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

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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

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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

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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

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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

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

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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

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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

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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

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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

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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

Responsible Behaviors and Values

5 Exhibit responsible personal and social behavior that respects self and others in physicalactivity 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

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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

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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

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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