



Physical Education Grade 2 Skillful Movement					
OUTCOMES		1 – Little Evidence With help, I understand parts of the simpler ideas and do a few of the simpler skills.	2 – Partial Evidence I understand the simpler ideas and can do the simpler skills. I am working on the more complex ideas and skills.	3 – Sufficient Evidence I understand the more complex ideas and can master the complex skills that are taught in class. I achieve the outcome.	4- Extensive Evidence I have a deep understanding of the complex ideas, and I can use the skills I have learned in situations that were not taught in class.
2.3 Locomotor Skills I can explore, express, and apply, a variety of ways to skillfully move the body through space while participating in movement activities, including at a: <ul style="list-style-type: none"> utilization level of skills when: <ul style="list-style-type: none"> ➤ walking ➤ running ➤ jumping forward and landing ➤ jumping sideways and landing control level of skill when: <ul style="list-style-type: none"> ➤ jumping backward and 	Express performance cues	<ul style="list-style-type: none"> With extensive guidance, I can use some specific performance words to show understanding of locomotor movement. 	<ul style="list-style-type: none"> With guidance, I can use some specific performance words to show understanding of locomotor movement. 	<ul style="list-style-type: none"> I can use many specific performance words to show understanding of locomotor movement. 	<ul style="list-style-type: none"> I can use specific performance words consistently to show understanding of locomotor movement.
	Utilization level	<ul style="list-style-type: none"> With extensive guidance, I can demonstrate some skills to move through space while participating in movement activities, including walking, running, jumping forward and landing, jumping sideways and landing. With extensive guidance, I can create and perform a traveling sequence that includes some of the following elements: walking, running, jumping forward and sideways, and landing. 	<ul style="list-style-type: none"> With guidance, I can demonstrate some motor skills to move through space while participating in movement activities, including walking, running, jumping forward and landing, jumping sideways and landing. With guidance, I can create and perform a traveling sequence that includes many of the following elements: walking, running, jumping forward and sideways, and landing. 	<ul style="list-style-type: none"> I can demonstrate many motor skills to move through space while participating in movement activities, including walking, running, jumping forward and landing, jumping sideways and landing. I can create and perform a traveling sequence that includes walking, running, jumping forward and sideways, and landing. 	<ul style="list-style-type: none"> Consistently and independently, I can demonstrate a variety of motor skills to move through space while participating in movement activities, including walking, running, jumping forward and landing, jumping sideways and landing. I can create and perform a fluid traveling sequence that includes walking, running, jumping forward and sideways, and landing in control.



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landing ➤ hopping ➤ skipping ➤ leaping ➤ sliding ➤ galloping ➤ rolling forward (see note) ➤ rolling sideways • progressing-towards-control level of skill when: ➤ rolling backward (see note on page 34).	Control level	<ul style="list-style-type: none"> • With extensive guidance, I can perform the following movements approaching 5 times following teacher-given criteria: jump backward, hope, skip forward, gallop forward, OR leap forward. • With extensive guidance, I can slide sideways, in ONE direction, following teacher-given criteria,. • With extensive guidance, I can stop a few travelling skills on signal with some control. • With extensive guidance, I am learning to roll forward following a few 	<ul style="list-style-type: none"> • With guidance, I can perform the following movements approaching 5 times following teacher-given criteria: jump backward, hope, skip forward, gallop forward, OR leap forward. • With guidance, I can slide sideways, in ONE direction, following teacher-given criteria • I can stop a few travelling skills on signal with some control. • With guidance, I can roll forward following some teacher-given criteria. 	<ul style="list-style-type: none"> • I can perform the following movements at least 5 times following teacher-given criteria: jump backward, hope, skip forward, gallop forward, AND leap forward. • I can slide sideways, in a both directions, following teacher-given criteria • I can stop most travelling skills on signal with control. • I can roll forward following almost all teacher-given criteria. 	<ul style="list-style-type: none"> • Consistently and independently, I can perform the following movements more than 5 times following teacher-given criteria: jump backward, hope, skip forward, gallop forward, AND leap forward. • I can slide sideways, in a both directions, following teacher-given criteria independently and with confidence. • I can stop any travelling skill on signal with control independently and with confidence. • I can roll forward following all teacher-given criteria independently and



