

Florida Physical Education

Grade 2

Adopted 2013

Movement Competency

1 Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories.

1. Perform locomotor skills with proficiency in a variety of activity settings to include rhythms/dance. [PE.2.M.1.1](#)
2. Strike an object continuously using body parts both upward and downward. [PE.2.M.1.2](#)
3. Strike an object continuously using a paddle/racket both upward and downward. [PE.2.M.1.3](#)
4. Strike a stationary object a short distance using a long-handled implement so that the object travels in the intended direction. [PE.2.M.1.4](#)
5. Dribble with hands and feet in various pathways, directions and speeds around stationary objects. [PE.2.M.1.5](#)
6. Perform a variety of fundamental aquatics skills. [PE.2.M.1.6](#)
7. Move in different directions to catch a variety of objects softly tossed by a stationary partner. [PE.2.M.1.7](#)
8. Demonstrate an overhand-throwing motion for distance demonstrating correct technique and accuracy. [PE.2.M.1.8](#)
9. Perform one folk or line dance accurately. [PE.2.M.1.9](#)
10. Demonstrate a sequence of a balance, a roll and a different balance with correct technique and smooth transitions. [PE.2.M.1.10](#)
11. Perform at least one skill that requires the transfer of weight to hands. [PE.2.M.1.11](#)
12. Chase, flee and dodge to avoid or catch others while maneuvering around obstacles. [PE.2.M.1.12](#)

Access Point for Students with Significant Cognitive Disabilities

Independent

- a. Perform locomotor skills in a variety of movement settings, including rhythms/dance. [PE.2.M.1.IN.A](#)
- b. Strike an object using body parts both upward and downward. [PE.2.M.1.IN.B](#)
- c. Strike an object more than one time both upward and downward using a paddle/racket. [PE.2.M.1.IN.C](#)
- d. Strike a stationary object using a long-handled implement so the object moves a short distance. [PE.2.M.1.IN.D](#)
- e. Dribble with hands or feet around stationary objects. [PE.2.M.1.IN.E](#)
- f. Perform a fundamental aquatics skill, such as prone float with flutter kick or back float recover to standing position. [PE.2.M.1.IN.F](#)
- g. Move in more than one direction to catch modified objects softly tossed by a stationary partner. [PE.2.M.1.IN.G](#)

- h. Use an overhand-throwing motion for accuracy at modified targets. PE.2.M.1.IN.H
- i. Perform one folk or line dance. PE.2.M.1.IN.I
- j. Demonstrate a sequence of a balance, a roll and a different balance. PE.2.M.1.IN.J
- k. Perform one guided skill that requires the transfer of weight to hands. PE.2.M.1.IN.K
- l. Move to avoid or catch others while maneuvering around obstacles. PE.2.M.1.IN.L

Supported

- a. Perform selected locomotor skills in a variety of movement settings, including rhythms/dance. PE.2.M.1.SU.A
- b. Swing upward and downward with a body part and make contact with a modified object. PE.2.M.1.SU.B
- c. Strike a modified object both upward and downward using a modified paddle/racket. PE.2.M.1.SU.C
- d. Strike a stationary object using a modified, long-handled implement so the object moves a short distance. PE.2.M.1.SU.D
- e. Dribble with hands or feet. PE.2.M.1.SU.E
- f. Perform a modified, fundamental aquatics skill. PE.2.M.1.SU.F
- g. Move in a direction to trap modified objects softly tossed by a stationary partner. PE.2.M.1.SU.G
- h. Perform an overhand throwing motion at modified targets. PE.2.M.1.SU.H
- i. Imitate a pattern of steps associated with a folk or line dance. PE.2.M.1.SU.I
- j. Perform a balance, a roll and a balance consecutively. PE.2.M.1.SU.J
- k. Perform a transfer of body weight to hands. PE.2.M.1.SU.K
- l. Move to avoid obstacles. PE.2.M.1.SU.L

Participatory

- a. Perform guided locomotor skills in a variety of movement settings, including rhythms/dance. PE.2.M.1.PA.A
- b. Swing upward and downward at a modified object using a body part. PE.2.M.1.PA.B
- c. Swing upward at a modified object using a modified paddle/racket. PE.2.M.1.PA.C
- d. Strike a stationary, modified object using a modified, long-handled implement. PE.2.M.1.PA.D
- e. Release and trap a rebounding object with hands or feet. PE.2.M.1.PA.E
- f. Perform a guided, modified fundamental aquatic skill. PE.2.M.1.PA.F
- g. Trap softly-tossed, modified objects with both hands. PE.2.M.1.PA.G

- h. Toss modified objects at modified targets. PE.2.M.1.PA.H
 - i. Perform a guided movement associated with folk or line dance. PE.2.M.1.PA.I
 - j. Perform a balance and a roll. PE.2.M.1.PA.J
 - k. Imitate a transfer of body weight to hands. PE.2.M.1.PA.K
 - l. Imitate movements to avoid obstacles. PE.2.M.1.PA.L
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Cognitive Abilities

2 Identify, analyze and evaluate movement concepts, mechanical principles, safety considerations and strategies/tactics regarding movement performance in a variety of physical activities.

