



Archdiocese of Washington Catholic Schools

Academic Standards

Physical Education



Grade 2

Standard 1 - Demonstrate competency in many movement forms and proficiency in a few movement forms.

Students are refining fundamental movement skills to a more mature level. By the end of second grade students are able to vary and combine locomotor (traveling actions), non-locomotor (movement in place), and manipulative (throw, catch, strike, swing, push, pull) skills. Students demonstrate more advanced forms of movement in their physical activities.

- 2.1.1 Demonstrate the ability to perform locomotor (traveling actions) and non-locomotor (movement in place) skills proficiently.
Example: Run, walk, and skip to music. When music stops they swing, sway, bend, reach without moving from their spot.
- 2.1.2 Demonstrate the ability to perform stability (balance) skills alone and/or with a partner.
Example: Walk across a balance beam suspended 6 inches from the floor, without touching the floor or any other object.
- 2.1.3 Demonstrate the ability to manipulate (throw, catch, strike, swing, push, pull) objects.
Example: Jump a self-twirled rope.
- 2.1.4 Demonstrate the ability to perform basic rhythmic skills alone and with a partner.
Example: Participate in jumping rope to music, coordinating the speed of the jump with the tempo (rate or speed) of the music.

Standard 2 - Applies movement concepts and principles to the learning and development of motor skills (movement skills).

Students learn and apply basic concepts and associated movement vocabulary linked to mature movement patterns. Students will demonstrate concepts and use feedback related to space, effort, and relationships that vary the quality of movement.

- 2.2.1 Identify and uses a variety of relationships with objects (e.g. over/under, behind, alongside, through).
Example: Participate in a simple obstacle course involving jumping across objects, moving under a bar, stepping through tires, etc.
- 2.2.2 Identify and begin to utilize the techniques that provide for efficient and safe movements.
Example: Identify and begin to utilize leg flexion employed to soften the landing of a jump.



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- 2.2.3 Identify dimensions/characteristics of mature locomotor (traveling actions), non-locomotor (movement in place), and manipulative skills (throw, catch, strike, swing, push, pull).
Example: Walk, run, jump, balance, bounce, kick, throw, and strike objects during a variety of movements and in games of low organization.
- 2.2.4 Understand and demonstrate strategies for simple games and activities.
Example: Plan strategies to use in playing a simple game of Capture the Flag.
- 2.2.5 Integrate and reinforce a variety of educational concepts through games, rhythmic, and fitness activities.
Example: Students pair up to form alphabet letters with their bodies, while lying on the floor and moving through space.

Standard 3 - Exhibit a physically active lifestyle.

Students begin to understand not only the physiological benefits of physical activity but the social and psychological benefits as well. Students observe positive attitudes of athletes and others engaged in physical activity, and can discuss their own feelings about leading a physically active lifestyle. Students also begin to see the negative consequences of physical inactivity and can discuss ways to avoid these consequences.

- 2.3.1 Participate in moderate to vigorous physical activity during and after school.
Example: Participate in swimming during school physical education and over the summer.
- 2.3.2 Experience satisfaction from regular participation during and after school.
Example: Choose favorite game or activity when asked by the teacher.
- 2.3.3 Define and identify activities associated with skill and with health-related (healthy lifestyle) physical activity.
Example: Engage in activities and behaviors that demonstrate health concepts.

Standard 4 - Achieves and maintains a health-enhancing level of physical fitness.

Students begin to progress to vigorous and fun activities for longer periods of time and at higher intensity levels. Students learn about health-related (healthy lifestyle) fitness through observation, experimentation, and practice.

- 2.4.1 Achieve and value a reasonable level of health-related (healthy lifestyle) fitness.
Example: Run one mile without stopping in progressively shorter time durations.



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- 2.4.2 Describe what can happen to the bodies of people who do not exercise and who eat too much.
Example: Explain reasons why some people have more body fat than others.
- 2.4.3 Understand the components (parts) of health-related (healthy lifestyle) fitness.
Example: Describe the components of health-related fitness as being strong hearts, strong muscles, lean bodies, and good range of motion.
- 2.4.4 Distinguish between high, medium, and low intensity activities for all components of fitness.
Example: Identify walking as a low intensity activity, jogging as a medium intensity activity, and sprinting as a high intensity activity for cardiovascular (heart and lung) health.

Standard 5 - Demonstrate responsible personal and social behavior in physical activity settings.

Students continue to learn and apply acceptable behavior which demonstrate an understanding of rules and directions, safety practices, and working cooperatively with others.

- 2.5.1 Demonstrate an understanding of rules, regulations, and safety practices.
Example: Students accept role of official in a game of low organization (few rules and low level skills) and verbalizes the rules of the game to the participants.
- 2.5.2 Work cooperatively with other students; Exhibit individual, partner, small, and large group socialization skills regardless of personal differences.
Example: Engage easily in low organization (few rules and low level skills) games requiring cooperative play.
- 2.5.3 Follow teacher directives when first directed.
Example: Respond to teacher's directives, signals, and suggestions.

Standard 6 - Demonstrate understanding and respect for differences among people in physical activity settings.

As students approach the end of the second grade they are practicing etiquette on a daily basis in a variety of school settings. They observe etiquette in physical activities and are able to apply understanding and respect for individual differences when acting in a team environment.

- 2.6.1 Demonstrate etiquette and concern toward others.
Example: Encourage a lesser skilled player to attempt a skill a second or third time after an unsuccessful attempt.



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- 2.6.2 Enjoy participation in physical activities with a variety of partners.
Example: Demonstrate independent and cooperative participation.
- 2.6.3 Demonstrate respect for others who are different from themselves.
Example: Display consideration of others without regard to personal differences.
- 2.6.4 Display cooperation with others when resolving conflicts.
Example: Demonstrate positive sportsmanship, encourage playmates, and do not dispute officials calls.

Standard 7 - Understands that physical activity provides the opportunity for enjoyment, challenge, self expression, and social interaction.

Children exhibit positive feelings through the challenge of new activities and participation in old favorites. Students express their joy of participation in physical activities freely and with exuberance. Students will explore variations to learned activities so as to make them new and more stimulating.

- 2.7.1 Express feelings about participation in physical activity.
Example: Accept the feelings resulting from challenges, successes, and failures in physical activity.
- 2.7.2 Accept the challenge of participation in new activities.
Example: Attempt new activities willingly.