



## Physical Education Standards

### GRADE: 2

#### Strand: MOVEMENT COMPETENCY

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

BENCHMARK CODE	BENCHMARK
PE.2.M.1.1	Perform locomotor skills with proficiency in a variety of activity settings to include rhythms/dance.
	<b>Related Access Point(s)</b>
	PE.2.M.1.In.a Perform locomotor skills in a variety of movement settings, including rhythms/dance.
	PE.2.M.1.Su.a Perform selected locomotor skills in a variety of movement settings, including rhythms/dance.
	PE.2.M.1.Pa.a Perform guided locomotor skills in a variety of movement settings, including rhythms/dance.
PE.2.M.1.10	Demonstrate a sequence of a balance, a roll and a different balance with correct technique and smooth transitions.
	<b>Related Access Point(s)</b>
	PE.2.M.1.In.j Demonstrate a sequence of a balance, a roll and a different balance.
	PE.2.M.1.Su.j Perform a balance, a roll and a balance consecutively.
	PE.2.M.1.Pa.j Perform a balance and a roll.
PE.2.M.1.11	Perform at least one skill that requires the transfer of weight to hands.
	<b>Related Access Point(s)</b>
	PE.2.M.1.In.k Perform one guided skill that requires the transfer of weight to hands.
	PE.2.M.1.Su.k Perform a transfer of body weight to hands.
	PE.2.M.1.Pa.k Imitate a transfer of body weight to hands.
PE.2.M.1.12	Chase, flee and dodge to avoid or catch others while maneuvering around obstacles.
	<b>Related Access Point(s)</b>
	PE.2.M.1.In.l Move to avoid or catch others while maneuvering around obstacles.
	PE.2.M.1.Su.l Move to avoid obstacles.
	PE.2.M.1.Pa.l Imitate movements to avoid obstacles.

PE.2.M.1.2	Strike an object continuously using body parts both upward and downward.
	<b>Related Access Point(s)</b>
	PE.2.M.1.In.b Strike an object using body parts both upward and downward.
	PE.2.M.1.Su.b Swing upward and downward with a body part and make contact with a modified object.
PE.2.M.1.3	PE.2.M.1.Pa.b Swing upward and downward at a modified object using a body part.
	Strike an object continuously using a paddle/racket both upward and downward.
	<b>Related Access Point(s)</b>
	PE.2.M.1.In.c Strike an object more than one time both upward and downward using a paddle/racket.
PE.2.M.1.4	PE.2.M.1.Su.c Strike a modified object both upward and downward using a modified paddle/racket.
	PE.2.M.1.Pa.c Swing upward at a modified object using a modified paddle/racket.
	Strike a stationary object a short distance using a long-handled implement so that the object travels in the intended direction.
	<b>Related Access Point(s)</b>
PE.2.M.1.5	PE.2.M.1.In.d Strike a stationary object using a long-handled implement so the object moves a short distance.
	PE.2.M.1.Su.d Strike a stationary object using a modified, long-handled implement so the object moves a short distance.
	PE.2.M.1.Pa.d Strike a stationary, modified object using a modified, long-handled implement.
	<b>Related Access Point(s)</b>
PE.2.M.1.6	PE.2.M.1.In.e Dribble with hands or feet around stationary objects.
	PE.2.M.1.Su.e Dribble with hands or feet.
	PE.2.M.1.Pa.e Release and trap a rebounding object with hands or feet.
	<b>Related Access Point(s)</b>
PE.2.M.1.7	PE.2.M.1.In.f Perform a variety of fundamental aquatics skills.
	PE.2.M.1.Su.f Perform a modified, fundamental aquatics skill.
	PE.2.M.1.Pa.f Perform a guided, modified fundamental aquatic skill.
	<b>Related Access Point(s)</b>
PE.2.M.1.8	PE.2.M.1.In.g Move in more than one direction to catch modified objects softly tossed by a stationary partner.
	PE.2.M.1.Su.g Move in a direction to trap modified objects softly tossed by a stationary partner.
	PE.2.M.1.Pa.g Trap softly-tossed, modified objects with both hands.
	<b>Related Access Point(s)</b>
PE.2.M.1.8	Demonstrate an overhand-throwing motion for distance demonstrating correct technique and accuracy.

