

California Physical Education Content Standards Grade 2

Standard 1:	Demonstrate motor skills and movement patterns needed to perform a variety of physical activities.
Standard 2:	Demonstrate knowledge of movement concepts, principles, and strategies as they apply to learning and performance of physical activities.
Standard 3:	Assess and maintain a level of physical fitness to improve health and performance.
Standard 4:	Demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.
Standard 5:	Demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies as applied to learning and performance of physical activities.

*The sample activities listed here are the vehicles through which standards can be addressed. For example, a tag game can address standards 1 and 3, but it is how the activity is taught that will address standards 2, 4 and 5. By simply playing a tag game, a student may not be able to explain how changing speed and direction can allow one to move away from the tagger. The teacher must provide this information as a complement to the activity in order to meet standards 2, 4, and 5. Students discover answers by playing/participating and then being asked the question (debrief). They may never have thought of that question on their own. It's the teacher's role to pose these questions in order to make students think on this level.

Content Standards	Assessment Strategies	Sample Activities	Unit
Standard 1 Demonstrate motor skills and movement patterns needed to perform a variety of physical activities.			
1.1 Move to open spaces within boundaries while traveling at increasing rates of speed.	Standard 1: Teacher Observation Checklists: <ul style="list-style-type: none"> • Performance • Peer Assessment • Self Assessment Sample for 1.1: Building a Foundation Rubric	<ul style="list-style-type: none"> • Orientation and Personal Space • General Space and Creative Moves • Color Tag 	<ul style="list-style-type: none"> • Building a Foundation • Building a Foundation • Games
1.2 Transfer weight from feet to hands and from hands to feet, landing with control.	Balance, Stunts, and Tumbling Rubric	<ul style="list-style-type: none"> • Weight Transfer and Rolls • Stunts Add-On • Stunts Circuit 	<ul style="list-style-type: none"> • Balance, Stunts, and Tumbling
1.3 Demonstrate balance on the ground and on objects, using bases of support other than both feet.	Balance, Stunts, and Tumbling Rubric	<ul style="list-style-type: none"> • Basic Body Positions • Body Management and Balance • Static Balances 	<ul style="list-style-type: none"> • Balance, Stunts, and Tumbling • Building a Foundation • Balance, Stunts, and Tumbling
1.4 Create a routine that includes two types of body rolls (e.g., log roll, egg roll, shoulder roll, forward roll) and a stationary balance position after each roll.	Balance, Stunts, and Tumbling Rubric	<ul style="list-style-type: none"> • Weight Transfer and Rolls • Stunts Add-On • Stunts Circuit 	<ul style="list-style-type: none"> • Balance, Stunts, and Tumbling

Content Standards	Assessment Strategies	Sample Activities	Unit
1.5 Jump for distance, landing on both feet and bending the hips, knees, and ankles to reduce the impact force.	Jumping Rubric	<ul style="list-style-type: none"> • Jumping and Landing • Jumping and Landing Patterns • Jump for Distance 	<ul style="list-style-type: none"> • Balance, Stunts, and Tumbling • Jumping • Jumping
1.6 Skip and leap, using proper form.	Building a Foundation Rubric	<ul style="list-style-type: none"> • Locomotor Skills, Levels, and Directions • Pathways and Creative Moves • Tempos and Creative Moves 	<ul style="list-style-type: none"> • Building a Foundation
1.7 Roll a ball for distance, using proper form.	Catching and Throwing Rubric	<ul style="list-style-type: none"> • Rolling and Catching with a Partner • Bowlers Rollers • Catching and Throwing Circuit 	<ul style="list-style-type: none"> • Catching and Throwing
1.8 Throw a ball for distance, using proper form.	Catching and Throwing Rubric	<ul style="list-style-type: none"> • Overhand Throw for Distance • Catching and Throwing Circuit • Clean Your Room 	<ul style="list-style-type: none"> • Catching and Throwing
1.9 Catch a gently thrown ball above the waist, reducing the impact force.	Catching and Throwing Rubric	<ul style="list-style-type: none"> • Partner Throw and Catch • Partner Throw and Catch Challenges • Catching and Throwing Circuit 	<ul style="list-style-type: none"> • Catching and Throwing