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		teacher-given criteria. • With extensive guidance, I can roll sideways with arms stretched above my head, OR 2 consecutive times from a tucked position.	• With guidance, I can roll sideways with arms stretched above my head, OR 2 consecutive times from a tucked position.	• With minimal guidance, I can roll sideways with arms stretched above my head, AND 2 consecutive times from a tucked position.	with confidence. • Consistently and independently, I can roll sideways with arms stretched above my head, AND 2 consecutive times from a tucked position.
	Progressing toward control level	• With extensive guidance, I can roll on my back like a rocking horse.	• With guidance, I can roll on my back like a rocking horse.	• I can roll on my back like a rocking horse independently.	• I can roll on my back like a rocking horse with confidence until the teacher indicates to stop
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2.4 Non-locomotor Skills I can explore, express, and apply, with guidance, a variety of ways to skillfully move the body on the spot while participating in movement activities, including at a: <ul style="list-style-type: none"> • utilization level of skill when: <ul style="list-style-type: none"> ➢ balancing ➢ jumping and landing on the spot • control level of skill when: <ul style="list-style-type: none"> ➢ landing on hands from kneeling position ➢ rotating on the 	Express performance cues	<ul style="list-style-type: none"> • With extensive guidance, I can use some specific performance words to show understanding of non-locomotor movement. 	<ul style="list-style-type: none"> • With guidance, I can use some specific performance words to show understanding of non-locomotor movement. 	<ul style="list-style-type: none"> • I can use specific performance words to show understanding of non-locomotor movement. 	<ul style="list-style-type: none"> • I use specific performance words consistently to show understanding of non-locomotor movement.
	Utilization level of skill	<ul style="list-style-type: none"> • With extensive guidance, I can balance in control using one base of support. • With extensive guidance, I can balance on one foot and change the position of other body parts, and holding each new position approaching 5 seconds. • With extensive guidance, I can jump in the air following teacher directions to bend, twist, curl OR stretch 	<ul style="list-style-type: none"> • With guidance, I can balance in control for 3-5 consecutive seconds using a few bases of support. • With guidance, I can balance on one foot and change the position of other body parts, and holding each new position approaching 5 seconds. • With guidance, I can jump in the air following teacher directions to bend, twist, curl OR stretch the body. 	<ul style="list-style-type: none"> • With minimal guidance, I can balance in control for 5 consecutive seconds using a variety of bases of support. • I can balance on one foot and change the position of other body parts, holding each new position for 5 seconds. • I can jump in the air following teacher directions to bend, twist, curl AND stretch the body. 	<ul style="list-style-type: none"> • I can balance in control for more than 5 consecutive seconds using a variety of bases of support independently and with confidence. • I can balance on one foot and change the position of other body parts, moving smoothly and holding each new position for more than 5 seconds independently and with confidence. • I can bend, twist, curl, and stretch the body when I jump in the air on my own.



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spot • control level of skill when: ➤ landing on hands from a bent knee standing position.		the body. • With extensive guidance, I can perform a basic non-travelling sequence described by the teacher.	• With guidance, I can perform a non-travelling sequence described by the teacher.	• I can perform a non-travelling sequence described by the teacher, and land on the spot.	• I can create and perform a non-traveling series of controlled movements that involve jumping and landing and balancing in various ways.
	Control level of skill	• With extensive guidance, I am learning to land on hands by falling forward from a kneeling position following some teacher-given criteria. • With extensive guidance, I can rotate on the spot (turn, jump turn) following a few teacher-given criteria.	• With guidance, I can land on hands by falling forward from a kneeling position following most teacher-given criteria. • With guidance, I can rotate on the spot (turn, jump turn) following some teacher-given criteria.	• With minimal guidance, I can land on hands by falling forward from a kneeling position following teacher-given criteria. • I can rotate on the spot (turn, jump turn) following teacher-given criteria.	• I can land on hands by falling forward from a kneeling position following teacher-given criteria independently and with confidence. • I can rotate on the spot (turn, jump turn) following a variety of teacher-given criteria independently and with confidence.



