Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

By the end of Grade 2 students will:

1.1.1 Perform locomotor and non-locomotor movement skills competently in personal and shared space.
1.1.2 Demonstrate clear contrasts between slow and fast movements.
1.1.3 Combine fundamental locomotor skills while using manipulative.
1.1.4 Progress toward developmentally appropriate manipulative skills.
1.1.5 Use fundamental gymnastic skills in creating individual movement sequences.
1.1.6 Perform a combination of rhythmic and dance patterns.
1.1.7 Balance on different body parts, at different levels with symmetrical and asymmetrical shapes.
1.1.8 Execute lateral and directional change in response to signals and obstacles.
1.1.9 Perform swimming skills as listed according to the SAS adopted Red Cross “dolphin” criteria.

Examples of ways in which Grade 2 students might demonstrate the above include:

- Chasing, fleeing, and dodging with spatial awareness.
- Striking a ball repeatedly with a paddle.
- Self tossing a ball and catching at peak of bounce.
- Landing safely from a dismount.
- Using different steps, pathways, and directions in-group activities.
- Treading water with the whip or scissors kick for 30 seconds.

Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

By the end of Grade 2 students will:

1.2.1 Identify the critical elements of fundamental movement patterns.
1.2.2 Apply movement concepts to an increasing variety of basic skills.
1.2.3 Use feedback to improve performance.
1.2.4 Demonstrate appropriate use of force in relation to objects and partners.
Examples of ways in which Grade 2 students might demonstrate the above include:

- Identifying characteristics of a developmentally appropriate throw and catch.
- Identifying importance of weight change in propelling objects.
- Recognizing readiness in partner throwing and catching activities.
- Using concepts of spatial awareness and object manipulation in relation to others during modified games.
- Demonstrating willingness to try new activities and persevere, using feedback, to improve performance.
- Repeating cue words for ready position.
- Stating the positive effects of physical activity on the heart and lungs.

Standard 3: Participates regularly in physical activity.

By the end of Grade 2 students will:

2.3.1 Express enjoyment from participation in physical activity.
2.3.2 Engage in moderate to vigorous physical activity inside and outside of physical education classes.
2.3.3 Utilize skills, knowledge and positive experience from physical education class during leisure time activity.
2.3.4 Recognize that regular activity can take many forms and build healthy habits.

Examples of ways in which Grade 2 students might demonstrate the above include:

- Participating in gross motor activity of a moderate to vigorous nature.
- Participating in a variety of activities that involve locomotion, and manipulation of objects as a source of enjoyment.
- Identifying preferences connected with participation in physical activities and give reasons for choices.
- Regularly participating in a variety of minimally organized physical activities outside of physical education class (e.g. tag, hide-and-seek).
- Balancing sedentary activities with physical activity.

Standard 4: Achieves and maintains a health-enhancing level of physical fitness.

By the end of Grade 2 students will:

2.4.1 Engage in sustained physical activity over increasingly longer periods of time.
2.4.2 Recognize the physiological indicators that accompany moderate to vigorous physical activity (e.g., perspiring, increased heart rate, heavy breathing)
2.4.3 Identify the components of health-related physical fitness and preferred activities for each.
2.4.4 Identify the heart as a muscle and that its main purpose is to pump blood throughout the body.
2.4.5 Begin to understand the difference between stretching and strengthening muscles.
2.4.6 Identify difference in heart rate and breathing rate before and after activity.
2.4.7 Identify sun safety awareness issues.

Examples of ways in which Grade 2 students might demonstrate the above include:
- Sustaining activity for longer periods of time with attention to form and recovery while participating in physical activities.
- Identifying positive changes in the body resulting from health enhancing physical fitness.
- Supporting body weight for climbing, hanging, and taking weight on hands with stability and control.
- Moving joints through a full range of motion with smooth and sustained stretching.
- Inviting parents to observe student’s progress and participate in physical activities.

Standard 5: Exhibit responsible personal and social behavior that respects self and others in physical activity settings.

By the end of Grade 2 students will:

2.5.1 Understand and apply rules, procedures and safe practices with minimal reinforcement.
2.5.2 Follow directions and use the SAS Core Values.
2.5.3 Demonstrate self control and caring in cooperative activities.
2.5.4 Play inclusively and cooperate with others regardless of personal differences (e.g., gender, ethnicity, disability)
2.5.5 Treat others with respect before, during and after play.
2.5.6 Resolve conflicts in socially acceptable ways which include a ‘win–win’ solution.
2.5.7 Apply positive experience from physical activity to enhance social interaction.

Examples of ways in which Grade 2 students might demonstrate the above include:
- Using equipment and space safely and properly.
- Responding positively to an occasional reminder about a rule infraction.
- Demonstrating honesty during class activities.
- Inviting a peer to take their turn before repeating a turn.
- Taking turns and playing fairly.
- Resolving conflict with a positive plan.

**Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.**

**By the end of Grade 2 students will:**

- **2.6.1** Value the benefit of participating in a variety of physical activities.
- **2.6.2** Try new activities and exhibit patience as a beginner.
- **2.6.3** Willingly try new activities to enjoy and express oneself through movement.
- **2.6.4** Express feelings about physical activity which encourages increased participation.
- **2.6.5** Enjoy interaction with peers through physical activity.

**Examples of ways in which Grade 2 students might demonstrate the above include:**

- Appreciating the benefits that accompany cooperation and sharing.
- Accepting feelings which result from challenge and success in physical activity.
- Solving movement problems in guided discovery which reveal uniqueness.
- Appreciating positive interactions with others towards a shared goal.

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Adapted from National Association for Sport and Physical Education Standards

For assessment purposes, emphasis will be on Standards 1 and the SAS Core Values with Standards 2-6 representing instructional focus.

Adopted by the Board on January 29, 2009