

Physical Education, Grade 2

(a) Introduction.

- (1) Physical education is the foundation of a well-balanced curriculum. "It is an academic subject with a planned and sequential K-12 curriculum based on the national standards for physical education. Physical education provides cognitive content and instruction designed to develop motor skills, knowledge, and behaviors for physical activity and physical fitness. Supporting schools to establish daily physical education can provide students with the ability and confidence to be physically active for a lifetime" (Centers for Disease Control and Prevention (CDC), CDC Healthy Schools, May 2019).
 - (A) Physical education is designed to develop motor skills, knowledge, and behaviors for active living, physical fitness, sportsmanship, self-efficacy, and emotional intelligence. Physical education addresses the three domains of learning: cognitive skills related to the knowledge of movement, affective skills related to feelings and attitudes about movement, and psychomotor skills related to the manual or physical skills in movement literacy (SHAPE America, 2014, p. 4).
 - (B) Physically literate students have the ability to develop a lifetime of wellness. Physical literacy can be described as the ability to move with competence and confidence, to acquire knowledge and understanding, and to value and take responsibility for engagement in a wide variety of physical activities in multiple environments that benefit the healthy development of the whole person (Mandigo, Francis, Lodewyk & Lopez, 2012, and Whitehead, 2016).
 - (C) Research shows physical education is important to the development of the whole child and increases a lifetime of wellness. The Association for Supervision and Curriculum Development and the National Academy of Medicine support the belief that physical education, taught at a developmentally appropriate level, improves physical fitness and skill development, supports and improves academic achievement, reinforces self-discipline and teacher goal setting, reduces stress and increases blood flow to the brain, strengthens peer relationships, and improves self-confidence and self-esteem.
- (2) The physical education standards are categorized into five strands that are of equal importance and value. The movement patterns and movement skills strand guides the physically literate student in the development of fundamental movement patterns, spatial and body awareness, and rhythmic activities. The performance strategies strand guides the physically literate student in utilizing strategies in fundamental components of games, activities, and outdoor and recreational pursuits. The health, physical activity, and fitness strand encompasses health-related fitness, environmental awareness, and safety practices that guide students to a health-enhancing, physically active lifestyle. The physically literate student demonstrates skills and mechanics used during physical activity and analyzes data used during fitness performance. The physically literate student recognizes the correlation between nutrition, hydration, and physical activity. The social and emotional health strand incorporates working with others, responding to class expectations, and applying self-management skills. The lifetime wellness strand engages students in physical activity for the purposes of self-expression, enjoyment, and challenge.

- (3) Quality physical education programs include a comprehensive curriculum, physical activity, safety policies, safe environments, qualified physical education specialists instructing the class, and student assessment and do not use physical activity as a form of punishment. Texas state law outlines state requirements that support these essential components. In accordance with state law, physical education curriculum and instruction must be sequential, developmentally appropriate, and designed to meet the needs of all students, including students with disabilities and of all physical ability levels. At least 50% of the physical education class must be used for actual student physical activity at a moderate or vigorous intensity level, which aligns with additional state requirements for a minimum number of minutes for moderate or vigorous physical activity in Kindergarten-Grade 8. Required student-to-teacher ratios of 45-to-1 ensure the proper supervision and safety of students in physical education classes, and school districts must identify how student safety will be maintained if that ratio is exceeded. State law also requires that school districts and charter schools annually assess the physical fitness of students in Grade 3 or higher who are enrolled in a physical education course.
- (4) Access to age-appropriate physical education equipment is essential to quality instruction. Basic, age-appropriate equipment for all students is imperative for the development of motor skills, manipulative skills, and eventually becoming a physically literate lifelong learner. Without basic, age-appropriate equipment, students will not have the necessary experiences to become physically literate, lifelong learners. All equipment should be age appropriate for the grade levels to be taught. The term "age appropriate" means that the equipment must include a variety of sizes, weights, and textures to provide differentiated experiences for various ages and ability levels of students. Basic equipment for quality instruction includes, but is not limited to, the following list: sports balls, including fleece balls, foam balls, tennis balls, beach balls, volleyballs, basketballs, soccer balls, footballs, baseballs, softballs, and unity balls; striking implements, including golf clubs, hockey sticks, baseball bats, pool noodles, tennis rackets, racquetball rackets, pickleball paddles, lollipop paddles, and ping pong paddles; goals for various sports, including soccer goals and basketball goals; nets and standards for a variety of sports, including volleyball, pickleball, badminton, and tennis; fitness-related equipment; other basic equipment, including scarves, bean bags, hula hoops, jump ropes, and scooters; classroom management equipment, including cones, mats, pinnies, poly spots, and ball inflators; and technology, including microphones, projectors, speakers, heart rate monitors, timers, and other technology appropriate for instruction.
- (5) In Kindergarten-Grade 5, students learn fundamental movement skills and cues; begin to understand that the body functions in relation to physical activity; develop body control; become aware of the health-related fitness components; begin applying strategies, rules, etiquette, and conflict resolution techniques in dynamic situations; and identify safety practices and protocols while being physically active. Students engage in activities that develop basic levels of strength, endurance, and flexibility. Activities are presented to complement a student's natural inclination to view physical activity as challenging and enjoyable.
- (6) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

