

Grade 2

**Anchor Standard 1:
Motor Skills and
Movement Patterns:
_The physically literate
individual demonstrates
competency in a variety
of motor skills and
movement
patterns._** PE19.2.1

A 1.1 Locomotor Skills: _Hopping, galloping, jogging, running, sliding, skipping, jumping, leaping_ PE19.2.1.A

1 Demonstrate correct form for skipping. PE19.2.1.1

APE ___APE accommodation suggestions:___ Sliding, galloping, jogging, and running_ - Hand over hand to assist in increasing speed and balance, fast pace walking, shorten distance, peer assistance (sliding - step together step, side to side) PE19.2.1.1.APE

B 1.2 Locomotor Skills: _Jogging, running_ PE19.2.1.B

2 Demonstrate correct form for jogging and running. PE19.2.1.2

APE ___APE accommodation suggestions:___ Sliding, galloping, jogging, and running_ - Hand over hand to assist in increasing speed and balance, fast pace walking, shorten distance, peer assistance (sliding - step together step, side to side) PE19.2.1.2.APE

C 1.3 Locomotor Skills: _Jumping and landing_ PE19.2.1.C

3 Use a variety of one-and two-footed take-offs and landings. PE19.2.1.3

APE ___APE accommodation suggestions:___ Hopping, jumping, and leaping_ - Hand over hand to assist with balance. _Examples: mini trampoline, rope on floor, peer assistance_ PE19.2.1.3.APE

D 1.4 Locomotor Skills: _Dance/ Rhythmic Activities_ PE19.2.1.D

4 Demonstrate directionality in simple folk, line, partner, and circle dances and rhythmic routines. PE19.2.1.4

APE ___APE accommodation suggestions:___ Slower music, poly spots and/or arrows on floor for direction, break the dance steps/movements down into small parts for additional review/practice, peer assistance PE19.2.1.4.APE

E 1.5 Non-locomotor Skills* (stability): _Balance_ PE19.2.1.E

5 Balance on different bases of support, combining levels and shapes. PE19.2.1.5

APE ___APE accommodation suggestions:___ Hand over hand assistance, peer assistance, modeling, doing activities on the floor instead of on equipment PE19.2.1.5.APE

F 1.6 Non-locomotor Skills* (stability): _Curling and stretching; twisting and bending_ PE19.2.1.F

6 Differentiate among twisting, curling, bending, and stretching actions. PE19.2.1.6

APE ___APE accommodation suggestions:___ Hand over hand assistance and modeling PE19.2.1.6.APE

G 1.7 Non-locomotor Skills (stability): _Weight transfer, rolling_ PE19.2.1.G

7 Transition weight from various bases of support by: - Transferring weight from feet to different body parts while maintaining balance. - Rolling in different directions with both a narrow and curled body shape. PE19.2.1.7

APE ___APE accommodation suggestions:___ Rolling - hand over hand assistance; peer assistance and modeling PE19.2.1.7.APE

H 1.8 Manipulative Skills: _Underhand and overhand throw_ PE19.2.1.H

8 Throw underhand and overhand, demonstrating correct form with hand/ foot opposition. PE19.2.1.8

APE ___APE accommodation suggestions:___ Provide a variety of sizes, shapes, textures, and inflation levels of objects to make throwing more successful; use ball launchers PE19.2.1.8.APE

I 1.9 Manipulative Skills: _Catching_ PE19.2.1.I

9 Catch a self-tossed or well-thrown object with hands, not trapping or cradling against the body. PE19.2.1.9

APE ___APE accommodation suggestions:___ Decrease distance ball is tossed, rolled, or bounced; provide students the opportunity to catch an object using a bucket or basket. Good objects to use for catching: stuffed animal, beach ball, scarf, deflated ball, foam ball, fleece ball, balloon (be aware of latex allergies) PE19.2.1.9.APE

J 1.10 Manipulative Skills: _Dribbling and/or ball control with hands_ PE19.2.1.J