	PE.2.M.1.In.h Use an overhand-throwing motion for accuracy at modified targets.
	PE.2.M.1.Su.h Perform an overhand-throwing motion at modified targets.
	PE.2.M.1.Pa.h Toss modified objects at modified targets.
PE.2.M.1.9	Perform one folk or line dance accurately.
	<b>Related Access Point(s)</b>
	PE.2.M.1.In.i Perform one folk or line dance.
	PE.2.M.1.Su.i Imitate a pattern of steps associated with a folk or line dance.
	PE.2.M.1.Pa.i Perform a guided movement associated with folk or line dance.

## Strand: COGNITIVE ABILITIES

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

BENCHMARK CODE	BENCHMARK
PE.2.C.2.1	Describe the critical elements of locomotor skills.
	<b>Related Access Point(s)</b>
	PE.2.C.2.In.a Identify characteristics of locomotor skills.
	PE.2.C.2.Su.a Recognize characteristics of locomotor skills.
	PE.2.C.2.Pa.a Recognize more than one locomotor skill.
PE.2.C.2.2	Identify safety rules and procedures for selected physical activities.
	<b>Related Access Point(s)</b>
	PE.2.C.2.In.b Recognize safety rules and procedures for selected physical activities.
	PE.2.C.2.Su.b Recognize safety rules for selected physical activities.
	PE.2.C.2.Pa.b Recognize a safety rule for selected physical activities.
PE.2.C.2.3	Utilize technology to enhance experiences in physical education.
	<b>Related Access Point(s)</b>
	PE.2.C.2.In.c Identify technologies that can be used to enhance experiences in physical education.
	PE.2.C.2.Su.c Recognize technologies that can be used to enhance experiences in physical education.
	PE.2.C.2.Pa.c Recognize a technology that can be used to enhance physical activity.
PE.2.C.2.4	Explain the importance of wearing a life jacket (personal flotation device) when on a boat or near water.
	<b>Related Access Point(s)</b>
	PE.2.C.2.In.d Identify the importance of wearing a life jacket (personal flotation device) when on a boat or near water.
	PE.2.C.2.Su.d Recognize the importance of wearing a life jacket (personal flotation device) when on a boat or near water.

	PE.2.C.2.Pa.d Associate a life jacket (personal flotation device) with a body of water.
PE.2.C.2.5	Explain how appropriate practice improves the performance of movement skills.
	<b>Related Access Point(s)</b>
	PE.2.C.2.In.e Identify that practice improves performance of movement skills.
	PE.2.C.2.Su.e Recognize that practice improves performance of movement skills.
	PE.2.C.2.Pa.e Associate practice with improved performance.
PE.2.C.2.6	Apply teacher feedback to effect change in performance.
	<b>Related Access Point(s)</b>
	PE.2.C.2.In.f Identify and use teacher feedback to improve performance.
	PE.2.C.2.Su.f Recognize and use teacher feedback to improve performance.
	PE.2.C.2.Pa.f Respond to teacher feedback to improve performance.
PE.2.C.2.7	Describe movement concepts.
	<b>Related Access Point(s)</b>
	PE.2.C.2.In.g Identify movement concepts, such as directions, pathways and levels.
	PE.2.C.2.Su.g Recognize movement concepts, such as directions, pathways and levels.
	PE.2.C.2.Pa.g Recognize a directional movement, such as up, down, over or under.
PE.2.C.2.8	Explain the importance of warm-up and cool-down activities.
	<b>Related Access Point(s)</b>
	PE.2.C.2.In.h Identify that warm-up and cool-down activities are important.
	PE.2.C.2.Su.h Recognize that warm-up and cool-down activities are important.
	PE.2.C.2.Pa.h Recognize a warm-up and a cool-down exercise.
PE.2.C.2.9	Define offense and defense.
	<b>Related Access Point(s)</b>
	PE.2.C.2.In.i Identify the difference between offense and defense.
	PE.2.C.2.Su.i Recognize the difference between offense and defense, such as keeping possession vs. taking possession of an object.
	PE.2.C.2.Pa.i Recognize taking possession of an object (defense).

## Strand: LIFETIME FITNESS

Standard 3: Participate regularly in physical activity.

BENCHMARK CODE	BENCHMARK
PE.2.L.3.1	Identify a moderate physical activity.
	<b>Related Access Point(s)</b>
	PE.2.L.3.In.a Recognize a moderate physical activity.
	PE.2.L.3.Su.a Recognize a moderate modified physical activity.
	PE.2.L.3.Pa.a Recognize a modified physical activity.

