

Montgomery County Public Schools Grade 2 Physical Education Curriculum Framework

Standard I: Exercise Physiology
Students will demonstrate the ability to use scientific principles to design and participate in a regular, moderate to vigorous physical activity program that contributes to personal health and enhances cognitive and physical performance in a variety of academic, recreational, and life tasks.
I.2.1 Identify and demonstrate the effects of physical activity on the body systems.
a. Identify the functions of selected muscles. Clarifying Example: <i>The student will name the muscle when the teacher points to the location and describe the function of a muscle (contracts and lengthens).</i> b. Identify and demonstrate how the components of the circulatory system respond to exercise. c. Identify why the body responds to exercise (heart beats faster, breathe deeper, and sweat). Clarifying Example: <i>The student will travel at different speeds and monitor the effects on the circulatory system (heart rate, breathing, perspiration).</i> d. Identify the relationship between the muscular and skeletal systems.
I.2.2 Explore and distinguish between the components of the FITT principle using physical activity.
a. Identify and demonstrate the FITT components: Type and Time, through physical activity. b. Describe the relationship between the FITT components of Time and Type. Clarifying Example: <i>The student will sustain physical activity for a period of time outside of physical education class and share his/her reflections with classmates (Participation in moderate to vigorous physical activity has both temporary and lasting effects on the body).</i>
I.2.3 Explore and distinguish between the components of fitness.
a. Participate in activities to enhance the health related fitness components: aerobic capacity/cardio respiratory endurance, muscular endurance, muscular strength, and flexibility. b. Categorize activities that improve muscular strength, muscular endurance, aerobic capacity/cardio respiratory endurance, and flexibility. Clarifying Example: <i>The student will perform and categorize activities that represent the health-related fitness components areas.</i>
I.2.4 Investigate the benefits of physical activity.
a. Identify physical benefits developed for each of the health related fitness components: aerobic capacity/cardio respiratory endurance, muscular endurance, muscular strength, and flexibility. Clarifying Example: <i>The student will understand that the health related fitness components are necessary for optimal personal fitness and are able to give an example of each.</i>
I.2.5 Identify the relationship between nutrition and physical activity.
a. Explain how nutritious food (foods with complex carbohydrates and protein) provides a better source of energy for activity than junk food. Clarifying Example: <i>The student will state which foods are a better source of energy for activity.</i>
I.2.6 Recognize and examine the factors influencing exercise adherence.
a. Identify and explain how activities promote fitness for the individual, group/peers, and family. Clarifying Example: <i>The student will join in a class discussion about activities they do outside of physical</i>

education class with family and friends and note the physical benefits of these activities.

Standard II: Biomechanical Principles

Students will demonstrate an ability to use the principles of biomechanics to generate and control force to improve their movement effectiveness and safety.

II.2.1

Recognize the concepts associated with Newton's Laws of Motion in relation to physical activity.

a. Recognize the terms.

- Force
- Gravity
- Friction
- Resistance

Clarifying Example: *The student will identify the law of motion affecting the movement when given a demonstration of a person jumping.*

II.2.2

Identify static and dynamic balance concepts in relationship to movement.

a. Identify the need for base of support and center of gravity in maintaining balance.

Clarifying Example: *The student will create a series of partner balances and differentiate between balances with wide/narrow bases of support.*

b. Perform dynamic and static balance.

Clarifying Example: *The student will strike a pose on signal after moving using various locomotor movements.*

Standard III: Social Psychological Principles
Students will demonstrate the ability to use skills essential for developing self-efficacy, fostering a sense of community, and working effectively with others in physical activity settings.
III.2.1 Recognize the relationship between effort and improvement.
a. Participate in a variety of activities in order to recognize and explain the importance of effort as it relates to improvement. Clarifying Example: <i>Students complete a daily worksheet indicating:</i> - the level of effort they applied to two activities or skill challenges. - a graphic display of their level of success for each activity or skill challenge. - an explanation of a trend they noticed about their effort level that is important. b. Identify the meaning of persistence Clarifying Example: <i>The student will determine which student is displaying persistence as two students perform a role play.</i>
III.2.2 Work effectively with others in physical activity settings.
a. Identify the need for rules in social settings and demonstrate appropriate behaviors. Clarifying Example: <i>The student will work with a partner to design and play a chase and flee game in restricted space. The partners will complete a worksheet where they draw their boundaries, indicate one or two rules to follow when playing the game, and identify “why” the rules are needed (safety, fairness, to keep in a specific space). The student will display proper behavior while following the rules of the game and demonstrate and explain the rules for other partners.</i>
III.2.3 Build and maintain relationships which develop a sense of community and a peaceful, healthy environment for all.
a. Explore healthy ways to show self-expression. Clarifying Example: <i>The student will find a partner and explore teacher demonstrated and/or student created mirroring, matching, leading and following, meeting and parting relationship routines.</i>
III.2.4 Establish and modify personal physical activity goals while monitoring progress towards achievement.
a. Demonstrate the concept of goal setting. Clarifying Example: <i>The student will complete a goal sheet by including information about the activities he/she currently can perform, indicating the next challenge/goal, and explaining why that goal was selected.</i>
a. Apply effective time management strategies.
a. Recognize the importance of staying on-task. Clarifying Example: <i>The student will participate in an activity that has students recognize and explain the importance of staying on task to complete the challenges.</i>

