

# Minnesota K-12 Academic Standards Physical Education 2018

## Grade 2 Standards and Benchmarks

Students in grade two advance their progression in skills, with few reaching the maturing pattern. They continue combining locomotor and non-locomotor skills with an emphasis on rhythm and balance. They demonstrate some of the critical elements of manipulative skills such as throwing, catching, dribbling and volleying. They continue to add on the use of various movement concepts to the performance of the fundamental skills, including skills requiring the manipulation and control of equipment. They work respectively in small or large groups and identify the positive outcomes physical activity has on their health.

### **Standard 1: Demonstrates competency in a variety of motor skills and movement patterns.**

#### Focus Area 1: Locomotor

- 2.1.1.1 Skip and run using a maturing pattern.
- 2.1.1.2 Jump and land in the horizontal plane demonstrating four of the five critical elements, while taking off and landing with two feet.
- 2.1.1.3 Jump and land in the vertical plane demonstrating four of the five critical elements while taking off and landing on two feet.
- 2.1.1.4 Combine locomotor and non-locomotor skills in educational dance with correct response to simple rhythms.

#### Focus Area 2: Non-Locomotor

- 2.1.2.1 Maintain balance on different bases of support, combining levels and shapes.
- 2.1.2.2 Transfer weight from feet to different body parts or bases of support for balance or travel.
- 2.1.2.3 Roll in different directions with either a narrow or curled body shape.
- 2.1.2.4 Perform non-locomotor skills with the body in a variety of stationary positions, while maintaining balance.
- 2.1.2.5 Combine balances, non-locomotor skills and locomotor skills to perform a three-part educational dance and an educational gymnastics sequence.

#### Focus Area 3: Manipulative

- 2.1.3.1 Roll and throw underhand using a maturing pattern.
- 2.1.3.2 Throw overhand with side facing target and opposite foot forward.
- 2.1.3.4 Catch a self-tossed hand-sized ball demonstrating two of the four critical elements of a maturing pattern.
- 2.1.3.5 Dribble with preferred hand while remaining in personal space (self-space), demonstrating a maturing pattern.
- 2.1.3.6 Dribble with the feet while traveling through general space.
- 2.1.3.7 Receive a partner-pass with the feet, while maintaining control of the object and the body.
- 2.1.3.9 Kick a stationary ball demonstrating three of the five critical elements of a maturing pattern.
- 2.1.3.11 Volley with a partner using hands only while maintaining balance.
- 2.1.3.13 Strike using a short-handled implement, while controlling direction.
- 2.1.3.14 Strike using a long-handled implement while controlling direction.
- 2.1.3.16 Consecutively jump forward and backward, demonstrating a maturing pattern, using a self-turned rope.
- 2.1.3.17 Enter a long rope with teacher-assisted turning.

### **Standard 2: Apply knowledge of concepts, principles, strategies and tactics to movement and performance.**

#### Focus Area 1: Movement concepts, principles and knowledge.

- 2.2.1.1 Travel in different directions differentiating between movement in personal space (self-space) and general space. For example: up, down, forward, backward, right, left.
- 2.2.1.2 Manipulate and control equipment in different relationships to others and objects. For example: over, under, through, around, behind.
- 2.2.1.3\* Travel using varying speeds and forces with gradual increases and decreases in both speed and force.

### **Standard 3: Demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of Physical activity and fitness.**

\*Where there is a gap in coding, there are no benchmarks that are developmentally appropriate in the K-5 progression at that grade level

\*\* Indicates there are no grade-level benchmarks for the Focus Area in the K-5 progression at that grade level.

Focus Area 1: Physical Activity Knowledge

- 2.3.1.1 Identify physical activity recommendations and recognize indoor and outdoor physical activities that could be used to meet these recommendations outside of physical education class.

Focus Area 2: Engages in Physical Activity

- 2.3.2.1 Actively participates in physical activities without teacher prompting.

Focus Area 3: Fitness Knowledge

- 2.3.3.1 Describe what it feels like to work one's heart.
- 2.3.3.2 Describe what it feels like to work one's muscles.

Focus Area 4: Assessment and program planning\*\*

Focus Area 5: Nutrition

- 2.3.5.1 Recognize the relationship between nutrition and physical activity.

**Standard 4: Exhibit responsible personal and social behavior that respects self and others.**

Focus Area 1: Personal responsibility

- 2.4.1.1 Follow class rules and protocols related to self, space and equipment.

Focus Area 2: Feedback

- 2.4.2.1 Accept corrective feedback from the teacher.

Focus Area 3: Working with others

- 2.4.3.1 Work respectfully in small or large group activities while sharing equipment and space.

Focus Area 4: Rules and etiquette\*\*

Focus Area 5: Safety

- 2.4.5.1 Move safely using equipment in personal space with minimal reminders.

**Standard 5: Recognize the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction.**

Focus Area 1: Health

- 2.5.1.1 Identify the overall benefits of participation in physical activity. For example: mental-emotional health, physical health, social health, cognitive health.

Focus Area 2: Challenge

- 2.5.2.1 List physical activities that bring confidence and challenge.

Focus Area 3: Self-expression and enjoyment

- 2.5.3.1 Describe positive feelings associated with participation in physical activities that are done alone and with others.

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*How to read the MN PE Standards Coding:* The benchmarks for each standard are designated by four-digit codes. For example, in the code **0.1.3.16**:

- The 0 refers to grade *Kindergarten*;
- The 1 refers to the first standard, *Demonstrates competency in a variety of motor skills and movement patterns*;
- The 3 refers to the third focus area, *Manipulative*;
- The 16 refers to the sixteenth benchmark for focus area three, *Jump a single jump with a self-turned rope*.

Standard	Focus Area	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
1 <b>Demonstrates competency in a variety of motor skills and movement patterns.</b>	3 Manipulative	0.1.3.16 Jump a single jump with a self-turned rope.	1.1.3.16 Consecutively jump forward or backward using a self-turned rope.	2.1.3.16 Consecutively jump forward and backward, demonstrating a maturing pattern, jump using a self-turned rope.	3.1.3.16 Perform a variety of jump rope skills with a short rope.	4.1.3.16 Combine jump rope skills to perform a routine using either a short or long rope.	5.1.3.16 Combine jump rope skills to perform a routine using either a long or short rope, with a partner.

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