strike an object.
- Students use an implement to strike an object.

**d. Identifies concepts of weight transfer.**

Examples:

- Students step forward with opposite foot when throwing.
- Students move by alternating between hands and feet.

**e. Applies concepts of movement in relationship to a rhythmic tempo.**

Examples:

- Students create a movement sequence in time to a beat.
- Students maintain tempo when performing a dance with a partner or group while counting aloud to the music or beat.

**f. Applies concepts of chasing, fleeing, and dodging.**

Examples:

- Students demonstrate body control while moving through large groups of students.

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- Students combine numerous pathways to participate in tag games and other low-organizational games.
- Students identify characteristics important for chasing, fleeing, and dodging.

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**PE2.3:** Participates regularly in physical activity.

**Description:** Students purposely select and participate in activities during their leisure time. They recognize that choosing to participate in physical activity can be enjoyable.

**Elements:**

- a. Demonstrates involvement in physical activities that use the skill and knowledge learned in physical education.**

Examples:

- Participates in game play that includes throwing, catching, kicking, and striking skills.
- Willingly participates in various playground activities during recess or after school.

- b. Participates in activities during leisure time that involve physical activities.**

Examples:

- Participates in chasing and fleeing activities outside of school.
- Enjoys participating in jump rope activities.

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**PE2.4:** Achieves and maintains a health-enhancing level of physical fitness.

**Description:** Students engage in physical activity for short periods of time. They can identify the components of health related fitness (cardio-respiratory endurance, muscular strength, muscular endurance, and flexibility).

**Elements:**

**a. Participates in fitness and conditioning-related activities.**

Examples:

- Is able to do an aerobic dance routine lasting for at least 5 minutes.
- Participates in a game to build muscular strength (e.g. partner push-up hockey, monkey bars, plank and climbing ladders).
- Does arm stretches after working hard during a practice push-up test.

**b. Recognizes physiological indicators that accompany moderate to vigorous physical activities.**

Examples:

- States that body feels “hot” after exercise.
- Recognizes thirst and heavy breathing as a result of participation in cardiovascular activities.
- Recognizes stretching will cause muscles to feel “uncomfortable”.

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**PE2.5:** Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

**Description:** Students can work cooperatively, productively, and safely with partners or in small groups to complete assigned tasks. Students encourage those with differences in abilities to engage in activities. Students begin to take responsibility for their own actions.

**Elements:**

**a. Has self-control and begins to take personal responsibility for own actions and participation.**

Examples:

- Holds equipment appropriately while teacher is instructing.
- Offers to assist in setting up the gym for activity.

**b. Works respectfully within a diverse setting and begins to problem solve and use simple strategies to increase the success of group activities.**

Examples:

- Chooses a group leader and/or determines certain jobs for each other with minimal conflict.
- Always plays fairly, especially in games using the “honor system.”

**c. Works cooperatively in a group with students of different abilities.**

Examples:

- Helps a classmate throw a ball correctly.
- Invites others of different abilities to join a group.

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**PE2.6:** Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

**Description:** Students will demonstrate and experience personal enjoyment in physical activity. They find pleasure in becoming competent at new and challenging skills.

**Elements:**

**a. Describes positive feelings experienced from participating in physical activity.**

Examples:

- Gives others “high fives”.
- Writes/draws illustrations to create a picture book about physical education.

**b. Engages in new and challenging physical activities.**

Examples:

- Willingly participates in physical activities which require learning new skills (learning to skip).
- Initiates a family hike.

**c. Can identify community activities.**

Examples:

- Plays with a recreational soccer team.
- Takes a Yoga or Ballet lesson at the local YMCA or community center.