1. Describe the critical elements of locomotor skills. [PE.2.C.2.1](#)
2. Identify safety rules and procedures for selected physical activities. [PE.2.C.2.2](#)
3. Utilize technology to enhance experiences in physical education. [PE.2.C.2.3](#)
4. Explain the importance of wearing a life jacket (personal flotation device) when on a boat or near water. [PE.2.C.2.4](#)
5. Explain how appropriate practice improves the performance of movement skills. [PE.2.C.2.5](#)
6. Apply teacher feedback to effect change in performance. [PE.2.C.2.6](#)
7. Describe movement concepts. [PE.2.C.2.7](#)
8. Explain the importance of warm-up and cool-down activities. [PE.2.C.2.8](#)
9. Define offense and defense. [PE.2.C.2.9](#)

Access Point for Students with Significant Cognitive Disabilities

Independent

- a. Identify characteristics of locomotor skills. [PE.2.C.2.IN.A](#)
- b. Recognize safety rules and procedures for selected physical activities. [PE.2.C.2.IN.B](#)
- c. Identify technologies that can be used to enhance experiences in physical education. [PE.2.C.2.IN.C](#)
- d. Identify the importance of wearing a life jacket (personal flotation device) when on a boat or near water. [PE.2.C.2.IN.D](#)
- e. Identify that practice improves performance of movement skills. [PE.2.C.2.IN.E](#)
- f. Identify and use teacher feedback to improve performance. [PE.2.C.2.IN.F](#)
- g. Identify movement concepts, such as directions, pathways and levels. [PE.2.C.2.IN.G](#)
- h. Identify that warm-up and cool-down activities are important. [PE.2.C.2.IN.H](#)
- i. Identify the difference between offense and defense. [PE.2.C.2.IN.I](#)

Supported

- a. Recognize characteristics of locomotor skills. [PE.2.C.2.SU.A](#)
- b. Recognize safety rules for selected physical activities. [PE.2.C.2.SU.B](#)
- c. Recognize technologies that can be used to enhance experiences in physical education. [PE.2.C.2.SU.C](#)
- d. Recognize the importance of wearing a life jacket (personal flotation device) when on a boat or near water. [PE.2.C.2.SU.D](#)

- e. Recognize that practice improves performance of movement skills. PE.2.C.2.SU.E
- f. Recognize and use teacher feedback to improve performance. PE.2.C.2.SU.F
- g. Recognize movement concepts, such as directions, pathways and levels. PE.2.C.2.SU.G
- h. Recognize that warm-up and cool-down activities are important. PE.2.C.2.SU.H
- i. Recognize the difference between offense and defense, such as keeping possession vs. taking possession of an object. PE.2.C.2.SU.I

Participatory

- a. Recognize more than one locomotor skill. PE.2.C.2.PA.A
 - b. Recognize a safety rule for selected physical activities. PE.2.C.2.PA.B
 - c. Recognize a technology that can be used to enhance physical activity. PE.2.C.2.PA.C
 - d. Associate a life jacket (personal flotation device) with a body of water. PE.2.C.2.PA.D
 - e. Associate practice with improved performance. PE.2.C.2.PA.E
 - f. Respond to teacher feedback to improve performance. PE.2.C.2.PA.F
 - g. Recognize a directional movement, such as up, down, over or under. PE.2.C.2.PA.G
 - h. Recognize a warm-up and a cool-down exercise. PE.2.C.2.PA.H
 - i. Recognize taking possession of an object (defense). PE.2.C.2.PA.I
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Lifetime Fitness

3 Participate regularly in physical activity.

1. Identify a moderate physical activity. [PE.2.L.3.1](#)
2. Identify a vigorous physical activity. [PE.2.L.3.2](#)
3. Identify opportunities for involvement in physical activities during the school day. [PE.2.L.3.3](#)
4. Identify opportunities for involvement in physical activities after the school day. [PE.2.L.3.4](#)
5. Set and meet physical-activity goals. [PE.2.L.3.5](#)
6. Identify how opportunities for participation in physical activities change during the seasons. [PE.2.L.3.6](#)
7. Identify healthful benefits that result from regular participation in physical activity. [PE.2.L.3.7](#)
8. Identify the proper crossing sequence. [PE.2.L.3.8](#)

