

Florida Physical Education

Grade K

Adopted 2013

Movement Competency

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

1. Use a variety of locomotor skills to travel in personal and general space. PE.K.M.1.1
2. Strike objects using body parts forcefully. PE.K.M.1.2
3. Balance a lightweight object on a paddle/racket while moving. PE.K.M.1.3
4. Strike an object forcefully using a modified, long-handled implement of various sizes, weights and compositions. PE.K.M.1.4
5. Use two hands to bounce and catch a large playground ball. PE.K.M.1.5
6. Participate in a variety of introductory water skills. PE.K.M.1.6
7. Catch a variety of self-tossed objects. PE.K.M.1.7
8. Roll and throw a variety of objects using an underhand motion. PE.K.M.1.8
9. Throw a variety of objects forcefully using an overhand motion. PE.K.M.1.9
10. Perform a creative-movement sequence with a clear beginning balance, at least one movement and a clear ending shape. PE.K.M.1.10
11. Balance on a variety of body parts. PE.K.M.1.11
12. Perform a variety of rolling actions. PE.K.M.1.12
13. Move in a variety of ways in relation to others. PE.K.M.1.13

Access Point for Students with Significant Cognitive Disabilities

Independent

- a. Perform locomotor skills to travel in personal and general space. PE.K.M.1.IN.A
- b. Strike a stationary, modified object with a body part. PE.K.M.1.IN.B
- c. Balance a lightweight object on a paddle/racket. PE.K.M.1.IN.C
- d. Strike a modified object using a modified implement. PE.K.M.1.IN.D
- e. Release and catch a large playground ball. PE.K.M.1.IN.E
- f. Participate in a variety of modified, introductory water skills, such as water entry, put face in water and supported with feet off bottom. PE.K.M.1.IN.F
- g. Catch a variety of self-tossed, modified objects. PE.K.M.1.IN.G
- h. Roll and throw a variety of modified objects using an underhand motion. PE.K.M.1.IN.H
- i. Throw a variety of objects using an overhand motion. PE.K.M.1.IN.I
- j. Perform a creative movement sequence with use of one movement concept. PE.K.M.1.IN.J
- k. Balance on a body part. PE.K.M.1.IN.K
- l. Perform more than one rolling action. PE.K.M.1.IN.L

- m. Move in a variety of ways in relation to moving objects, such as chasing, fleeing and dodging. [PE.K.M.1.IN.M](#)

Supported

- a. Perform locomotor skills to travel in general space. [PE.K.M.1.SU.A](#)
- b. Swing and make contact with a modified object with a body part. [PE.K.M.1.SU.B](#)
- c. Balance a modified lightweight object on a paddle/racket. [PE.K.M.1.SU.C](#)
- d. Swing and make contact with a modified object using a modified implement. [PE.K.M.1.SU.D](#)
- e. Use two hands to trap a large playground ball. [PE.K.M.1.SU.E](#)
- f. Participate in a variety of selected, modified introductory water skills. [PE.K.M.1.SU.F](#)
- g. Use two hands to trap modified objects. [PE.K.M.1.SU.G](#)
- h. Roll and throw a variety of modified objects. [PE.K.M.1.SU.H](#)
- i. Throw a variety of modified objects. [PE.K.M.1.SU.I](#)
- j. Perform a creative movement sequence. [PE.K.M.1.SU.J](#)
- k. Balance on two points of contact. [PE.K.M.1.SU.K](#)
- l. Perform a log roll. [PE.K.M.1.SU.L](#)
- m. Imitate ways to move, such as chasing and fleeing. [PE.K.M.1.SU.M](#)

Participatory

- a. Perform guided locomotor skills. [PE.K.M.1.PA.A](#)
 - b. Swing at a stationary, modified object with a body part. [PE.K.M.1.PA.B](#)
 - c. Balance a modified lightweight object on a modified paddle/racket. [PE.K.M.1.PA.C](#)
 - d. Swing at a modified object using a modified implement. [PE.K.M.1.PA.D](#)
 - e. Hold and release modified objects with arms or hands. [PE.K.M.1.PA.E](#)
 - f. Participate in a variety of guided, modified introductory water skills. [PE.K.M.1.PA.F](#)
 - g. Hold modified objects with arms or hands. [PE.K.M.1.PA.G](#)
 - h. Roll modified objects. [PE.K.M.1.PA.H](#)
 - i. Swing arm and release modified objects from hand. [PE.K.M.1.PA.I](#)
 - j. Perform a guided movement. [PE.K.M.1.PA.J](#)
 - k. Balance body to remain stationary. [PE.K.M.1.PA.K](#)
 - l. Perform a partial log roll, such as rolling to one side or from front to back. [PE.K.M.1.PA.L](#)
 - m. Move from one place to another. [PE.K.M.1.PA.M](#)
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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. Recognize locomotor skills. [PE.K.C.2.1](#)
2. Recognize physical activities have safety rules and procedures. [PE.K.C.2.2](#)
3. Recognize technology can be utilized during physical activity. [PE.K.C.2.3](#)
4. Recognize there are deep and shallow areas of a pool, and identify the dangers of entering a body of water without supervision. [PE.K.C.2.4](#)
5. Recognize the concept of a dominant hand/foot for throwing/striking/kicking patterns. [PE.K.C.2.5](#)
6. Recite cues for a variety of movement patterns and skills. [PE.K.C.2.6](#)
7. Identify personal and general space. [PE.K.C.2.7](#)
8. Recognize movement concepts. [PE.K.C.2.8](#)

