

Grade 2

Motor Skills and Movement Patterns [S1.G2](#)

Hopping, Galloping, Jogging, Running, Sliding, and Skipping

- 1 Demonstrates skipping using a mature pattern. [S1.G2.1](#)
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Jogging for Distance

- 2a Demonstrates jogging for distance with a mature pattern. [S1.G2.2A](#)
 - 2b Travels showing differentiation between jogging and sprinting. [S1.G2.2B](#)
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Jumping and Landing

- 3a Demonstrates most critical elements for jumping and landing in a horizontal plane using a variety of one and two-foot takeoffs and landings. [S1.G2.3A](#)
 - 3b Demonstrates most critical elements for jumping and landing in a vertical plane. [S1.G2.3B](#)
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Dance

- 4 Performs a rhythmic activity with correct response to simple rhythms. [S1.G2.4](#)
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Balance

- 5a Balances on different bases of support, combining levels and shapes. [S1.G2.5A](#)
 - 5b Balances in an inverted position with stillness and supportive base. [S1.G2.5B](#)
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Weight Transfer

- 6 Transfers weight from feet to different body parts/bases of support for balance. [S1.G2.6](#)
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Weight Transfer - Rolling

- 7 Demonstrates rolling in different directions with either a narrow or a curled body shape. [S1.G2.7](#)
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Curling, Stretching, Twisting, and Bending

- 8 Differentiates among twisting, curling, bending, and stretching actions. [S1.G2.8](#)
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Combinations - Balance and Weight Transfers

- 9 Combines balances and transfers into a three-part sequence. [S1.G2.9](#)
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Rolling a Ball

- 10 Rolls a ball while demonstrating most critical elements. [S1.G2.10](#)

Underhand Throw

11 Demonstrates an underhand throw using a mature pattern. [S1.G2.11](#)

Overhand Throw

12 Demonstrates some critical elements of an overhand throw. [S1.G2.12](#)

Catching

13 Catches a self-tossed or well-thrown large ball with hands, not trapping or cradling it against the body. [S1.G2.13](#)

Dribbling with Hands

14a Dribbles in personal space with preferred hand demonstrating a mature pattern. [S1.G2.14A](#)

14b Dribbles while walking in general space. [S1.G2.14B](#)

Dribbling with Feet

15 Dribbles with the feet in general space with control of ball and body. [S1.G2.15](#)

Kicking

16 Uses a continuous running approach and kicks a moving ball, demonstrating some critical elements. [S1.G2.16](#)

Underhand Volley

17 Volleys an object upward with consecutive hits. [S1.G2.17](#)

Striking with a Short-Handled Implement

18 Strikes an object upward with a short-handled implement, using consecutive hits. [S1.G2.18](#)

Catching with a Short-Handled Implement

19 Catches an object with a short-handled implement in a non-dynamic environment, demonstrating some of the critical elements. [S1.G2.19](#)

Striking with a Long-Handled Implement

20 Strikes a stationary object, demonstrating some of the critical elements. [S1.G2.20](#)

Jumping Rope

21a Jumps a self-turned rope consecutively forward and backward with a mature pattern. [S1.G2.21A](#)

21b Jumps a long rope consecutively with peer turners. [S1.G2.21B](#)

Concepts and Strategies [S2.G2](#)**Space**

1 Combines locomotor skills in general space to a rhythm. [S2.G2.1](#)

Pathways, Shapes, & Levels

- 2 Combines shapes, levels, and pathways into simple travel, dance, and gymnastics sequences. [S2.G2.2](#)
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Speed, Direction, & Force

- 3 Varies speed and force with gradual increases and decreases. [S2.G2.3](#)
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Health-Enhancing Level of Physical Activity and Fitness [S3.G2](#)

Physical Activity Knowledge

- 1 Describes physical activities for participation outside of physical education class. [S3.G2.1](#)
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Physical Activity Engagement

- 2 Engages actively in physical education class in response to instruction and practice. [S3.G2.2](#)
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Fitness Knowledge

- 3a Uses own body as resistance for developing strength. [S3.G2.3A](#)
 - 3b Identifies physical activities that contribute to fitness. [S3.G2.3B](#)
 - 3c Practices estimating their heart rate. [S3.G2.3C](#)
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Nutrition

- 4 Recognizes the correlation of good nutrition with physical activity. [S3.G2.4](#)
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Responsible Personal and Social Behavior [S4.G2](#)

Personal Responsibility

- 1a Practices skills with minimal teacher prompting. [S4.G2.1A](#)
 - 1b Accepts responsibility for class protocols with behavior and performance actions. [S4.G2.1B](#)
 - 1c Recognizes that skills will develop over time with appropriate practice and use of the correct cues. [S4.G2.1C](#)
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Corrective Feedback

- 2 Lists examples of appropriate feedback using verbal and visual cues to improve performance in a specific skill. [S4.G2.2](#)
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Accepting Feedback

- 3 Accepts skill-specific corrective feedback from the teacher. [S4.G2.3](#)
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Working with Others

- 4 Works independently with others in partner environments. [S4.G2.4](#)

Rules and Etiquette

- 5 Recognizes the role of rules and etiquette in teacher-designed physical activities. S4.G2.5

Safety

- 6a Works independently and safely in physical education. S4.G2.6A
- 6b Works safely with physical education equipment. S4.G2.6B

Recognizes the Value of Physical Activity S5.G5

Health

- 1 Recognizes the value of good health balance. S5.G5.1

Challenge

- 2 Compares physical activities that bring confidence and challenge. S5.G5.2

Self-Expression and Enjoyment

- 3a Identifies physical activities that provide self-expression. S5.G5.3A
- 3b Chooses personal reasons for enjoying physical activity. S5.G5.3B