Content Standards	Assessment Strategies	Sample Activities	Unit
1.10 Catch a gently thrown ball below the waist, reducing the impact force.	Catching and Throwing Rubric	<ul style="list-style-type: none"> • Partner Throw and Catch • Partner Throw and Catch Challenges • Catching and Throwing Circuit 	<ul style="list-style-type: none"> • Catching and Throwing
1.11 Kick a slowly rolling ball.	Kicking and Trapping Rubric	<ul style="list-style-type: none"> • Passing in Pairs • Triangle Passing and 3-Player Kick and Score • Kicking and Trapping Circuit 	<ul style="list-style-type: none"> • Kicking and Trapping
1.12 Strike a balloon consistently in an upward or forward motion, using a short-handled paddle.	Dribbling, Volleying, and Striking Rubric	<ul style="list-style-type: none"> • Striking with Paddles • Paddle Circuit • Dribbling, Volleying, and Striking Circuit 	<ul style="list-style-type: none"> • Dribbling, Volleying, and Striking
1.13 Strike a ball with a bat from a tee or cone, using correct grip and side orientation.	Dribbling, Volleying, and Striking Rubric	<ul style="list-style-type: none"> • Batter Up! • Dribbling, Volleying, and Striking Circuit 	<ul style="list-style-type: none"> • Dribbling, Volleying, and Striking
1.14 Hand-dribble, with control, a ball for a sustained period.	Dribbling, Volleying, and Striking Rubric	<ul style="list-style-type: none"> • Dribbling Introduction • Squirrels and Acorns • Dribbling, Volleying, and Striking Circuit 	<ul style="list-style-type: none"> • Dribbling, Volleying, and Striking
1.15 Foot-dribble with control, a ball along the ground.	Kicking and Trapping Rubric	<ul style="list-style-type: none"> • Dribbling “Soccer-Style” • Control Dribble Around Obstacles 	<ul style="list-style-type: none"> • Kicking and Trapping

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		<ul style="list-style-type: none"> • Tunnel Dribble 	
<p>1.16 Jump a turned rope repeatedly.</p>	<p>Jumping Rubric</p>	<ul style="list-style-type: none"> • Long Rope Jumping I • Long Rope Jumping II • Jumping and Landing Circuit 	<ul style="list-style-type: none"> • Jumping • Jumping • Jumping
<p>1.17 Demonstrate a smooth transition between even-beat locomotor skills and uneven-beat locomotor skills in response to music or an external beat.</p>	<p>Dance Rubric</p>	<ul style="list-style-type: none"> • The Mexican Hat Dance • The Bouncer • The Muffin Man 	<ul style="list-style-type: none"> • Dance • ASAP • Dance
<p>1.18 Perform rhythmic sequences related to simple folk dance or ribbon routines.</p>	<p>Dance Rubric</p>	<ul style="list-style-type: none"> • Mayonesa • The Shoemaker's Dance • Tarentella 	<ul style="list-style-type: none"> • Dance
<p>1.19 Perform with a partner rhythmic sequences related to simple folk dance or ribbon routines.</p>	<p>Dance Rubric</p>	<ul style="list-style-type: none"> • The Mexican Hat Dance • Chinese Ribbon Dance • Hawaiiin Roller Coaster Ride 	<ul style="list-style-type: none"> • Dance • Manipulatives • Dance

Content Standards	Assessment Strategies	Sample Activities	Unit
Standard 2 Demonstrate knowledge of movement concepts, principles, and strategies as they apply to learning and performance of physical activities.			
2.1 Define <i>open space</i> .	Standard 2: Cognitive Assessment of Critical Cues: <ul style="list-style-type: none"> • Verbal Recall • Demonstrations • Exit Slips • Partner checks for understanding Selected-Response Tests (i.e., true-false, multiple choice, matching) Constructed Response Tests (i.e., essay, journaling) Product in response to a prompt (i.e., reports, posters, performance) Debrief question: <i>What is “open space”? How do you find open space before we begin a game? During a game?</i>	<ul style="list-style-type: none"> • Orientation and Personal Space • Pathways and Creative Moves • General Space and Creative Moves 	<ul style="list-style-type: none"> • Building a Foundation

