

# Grade 2

Adopted 2015

**Demonstrates competency in a variety of motor skills and movement patterns.**

- 2. Skips using a mature pattern.** S1.E1.2

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- a. Runs with a mature pattern.** S1.E2.2.A

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- b. Travels showing differentiation between jogging and sprinting.** S1.E2.2.B

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- 2. Demonstrates four of the five critical elements for jumping and landing in a horizontal plane using a variety of one- and two-foot take-offs and landings** S1.E3.2

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- 2. Demonstrates four of the five critical elements for jumping and landing in a vertical plane.** S1.E4.2

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- 2. Performs a teacher and/or student-designed rhythmic activity with correct response to simple rhythms.** S1.E5.2

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- a. Balances on different bases of support, combining levels and shapes.** S1.E7.2.A

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- b. Balances in an inverted position with stillness and supportive base.** S1.E7.2.B

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- 2. Transfers weight from feet to different body parts/bases of support for balances and/or travel.** S1.E8.2

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- 2. Rolls in different directions with either a narrow or curled body shape.** S1.E9.2

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- 2. Differentiates among twisting, curling, bending and stretching actions.** S1.E10.2

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- 2. Combines balances and transfers into a three-part sequence (i.e., rhythmic movement, gymnastics).** S1.E11.2

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- 2. Throws underhand using a mature pattern.** S1.E13.2

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- 2. Throws overhand demonstrating two of the five critical elements of a mature pattern.** S1.E14.2

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- 2. Catches a self-tossed or well thrown large ball with hands, not trapping or cradling against the body.** S1.E16.2

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- a. Dribbles in self-space with dominant hand demonstrating a mature pattern.** S1.E17.2.A

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**b. Dribbles using the dominant hand while walking in general space.** [S1.E17.2.B](#)

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**2. Dribbles with the feet in general space with control of ball and body.** [S1.E18.2](#)

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**2. Uses a continuous running approach and kicks a moving ball, demonstrating three of the five critical elements of mature pattern.** [S1.E21.2](#)

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**2. Volleys an object upward with consecutive hits.** [S1.E22.2](#)

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**2. Strikes an object upward with a short-handled implement, using consecutive hits.** [S1.E24.2](#)

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**2. Strikes a ball off a tee or cone with a bat, using correct grip and side-orientation/proper body orientation.** [S1.E25.2](#)

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**a. Jumps a self-turned rope consecutively forward and backward, with a mature pattern.** [S1.E27.2.A](#)

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**b. Jumps a long rope five times consecutively with skilled turners.** [S1.E27.2.B](#)

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Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

**2. Combines locomotor skills in general space to a rhythm.** [S2.E1.2](#)

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**2. Combines shapes, levels and pathways into simple travel, rhythmic movement and gymnastics sequences.** [S2.E2.2](#)

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**2. Varies time and force with gradual increases and decreases (e.g., teacher control of increase/decrease through use of drum, shaker, tambourine).** [S2.E3.2](#)

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Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

**2. Describes large-motor and/or manipulative physical activities for participation outside physical education class (e.g., recess, before and after school, at home, at the park, with friends, with the family).** [S3.E1.2](#)

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**2. Actively engages in physical education class in response to instruction and practice.** [S3.E2.2](#)

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**a. Recognizes the use of the body as resistance (e.g., holds body in plank position, animal walks) for developing strength.** [S3.E3.2.A](#)

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**b. Identifies physical activities that contribute to fitness.** [S3.E3.2.B](#)

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**2. Recognizes the importance of balancing nutrition and physical activity.** [S3.E6.2](#)

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Exhibits responsible personal and social behavior that respects self and others.

**2. Practices skills with minimal teacher prompting.** [S4.E1.2](#)

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**2. Accepts responsibility for class protocols with behavior and performance actions.** [S4.E2.2](#)

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**2. Accepts specific corrective feedback from the teacher.** [S4.E3.2](#)

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**2. Works independently with others in partner environments.** S4.E4.2

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**2. Recognizes the role of rules and etiquette in teacher-designed physical activities.** S4.E5.2

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**a. Works independently and safely in physical education.** S4.E6.2.A

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**b. Works safely with physical education equipment.** S4.E6.2.B

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**Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.**

**2. Recognizes the relationship between physical activity and good health.** S5.E1.2

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**2. Compares physical activities that bring confidence and challenge.** S5.E2.2

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**2. Identifies physical activities that provide self-expression (e.g., rhythmic activities/dance, gymnastics routines, practice tasks in game environments).** S5.E3.2