PE.2.L.3.2	Identify a vigorous physical activity.
	<b>Related Access Point(s)</b>
	PE.2.L.3.In.b Recognize a vigorous physical activity.
	PE.2.L.3.Su.b Recognize a physical activity.
	PE.2.L.3.Pa.b Explore physical activities.
PE.2.L.3.3	Identify opportunities for involvement in physical activities during the school day.
	<b>Related Access Point(s)</b>
	PE.2.L.3.In.c Recognize opportunities for involvement in physical activities during the school day.
	PE.2.L.3.Su.c Recognize opportunities for involvement in modified physical activities during the school day.
	PE.2.L.3.Pa.c Associate selected modified physical activities with experiences during the school day.
PE.2.L.3.4	Identify opportunities for involvement in physical activities after the school day.
	<b>Related Access Point(s)</b>
	PE.2.L.3.Pa.d Associate involvement in physical activities with experiences after the school day.
	PE.2.L.3.Su.d Recognize an opportunity for involvement in physical activities after the school day.
	PE.2.L.3.In.d Recognize selected opportunities for involvement in physical activities after the school day.
PE.2.L.3.5	Set and meet physical-activity goals.
	<b>Related Access Point(s)</b>
	PE.2.L.3.In.e Select and meet physical-activity goals.
	PE.2.L.3.Su.e Select and meet a physical-activity goal.
	PE.2.L.3.Pa.e Select and complete a physical activity.
PE.2.L.3.6	Identify how opportunities for participation in physical activities change during the seasons.
	<b>Related Access Point(s)</b>
	PE.2.L.3.Pa.f Associate a physical activity with a season.
	PE.2.L.3.Su.f Recognize that opportunities for participation in physical activities change during the year.
	PE.2.L.3.In.f Identify how participation in physical activities can change during the seasons.
PE.2.L.3.7	Identify healthful benefits that result from regular participation in physical activity.
	<b>Related Access Point(s)</b>
	PE.2.L.3.In.g Recognize healthful benefits that result from regular participation in physical activity.
	PE.2.L.3.Su.g Recognize a healthful benefit that results from regular participation in physical activity.
	PE.2.L.3.Pa.g Associate a healthful benefit with results from regular participation in physical activity.
PE.2.L.3.8	Identify the proper crossing sequence.
	<b>Related Access Point(s)</b>
	PE.2.L.3.Pa.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.Su.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.In.h Recognize the proper crossing sequence, such as stop at the edge, look left, look right, look left again and keep looking.

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

<b>BENCHMARK CODE</b>	<b>BENCHMARK</b>
PE.2.L.4.1	Identify how muscular strength and endurance enhances performance in physical activities.
	<b>Related Access Point(s)</b>
	PE.2.L.4.Pa.a Recognize how strength helps performance.
	PE.2.L.4.Su.a Recognize how strength is involved in physical activities.
	PE.2.L.4.In.a Recognize how strength and endurance are involved in physical activities.
PE.2.L.4.2	Discuss the components of health-related physical fitness.
	<b>Related Access Point(s)</b>
	PE.2.L.4.In.b Recognize selected components of health-related physical fitness, such as cardiorespiratory endurance, muscular strength, muscular endurance, flexibility or body composition.
	PE.2.L.4.Su.b Recognize a component of health-related physical fitness, such as cardiorespiratory endurance, muscular strength, muscular endurance, flexibility or body composition.
	PE.2.L.4.Pa.b Associate strength with health-related physical fitness.
PE.2.L.4.3	Identify that a stronger heart muscle can pump more blood with each beat.
	<b>Related Access Point(s)</b>
	PE.2.L.4.Pa.c Recognize that the heart beats.
	PE.2.L.4.Su.c Recognize that a heart pumps blood.
	PE.2.L.4.In.c Recognize that a strong heart pumps more blood.
PE.2.L.4.4	Identify why sustained physical activity causes an increased heart rate and heavy breathing.
	<b>Related Access Point(s)</b>
	PE.2.L.4.In.d Recognize why a physical activity can causes an increased heart rate and heavy breathing.
	PE.2.L.4.Su.d Recognize that physical activity causes an increased heart rate and heavy breathing.
	PE.2.L.4.Pa.d Associate selected physical activity with increased breathing and heart rate.
PE.2.L.4.5	Identify the physiological signs of moderate to vigorous physical activity.
	<b>Related Access Point(s)</b>
	PE.2.L.4.Pa.e Associate moderate physical activity with an increased heart rate.
	PE.2.L.4.Su.e Recognize a physiological sign of moderate physical activity.
	PE.2.L.4.In.e Recognize the physiological signs of moderate physical activity.
PE.2.L.4.6	Identify benefits of participation in informal physical fitness assessment.

