

Second Grade Standards

Information on Elementary P.E. Standards for Classroom Teachers

Information contained in this document comes from a multitude of websites as well as the knowledge of the SRVUSD Elementary P.E. Specialists. The information is meant to be used as a guideline for helping classroom teachers understand the details of some of the elementary physical education standards.

It is strongly suggested that classroom teachers work with their P.E. Specialist on which standards they should cover in the classroom.

Music for dance standards can often be purchased through sites such as iTunes.

Equipment needed for most standards covered in this document are minimal or the P.E. Specialist should already have them. However, on the reference page are some P.E. equipment websites if items are needed.

It is strongly suggested that classroom teachers work with their grade level peers in creating lesson plans and sharing the responsibility of teaching a standards based physical education program.

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Note: This information has been compiled for use by teachers in SRVUSD only!

SECOND GRADE

Rhythmic Skills

1.18 – Perform rhythmic sequences related to simple folk dance and ribbon routines

- Folk dance - A traditional dance originating among the common people of a nation or region
- Ribbon dance – a performer makes a ribbon move to the beat of the music and is based on Chinese choreography
- See articles/activities in Dance Section titled “How to Perform a Ribbon Dance”, “Rhythmic Ribbons”, “Seven Jumps” and “Folk Dance Fun”
- See Reference Section for information on videos, DVD’s and CD’s

1.19 – Perform with a partner rhythmic sequences related to simple folk dance or ribbon routines

- See Standard 1.18 to assist students in the performance of a folk dance or ribbon routine

Body Management

2.4 – Explain why one hand or foot is often preferred when practicing movement skills

- People are born with a dominant hand and foot
- Dominant hand/foot usually allows for more coordination of movement
- Ask students to write with their dominant hand and then with their non-dominant hand; talk about the differences and similarities
- Have student’s perform a variety of tasks and note which hand it is easier to do it with (e.g. brush hair, brush teeth, eat their lunch, color a picture, etc)
- With physical activities and sports, the same holds true – we have a dominant hand/foot even though a lot of people can do things with both

Fitness Concepts

4.1 - Explain the fuel requirements for the body during activity and inactivity

- See article in Fitness Concepts Section titled “Building Energy” - http://www.wendybodnar.com/shop/excerpt_buildingenergy.pdf
- The body uses a short-term energy source call ATP (Adenosine Tri-phosphate) and CP (Creatine Phosphate) that is stored in your cells; this energy source allows you to leap into the air and lasts about 10 seconds
- If we wanted to jump up and down many times, the body converts carbohydrates into ATP to provide longer lasting movements; this conversion occurs without the presence of oxygen causing the carbohydrates to only partially breakdown; the result is lactic acid (muscle burn)
- If we wanted to keep jumping, the body would tap into long-term energy production where both fat and stored carbohydrates are used; proteins can be used, but are not the preferred fuel
- See lesson plan in Fitness Concepts Section called “What is the Food Pyramid”

4.2 – Describe the role of moderate to vigorous physical activity in achieving and maintaining good health

- On a scale of 0-10, where 0 is equal to sitting and 10 is the highest level of activity, moderate activity is a 5 or 6, and vigorous activity is a 7 or 8
- Moderate activity is equal to brisk walking, while vigorous activity is equal to running
- Being active for 30-60 minutes on most days can help you build strength and fitness, relax and reduce stress, gain more energy, and improve your sleep
- Physical activity can help control weight gain
- These benefits all add up to decreasing your risk of heart disease and other conditions, such as colon cancer, diabetes, osteoporosis, and high blood pressure
- Greater health benefits can be achieved by increasing the amount (duration, frequency or intensity) of the physical activity
- Beneficial physical activity is not limited to "going to the gym" or "playing on a sports team", but can include many daily activities such as taking the stairs, raking leaves, or even washing the car
- See handout in Fitness Concepts Section titled "Benefits of Exercise"

4.3 – Identify ways to increase time for physical activity outside of school

- Create a classroom chart of "Ways to Increase Activity Time At Home" and keep posted in the classroom
- Have students brainstorm ways to increase activity time and hold a classroom discussion
- Allow students to add to the list over the course of the year
- Ways to increase physical activity could include walking/biking to school, hiking, joining a sports team, skiing/snowboarding, playing in the pool, playing hide-and-go-seek, taking the dog for a walk, washing the car, gardening, etc.

4.4 – Discuss how body temperature and blood volume are maintained during physical activity when an adequate amount of water is consumed

- Your body temperature is really an internal clock that keeps us awake and sleeping at certain times
- It's also extremely important to understand that the rise and drop of body temperature is a hint for our body to produce the feelings of being awake or being tired.
- Whenever your body temperature begins to fall, you will feel tired, lethargic, and drowsier
- Whenever your body temperature rises, you will feel more energetic, alert, and be able to focus better
- Your body temperature may rise and drop several times in the day as a response to the activities you're doing at the time
- When a human body is pushed for heavy physical activity, the body temperature automatically rises and drops slowly once the activity is stopped. This reduction of body temperature induces a feeling of tiredness or drowsiness
- See articles in Fitness Concepts Section called "Drink Water to Regulate Body Temperature", "Cardiovascular Physiology Concepts" and "Blood Volume"

4.5 – Explain how the intensity and duration of exercise, as well as nutritional choices affect fuel use during physical activity