10 Dribble continuously in self-space and while traveling, with preferred hand, demonstrating correct form. PE19.2.1.10

APE ___APE accommodation suggestions:___ Use large playground ball; drop and catch, alternating dribble with peer or tethered ball. PE19.2.1.10.APE

K 1.11 Manipulative Skills: _Dribbling/ ball control with feet_ PE19.2.1.K

11 Dribble with alternating feet, demonstrating control of ball and body. PE19.2.1.11

APE ___APE accommodation suggestions:___ Use large playground ball; drop and catch, alternating dribble with peer or tethered ball. PE19.2.1.11.APE

L 1.12 Manipulative Skills: _Passing and receiving with feet_ PE19.2.1.L

12 Pass and trap a ball with accuracy to a partner, using varying force and distance. PE19.2.1.12

APE ___APE accommodation suggestions:___ Use larger ball, larger targets PE19.2.1.12.APE

M 1.13 Manipulative Skills: _Kicking, punting_ PE19.2.1.M

13 Demonstrate kicking skills by: - Using a running approach towards a stationary ball with correct form. - Attempting to make contact with a moving ball. - Attempting to kick a dropped ball/object, making contact with shoelaces. PE19.2.1.13

APE ___APE accommodation suggestions:___ Lightweight object could include larger and/or more colorful object/ball or object of contrasting colors: suspended tether ball PE19.2.1.13.APE

N 1.14 Manipulative Skills: _Volleying, overhead and underhand_ PE19.2.1.N

14 Demonstrate volleying lightweight objects with partner. PE19.2.1.14

APE ___APE accommodation suggestions:___ Lightweight object could include larger and/or more colorful object/ball or object of contrasting colors: suspended tether ball PE19.2.1.14.APE

O 1.15 Manipulative Skills: _Striking, short implement_ PE19.2.1.O

15 Demonstrate striking a lightweight object upward with a short-handled implement, using consecutive hits. PE19.2.1.15

APE ___APE accommodation suggestions:___ Use longer or shorter implements for student success in controlling the implement; hand over hand assistance PE19.2.1.15.APE

P 1.16 Manipulative Skills: _Striking, long implement (hockey stick, putter, noodle, bat, badminton racquet, pillow polo stick, etc.)_ PE19.2.1.P

16 Strike an object, using correct hand placement and proper body orientation. PE19.2.1.16

APE ___APE accommodation suggestions:___ Place rope on ground, step over self-turned rope, provide verbal prompting. PE19.2.1.16.APE

Q 1.17 Manipulative Skills: Jumping rope PE19.2.1.Q

17 Demonstrate rope skills with correct form by: - Jumping a self-turned rope consecutively forward and backward. - Jumping a long rope multiple times consecutively with student turners. PE19.2.1.17

APE ___APE accommodation suggestions:___ Place rope on ground, step over self-turned rope, provide verbal prompting. PE19.2.1.17.APE

**Anchor Standard 2:
Movement and
performance: _The
physically literate
individual applies
knowledge of concepts,
principles, strategies,
and tactics related to
movement and
performance._** PE19.2.2

A 2.1 Movement Concepts: _Space_ PE19.2.2.A

- 1 Apply the concept of personal and general space during class activities. PE19.2.2.1

APE ___APE accommodation suggestions:___ Verbal prompting, redirection and/or modeling; use directional poly spots. PE19.2.2.1.APE

B 2.2 Movement Concepts: _Pathways, shapes, levels_ PE19.2.2.B

- 2 Integrate shapes, levels, and pathways into simple movement sequences. PE19.2.2.2

APE ___APE accommodation suggestions:___ Verbal prompting; use directional poly spots. PE19.2.2.2.APE

C 2.3 Movement Concepts: _Speed, direction, force_ PE19.2.2.C

- 3 Recognize and adjust exertion of force on an object required during an activity. PE19.2.2.3

APE ___APE accommodation suggestions:___ Verbal prompting; use directional poly spots. PE19.2.2.3.APE