Content Standards	Assessment Strategies	Sample Activities	Unit
<p>2.2 Explain how to reduce the impact force of an oncoming object.</p>	<p>Debrief question: <i>What do you do to absorb the force of the ball when you are catching?</i></p>	<ul style="list-style-type: none"> • Partner Throw and Catch • Partner Throw and Catch Challenges • Catching and Throwing Circuit 	<ul style="list-style-type: none"> • Catching and Throwing
<p>2.3 Explain the importance of a wide rather than a narrow base of support in balance activities.</p>	<p>Debrief question: <i>Is it easier to balance with a wide or narrow base of support? Why?</i></p>	<ul style="list-style-type: none"> • Balance, Stunts, and Tumbling Rubric 	<ul style="list-style-type: none"> • Basic Body Positions • Body Management and Balance • Static Balances
<p>2.4 Explain why one hand or foot is often preferred when practicing movement skills.</p>	<p>Debrief question: <i>Why do you usually use the same hand and foot when you throw or kick a ball?</i></p>	<ul style="list-style-type: none"> • Kick for Distance • Control Dribble Around Obstacles • Scarf Juggling Lead-up 	<ul style="list-style-type: none"> • Kicking and Trapping • Catching and Throwing • Manipulatives
<p>2.5 Compare and contrast locomotor movements conducted to even and uneven beats.</p>	<p>Debrief question: <i>Who can name the 8 basic locomotor skills? Which ones have an even rhythm? Uneven?</i></p>	<ul style="list-style-type: none"> • Locomotor Skills, Levels, and Directions • Pathways and Creative Moves • Tempos and Creative Moves 	<ul style="list-style-type: none"> • Building a Foundation
<p>2.6 List opportunities to use an underhand and overhand movement (throw) pattern.</p>	<p>Debrief question: <i>When would using an underhand throw be preferable to an overhand throw? When would using an overhand throw be the better</i></p>	<ul style="list-style-type: none"> • Overhand Throw for Distance • Catching and Throwing Circuit • Throwing Underhand 	<ul style="list-style-type: none"> • Catching and Throwing

Content Standards	Assessment Strategies	Sample Activities	Unit
	<i>choice?</i>	to Targets	
2.7 Identify different opportunities to use striking skills.	Debrief question: <i>Name some activities in which you use striking skills.</i>	<ul style="list-style-type: none"> • Paddle Circuit • Batter Up! • Straddleball 	<ul style="list-style-type: none"> • Dribbling, Volleying, and Striking
2.8 Compare changes in force and speed when rolling a ball, and when rolling a ball for distance.	Debrief question: <i>When do you have to use more force; when you roll your ball to your partner, or when you are rolling your ball far away? Which would have more speed?</i>	<ul style="list-style-type: none"> • Rolling and Catching with a Partner • Bowlers Rollers • Catching and Throwing Circuit 	<ul style="list-style-type: none"> • Catching and Throwing
2.9 Explain key elements when throwing for distance.	Debrief question: <i>What are important things to remember to do when you want to throw your ball far?</i>	<ul style="list-style-type: none"> • Clean Your Room • Overhand Throw for Distance • Catching and Throwing Circuit 	<ul style="list-style-type: none"> • Catching and Throwing
2.10 Identify the roles of body parts not directly involved in catching objects.	Debrief question: <i>What do your feet and legs do when you catch a ball?</i>	<ul style="list-style-type: none"> • Partner Throw and Catch • Partner Throw and Catch Challenges • Catching and Throwing Circuit 	<ul style="list-style-type: none"> • Catching and Throwing
2.11 Identify when to begin the kicking motion when kicking a slowly rolling ball.	Debrief question: <i>When should you begin your kick for a ball that is rolling to you slowly?</i>	<ul style="list-style-type: none"> • Kicking for Distance • Kicking for Accuracy • Soccer Golf 	<ul style="list-style-type: none"> • Kicking and Trapping
2.12 Identify the different points of contact when striking a balloon upward and striking a balloon	Debrief question: <i>Where should your paddle contact the balloon if you want your balloon</i>	<ul style="list-style-type: none"> • Paddle Circuit • Striking with Paddles • Keep It Up 	<ul style="list-style-type: none"> • Dribbling, Volleying, and Striking

