

Grade 2

Demonstrates competency in a variety of motor skills and movement patterns. [S1](#)

Locomotor

- 1 Hopping, galloping, running, sliding, skipping, leaping: [S1.1](#)
 - 2 Skips using a mature pattern. [S1.1.2](#)
- 2 Jogging, running: [S1.2](#)
 - 2a Runs with a mature pattern. [S1.2.2A](#)
 - 2b Travels showing differentiation between jogging and sprinting. [S1.2.2B](#)
- 3 Jumping and landing, horizontal: [S1.3](#)
 - 2 Demonstrates 4 of the 5 critical elements for jumping and landing in a horizontal plane using a variety of 1- and 2-foot take-offs and landings. [S1.3.2](#)
- 4 Jumping and Landing, vertical: [S1.4](#)
 - 2 Demonstrates 4 of the 5 critical elements for jumping and landing in a vertical plane. [S1.4.2](#)
- 5 Dance: [S1.5](#)
 - 2 Performs a teacher and/or student-designed rhythmic activity with correct response to simple rhythms. [S1.5.2](#)
- 6 Combinations: [S1.6](#)

Developmentally appropriate/emerging outcomes first appear in Grade 3.

Nonlocomotor (stability)

- 7 Balance: [S1.7](#)
 - 2a Balances on different bases of support, combining levels and shapes. [S1.7.2A](#)
 - 2b Balances in an inverted position with stillness and supportive base. [S1.7.2B](#)
- 8 Weight Transfer: [S1.8](#)
 - 2 Transfers weight from feet to different body parts/bases of support for balance and/or travel. [S1.8.2](#)
- 9 Weight Transfer, rolling: [S1.9](#)
 - 2 Rolls in different directions with either a narrow or curled body shape. [S1.9.2](#)
- 10 Curling and Stretching; twisting and bending: [S1.10](#)
 - 2 Differentiates among twisting, curling, bending, and stretching actions. [S1.10.2](#)
- 11 Combinations: [S1.11](#)
 - 2 Combines balances and transfers into a 3- part sequence. [S1.11.2](#)

12 Balance and Weight Transfers: S1.12

Developmentally appropriate/emerging outcomes first appear in Grade 3.

Manipulative

13 Throwing Underhand: S1.13

2 Throws underhand using a mature pattern. S1.13.2

14 Throwing Overhand: S1.14

2 Throws overhand demonstrating 2 of the 5 critical elements of a mature pattern. S1.14.2

15 Passing with Hands: S1.15

Developmentally appropriate/emerging outcomes first appear in Grade 4.

16 Catching: S1.16

2 Catches a self-tossed or well-thrown large ball with hands, not trapping or cradling against the body. S1.16.2

17 Dribbling/ball control with hands: S1.17

2a Dribbles in self-space with preferred hand demonstrating a mature pattern. S1.17.2A

2b Dribbles using the preferred hand while walking in general space. S1.17.2B

18 Dribbling/ball control with feet: S1.18

2 Dribbles with the feet in general space with control of ball and body. S1.18.2

19 Passing and Receiving with feet: S1.19

Developmentally appropriate/emerging outcomes first appear in Grade 3.

20 Dribbling in Combination: S1.20

Developmentally appropriate/emerging outcomes first appear in Grade 4.

21 Kicking: S1.21

2 Uses a continuous running approach and kicks a moving ball, demonstrating 3 of 5 critical elements of a mature pattern. S1.21.2

22 Volleying Underhand: S1.22

2 Volleys an object upward with consecutive hits. S1.22.2

23 Volleying Overhead: S1.23

Developmentally appropriate/emerging outcomes first appear in Grade 4.

24 Striking, short implement: S1.24

2 Strikes an object upward with a short-handled implement, using consecutive hits. S1.24.2

25 Striking, long implement: S1.25

2 Strikes a ball off a tee or cone with a bat using correct grip and side orientation/proper body orientation. S1.25.2

26 In combination with locomotor: S1.26

Developmentally appropriate/emerging outcomes first appear in Grade 4.

