

## Physical Education Grade 2

### Course #5015040

This course is designed to give students the opportunity to learn through a comprehensive sequentially planned Physical Education program in accordance with the CPALMS.org Physical Education Benchmarks. The emphasis is on how students move with one another in space. Students will learn to work cooperatively with a partner. They will learn to demonstrate the qualities of movement (space, time, force, flow, levels, directions, and pathways) as they perform a variety of fundamental locomotor (running, hopping, skipping, jumping, leading, sliding, galloping) and non-locomotor (bending, twisting, turning, rocking, swaying, balancing, stretching, pushing, and pulling) skills. Students will learn to manipulate objects with a partner (throwing, catching, striking, kicking, bouncing, and rolling). Students will learn fitness concepts and participate in a variety of fitness development exercises. Students will learn playground rules related to the use of equipment, safety and games. Units of instruction may include but are not limited to social skill development, fitness, development of movement qualities, skill development and use of manipulatives.

The content should include, but not be limited to, the following:

- Core Concepts (health behaviors, disease prevention, body parts following rules and safety)
- Accessing Information (family rules, friend behavior, reliable resources and following rules)
- Internal and External Influences (warning labels and trusted adults/professionals)
- Interpersonal Communication (conflict resolution, verbal and non-verbal, active listening and refusal skills)
- Decision Making (positive or negative health enhancing choices, healthy options)
- Self-Management (reducing risks)
- Advocacy (positive promotion, school and community rules)

### Yearly Outlook

PE Quarter 1	<u>Movement Competency</u> <b>M- (Learning goal)</b> Students will:	<u>Cognitive Abilities</u> <b>C – (Learning goal)</b> Students will:	<u>Lifetime Fitness</u> <b>L – (learning goal)</b> Students will:	<u>Responsible Behaviors and Values</u> <b>R – (learning goal)</b> Students will:
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Grade 2	<ul style="list-style-type: none"> <li>○ Perform locomotor skills with proficiency in a variety of activity settings to include rhythms/dance.</li> <li>○ Chase, flee and dodge to avoid or catch others while maneuvering around obstacles.</li> </ul>	<ul style="list-style-type: none"> <li>○ Identify safety rules and procedures for participation and equipment use in a variety of selected physical activities.</li> </ul>	<ul style="list-style-type: none"> <li>○ Identify and discuss moderate and vigorous physical activities and the benefits to the components of health and fitness from participation.</li> </ul>	<ul style="list-style-type: none"> <li>○ Contribute cooperatively in a group and express feelings, challenges, failures, and successes appropriately.</li> </ul>
<b>PE Quarter 2</b>	<p align="center"><b><u>Movement Competency</u></b> <b><u>M- (Learning goal)</u></b> <u>Students will:</u></p>	<p align="center"><b><u>Cognitive Abilities</u></b> <b><u>C – (Learning goal)</u></b> <u>Students will:</u></p>	<p align="center"><b><u>Lifetime Fitness</u></b> <b><u>L – (learning goal)</u></b> <u>Students will:</u></p>	<p align="center"><b><u>Responsible Behaviors and Values</u></b> <b><u>R – (learning goal)</u></b> <u>Students will:</u></p>
Grade 2	<ul style="list-style-type: none"> <li>○ Dribble with hands and feet around stationary objects, move and catch objects softly tossed by a stationary partner</li> <li>○ Throw overhand for distance, technique and accuracy.</li> </ul>	<ul style="list-style-type: none"> <li>○ Explain how appropriate practice improves the performance of movement skills and apply teacher feedback to improve performance.</li> </ul>	<ul style="list-style-type: none"> <li>○ Identify the physiological signs of moderate to vigorous activity and why they cause an increase in breathing and heart rate.</li> </ul>	<ul style="list-style-type: none"> <li>○ Identify ways to cooperate with others regardless of personal differences and ways to successfully resolve conflicts during physical activity.</li> </ul>
<b>PE Quarter 3</b>	<p align="center"><b><u>Movement Competency</u></b> <b><u>M- (Learning goal)</u></b> <u>Students will:</u></p>	<p align="center"><b><u>Cognitive Abilities</u></b> <b><u>C – (Learning goal)</u></b> <u>Students will:</u></p>	<p align="center"><b><u>Lifetime Fitness</u></b> <b><u>L – (learning goal)</u></b> <u>Students will:</u></p>	<p align="center"><b><u>Responsible Behaviors and Values</u></b> <b><u>R – (learning goal)</u></b> <u>Students will:</u></p>
Grade 2	<ul style="list-style-type: none"> <li>○ Strike an object continuously using body parts and a paddle/racket both upward and downward for distance and accuracy.</li> </ul>	<ul style="list-style-type: none"> <li>○ Explain importance of warm up and cool down activities.</li> </ul>	<ul style="list-style-type: none"> <li>○ Identify opportunities for involvement in physical activities before, during or after the school day including variations during seasons.</li> </ul>	<ul style="list-style-type: none"> <li>○ Describe the personal feelings resulting from challenges, successes and failures in physical activity.</li> </ul>
<b>PE Quarter 4</b>	<p align="center"><b><u>Movement Competency</u></b> <b><u>M- (Learning goal)</u></b> <u>Students will:</u></p>	<p align="center"><b><u>Cognitive Abilities</u></b> <b><u>C – (Learning goal)</u></b> <u>Students will:</u></p>	<p align="center"><b><u>Lifetime Fitness</u></b> <b><u>L – (learning goal)</u></b> <u>Students will:</u></p>	<p align="center"><b><u>Responsible Behaviors and Values</u></b> <b><u>R – (learning goal)</u></b> <u>Students will:</u></p>
Grade 2	<ul style="list-style-type: none"> <li>○ Demonstrate a folk or line dance accurately.</li> </ul>	<ul style="list-style-type: none"> <li>○ Identify technology that can enhance experiences in physical activities.</li> </ul>	<ul style="list-style-type: none"> <li>○ Identify benefits of participation in fitness assessments and having</li> </ul>	<ul style="list-style-type: none"> <li>○ Discuss relationship between skill competence</li> </ul>