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	Progressing toward control	<ul style="list-style-type: none"> With extensive guidance, I am learning to land on hands from standing position with knees slightly bent following some teacher-given criteria. 	<ul style="list-style-type: none"> With guidance, I can land on hands from standing position with knees slightly bent following most teacher-given criteria. 	<ul style="list-style-type: none"> With minimal guidance, I can land on hands from standing position with knees slightly bent following teacher-given criteria. 	<ul style="list-style-type: none"> I can land on hands from standing position with knees slightly bent following teacher-given criteria independently and with confidence.
Comments					
2.5 Manipulative Skills I can explore, express, and apply, with guidance, a variety of ways to skillfully move objects while participating in movement activities, including at a: <ul style="list-style-type: none"> control level of skill when: 	Expressing performance cues	<ul style="list-style-type: none"> With extensive guidance, I can use some specific performance words to show understanding of sending and receiving objects. 	<ul style="list-style-type: none"> With guidance, I can use some specific performance words to show understanding of sending and receiving objects. 	<ul style="list-style-type: none"> I can use many specific performance words to show understanding of sending and receiving objects. 	<ul style="list-style-type: none"> I can use specific performance words consistently to show understanding of sending and receiving objects.
	Control	<ul style="list-style-type: none"> With extensive guidance, I can throw small objects EITHER overhand OR underhand, with one hand at a target following teacher-given criteria. 	<ul style="list-style-type: none"> With guidance, I can throw small objects EITHER overhand OR underhand, with one hand at target following teacher-given criteria. 	<ul style="list-style-type: none"> I can throw small objects BOTH overhand and underhand, with one hand, at a target following teacher-given criteria. 	<ul style="list-style-type: none"> I can throw small objects both overhand and underhand, with one hand with confidence at a variety of targets following teacher-given criteria.



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<ul style="list-style-type: none"> ➤ throwing ➤ catching (collecting, gathering) ➤ kicking <p>progressing-towards-control level of skill when:</p> <ul style="list-style-type: none"> ➤ hand dribbling ➤ foot dribbling ➤ striking objects with hands ➤ striking objects with short-handled implements (e.g., short-handled racquets, paddles). 		<ul style="list-style-type: none"> • With extensive guidance, I can throw/roll small objects along the ground, in intended direction. 	<ul style="list-style-type: none"> • With guidance, I can throw/roll small objects along the ground, in intended direction. 	<ul style="list-style-type: none"> • I can throw/roll small objects along the ground, in intended direction. 	<ul style="list-style-type: none"> • I can throw/roll small objects along the ground, in a variety of intended directions with accuracy and confidence.
		<ul style="list-style-type: none"> • With extensive guidance, I can catch with two hands EITHER a self-tossed OR gently thrown object following teacher-given criteria. • I can kick for distance following teacher-given criteria with extensive guidance. 	<ul style="list-style-type: none"> • With guidance, I can catch with two hands EITHER a self-tossed OR gently thrown object following teacher-given criteria. • With guidance, I can kick for distance following teacher-given criteria. 	<ul style="list-style-type: none"> • I can catch with two hands both a self-tossed and gently thrown object following teacher-given criteria. • I can kick for distance following teacher-given criteria. 	<ul style="list-style-type: none"> • I can catch with two hands both a self-tossed and gently thrown object following a variety of teacher-given criteria, with confidence. • I can kick for distance following a variety of teacher-given criteria independently, with confidence, and with emerging accuracy.