- Aerobic means "with oxygen" (your heart beats faster and your breathing rate increases) and anaerobic means "without oxygen".
- Aerobic exercises are generally performed at a slower pace and with less effort/intensity and for longer durations, meaning this type of exercise usually burn a greater degree of fat
- Anaerobic activities are usually fast movements, with maximum effort for short period of time followed by a period of rest and burn carbohydrates almost exclusively
- A good tip to exercising at an appropriate aerobic intensity is to be able to still carry on a conversation while running, biking, etc.
- See "Exercise Intensity: Why It Matters" article in Fitness Concepts Section
- See articles in Fitness Concepts Section called "Nutrition Reference Guide", "Sports Nutrition – Protein", "Sports Nutrition – Carbs" and "Sports Nutrition – Fat"

Aerobic Capacity

4.6 – Compare and contrast the function of the heart during rest and physical activity

- Use a Venn Diagram to discuss the similarities and difference between rest and physical activity
- Exercise basically causes your heart to pump more blood at a quicker pace. When you exercise, your muscles contract. In order for them to contract they must have oxygen. The more intense the exercise, the more intense the muscle contractions are. The more intense the muscle contractions are, the more oxygen that is needed. Needing an increased supply of oxygen also means needing an increased supply of blood as oxygen is carried to the muscles via blood. An increase in the flow of blood occurs because as you begin to exercise, sympathetic nerves cause the heart to beat faster and more forcefully.
- During rest, the heart functions the same, just at a slower pace.

4.7 – Describe the relationship between the heart and the lungs during physical activity

- See information in Standard 4.6
- See information in Aerobic Capacity Section called "Your Heart & Circulatory System" and "Your Lungs & Respiratory System" along with the diagram "Pulmonary Circulation"

4.8 – Compare and contrast the heart rate before, during and after physical activity

- Ask your P.E. specialist how they have taught students to check their heart rate (carotid or radial artery)
- Have students count the number of heart beats for 10 seconds and record on a piece of paper; have them multiply by 6 to compute beats per minute (BPM). You can also count for 6 seconds and then add a Zero to the end to calculate BPM.
- Have students do a physical movement (e.g., running place, jumping jacks) for 30 seconds, count their heart beat and record. Have students do a physical movement for 60 seconds, count their heart beat and record.
- Have students rest for 30 seconds, count their heart beat and record. Have students rest for an additional 90 seconds, count their heart beat and record.
- Discuss the differences and similarities in the heart rate before, during and after a physical activity.

Muscle Strength & Endurance

3.4 – Traverse the overhead bar one bar at a time

- Have students go across the monkey bars (create an obstacle course using the different overhead bars)
- Provide assistance as needed

4.9 - Describe how muscle strength and muscle endurance enhance motor skill performance

- Muscle strength is the amount of force a muscle can produce for one repetition
- Making a muscle stronger will allow for more force to be produced
- Muscle endurance is the ability of a muscle or group of muscles to sustain repeated movement for an extended period of time
- Muscle strength and endurance will help a person have better control over their muscles, thus increasing motor skill performance
- Furthermore, improving muscle strength and endurance staves off fatigue, often resulting in better motor skill performance

4.12 – Explain the role that weight bearing activities play in bone strength

- Weight bearing activities build bone strength
- A person must increase the intensity and duration of activity over time in order to continue strengthening bones
- Types of weight bearing activities include walking, running, hiking, dancing, soccer, aerobics, baseball, basketball, tennis, bowling, stair climbing
- Types of non-weight bearing activities include swimming and biking
- See article in Muscle Strength Section titled “Weight Bearing Exercises”

Flexibility

3.5 – Demonstrate the proper form for stretching the hamstring, quadriceps, shoulders, biceps and triceps

- Talk to the P.E. specialists and repeat stretching routine in classroom after doing some warm-up exercises (ex – jogging in place, jumping jacks, windmills, arms circles, etc.)
- Great to do just before a test to get the blood flowing
- Stretching helps to reduce injury, and increase mobility and range of motion

4.13 – Identify muscle being stretched during the performance of particular physical activities

- Incorporate with Standard 3.5
- Identify muscle being stretched by touching location and then counting to ten using the muscle name
 - ✪ Touch back of thigh
 - ✪ Attempt touch toes with both hands, keeping legs straight
 - ✪ Count hamstring 1, hamstring 2, hamstring 3....hamstring 10
- Repeat with additional stretches

4.14 – Explain why it is safer to stretch a warm muscle rather than a cold muscle

- Use analogy of uncooked spaghetti (cold muscle) to cooked spaghetti (warm muscle)
- A cold muscle may experience slight tears, similar to breaking uncooked spaghetti while a warm muscle is able to move more fluidly like a cooked noodle

Assessment

3.7 – Measure improvements in individual fitness levels

- Work with P.E. specialist to complete the Presidential Fitness Test or the California Fitnessgram Test (PFT) in the fall and spring time
- Work with students on attaining Presidential or PFT benchmarks specific for their age and gender
- See handouts in Assessment Section called “Fitnessgram Tests” (note that the district uses the * tests), “Healthy Fitness Zones for Females & Males” and “Presidential Physical Fitness Award – 85th Percentile”
- Give students the opportunity to practice Presidential and PFT test throughout the school year; and record at least fall and spring scores to note improvements