	<ul style="list-style-type: none"> <li>○ Perform a sequence of a variety of balances, a roll with correct technique and smooth transitions and includes transfer of weight to hands.</li> </ul>		<p>healthy muscular strength, muscular endurance, and flexibility.</p>	<p>and enjoyment of physical activities.</p>
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## Physical Education - Grade 2 (#5015040) 2022 - And Beyond (current)

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### Course Standards

Name	Description
<a href="#">PE.2.C.2.1:</a>	Describe the critical elements of locomotor skills.
<a href="#">PE.2.C.2.2:</a>	Identify safety rules and procedures for selected physical activities.
<a href="#">PE.2.C.2.3:</a>	Utilize technology to enhance experiences in physical education.
<a href="#">PE.2.C.2.4:</a>	Explain the importance of wearing a life jacket (personal flotation device) when on a boat or near water.
<a href="#">PE.2.C.2.5:</a>	Explain how appropriate practice improves the performance of movement skills.
<a href="#">PE.2.C.2.6:</a>	Apply teacher feedback to effect change in performance.
<a href="#">PE.2.C.2.7:</a>	Describe movement concepts.
<a href="#">PE.2.C.2.8:</a>	Explain the importance of warm-up and cool-down activities.
<a href="#">PE.2.C.2.9:</a>	Define offense and defense.
<a href="#">PE.2.L.3.1:</a>	Identify a moderate physical activity.
<a href="#">PE.2.L.3.2:</a>	Identify a vigorous physical activity.
<a href="#">PE.2.L.3.3:</a>	Identify opportunities for involvement in physical activities during the school day.
<a href="#">PE.2.L.3.4:</a>	Identify opportunities for involvement in physical activities after the school day.

<a href="#">PE.2.L.3.5:</a>	Set and meet physical-activity goals.
<a href="#">PE.2.L.3.6:</a>	Identify how opportunities for participation in physical activities change during the seasons.
<a href="#">PE.2.L.3.7:</a>	Identify healthful benefits that result from regular participation in physical activity.
<a href="#">PE.2.L.3.8:</a>	Identify the proper crossing sequence.
<a href="#">PE.2.L.4.1:</a>	Identify how muscular strength and endurance enhances performance in physical activities.
<a href="#">PE.2.L.4.2:</a>	Discuss the components of health-related physical fitness.
<a href="#">PE.2.L.4.3:</a>	Identify that a stronger heart muscle can pump more blood with each beat.
<a href="#">PE.2.L.4.4:</a>	Identify why sustained physical activity causes an increased heart rate and heavy breathing.
<a href="#">PE.2.L.4.5:</a>	Identify the physiological signs of moderate to vigorous physical activity.
<a href="#">PE.2.L.4.6:</a>	Identify benefits of participation in informal physical fitness assessment.
<a href="#">PE.2.L.4.7:</a>	Identify appropriate stretching exercises.
<a href="#">PE.2.L.4.8:</a>	Categorize food into food groups.
<a href="#">PE.2.M.1.1:</a>	Perform locomotor skills with proficiency in a variety of activity settings to include rhythms/dance.
<a href="#">PE.2.M.1.2:</a>	Strike an object continuously using body parts both upward and downward.
<a href="#">PE.2.M.1.3:</a>	Strike an object continuously using a paddle/racket both upward and downward.
<a href="#">PE.2.M.1.4:</a>	Strike a stationary object a short distance using a long-handled implement so that the object travels in the intended direction.
<a href="#">PE.2.M.1.5:</a>	Dribble with hands and feet in various pathways, directions and speeds around stationary objects.
<a href="#">PE.2.M.1.6:</a>	Perform a variety of fundamental aquatics skills.
<a href="#">PE.2.M.1.7:</a>	Move in different directions to catch a variety of objects softly tossed by a stationary partner.
<a href="#">PE.2.M.1.8:</a>	Demonstrate an overhand-throwing motion for distance demonstrating correct technique and accuracy.
<a href="#">PE.2.M.1.9:</a>	Perform one folk or line dance accurately.
<a href="#">PE.2.M.1.10:</a>	Demonstrate a sequence of a balance, a roll and a different balance with correct technique and smooth transitions.
<a href="#">PE.2.M.1.11:</a>	Perform at least one skill that requires the transfer of weight to hands.
<a href="#">PE.2.M.1.12:</a>	Chase, flee and dodge to avoid or catch others while maneuvering around obstacles.
<a href="#">PE.2.R.5.1:</a>	Identify ways to cooperate with others regardless of personal differences during physical activity.
<a href="#">PE.2.R.5.2:</a>	List ways to safely handle physical-activity equipment.