Standard IV: Motor Learning Principles
<p>IV.2.1</p> <p>Recognize through participating in a variety of activities how individuals progress through stages of learning at various rates.</p> <p>a. Perform practice progressions that will enhance personal skill development. Clarifying Example: <i>The student will know the cues of the skill and perform the skill in a developmentally appropriate order which reflects individual levels of movement skill acquisition.</i></p>
<p>IV.2.2</p> <p>Recognize that a person's skill development results from prior experience, natural ability, and practice.</p> <p>a. Demonstrate developmentally appropriate activities. Clarifying Example: <i>The student will develop and practice skills through progression while learning to verbalize the critical cues specific to that skill.</i></p>
<p>IV.2.3</p> <p>Recognize that skills will develop with practice over time.</p> <p>a. Improve performance with appropriate practice. b. Recognize components of individual skills and make changes for improvement. Clarifying Example: <i>The student will receive continuous feedback from teacher and modify their performance based on that feedback.</i></p>
<p>IV.2.4</p> <p>Recognize the importance of positive feedback on performance.</p> <p>a. Provide verbal and visual cues to improve personal performance. Clarifying Example: <i>The student will look at a list of critical cues for a specific skill, watch his/her partner perform the skill, circle a cue which would help improve the partner's performance, and verbally state that skill to his/her partner.</i></p>

Standard V: Physical Activity
<p>V.2.1</p> <p>Explore and examine individual aerobic capacity/cardio respiratory fitness.</p> <p>a. Explore individual pulse points during various activities.</p> <p>b. Explore process of counting resting heart rate.</p> <p>Clarifying Example: <i>The student will squeeze a ball (stress ball, tennis ball, koosh ball) with one hand as they feel their heartbeat with the other hand.</i></p> <p>c. Explain how different activities affect heart rate.</p> <p>d. Recognize different aerobic and anaerobic activities.</p> <p>Clarifying Example: <i>The student will classify activities as aerobic/anaerobic when presented with various aerobic/anaerobic activities at different stations (centers).</i></p>
<p>V.2.2</p> <p>Examine and compare individual muscular strength and muscular endurance.</p> <p>a. Identify and participate in developmentally appropriate activities involving muscular strength.</p> <p>b. Identify and participate in developmentally appropriate activities involving muscular endurance.</p> <p>Clarifying Example: <i>The student will classify activities as muscular strength and/or muscular endurance when presented with various muscular strength/endurance activities at different stations (centers).</i></p>
<p>V.2.3</p> <p>Examine individual flexibility.</p> <p>a. Identify and participate in developmentally appropriate activities involving flexibility.</p> <p>Clarifying Example: <i>The student will participate in developmentally appropriate fitness stations and complete a worksheet identifying activities that target flexibility.</i></p> <p>b. Identify the importance of flexibility.</p>

Standard VI: Skillfulness
Students will demonstrate the ability to enhance their performance of a variety of physical skills by developing fundamental movement skills, creating original skill combinations, combining skills effectively in skill themes, and applying skills.
VI.2.1 Demonstrate fundamental movement skills.
a. Demonstrate proficiency of a variety of locomotor skills using different pathways and directions. Clarifying Example: The student will travel forward and sideways, changing directions quickly in response to a signal or obstacle using a variety of locomotor skills. b. Demonstrate mastery of a variety of non-locomotor movements, such as bend, pull, stretch, twist, turn, push, swing, and lift using different levels. Clarifying Example: The student will perform non-locomotor balances on different body parts, at different levels, becoming “like” a statue while bending, pulling, stretching, and twisting. c. Demonstrate proficiency in the ability to vary time/speed, force, and flow. Clarifying Example: The student will respond to music by using their bodies to move in various ways showing definite contrasts of light and strong force. d. Demonstrate proficiency when chasing, fleeing, and dodging. e. Demonstrate proficiency when moving in relation to objects and/or people. f. Demonstrate proficiency when jumping and landing while using a jump rope. g. Experience activities that enhance the skill-related fitness components: agility, balance, and coordination.
VI.2.2 Develop creative movement skills.
a. Develop a movement experience using the body and implements to interpret a given situation, such as stories, music, and rhythm. Clarifying Example: The student will use Chinese ribbons to express the qualities of light and strong, fast and slow, and mirroring and matching through music and rhythm. b. Demonstrate the ability to move the body symmetrically and asymmetrically while traveling in general space. Clarifying Example: The student will design a symmetrical, wide shape. On a signal, students hold the shape while traveling for eight counts in general space.
VI.2.3 Demonstrate competency in skill themes.
a. Demonstrate catching an overhand thrown object. Clarifying Example: The student will use two hands to catch a softly thrown ball at different levels. b. Refine skills needed in catching, tossing, and throwing. Clarifying Example: The student will verbalize and practice the cues for catching: watch, reach, and give. c. Refine skills needed in striking with body parts and implements. Clarifying Example: The student will verbalize and practice the cues for striking a balloon with a paddle: shake hands with the paddle, flat paddle, stiff wrist, watch the balloon. d. Demonstrate a tumbling sequence using balance and weight transfer. Clarifying Example: The student will choose a movement sequence from large task cards and perform the sequence (e.g., starting shape, roll, balance, roll, ending shape). e. Demonstrate kicking in rolling ball. f. Demonstrate striking with short-handled implements. g. Demonstrate controlling the ball when dribbling with the feet.

