

Physical Education Grade 2 Skillful Movement					
OUTCOMES		1 – Beginning The student is having difficulty demonstrating an understanding of the concept.	2 – Approaching The student is developing an understanding of the concept.	3 – Meeting The student consistently demonstrates an understanding of the concept or has achieved the concept.	4-Exemplary The student independently demonstrates an in-depth understanding of the concept, and consistently applies this knowledge to new situations.
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: 	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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<ul style="list-style-type: none"> ➤ jumping backward and landing ➤ hopping ➤ skipping ➤ leaping ➤ sliding ➤ galloping ➤ rolling forward (see note) ➤ rolling sideways <p>• progressing-towards-control level of skill when:</p> <ul style="list-style-type: none"> ➤ 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. 	<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. 	<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. 	<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.

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		<ul style="list-style-type: none"> • With extensive guidance, I am learning to roll forward following a few teacher-given criteria. • With extensive guidance, I can roll sideways with arms stretched above my head, OR 2 consecutive times from a tucked position. 	<ul style="list-style-type: none"> • With guidance, I can roll forward following some teacher-given criteria. • With guidance, I can roll sideways with arms stretched above my head, OR 2 consecutive times from a tucked position. 	<ul style="list-style-type: none"> • I can roll forward following almost all teacher-given criteria. • With minimal guidance, I can roll sideways with arms stretched above my head, AND 2 consecutive times from a tucked position. 	<ul style="list-style-type: none"> • I can roll forward following all teacher-given criteria independently and 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	<ul style="list-style-type: none"> • With extensive guidance, I can roll on my back like a rocking horse. 	<ul style="list-style-type: none"> • With guidance, I can roll on my back like a rocking horse. 	<ul style="list-style-type: none"> • I can roll on my back like a rocking horse independently. 	<ul style="list-style-type: none"> • I can roll on my back like a rocking horse with confidence until the teacher indicates to stop 	
Comments						

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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 	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. 	<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. 	<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. 	<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. 	

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<p>from kneeling position</p> <ul style="list-style-type: none"> ➤ rotating on the spot <ul style="list-style-type: none"> • control level of skill when: <ul style="list-style-type: none"> ➤ landing on hands from a bent knee standing position. 		<ul style="list-style-type: none"> • With extensive guidance, I can jump in the air following teacher directions to bend, twist, curl OR stretch the body. • With extensive guidance, I can perform a basic non-travelling sequence described by the teacher. 	<ul style="list-style-type: none"> • With guidance, I can jump in the air following teacher directions to bend, twist, curl OR stretch the body. • With guidance, I can perform a non-travelling sequence described by the teacher. 	<ul style="list-style-type: none"> • I can jump in the air following teacher directions to bend, twist, curl AND stretch the body. • I can perform a non-travelling sequence described by the teacher, and land on the spot. 	<ul style="list-style-type: none"> • I can bend, twist, curl, and stretch the body when I jump in the air on my own. • 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	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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

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		teacher-given criteria.	teacher-given criteria.		independently and with confidence
	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.
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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: <ul style="list-style-type: none"> ➤ throwing ➤ catching (collecting, gathering) 	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. • 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 small objects EITHER overhand OR underhand, with one hand at target following teacher-given criteria. • With guidance, I can throw/roll small objects along the ground, in intended direction. 	<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. • I can throw/roll small objects along the ground, in intended direction. 	<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. • I can throw/roll small objects along the ground, in a variety of intended directions with

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<ul style="list-style-type: none"> ➤ 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 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. 	<p>accuracy and confidence.</p> <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.
Comment					
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) 		<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- 	<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- 	<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 	<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

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➤ relationships (with objects and with others).		locomoter movements that fits some teacher-given criteria.	locomoter movements that fits some teacher-given criteria.	movements that fits most teacher-given criteria.	movements that fits teacher-given criteria.	
Comments						
2.7 Rhythmical Movement Explore and demonstrate rhythmical movement with smooth transitions between	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. 	

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<ul style="list-style-type: none"> ○ movements in: ○ self-created patterns ○ responsive patterns, ○ involving relationships with objects and others ○ established dances. 	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.