

Grade 2

Adopted 2016

Physical Activity Skills and Movement Patterns [PE.2.1](#)

1. Performs locomotor skills in a variety of environments. [PE.2.1.1](#)

- a. Applies hopping, galloping, and side sliding in a variety of activity environments. [PE.2.1.1.A](#)
 - b. Skips, runs, and jogs in mature patterns. [PE.2.1.1.B](#)
 - c. Exhibits 4 of 5 critical elements for jumping horizontally using a variety of two-foot and one-foot take-offs and landings. [PE.2.1.1.C](#)
 - d. Exhibits 4 of 5 critical elements for jumping vertically using a variety of two-foot and one-foot take-offs and landings. [PE.2.1.1.D](#)
 - e. Demonstrates locomotor and non-locomotor skills in teacher-designed or student-designed rhythmic activities. [PE.2.1.1.E](#)
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2. Performs non-locomotor skills in a variety of environments. [PE.2.1.2](#)

- a. Balances on different bases of support, combining levels and shapes. [PE.2.1.2.A](#)
 - b. Transfers weight to different body parts/bases of support for balance and/or for travel. [PE.2.1.2.B](#)
 - c. Rolls in different directions with either a narrow or curled body shape. [PE.2.1.2.C](#)
 - d. Differentiates among curling, stretching, twisting, and bending. [PE.2.1.2.D](#)
 - e. Combines balances and weight transfers into a 3-part sequence. [PE.2.1.2.E](#)
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3. Performs manipulative skills in a variety of environments. [PE.2.1.3](#)

- a. Throws underhand using a mature pattern. [PE.2.1.3.A](#)
- b. Throws overhand demonstrating 2 of 5 critical elements. [PE.2.1.3.B](#)
- c. Passes with hands to a stationary partner. [PE.2.1.3.C](#)
- d. Catches a self-tossed or well-thrown large ball with hands using 2 of 5 critical elements. [PE.2.1.3.D](#)
- e. Dribbles continuously in self space with preferred hand, demonstrating 3 of 5 critical elements. [PE.2.1.3.E](#)
- f. Dribbles using preferred hand while walking in general space. [PE.2.1.3.F](#)
- g. Dribbles with feet in general space with control of ball and body. [PE.2.1.3.G](#)
- h. Uses a continuous running approach and kicks a moving ball, demonstrating 3 of 5 critical elements. [PE.2.1.3.H](#)

- i. Volleys an object underhand sending it upward with consecutive hits using 3 of 5 critical elements. [PE.2.1.3.I](#)
- j. Volleys a lightweight object overhead sending it upward with consecutive hits. [PE.2.1.3.J](#)
- k. Strikes an object with a short-handled implement upward, using consecutive hits. [PE.2.1.3.K](#)
- l. Strikes a ball with a bat off a tee or cone using correct grip and proper body orientation. [PE.2.1.3.L](#)
- m. Jumps consecutively forward and backward using a self-turned rope with a mature pattern. [PE.2.1.3.M](#)
- n. Jumps a long rope 5 times consecutively with student turners. [PE.2.1.3.N](#)

Movement Concepts, Strategies, and Tactics [PE.2.2](#)

- 1. Demonstrates knowledge of movement concepts in a variety of environments.** [PE.2.2.1](#)
 - a. Combines locomotor skills in general space to a rhythm. [PE.2.2.1.A](#)
 - b. Combines shapes (e.g., narrow, wide, twisted, curved, asymmetrical and symmetrical) levels and pathways into simple travel, rhythmic, and tumbling sequences. [PE.2.2.1.B](#)
 - c. Varies speed and force with gradual increases and decreases. [PE.2.2.1.C](#)

Health-Related Physical Activity and Fitness [PE.2.3](#)

- 1. Demonstrates the knowledge to achieve and maintain a health-enhancing level of physical activity.** [PE.2.3.1](#)
 - a. Describes different opportunities outside of physical education class (e.g., recess, before and after school, at home, in the community, with friends, with family) to use large-motor and/or manipulative physical activities. [PE.2.3.1.A](#)
- 2. Engages in physical activity.** [PE.2.3.2](#)
 - a. Engages in physical activity in physical education class in response to instruction and practice. [PE.2.3.2.A](#)
- 3. Exhibits the knowledge to achieve and maintain a health-enhancing level of physical fitness.** [PE.2.3.3](#)
 - a. Recognizes the use of own body weight as resistance (e.g., plank, animal walks) for developing strength. [PE.2.3.3.A](#)
 - b. States the purpose of a warm-up and cool-down led by the teacher. [PE.2.3.3.B](#)
- 4. Communicates the importance of health-related fitness components and nutrition for physical activity.** [PE.2.3.4](#)
 - a. Recognizes the impact of nutrition on physical activity. [PE.2.3.4.A](#)

Responsible Behavior [PE.2.4](#)

- 1. Exhibits personal responsibility in physical activity settings.** [PE.2.4.1](#)
 - a. Practices skills with minimal teacher prompting. [PE.2.4.1.A](#)

- b. Accepts responsibility for class expectations with behavior and performance. [PE.2.4.1.B](#)

2. Accepts and responds to specific corrective feedback from teacher and peers. [PE.2.4.2](#)

- a. Accepts positive corrective feedback from the teacher. [PE.2.4.2.A](#)

3. Exhibits responsible social behavior when working with others. [PE.2.4.3](#)

- a. Works with a partner with minimal teacher prompting. [PE.2.4.3.A](#)

4. Follows rules and demonstrates proper etiquette. [PE.2.4.4](#)

- a. Recognizes the importance of rules and etiquette in teacher-designed physical activities. [PE.2.4.4.A](#)

5. Participates safely in physical activities. [PE.2.4.5](#)

- a. Works independently and safely with or without equipment. [PE.2.4.5.A](#)

Physical Activity Benefits [PE.2.5](#)

1. Recognizes the benefits of physical activity for health. [PE.2.5.1](#)

- a. Recognizes the relationship between physical activity and good health. [PE.2.5.1.A](#)

2. Recognizes the benefits of physical activity for challenge. [PE.2.5.2](#)

- a. Compares different physical activities that brings challenge and promotes confidence. [PE.2.5.2.A](#)

3. Recognizes the benefits of physical activity for self-expression and enjoyment. [PE.2.5.3](#)

- a. Identifies physical activities that provide self-expression. [PE.2.5.3.A](#)