Content Standards	Assessment Strategies	Sample Activities	Unit
forward.	<i>to go straight up? If you want your balloon to go forward?</i>		
2.13 Explain the purpose of using a side orientation when striking a ball from a batting tee.	Debrief question: <i>Why do you stand sideways when you hit your ball off of the tee?</i>	<ul style="list-style-type: none"> • Batter Up! 	<ul style="list-style-type: none"> • Dribbling, Volleying, and Striking
2.14 Explain the role of increasing arm and hand speed when hand-dribbling a ball.	Debrief question: <i>How does moving your arm and hand faster affect the ball when you're dribbling?</i>	<ul style="list-style-type: none"> • Dribbling Introduction • Squirrels and Acorns • Dribbling, Volleying, and Striking Circuit 	<ul style="list-style-type: none"> • Dribbling, Volleying, and Striking

Content Standards	Assessment Strategies	Sample Activities	Unit
Standard 3			
Assess and maintain a level of physical fitness to improve health and performance.			
3.1 Participate in enjoyable and challenging physical activities for increasing periods of time.	Standard 3: <ul style="list-style-type: none"> • <i>FitnessGram</i> • Teacher Observation • Student Self-Assessment • Student Portfolios Sample 3.1: Building a Foundation Rubric	<ul style="list-style-type: none"> • Oxygen Boogie • Chasing and Fleeing • The Good Ship SPARK 	<ul style="list-style-type: none"> • Games • Building a Foundation • ASAP
3.2 Participate 3-4 times each week, for increasing periods of time, in moderate to vigorous physical activities that increase breathing and heart rate.	Games Rubric	<ul style="list-style-type: none"> • Crazy Cones • Cookie Monster Tag • Fitness Introduction 	<ul style="list-style-type: none"> • Games • Games • Building a Foundation
3.3 Perform abdominal curl-ups, modified push-ups, oblique curl-ups, forward and side lunges, squats, and triceps push-ups from a chair or bench, to enhance endurance and increase muscle efficiency.	Building a Foundation Rubric	Fitness Introduction	<ul style="list-style-type: none"> • Building a Foundation
3.4 Traverse the overhead ladder one bar at a time.	Building a Foundation Rubric	Fitness Introduction (SPARK It Up!)	<ul style="list-style-type: none"> • Building a Foundation

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3.5 Demonstrate the proper form for stretching the hamstrings, quadriceps, shoulders, biceps and triceps.	Balance, Stunts, and Tumbling Rubric	<ul style="list-style-type: none"> • Flexibility • Twist and Turn/Bend and Stretch • Stunts Introduction 	<ul style="list-style-type: none"> • Building a Foundation • Manipulatives • Balance, Stunts, and Tumbling
3.6 Engage in moderate to vigorous physical activity for increasing periods of time.	Games Rubric	<ul style="list-style-type: none"> • Crazy Cones • Cookie Monster Tag • Fitness Introduction 	<ul style="list-style-type: none"> • Games • Games • Building a Foundation
3.7 Measure improvements in individual fitness levels.	Building a Foundation Rubric	Fitness Introduction (SPARK It Up!)	<ul style="list-style-type: none"> • Building a Foundation