D 2.4 Movement Concepts: _Strategies & tactics_ PE19.2.2.D

- 4 _Developmentally appropriate/ emerging outcomes first appear in Grade 3._ PE19.2.2.4
-

**Anchor Standard 3:
Physical Activity and
Fitness: _The physically
literate individual
demonstrates the
knowledge and skills to
achieve and maintain a
health-enhancing level
of physical activity and
fitness._** PE19.2.3

A 3.1 Physical activity knowledge PE19.2.3.A

- 1 Describe the benefits of participating in moderate to vigorous activities outside physical education class. PE19.2.3.1

APE ___APE accommodation suggestions:___ Verbal prompting and peer assistance to model correct physical education participation. PE19.2.3.1.APE

B 3.2 Engagement in physical activity PE19.2.3.B

- 2 Actively engage in physical education class in response to instruction and practice. PE19.2.3.2
-

C 3.3 Fitness knowledge PE19.2.3.C

- 3 Identify physical activities that contribute to a high level of fitness and the importance of warm-up and cool-down related to vigorous physical activity. PE19.2.3.3
-

**Anchor Standard 4:
Personal and Social
Behavior: _The
physically literate
individual exhibits
responsible personal
and social behavior that
respects self and
others._** PE19.2.4

A 4.1 Personal responsibility PE19.2.4.A

- 1 Practice skills with minimal teacher prompting and accept responsibility for behavior and performance actions to ensure a safe environment. PE19.2.4.1

APE ___APE accommodation suggestions:___ Verbal prompting and redirecting, peer assistance to model proper personal and social behaviors PE19.2.4.1.APE

B 4.2 Accepting and giving feedback PE19.2.4.B

- 2 Appropriately respond to and implement specific feedback from the teacher. PE19.2.4.2

APE ___APE accommodation suggestions:___ Verbal prompting and redirecting, peer assistance to model proper personal and social behaviors PE19.2.4.2.APE

C 4.3 Working with others PE19.2.4.C

- 3 Work in a variety of class environments with minimum supervision. PE19.2.4.3

APE ___APE accommodation suggestions:___ Verbal prompting and redirecting, peer assistance to model proper personal and social behaviors PE19.2.4.3.APE

D 4.4 Conflict Resolution PE19.2.4.D

- 4 Develop effective coping skills for dealing with problems. PE19.2.4.4

APE ___APE accommodation suggestions:___ Verbal prompting and redirecting, peer assistance to model proper personal and social behaviors PE19.2.4.4.APE

**Anchor Standard 5:
Values Physical Activity:
_The physically literate
individual recognizes
the value of physical
activity for health,
enjoyment, challenge,
self-expression, and/or
social
interaction._** PE19.2.5

A 5.1 Health PE19.2.5.A

- 1 Describe the relationship between physical activity and good health. PE19.2.5.1

APE ___APE accommodation suggestions:___ Information in alternate formats (words or pictures); allow extra time to communicate and process information; provide short, precise and clear instructions; and use peer assistance and modeling. PE19.2.5.1.APE

B 5.2 Challenge PE19.2.5.B

- 2 Identify physical activities that build confidence and activities that are challenging. PE19.2.5.2

APE ___APE accommodation suggestions:___ Information in alternate formats (words or pictures); allow extra time to communicate and process information; provide short, precise and clear instructions; and use peer assistance and modeling. PE19.2.5.2.APE

C 5.3 Self-expression and enjoyment PE19.2.5.C

- 3 List physical activities that provide self-expression. PE19.2.5.3

APE ___APE accommodation suggestions:___ Information in alternate formats (words or pictures); allow extra time to communicate and process information; provide short, precise and clear instructions; and use peer assistance and modeling. PE19.2.5.3.APE

D 5.4 Social interaction PE19.2.5.D

4 Describe the positive social interactions that come when engaging with others in physical activity. PE19.2.5.4

APE ___APE accommodation suggestions:___ Information in alternate formats (words or pictures); allow extra time to communicate and process information; provide short, precise and clear instructions; and use peer assistance and modeling. PE19.2.5.4.APE