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	Progressing toward control	<ul style="list-style-type: none"> I can bounce a ball with two hands and catch it repeatedly, while remaining stationary. I can strike light objects upward with my hand while remaining in my personal space, with guidance. 	<ul style="list-style-type: none"> I can dribble a ball with two hands, continuously, while remaining stationary. I can strike light objects upward with my hand OR a lightweight paddle, while remaining in my personal space. 	<ul style="list-style-type: none"> I can dribble a ball with one hand, and then the other. I can strike light objects upward with my hand AND a lightweight paddle, repeatedly, while remaining in my personal space. 	<ul style="list-style-type: none"> I can dribble a ball with one hand, and then the other, moving with feet in a forward direction. I can strike light objects upward with my hand AND a lightweight paddle, repeatedly, while remaining in my personal space with control.
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2.6 Movement Variables I can vary the performance of the body, while performing locomotor, non-locomotor, and manipulative skills by applying the basic movement variables of: <ul style="list-style-type: none"> ➤ space (general space, levels, directions, pathways, and extensions) ➤ effort (time/speed, force, and flow) ➤ relationships (with objects and with others). 	<ul style="list-style-type: none"> • With extensive guidance, I respond physically and to movement vocabulary verbalized by the teacher. • With extensive guidance, I can create and perform, alone or with a partner, a simple sequence of locomotor and non-locomoter movements that fits some teacher-given criteria. 	<ul style="list-style-type: none"> • I respond physically to movement vocabulary verbalized by the teacher. • With guidance, I can create and perform, alone or with a partner, a simple sequence of locomotor and non-locomoter movements that fits some teacher-given criteria. 	<ul style="list-style-type: none"> • I respond physically and correctly to movement vocabulary verbalized by the teacher. • I can create and perform, alone or with a partner, a sequence of locomotor and non-locomoter movements that fits most teacher-given criteria. 	<ul style="list-style-type: none"> • I respond physically and correctly to movement vocabulary verbalized by the teacher, and use that vocabulary in my speech. • I can create and perform, alone or with a partner, a complex sequence of locomotor and non-locomoter movements that fits teacher-given criteria.
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2.7 Rhythmical Movement Explore and demonstrate rhythmical movement with smooth transitions between movements in: <ul style="list-style-type: none"> self-created patterns responsive patterns, involving relationships with objects and others established dances. 	Self-created patterns	<ul style="list-style-type: none"> With extensive guidance, I can create and perform rhythmic patterns of travelling and non-travelling movements while listening to a beat. 	<ul style="list-style-type: none"> I can create and perform rhythmic patterns of travelling and non-travelling movements while listening to a beat. 	<ul style="list-style-type: none"> I can create and perform rhythmic patterns of travelling and non-travelling movements with smooth transitions while incorporating objects and listening to a beat. 	<ul style="list-style-type: none"> I can create and perform complex rhythmic patterns of travelling and non-travelling movements with smooth transitions, smoothly and with confidence, while incorporating objects and listening to a beat.
	Responsive patterns	<ul style="list-style-type: none"> With extensive guidance, I can replicate a series of movements approaching 4 in a sequence led by others. 	<ul style="list-style-type: none"> I can replicate a series of movements approaching 4 in a sequence led by others. 	<ul style="list-style-type: none"> I can replicate, smoothly, a series of 4 – 6 movements in a sequence led by others. 	<ul style="list-style-type: none"> I can replicate, smoothly, a series of more than 6 movements in a sequence led by others.
	Established dances	<ul style="list-style-type: none"> With guidance, I can move rhythmically to established counted rhythms as used in various dances. 	<ul style="list-style-type: none"> I can move to established counted rhythms as used in various dances. 	<ul style="list-style-type: none"> I can move rhythmically to established counted rhythms as used in various dances. 	<ul style="list-style-type: none"> I can move rhythmically and confidently to established counted rhythms as used in various dances.



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