Content Standards	Assessment Strategies	Sample Activities	Unit
Standard 4 Demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.			
4.1 Explain the fuel requirements of the body during physical activity and inactivity.	Standard 4: <ul style="list-style-type: none"> • Cognitive Assessment of Fitness Concepts • Selected-Response Tests (i.e., true-false, multiple choice, matching) • Constructed Response Tests (i.e., essay, journaling) • Product in response to a prompt (i.e., reports, posters, performance) 4.1 Debrief question: <i>Does your body need more or less fuel when you are physically active? When you are inactive?</i>	<ul style="list-style-type: none"> • Sugar and Fat Tag • Cookie Monster Tag • Fruits and Veggies Tag (High-Five Tag SPARK It Up!) 	<ul style="list-style-type: none"> • Games • Games • ASAP
4.2 Describe the role of moderate to vigorous physical activity in achieving or maintaining good health.	Debrief question: <i>How often do you need to exercise to keep your body healthy?</i>	<ul style="list-style-type: none"> • Chasing and Fleeing • High-Five Tag • Frogs Across the Pond 	<ul style="list-style-type: none"> • Building a Foundation • ASAP • ASAP

Content Standards	Assessment Strategies	Sample Activities	Unit
4.3 Identify ways to increase time for physical activity outside of school.	Debrief question: <i>What are some things you can do to get more exercise outside of school?</i>	<ul style="list-style-type: none"> • Home Plays 	<ul style="list-style-type: none"> • Various Units
4.4 Discuss how body temperature and blood volume are maintained during physical activity when an adequate amount of water is consumed.	Debrief question: <i>Why is it important to drink water during physical activity? What would happen to your body temperature if you did not drink water while you exercised?</i>		
4.5 Explain how the intensity and duration of exercise, as well as nutritional choices, affect fuel use during physical activity.	Debrief question: <i>What determines how much fuel your body needs to perform a physical activity?</i>	<ul style="list-style-type: none"> • Sugar and Fat Tag • Cookie Monster Tag • Fruits and Veggies Tag (High-Five Tag SPARK It Up!) 	<ul style="list-style-type: none"> • Games • Games • ASAP
4.6 Compare and contrast the function of the heart during rest and during physical activity.	Debrief question: <i>What does your heart do differently when you are exercising versus when you are resting?</i>	<ul style="list-style-type: none"> • Fitness Introduction • Circuit Introduction • Oxygen Boogie 	<ul style="list-style-type: none"> • Building a Foundation • Building a Foundation • Games
4.7 Describe the relationship between the heart and lungs during physical activity.	Debrief question: <i>How do your heart and lungs work together when you are exercising?</i>	<ul style="list-style-type: none"> • Fitness Introduction • Circuit Introduction • Oxygen Boogie 	<ul style="list-style-type: none"> • Building a Foundation • Building a Foundation • Games

Content Standards	Assessment Strategies	Sample Activities	Unit
4.8 Compare and contrast changes in heart rate before, during, and after physical activity.	Debrief question: <i>Was your heart rate the same before, during, and after you exercised? How did it change?</i>	<ul style="list-style-type: none"> • Locomotor Grab Bag • Fitness Introduction • Crazy Cones 	<ul style="list-style-type: none"> • ASAP • Building a Foundation • Games
4.9 Describe how muscle strength and muscle endurance enhance motor skill performance.	Debrief question: <i>If you made your muscles stronger, would it make a difference in how far you could throw your bean bag? If you improved your muscular endurance, how would it affect your ability to perform a skill?</i>	Fitness Introduction (SPARK It Up!)	<ul style="list-style-type: none"> • Building a Foundation
4.10 Identify muscles being strengthened during the performance of particular physical activities.	Debrief question: <i>What muscles are you strengthening when you perform a push-up?</i>	Fitness Introduction (SPARK It Up!)	<ul style="list-style-type: none"> • Building a Foundation
4.11 Identify which activities or skills would be accomplished more efficiently with stronger muscles.	Debrief question: <i>What things could you do easier if your muscles were stronger?</i>	<ul style="list-style-type: none"> • Fitness Introduction (SPARK It Up!) • Stunts Introduction • Stunts Add-On 	<ul style="list-style-type: none"> • Building a Foundation • Balance, Stunts, and Tumbling • Balance, Stunts, and Tumbling
4.12 Explain the role that weight-bearing activities play in bone strength.	Debrief question: <i>How does exercise affect the strength of your bones?</i>	<ul style="list-style-type: none"> • Crazy Cones • Cookie Monster Tag • Fitness Introduction 	<ul style="list-style-type: none"> • Games • Games • Building a Foundation

