

# Physical Education

## GRADE TWO GRADE-LEVEL OUTCOMES

**Note:** *Swimming skills and water-safety activities should be taught if facilities permit.*

**Standard 1.** The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

- PE.1.2.1: Skips using a mature pattern.
- PE.1.2.2: Runs with a mature pattern.
- PE.1.2.3: Travels showing differentiation between jogging and sprinting.
- PE.1.2.4: Demonstrates critical elements for jumping & landing in a *horizontal* plane using a variety of 1- and 2-foot take-offs & landings.
- PE.1.2.5: Demonstrates critical elements for jumping & landing in a *vertical* plane using a variety of 1- and 2-foot take-offs & landings.
- PE.1.2.6: Performs a teacher- and/or student- designed rhythmic activity with correct response to simple rhythms.
- PE.1.2.7: Balances on different bases of support, combining levels and shapes.
- PE.1.2.8: Balances in an inverted position\* with stillness and supportive base.
- PE.1.2.9: Transfers weight from feet to different body parts/bases of support for balance and/or travel.<sup>3</sup>
- PE.1.2.10: Rolls in different directions with either a narrow or curled body shape.
- PE.1.2.11: Differentiates among twisting, curling, bending & stretching actions.
- PE.1.2.12: Combines balances and transfers into a - part movement sequence (i.e. dance, gymnastics, rhythmic sequence).
- PE.1.2.13: Throws underhand using a mature pattern.
- PE.1.2.14: Throws overhand, demonstrating 2 of the 5 critical elements of a mature pattern.
- PE.1.2.15: Catches a self-tossed or well-thrown large ball with hands, not trapping or cradling against the body.
- PE.1.2.16: Dribbles in self-space with preferred hand demonstrating a mature pattern.
- PE.1.2.17: Dribbles using the preferred hand while walking in general space.
- PE.1.2.18: Dribbles with the feet in general space with control of ball and body.
- PE.1.2.19: Uses a continuous running approach and kicks a moving ball, demonstrating 3 of the 5 critical elements of a mature pattern.
- PE.1.2.20: Volleys an object upward with consecutive hits.
- PE.1.2.21: Strikes an object upward with a short-handled implement, using consecutive hits.
- PE.1.2.22: Strikes a ball off a tee or cone with a bat, using correct grip and side orientation proper body orientation.
- PE.1.2.23: Jumps a self-turned rope consecutively forward and back-ward with a mature pattern.
- PE.1.2.24: Jumps a long rope 5 times consecutively with student turners.

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<sup>3</sup> *Teachers must use differentiated instruction and developmentally appropriate practice tasks for individual learners when presenting transfers of weight from feet to other body parts.*

*\*Teachers must use differentiated instruction and developmentally appropriate practice tasks for individual learners when presenting transfers of weight from feet to other body parts*

# Physical Education

## GRADE TWO (CONTINUED)

**Standard 2.** The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

PE.2.2.1: Combines locomotor skills in general space to a rhythm.

PE.2.2.2: Combines shapes, levels and pathways into simple travel, dance and gymnastics sequences.<sup>4</sup>

PE.2.2.3: Varies time and force with gradual increases and decreases.

**Standard 3.** The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

PE.3.2.1: Describes large-motor and/or manipulative physical activities for participation outside physical education class (e.g., before and after school, at home, at the park, with friends, with the family).

PE.3.2.2: Actively engages in physical education class in response to instruction and practice.

PE.3.2.3: Uses own body as resistance (e.g., holds body in plank position, animal walks)<sup>5</sup> for developing strength.

PE.3.2.4: Recognizes the “good health balance” of good nutrition with physical activity.

**Standard 4.** The physically literate individual exhibits responsible personal and social behavior that respects self and others.

PE.4.2.1: Practices skills with minimal teacher prompting.

PE.4.2.2: Accepts responsibility for class protocols with behavior and performance actions.

PE.4.2.3: Accepts positive specific corrective feedback from the teacher.

PE.4.2.4: Works cooperatively with others in partner environments.

PE.4.2.5: Exhibits the use of rules and etiquette in teacher-designed physical activities.

PE.4.2.6: Works independently and safely in physical education.

**Standard 5.** The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

PE.4.2.1: Recognizes the value of “good health balance” (good nutrition with physical activity).

PE.4.2.2: Identify physical activities that bring confidence and challenge.

PE.4.2.3: Identifies physical activities that provide self-expression (e.g., dance, gymnastics routines, practice tasks/games environment).

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<sup>4</sup> NASPE. (1992). *Outcomes of quality physical education programs*. Reston, VA: Author. (p. 11).

<sup>5</sup> NASPE. (2012). *Instructional framework for fitness education in physical education [Guidance Document]*. Reston, VA: Author. (p.6).