Access Point for Students with Significant Cognitive Disabilities

Independent

- a. Recognize a moderate physical activity. [PE.2.L.3.IN.A](#)
- b. Recognize a vigorous physical activity. [PE.2.L.3.IN.B](#)
- c. Recognize opportunities for involvement in physical activities during the school day. [PE.2.L.3.IN.C](#)
- d. Recognize selected opportunities for involvement in physical activities after the school day. [PE.2.L.3.IN.D](#)
- e. Select and meet physical-activity goals. [PE.2.L.3.IN.E](#)
- f. Identify how participation in physical activities can change during the seasons. [PE.2.L.3.IN.F](#)
- g. Recognize healthful benefits that result from regular participation in physical activity. [PE.2.L.3.IN.G](#)
- h. Recognize the proper crossing sequence, such as stop at the edge, look left, look right, look left again and keep looking. [PE.2.L.3.IN.H](#)

Supported

- a. Recognize a moderate modified physical activity. [PE.2.L.3.SU.A](#)
- b. Recognize a physical activity. [PE.2.L.3.SU.B](#)
- c. Recognize opportunities for involvement in modified physical activities during the school day. [PE.2.L.3.SU.C](#)
- d. Recognize an opportunity for involvement in physical activities after the school day. [PE.2.L.3.SU.D](#)
- e. Select and meet a physical-activity goal. [PE.2.L.3.SU.E](#)
- f. Recognize that opportunities for participation in physical activities change during the year. [PE.2.L.3.SU.F](#)

- g.** Recognize a healthful benefit that results from regular participation in physical activity. **PE.2.L.3.SU.G**
- h.** Imitate a person using the proper crossing sequence, such as stop at the edge, look left, look right, look left again and keep looking. **PE.2.L.3.SU.H**

Participatory

- a.** Recognize a modified physical activity. **PE.2.L.3.PA.A**
- b.** Explore physical activities. **PE.2.L.3.PA.B**
- c.** Associate selected modified physical activities with experiences during the school day. **PE.2.L.3.PA.C**
- d.** Associate involvement in physical activities with experiences after the school day. **PE.2.L.3.PA.D**
- e.** Select and complete a physical activity. **PE.2.L.3.PA.E**
- f.** Associate a physical activity with a season. **PE.2.L.3.PA.F**
- g.** Associate a healthful benefit with results from regular participation in physical activity. **PE.2.L.3.PA.G**
- h.** Participate in a guided crossing sequence, such as stop at the edge, look left, look right, look left again and keep looking. **PE.2.L.3.PA.H**

4 Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of fitness.

1. Identify how muscular strength and endurance enhances performance in physical activities. **PE.2.L.4.1**
2. Discuss the components of health-related physical fitness. **PE.2.L.4.2**
3. Identify that a stronger heart muscle can pump more blood with each beat. **PE.2.L.4.3**
4. Identify why sustained physical activity causes an increased heart rate and heavy breathing. **PE.2.L.4.4**
5. Identify the physiological signs of moderate to vigorous physical activity. **PE.2.L.4.5**
6. Identify benefits of participation in informal physical fitness assessment. **PE.2.L.4.6**
7. Identify appropriate stretching exercises. **PE.2.L.4.7**
8. Categorize food into food groups. **PE.2.L.4.8**

Access Point for Students with Significant Cognitive Disabilities

Independent

- a. Recognize how strength and endurance are involved in physical activities. **PE.2.L.4.IN.A**
- b. Recognize selected components of health-related physical fitness, such as cardio respiratory endurance, muscular strength, muscular endurance, flexibility or body composition. **PE.2.L.4.IN.B**
- c. Recognize that a strong heart pumps more blood. **PE.2.L.4.IN.C**
- d. Recognize why a physical activity can causes an increased heart rate and heavy breathing. **PE.2.L.4.IN.D**
- e. Recognize the physiological signs of moderate physical activity. **PE.2.L.4.IN.E**
- f. Recognize a benefit of participating in a modified, informal physical fitness assessment. **PE.2.L.4.IN.F**
- g. Identify selected stretching exercises. **PE.2.L.4.IN.G**
- h. Identify food in food groups. **PE.2.L.4.IN.H**