Access Point for Students with Significant Cognitive Disabilities

Independent

- a. Recognize more than two locomotor skills, such as walking, running, skipping, leaping, jumping and galloping. [PE.K.C.2.IN.A](#)
- b. Recognize that physical activities have safety rules. [PE.K.C.2.IN.B](#)
- c. Recognize technology used during physical activity. [PE.K.C.2.IN.C](#)
- d. Recognize the dangers of entering a body of water without supervision. [PE.K.C.2.IN.D](#)
- e. Associate a dominant hand and foot with throwing or striking. [PE.K.C.2.IN.E](#)
- f. Repeat cues for movement patterns or skills. [PE.K.C.2.IN.F](#)
- g. Recognize personal and general space. [PE.K.C.2.IN.G](#)
- h. Recognize a movement concept, such as direction, pathway or level. [PE.K.C.2.IN.H](#)

Supported

- a. Recognize more than one locomotor skill, such as walking, running, skipping, leaping, jumping and galloping. [PE.K.C.2.SU.A](#)
- b. Recognize that a physical activity has safety rules. [PE.K.C.2.SU.B](#)
- c. Recognize a technology used during physical activity. [PE.K.C.2.SU.C](#)
- d. Associate bodies of water with danger and the need for supervision. [PE.K.C.2.SU.D](#)
- e. Associate a dominant hand or foot with throwing or striking. [PE.K.C.2.SU.E](#)
- f. Repeat a cue for one movement pattern or skill. [PE.K.C.2.SU.F](#)
- g. Recognize location in general space. [PE.K.C.2.SU.G](#)
- h. Recognize a directional movement, such as up, down, over or under. [PE.K.C.2.SU.H](#)

Participatory

- a. Associate movement with a locomotor skill, such as walking, running, skipping, leaping, jumping or galloping. PE.K.C.2.PA.A
 - b. Recognize a safety rule. PE.K.C.2.PA.B
 - c. Associate a technology with a physical activity. PE.K.C.2.PA.C
 - d. Associate bodies of water with danger. PE.K.C.2.PA.D
 - e. Recognize a hand or foot. PE.K.C.2.PA.E
 - f. Associate a cue with a movement pattern or skill. PE.K.C.2.PA.F
 - g. Associate location with general space. PE.K.C.2.PA.G
 - h. Associate movement with a direction. PE.K.C.2.PA.H
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Lifetime Fitness

3 Participate regularly in physical activity.

1. Identify a moderate physical activity. [PE.K.L.3.1](#)
2. Identify a vigorous physical activity. [PE.K.L.3.2](#)
3. Identify opportunities for involvement in physical activities during the school day. [PE.K.L.3.3](#)
4. Identify opportunities for involvement in physical activities after the school day. [PE.K.L.3.4](#)
5. Describe physical-activity goal-setting. [PE.K.L.3.5](#)
6. Identify the benefits of participating in physical activity. [PE.K.L.3.6](#)
7. Verbally state the search used before crossing a roadway. [PE.K.L.3.7](#)

Access Point for Students with Significant Cognitive Disabilities

Independent

- a. Recognize a moderate physical activity. [PE.K.L.3.IN.A](#)
- b. Recognize a vigorous physical activity. [PE.K.L.3.IN.B](#)
- c. Recognize opportunities for involvement in physical activities during the school day. [PE.K.L.3.IN.C](#)
- d. Recognize opportunities for involvement in physical activities after the school day. [PE.K.L.3.IN.D](#)
- e. Identify a physical activity goal. [PE.K.L.3.IN.E](#)
- f. Recognize selected benefits of participating in physical activities. [PE.K.L.3.IN.F](#)
- g. Repeat the search used before crossing a road, such as look left, look right and look left again. [PE.K.L.3.IN.G](#)

Supported

- a. Recognize a moderate modified physical activity. [PE.K.L.3.SU.A](#)
- b. Recognize a physical activity. [PE.K.L.3.SU.B](#)
- c. Recognize opportunities for involvement in modified physical activities during the school day. [PE.K.L.3.SU.C](#)
- d. Recognize opportunities for involvement in modified physical activities after the school day. [PE.K.L.3.SU.D](#)
- e. Recognize a physical-activity goal. [PE.K.L.3.SU.E](#)
- f. Recognize that participating in a physical activity is good for you. [PE.K.L.3.SU.F](#)
- g. Repeat a model of the search with associated movements used before crossing a road, such as look left, look right and look left again. [PE.K.L.3.SU.G](#)

Participatory

- a. Recognize a modified physical activity. [PE.K.L.3.PA.A](#)