27 Jumping Rope: S1.27

2a Jumps a self-turned rope consecutively forward and backward with a mature pattern. S1.27.2A

2b Jumps a long rope 5 times consecutively with student turners. S1.27.2B

AQUATICS

28 S1.28

2 Demonstrate selected elements of the basic aquatic skills of front float, back float, and recovery with support in isolated settings. S1.28.2

29 S1.29

2 Demonstrate selected elements of safe water entry and exit with support in isolated settings. S1.29.2

30 S1.30

2 Demonstrate a combination of arms and legs to locomote in the water with support in isolated settings. S1.30.2

31 S1.31

2 Demonstrate putting on a life jacket with peer assistance in isolated settings. S1.31.2

32 S1.32

2 Demonstrate moving in the water while wearing a life jackets with assistance. S1.32.2

Applies knowledge of concepts, principles, strategies and tactics related to movement and performance. S2

Movement concepts, principles and knowledge

1 Space: S2.1

2 Combines locomotor skills in general space to a rhythm. S2.1.2

2 Pathways, shapes, levels: S2.2

2 Combines shapes, levels, and pathways into simple travel, dance, and gymnastics sequences. S2.2.2

3 Speed, direction, force: S2.3

2 Varies time and force with gradual increases and decreases. S2.3.2

4 Alignment and muscular tension: S2.4

Developmentally appropriate/emerging outcomes first appear in Grade 3.

5 Strategies and tactics: S2.5

Developmentally appropriate/emerging outcomes first appear in Grade 3.

Demonstrates the knowledge and skills to achieve and maintain a health-enhanced level of physical activity and fitness. S3

Physical activity knowledge

- 1 S3.1
- 2 Describes large-motor and/or manipulative physical activities for participation outside physical education class (e.g. before and after school, at home, at the park, with friends, with the family). S3.1.2

Engages in physical activity

- 2 S3.2
- 2 Actively engages in physical education class in response to instruction and practice. S3.2.2

Fitness Knowledge

- 3 S3.3
 - 2a Recognizes the use of the body as resistance (e.g. holds body in plank position, animal walks) for developing strength. S3.3.2A
 - 2b Identifies physical activities that contribute to fitness. S3.3.2B
 - 4 S3.4
- Developmentally appropriate/emerging outcomes first appear in Grade 3.

Assessment and program planning

- 5 S3.5
- Developmentally appropriate/emerging outcomes first appear in Grade 3.
- 6 Nutrition: S3.6
- 2 Recognizes the “good health balance” of nutrition and physical activity. S3.6.2

Exhibits responsible personal and social behavior that respects self and others. S4

Personal Responsibility

- 1 S4.1
- 2 Practices skills with minimal teacher prompting. S4.1.2
- 2 S4.2
- 2 Accepts responsibility for class protocols with behavior and performance actions. S4.2.2

Accepting Feedback

- 3 S4.3
- 2 Accepts specific corrective feedback from the teacher. S4.3.2

Working with Others

- 4 S4.4
- 2 Works independently with others in partner environments. S4.4.2

Rules and Etiquette

5 S4.5

- 2 Recognizes the role of rules and etiquette in teacher-designed physical activities. S4.5.2

Safety

6 S4.6

- 2a Works independently and safely in physical education. S4.6.2A
- 2b Works safely with physical education equipment. S4.6.2B

Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction. S5

Health

1 S5.1

- 2 Recognizes the value of “good health balance.” S5.1.2

Challenge

2 S5.2

- 2 Compares physical activities that bring confidence and challenge. S5.2.2

Self-Expression and Enjoyment

3 S5.3

- 2 Identifies physical activities that provide selfexpression (e.g. dance, gymnastics routines, practice task in game environments). S5.3.2

4 Social Interaction: S5.4

Developmentally appropriate/emerging outcomes first appear in Grade 3.