Supported

- a. Recognize how strength is involved in physical activities. **PE.2.L.4.SU.A**
- b. Recognize a component of health-related physical fitness, such as cardio respiratory endurance, muscular strength, muscular endurance, flexibility or body composition. **PE.2.L.4.SU.B**
- c. Recognize that a heart pumps blood. **PE.2.L.4.SU.C**
- d. Recognize that physical activity causes an increased heart rate and heavy breathing. **PE.2.L.4.SU.D**

- e. Recognize a physiological sign of moderate physical activity. PE.2.L.4.SU.E
- f. Recognize a selected modified, informal physical fitness assessment. PE.2.L.4.SU.F
- g. Recognize a stretching exercise. PE.2.L.4.SU.G
- h. Recognize food in food groups. PE.2.L.4.SU.H

Participatory

- a. Recognize how strength helps performance. PE.2.L.4.PA.A
 - b. Associate strength with health related physical fitness. PE.2.L.4.PA.B
 - c. Recognize that the heart beats. PE.2.L.4.PA.C
 - d. Associate selected physical activity with increased breathing and heart rate. PE.2.L.4.PA.D
 - e. Associate moderate physical activity with an increased heart rate. PE.2.L.4.PA.E
 - f. Recognize a modified, informal physical fitness assessment. PE.2.L.4.PA.F
 - g. Recognize a muscle. PE.2.L.4.PA.G
 - h. Recognize different kinds of foods. PE.2.L.4.PA.H
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Responsible Behaviors and Values

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

1. Identify ways to cooperate with others regardless of personal differences during physical activity. [PE.2.R.5.1](#)
2. List ways to safely handle physical-activity equipment. [PE.2.R.5.2](#)
3. Describe the personal feelings resulting from challenges, successes and failures in physical activity. [PE.2.R.5.3](#)
4. Identify ways to successfully resolve conflicts with others. [PE.2.R.5.4](#)

Access Point for Students with Significant Cognitive Disabilities

Independent

- a. Recognize ways to cooperate with others regardless of personal differences, such as gender, skill level or ethnicity. [PE.2.R.5.IN.A](#)
- b. Identify ways to handle equipment safely in selected physical activities. [PE.2.R.5.IN.B](#)
- c. Identify personal feelings resulting from challenges, successes and failures in physical activity. [PE.2.R.5.IN.C](#)
- d. Recognize ways to successfully resolve conflict with others [PE.2.R.5.IN.D](#)

Supported

- a. Recognize a way to participate in play with a variety of other students. [PE.2.R.5.SU.A](#)
- b. Recognize a safe way to handle equipment in a physical activity such as putting it away when not in use. [PE.2.R.5.SU.B](#)
- c. Recognize personal feelings resulting from challenges, successes and failures in physical activity. [PE.2.R.5.SU.C](#)
- d. Recognize a way to successfully resolve conflicts with others [PE.2.R.5.SU.D](#)

Participatory

- a. Participate in guided play with others. [PE.2.R.5.PA.A](#)
- b. Associate an equipment handling practice as safe or unsafe. [PE.2.R.5.PA.B](#)
- c. Recognize a personal feeling resulting from challenges, successes and failures in physical activity. [PE.2.R.5.PA.C](#)
- d. Associate an emotion with cooperation and conflict. [PE.2.R.5.PA.D](#)

6 Value physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

1. Identify ways to use physical activity to express feeling. **PE.2.R.6.1**
2. Discuss the relationship between skill competence and enjoyment. **PE.2.R.6.2**
3. Identify ways to contribute as a member of a cooperative group. **PE.2.R.6.3**

Access Point for Students with Significant Cognitive Disabilities

Independent

- a. Recognize ways to use physical activity, such as a creative dance, to express feeling. **PE.2.R.6.IN.A**
- b. Identify the relationship between skill competence and enjoyment. **PE.2.R.6.IN.B**
- c. Select ways to contribute as a member of a cooperative group. **PE.2.R.6.IN.C**

Supported

- a. Recognize a way to use physical activity, such as a creative dance, to express a selected feeling. **PE.2.R.6.SU.A**
- b. Recognize the relationship between doing something well and enjoyment. **PE.2.R.6.SU.B**
- c. Select a way to contribute as a member of a cooperative group. **PE.2.R.6.SU.C**

Participatory

- a. Associate a feeling with a physical activity. **PE.2.R.6.PA.A**
- b. Associate activities that are done well with enjoyment. **PE.2.R.6.PA.B**
- c. Work with others in a guided group activity. **PE.2.R.6.PA.C**