

Grade 2

Adopted 2018

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

- 1. Skip and run using a maturing pattern.** 2.1.1.1
- 2. Jump and land in the horizontal plane demonstrating four of the five critical elements, while taking off and landing with two feet.** 2.1.1.2
- 3. Jump and land in the vertical plane demonstrating four of the five critical elements while taking off and landing on two feet.** 2.1.1.3
- 4. Combine locomotor and non-locomotor skills in educational dance with correct response to simple rhythms.** 2.1.1.4
- 1. Maintain balance on different bases of support, combining levels and shapes.** 2.1.2.1
- 2. Transfer weight from feet to different body parts or bases of support for balance or travel.** 2.1.2.2
- 3. Roll in different directions with either a narrow or curled body shape.** 2.1.2.3
- 4. Perform non-locomotor skills with the body in a variety of stationary positions, while maintaining balance.** 2.1.2.4
- 5. Combine balances, non-locomotor skills and locomotor skills to perform a three-part educational dance and an educational gymnastics sequence.** 2.1.2.5
- 1. Roll and throw underhand using a maturing pattern.** 2.1.3.1
- 2. Throw overhand with side facing target and opposite foot forward.** 2.1.3.2
- 3. Developmentally appropriate and emerging benchmarks first appear in Grade 3.** 2.1.3.3
- 4. Catch a self-tossed hand-sized ball demonstrating two of the four critical elements of a maturing pattern.** 2.1.3.4
- 5. Dribble with preferred hand while remaining in personal space (self-space), demonstrating a maturing pattern.** 2.1.3.5
- 6. Dribble with the feet while traveling through general space.** 2.1.3.6

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- 7. Receive a partner-pass with the feet, while maintaining control of the object and the body.** 2.1.3.7
 - 8. Developmentally appropriate and emerging benchmarks first appear in Grade 4.** 2.1.3.8
 - 9. Kick a stationary ball demonstrating three of the five critical elements of a maturing pattern.** 2.1.3.9
 - 10. Developmentally appropriate and emerging benchmarks first appear in Grade 3.** 2.1.3.10
 - 11. Volley with a partner using hands only while maintaining balance.** 2.1.3.11
 - 12. Developmentally appropriate and emerging benchmarks first appear in Grade 3.** 2.1.3.12
 - 13. Strike using a short-handled implement, while controlling direction.** 2.1.3.13
 - 14. Strike using a long-handled implement while controlling direction.** 2.1.3.14
 - 15. Developmentally appropriate and emerging benchmarks first appear in Grade 4.** 2.1.3.15
 - 16. Consecutively jump forward and backward, demonstrating a maturing pattern, using a self-turned rope.** 2.1.3.16
 - 17. Enter a long rope with teacher-assisted turning.** 2.1.3.17
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Apply knowledge of concepts, principles, strategies and tactics to movement and performance.

- 1. Travel in different directions differentiating between movement in personal space (self-space) and general space. For example: up, down, forward, backward, right, left.** 2.2.1.1
 - 2. Manipulate and control equipment in different relationships to others and objects. For example: over, under, through, around, behind.** 2.2.1.2
 - 3. Travel using varying speeds and forces with gradual increases and decreases in both speed and force.** 2.2.1.3
 - 4. Developmentally appropriate and emerging benchmarks first appear in Grade 3.** 2.2.1.4
 - 5. Developmentally appropriate and emerging benchmarks first appear in Grade 3** 2.2.1.5
 - 6. Developmentally appropriate and emerging benchmarks first appear in Grade 3.** 2.2.1.6
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Demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

1. Identify physical activity recommendations and recognize indoor and outdoor physical activities that could be used to meet these recommendations outside of physical education class. 2.3.1.1

1. Actively participates in physical activities without teacher prompting. 2.3.2.1

1. Describe what it feels like to work one's heart. 2.3.3.1

2. Describe what it feels like to work one's muscles. 2.3.3.2

1. Developmentally appropriate and emerging benchmarks first appear in Grade 3. 2.3.4.1

1. Recognize the relationship between nutrition and physical activity. 2.3.5.1

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

1. Follow class rules and protocols related to self, space and equipment. 2.4.1.1

1. Accept corrective feedback from the teacher. 2.4.2.1

1. Work respectfully in small or large group activities while sharing equipment and space. 2.4.3.1

1. Developmentally appropriate and emerging benchmarks first appear in Grade 3. 2.4.4.1

1. Move safely using equipment in personal space with minimal reminders. 2.4.5.1

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

1. Identify the overall benefits of participation in physical activity. For example: mental-emotional health, physical health, social health, cognitive health. 2.5.1.1

1. List physical activities that bring confidence and challenge. 2.5.2.1

1. Describe positive feelings associated with participation in physical activities that are done alone and with others. 2.5.3.1