	<b>Related Access Point(s)</b>
	PE.2.L.4.In.f Recognize a benefit of participating in a modified, informal physical fitness assessment.
	PE.2.L.4.Su.f Recognize a selected modified, informal physical fitness assessment.
	PE.2.L.4.Pa.f Recognize a modified, informal physical fitness assessment.
PE.2.L.4.7	Identify appropriate stretching exercises.
	<b>Related Access Point(s)</b>
	PE.2.L.4.Pa.g Recognize a muscle.
	PE.2.L.4.Su.g Recognize a stretching exercise.
	PE.2.L.4.In.g Identify selected stretching exercises.
PE.2.L.4.8	Categorize food into food groups.
	<b>Related Access Point(s)</b>
	PE.2.L.4.In.h Identify food in food groups.
	PE.2.L.4.Su.h Recognize food in food groups.
	PE.2.L.4.Pa.h Recognize different kinds of foods.

## Strand: RESPONSIBLE BEHAVIORS AND VALUES

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

BENCHMARK CODE	BENCHMARK
PE.2.R.5.1	Identify ways to cooperate with others regardless of personal differences during physical activity.
	<b>Related Access Point(s)</b>
	PE.2.R.5.In.a Recognize ways to cooperate with others regardless of personal differences, such as gender, skill level or ethnicity.
	PE.2.R.5.Su.a Recognize a way to participate in play with a variety of other students.
	PE.2.R.5.Pa.a Participate in guided play with others.
PE.2.R.5.2	List ways to safely handle physical-activity equipment.
	<b>Related Access Point(s)</b>
	PE.2.R.5.In.b Identify ways to handle equipment safely in selected physical activities.
	PE.2.R.5.Su.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.Pa.b Associate an equipment handling practice as safe or unsafe.
PE.2.R.5.3	Describe the personal feelings resulting from challenges, successes and failures in physical activity.
	<b>Related Access Point(s)</b>
	PE.2.R.5.In.c Identify personal feelings resulting from challenges, successes and failures in physical activity.
	PE.2.R.5.Su.c Recognize personal feelings resulting from challenges, successes and failures in physical activity.

	PE.2.R.5.Pa.c Recognize a personal feeling resulting from challenges, successes and failures in physical activity.
PE.2.R.5.4	Identify ways to successfully resolve conflicts with others.
	<b>Related Access Point(s)</b>
	PE.2.R.5.In.d Recognize ways to successfully resolve conflict with others
	PE.2.R.5.Su.d Recognize a way to successfully resolve conflicts with others
	PE.2.R.5.Pa.d Associate an emotion with cooperation and conflict.

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

BENCHMARK CODE	BENCHMARK
PE.2.R.6.1	Identify ways to use physical activity to express feeling.
	<b>Related Access Point(s)</b>
	PE.2.R.6.In.a Recognize ways to use physical activity, such as a creative dance, to express feeling.
	PE.2.R.6.Su.a Recognize a way to use physical activity, such as a creative dance, to express a selected feeling.
	PE.2.R.6.Pa.a Associate a feeling with a physical activity.
PE.2.R.6.2	Discuss the relationship between skill competence and enjoyment.
	<b>Related Access Point(s)</b>
	PE.2.R.6.In.b Identify the relationship between skill competence and enjoyment.
	PE.2.R.6.Su.b Recognize the relationship between doing something well and enjoyment.
	PE.2.R.6.Pa.b Associate activities that are done well with enjoyment.
PE.2.R.6.3	Identify ways to contribute as a member of a cooperative group.
	<b>Related Access Point(s)</b>
	PE.2.R.6.In.c Select ways to contribute as a member of a cooperative group.
	PE.2.R.6.Su.c Select a way to contribute as a member of a cooperative group.
	PE.2.R.6.Pa.c Work with others in a guided group activity.