- b. Explore physical activities. **PE.K.L.3.PA.B**
- c. Associate selected modified physical activities with experiences during the school day. **PE.K.L.3.PA.C**
- d. Associate selected modified physical activities with experiences after the school day. **PE.K.L.3.PA.D**
- e. Associate a goal with completion of a selected physical activity. **PE.K.L.3.PA.E**
- f. Associate physical activity with feeling well. **PE.K.L.3.PA.F**
- g. Perform a search using guided movements before crossing a road, such as look left, look right and look left again. **PE.K.L.3.PA.G**

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

1. Identify the location of muscles that help the body perform specific physical activities. **PE.K.L.4.1**
2. Identify that the heart beats faster during more intense physical activity. **PE.K.L.4.2**
3. Identify activities that increase breathing and heart rate. **PE.K.L.4.3**
4. Identify a physiological sign of participating in physical activity. **PE.K.L.4.4**
5. Identify a benefit of flexibility. **PE.K.L.4.5**
6. Differentiate between healthy and unhealthy food choices. **PE.K.L.4.6**

Access Point for Students with Significant Cognitive Disabilities

Independent

- a. Recognize the location of muscles that help you move in physical activities. **PE.K.L.4.IN.A**
- b. Recognize a physiological sign of physical activity, such as increased heart rate and faster breathing. **PE.K.L.4.IN.B**
- c. Identify a variety of activities that increase breathing and heart rate. **PE.K.L.4.IN.C**
- d. Recognize a physiological sign of participating in physical activity, such as an increased heart rate and faster breathing. **PE.K.L.4.IN.D**
- e. Recognize a benefit of flexibility. **PE.K.L.4.IN.E**
- f. Identify healthy and unhealthy food choices. **PE.K.L.4.IN.F**

Supported

- a. Associate muscles with movement of the body in physical activities. **PE.K.L.4.SU.A**
- b. Associate physical activity with increased heart rate or breathing. **PE.K.L.4.SU.B**
- c. Identify selected activities that increase breathing and heart rate. **PE.K.L.4.SU.C**
- d. Associate physical activity with an increased heart rate or breathing. **PE.K.L.4.SU.D**
- e. Recognize a characteristic of flexibility. **PE.K.L.4.SU.E**
- f. Recognize healthy and unhealthy food choices. **PE.K.L.4.SU.F**

Participatory

- a. Associate movement with physical activity. **PE.K.L.4.PA.A**
- b. Associate physical activity with physical change. **PE.K.L.4.PA.B**
- c. Associate a physical activity with increased breathing and heart rate. **PE.K.L.4.PA.C**

- d. Associate physical activity with physical change. PE.K.L.4.PA.D
 - e. Associate flexibility with movement. PE.K.L.4.PA.E
 - f. Recognize a healthy food. PE.K.L.4.PA.F
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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 a partner during physical activity. PE.K.R.5.1
- 2. Use equipment safely and properly. PE.K.R.5.2
- 3. Identify ways to treat others with respect during physical activity. PE.K.R.5.3

Access Point for Students with Significant Cognitive Disabilities

Independent

- a. Identify sharing as a way to work with others. PE.K.R.5.IN.A
- b. Use equipment for its intended purpose. PE.K.R.5.IN.B
- c. Recognize ways to show respect for others during physical activity. PE.K.R.5.IN.C

Supported

- a. Recognize sharing as a way to work with others. PE.K.R.5.SU.A
- b. Use the appropriate equipment for a physical activity. PE.K.R.5.SU.B
- c. Recognize ways to show respect for others during selected physical activities. PE.K.R.5.SU.C

Participatory

- a. Associate sharing with working with others. PE.K.R.5.PA.A
- b. Associate the equipment with a physical activity. PE.K.R.5.PA.B
- c. Recognize ways to show respect when others are present. PE.K.R.5.PA.C

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

1. Identify physical activities that are enjoyable. [PE.K.R.6.1](#)
2. Identify a benefit of willingly trying new movements and motor skills. [PE.K.R.6.2](#)
3. Identify the benefits of continuing to participate when not successful on the first try. [PE.K.R.6.3](#)

Access Point for Students with Significant Cognitive Disabilities

Independent

- a. Recognize physical activities that are enjoyable. [PE.K.R.6.IN.A](#)
- b. Recognize a benefit of willingly trying new motor movements. [PE.K.R.6.IN.B](#)
- c. Recognize benefit of continuing to participate when not successful. [PE.K.R.6.IN.C](#)

Supported

- a. Recognize a physical activity that is enjoyable. [PE.K.R.6.SU.A](#)
- b. Recognize a benefit of willingly trying selected new motor movements. [PE.K.R.6.SU.B](#)
- c. Recognize benefit of trying when not successful. [PE.K.R.6.SU.C](#)

Participatory

- a. Associate physical activity with enjoyment. [PE.K.R.6.PA.A](#)
- b. Recognize motor movements. [PE.K.R.6.PA.B](#)
- c. Continue to attend when not successful. [PE.K.R.6.PA.C](#)