Content Standards	Assessment Strategies	Sample Activities	Unit
4.13 Identify the muscles being stretched during the performance of particular physical activities.	Debrief question: <i>What muscles do you need to stretch before and after you run?</i>	<ul style="list-style-type: none"> • Flexibility • Twist and Turn/Bend and Stretch • Stunts Introduction 	<ul style="list-style-type: none"> • Building a Foundation • Manipulatives • Balance, Stunts, and Tumbling
4.14 Explain why it is safer to stretch a warm muscle rather than a cold muscle.	Debrief question: <i>Why is it safer to stretch a muscle when the muscle is warm rather than when the muscle is cold?</i>	<ul style="list-style-type: none"> • Flexibility • Twist and Turn/Bend and Stretch • Stunts Introduction 	<ul style="list-style-type: none"> • Building a Foundation • Manipulatives • Balance, Stunts, and Tumbling
4.15 Describe the differences in density and weight between bones, muscles, organs, and fat.	Debrief question: <i>Which weighs more: muscle or fat?</i>	Fitness Introduction (SPARK It Up!)	<ul style="list-style-type: none"> • Building a Foundation

Content Standards	Assessment Strategies	Sample Activities	Unit
Standard 5 Demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies as applied to learning and performance of physical activity.			
5.1 Participate in a variety of group settings (e.g., partners, small groups, large groups) without interfering with others.	Standard 5: Student Self-Assessment Authentic Assessment of Independent Working Skills: <ul style="list-style-type: none"> • Following Directions • Positive Sportsmanship • Self-Control • Respect for Others • Helping and Encouraging Others Sample: Parachute Rubric	<ul style="list-style-type: none"> • Partner Throw and Catch • The Great Race • Long Rope Turning in Pairs 	<ul style="list-style-type: none"> • Catching and Throwing • Parachute • Jumping
5.2 Accept responsibility for one's own behavior in a group activity.	Parachute Rubric	<ul style="list-style-type: none"> • Fly in the Web • Houdini Hoops • Line Boogie 	<ul style="list-style-type: none"> • Parachute • ASAP • Manipulatives
5.3 Acknowledge one's opponent or partner before, during, and after an activity or game and give positive feedback on the opponent's or partner's performance.	Throwing and Catching Rubric	<ul style="list-style-type: none"> • Partner Throw and Catch • Soccer Golf • Long Rope Turning in Pairs 	<ul style="list-style-type: none"> • Catching and Throwing • Kicking and Trapping • Jumping
5.4 Encourage others by using verbal and non-verbal	Parachute Rubric	<ul style="list-style-type: none"> • Fly in the Web • Houdini Hoops 	<ul style="list-style-type: none"> • Parachute • ASAP

Content Standards	Assessment Strategies	Sample Activities	Unit
communication.		<ul style="list-style-type: none"> • Line Boogie 	<ul style="list-style-type: none"> • Manipulatives
5.5 Demonstrate respect for self, others, and equipment during physical activities.	Parachute Rubric	<ul style="list-style-type: none"> • Fly in the Web • The Great Race • Capture the Orb 	<ul style="list-style-type: none"> • Parachute
5.6 Demonstrate how to solve a problem with another person during physical activity.	Parachute Rubric	<ul style="list-style-type: none"> • Fly in the Web • Houdini Hoops • Line Boogie 	<ul style="list-style-type: none"> • Parachute • ASAP • Manipulatives
5.7 Participate positively in physical activities that rely on cooperation.	Parachute Rubric	<ul style="list-style-type: none"> • Hawaiian Roller Coaster Ride • Long Rope Jumping II • Capture the Orb 	<ul style="list-style-type: none"> • Dance • Jumping • Parachute