

# Grade 2

**The physically literate individual will demonstrate competency in a variety of motor skills and movement patterns.** 2.1

## **Locomotor Skills**

- 1 Locomotor (Hopping, galloping, running, sliding, skipping, leaping, walking, running) 2.1.1
  - A Performs mature patterns in locomotor skills (skip). 2.1.1.A
- 2 Locomotor (Jumping and landing in a horizontal and vertical plane) 2.1.2
  - A Demonstrates four of the five critical elements for jumping and landing in horizontal and vertical planes using a variety of 1- and 2-foot take-offs and landings. 2.1.2.A
- 3 Locomotor (Dance, Rhythm, Combinations) 2.1.3
  - A Performs a teacher and/or student designed rhythmic activity with correct response to simple rhythms. 2.1.3.A
- 4 Non-Locomotor 2.1.4
  - A Performs a sequence of non locomotor skills, transitioning smoothly from one skill to another. 2.1.4.A
- 5 Non-Locomotor (Balance) 2.1.5
  - A Balances on different bases of support, combining levels and shapes. 2.1.5.A
- 6 Non-Locomotor (Weight Transfer) 2.1.6
  - A Transfers weight from feet to different body parts/bases of support for balance and/or travel. 2.1.6.A

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## Manipulative Skills

7 Manipulative Skills (Throw) 2.1.7

A Throws underhand and overhand using a developing and mature pattern to an area or target. 2.1.7.A

8 Manipulative Skills (Pass with Hands) 2.1.8

A Developmentally appropriate/emerging outcomes first appear in grade four. 2.1.8.A

9 Manipulative Skills (Catch) 2.1.9

A Catches a self tossed or well-thrown large ball with hands, not trapping or cradling against the body. 2.1.9.A

10 Manipulative Skills (Hand Dribble) 2.1.10

A Dribbles in personal and general space with preferred hand demonstrating a mature pattern. 2.1.10.A

11 Manipulative Skills (Foot Pass/Kick) 2.1.11

A Demonstrates an emerging pattern while passing and kicking a moving ball with the inside of the foot (such as passing the ball to a teammate in a soccer lead up game). 2.1.11.A

12 Manipulative Skills (Foot Dribble) 2.1.12

A Dribbles with the feet in general space with control of the ball and body (such as dribbling a ball in a soccer lead-up game). 2.1.12.A

13 Manipulative Skills (Foot Trap Receive) 2.1.13

A Performs emerging pattern while receiving with the non-preferred foot when stationary. 2.1.13.A

14 Manipulative Skills (Strike/Volley, Hands and Arms) 2.1.14

A Volleys and strikes an object upward with open palms, forearms and shorthanded hits. 2.1.14.A

15 Manipulative Skills (Strike with Implement) 2.1.15

A Strikes an object upward with a short handled implement, using consecutive hits. 2.1.15.A

B Strikes a ball off a tee or cone with a bat, using correct grip and body alignment. 2.1.15.B

16 Manipulative Skills (Jump Rope) 2.1.16

A Jumps a self-turned rope consecutively forward and backward with a mature pattern. 2.1.16.A

B Jumps with a long rope five times consecutively with student turners. 2.1.16.B

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**The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.** 2.2

### **Movement Concepts and Strategies**

- 1 Space 2.2.1
    - A Combines locomotor skills in general space to a rhythm. 2.2.1.A
  - 2 Pathways, Shapes, Levels 2.2.2
    - A Combines shapes, levels and pathways into simple travel, dance and gymnastics sequences (such as demonstrating straight arms with a cartwheel; landing with soft knees/slight flex when jumping down from a height). 2.2.2.A
  - 3 Speed, Direction, Force 2.2.3
    - A Varies time and force with gradual increases and decreases as an introduction to agility and speed. 2.2.3.A
  - 4 Strategies and Tactics 2.2.4
    - A Developmentally appropriate/ emerging outcomes first appear in grade three. 2.2.4.A
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**The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.** 2.3

### **Physical Activity**

- 1 Physical Activity Knowledge 2.3.1
    - A Describes large motor and/or manipulative physical activities for participation outside physical education class (such as before and after school, at home, at the park, with friends and family). 2.3.1.A
  - 2 Engages in Physical Activity 2.3.2
    - A Actively engages in physical education class in response to instruction and practice. 2.3.2.A
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### **Fitness**

- 3 Fitness Knowledge 2.3.3
    - A Recognizes the use of the body as resistance (such as holding the body in plank position, bear crawl, crab walk, etc.) for developing strength and endurance. 2.3.3.A
    - B Identifies physical activities that contribute to fitness. 2.3.3.B
  - 4 Fitness Assessment & Wellness Planning 2.3.4
    - A Developmentally appropriate/ emerging outcomes first appear in grade three. 2.3.4.A
  - 5 Body Systems 2.3.5
    - A Recognizes structure and function of the circulatory and respiratory system (such as lungs help with breathing). 2.3.5.A
  - 6 Nutrition 2.3.6
    - A Recognizes the “good health balance” of nutrition and physical activity. 2.3.6.A
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**The physically literate individual exhibits responsible personal and social behavior that respects self and others.** 2.4

### **Responsible Personal and Social Behavior**

- 1 Personal Responsibility 2.4.1
    - A Practices skills with minimal teacher prompting. 2.4.1.A
    - B Accepts responsibility and consequences for following rules and protocols. 2.4.1.B
  - 2 Accepting Feedback 2.4.2
    - A Accepts specific corrective feedback from the teacher. 2.4.2.A
  - 3 Working with Others 2.4.3
    - A Works with others in partner activities. 2.4.3.A
  - 4 Rules & Etiquette 2.4.4
    - A Accepts responsibility and consequences for following rules and protocols for class activities. 2.4.4.A
  - 5 Safety 2.4.5
    - A Works independently and safely in physical education, including equipment use. 2.4.5.A
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**The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self expression and/or social interaction.** 2.5

### **Valuing Health, Enjoyment, Challenge, Self Expression, and Social Interaction**

- 1 Health 2.5.1
  - A Recognizes the value of “good health balance”. 2.5.1.A
- 2 Challenge 2.5.2
  - A Standard was combined with 2.5.3.A 2.5.2.A
- 3 Self-expression and Enjoyment 2.5.3
  - A Identifies and compares physical activities that provide self-expression, confidence, and challenge. 2.5.3.A
- 4 Social Interaction 2.5.4
  - A Understands that physical activities can foster cooperation and connection to enhance relationships among a diverse group of peers. 2.5.4.A