Utah Physical Education

Grade 2

Adopted 2016

Students will achieve a level of competency in motor skills and movement patterns.

1. **Skip, demonstrating a well-developed pattern.** 2.1.1
2. **Run, using a well-developed pattern while differentiating between jogging and running.** 2.1.2
3. **Demonstrate four of the five critical elements for jumping and landing in a horizontal and vertical plane, using a variety of one-and two-foot takeoffs and landings.** 2.1.3
4. **Perform a teacher/student-designed dance/rhythmic activity with correct response to simple rhythms.** 2.1.4
5. **Differentiate twisting, curling, bending and stretching actions.** 2.1.5
6. **Balance using various levels and body shapes, with and without moving.** 2.1.6
7. **Roll in different directions with a narrow or curled body shape.** 2.1.7
8. **Catch a self-tossed or well-thrown large ball with hands, not trapping or cradling against the body.** 2.1.8
9. **Toss underhand, demonstrating three of the five critical elements of a well-developed pattern.** 2.1.9
10. **Throw overhand, demonstrating two of the five critical elements of a well-developed pattern.** 2.1.10
11. **Dribble with preferred hand in personal and general space while walking demonstrating a well-developed pattern.** 2.1.11
12. **Dribble with feet in general space with control of ball and body.** 2.1.12
13. **By means of a continuous running approach, kick a moving ball using a well-developed kicking pattern.** 2.1.13
14. **Volley a lightweight object upward with consecutive hits.** 2.1.14
15. **While using a short-handled implement, strike an object upward with consecutive hits.** 2.1.15

Skip to main content

	16. Strike a ball off a tee or cone with a long-handled implement. 2.1.16
	17. Jump a self-turned rope consecutively forward and backward using a well-developed pattern. 2.1.17
	18. Jump a long rope five consecutive times with skilled student turners. 2.1.18
Students will apply knowledge to attain efficient movement and performance.	1. Combine locomotor skills in general space. 2.2.1
	2. Combine dance movement using shapes, levels and pathways with variations on time and force. 2.2.2
	3. Use time and force to gradually increase and decrease movement through space. 2.2.3
Students will understand the components necessary to maintain a healthy level of fitness to support physical activity.	1. Identify physical activity outside of physical education class that contributes to fitness (e.g., before and after school, in the regular classroom, at home, with friends and family). 2.3.1
	2. Participate in physical activity in response to instruction and practice. 2.3.2
	3. Recognize the need for a proper balance of good nutrition and physical activity. 2.3.3
	4. Describe how proper hydration is important while participating in physical activity. 2.3.4
Students will develop cooperative skills and positive personal behavior through communication and respect for self and others.	1. Accepts personal responsibility for class protocol and demonstrates appropriate behavior and performance in class activities with minimal teacher prompting. 2.4.1
	2. Work collaboratively in pairs and small groups. 2.4.2
	3. Demonstrate safe and respectful behavior towards classmates and equipment during physical activity. 2.4.3
Students will appraise the personal value of physical activity as a tool for wellness, challenges, and interacting with appropriate social skills with friends and family.	1. Recognize the value of a healthy balance between nutrition and physical activity. 2.5.1
	2. Identify physical activities that build confidence and challenge. 2.5.2
	3. Identify physical activities that provide self-expression. 2.5.3
	4. Discuss how working together can result in a positive outcome. 2.5.4