[PE.2.R.5.3:](#) Describe the personal feelings resulting from challenges, successes and failures in physical activity.

[PE.2.R.5.4:](#) Identify ways to successfully resolve conflicts with others.

[PE.2.R.6.1:](#) Identify ways to use physical activity to express feeling.

[PE.2.R.6.2:](#) Discuss the relationship between skill competence and enjoyment.

[PE.2.R.6.3:](#) Identify ways to contribute as a member of a cooperative group.

**Actively participate in effortful learning both individually and collectively.**

Mathematicians who participate in effortful learning both individually and with others:

- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

[MA.K12.MTR.1.1:](#)

**Clarifications:**

Teachers who encourage students to participate actively in effortful learning both individually and with others:

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

[MA.K12.MTR.2.1:](#) **Demonstrate understanding by representing problems in multiple ways.**

Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

**Clarifications:**

Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

**Complete tasks with mathematical fluency.**

Mathematicians who complete tasks with mathematical fluency:

[MA.K12.MTR.3.1:](#)

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

**Clarifications:**

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

**Engage in discussions that reflect on the mathematical thinking of self and others.**

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

[MA.K12.MTR.4.1:](#)

**Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.

- Develop students' ability to justify methods and compare their responses to the responses of their peers.

**Use patterns and structure to help understand and connect mathematical concepts.**

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

[MA.K12.MTR.5.1:](#)

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

**Assess the reasonableness of solutions.**

[MA.K12.MTR.6.1:](#)

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.



- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, “Does this solution make sense? How do you know?”
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students’ ability to verify solutions through justifications.

**Apply mathematics to real-world contexts.**

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

[MA.K12.MTR.7.1:](#)

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.

- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

[ELA.K12.EE.1.1:](#)

Read and comprehend grade-level complex texts proficiently.

**Clarifications:**

See [Text Complexity](#) for grade-level complexity bands and a text complexity rubric.

[ELA.K12.EE.2.1:](#)

Make inferences to support comprehension.

**Clarifications:**

Students will make inferences before the words infer or inference are introduced. Kindergarten students

[ELA.K12.EE.3.1:](#)

will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**Clarifications:**

In kindergarten, students learn to listen to one another respectfully.

In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think \_\_\_\_\_ because \_\_\_\_\_.” The collaborative conversations are becoming academic conversations.

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

[ELA.K12.EE.4.1:](#)

Use the accepted rules governing a specific format to create quality work.

**Clarifications:**

Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

[ELA.K12.EE.5.1:](#)

Use appropriate voice and tone when speaking or writing.

**Clarifications:**

In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

[ELA.K12.EE.6.1:](#)

[HE.2.C.1.4:](#)

Describe ways to prevent childhood injuries in the home, school, and community settings.

[HE.2.C.2.1:](#)

Describe how family rules and practices influence health behaviors.

<a href="#">HE.2.C.2.3:</a>	Describe how the school and community influence health behaviors of children.
<a href="#">ELD.K12.ELL.SI.1:</a>	English language learners communicate for social and instructional purposes within the school setting.

## General Course Information and Notes

### GENERAL NOTES

#### **Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards**

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [https://www.cpalms.org/Standards/BEST\\_Standards.aspx](https://www.cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

#### **English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

### QUALIFICATIONS

#### **General Information**

**Course Number:** 5015040

**Course Path: Section:** Grades PreK to 12  
Education Courses > **Grade Group:** Grades  
PreK to 5 Education Courses > **Subject:**  
Physical Education > **SubSubject:** General >  
**Abbreviated Title:** PHYSICAL  
EDUCATION 2

**Course Attributes:**

- Florida Standards Course

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**Course Status:** State Board Approved

**Grade Level(s):** 2

There are more than 960 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: [https://www.cpalms.org?title=2022%20-%20And%20Beyond%20\(current\)/PreviewCourse/Preview/21370](https://www.cpalms.org?title=2022%20-%20And%20Beyond%20(current)/PreviewCourse/Preview/21370)