(b) Knowledge and Skills Statements

(1) Movement patterns and movement skills--locomotor skills. The physically literate student demonstrates competency in fundamental movement patterns and developmentally appropriate skills. The student is expected to:

(A) practice and apply correct technique while hopping, galloping, running, sliding, and skipping;

Breakouts

- (i) practice correct technique while hopping
- (ii) practice correct technique while galloping
- (iii) practice correct technique while running
- (iv) practice correct technique while sliding
- (v) practice correct technique while skipping
- (vi) apply correct technique while hopping
- (vii) apply correct technique while galloping
- (viii) apply correct technique while running
- (ix) apply correct technique while sliding
- (x) apply correct technique while skipping

(B) demonstrate correct jumping and landing technique while consecutively jumping in place, forward and backward, side to side, half turns, and in tuck position;

Breakouts

- (i) demonstrate correct jumping technique while consecutively jumping in place
- (ii) demonstrate correct jumping technique while consecutively jumping forward and backward
- (iii) demonstrate correct jumping technique while consecutively jumping side to side
- (iv) demonstrate correct jumping technique while consecutively jumping half turns
- (v) demonstrate correct jumping technique while consecutively jumping in tuck position
- (vi) demonstrate correct landing technique while consecutively jumping in place
- (vii) demonstrate correct landing technique while consecutively jumping forward and backward
- (viii) demonstrate correct landing technique while consecutively jumping side to side
- (ix) demonstrate correct landing technique while consecutively jumping half turns
- (x) demonstrate correct landing technique while consecutively jumping in tuck position

(C) demonstrate basic balancing, cross lateralization, and sequencing of three skills with repetition; and

Breakouts

- (i) demonstrate basic balancing with repetition
 - (ii) demonstrate cross lateralization with repetition
 - (iii) demonstrate sequencing of three skills with repetition
- (D) spin and roll at different levels, speeds, and positions.

Breakouts

- (i) spin at different levels
- (ii) spin at different speeds
- (iii) spin at different positions
- (iv) roll at different levels
- (v) roll at different speeds
- (vi) roll at different positions

- (2) Movement patterns and movement skills--non-locomotor skills. The physically literate student demonstrates competency in fundamental movement patterns and developmentally appropriate skills. The student is expected to:

- (A) demonstrate maintaining balance standing on one foot while placing the free leg in a variety of different positions for eight seconds; and

Breakouts

- (i) demonstrate maintaining balance standing on one foot while placing the free leg in a variety of different positions for eight seconds
- (B) differentiate between bending, stretching, twisting, curling, pushing, pulling, and swaying.

Breakouts

- (i) differentiate between bending, stretching, twisting, curling, pushing, pulling, and swaying

- (3) Movement patterns and movement skills--manipulative skills. The physically literate student demonstrates competency in developmentally appropriate manipulative skills. The student is expected to:

- (A) demonstrate key elements in underhand throwing to a partner and overhand throwing to a target with opposite foot forward;

Breakouts

- (i) demonstrate key elements in underhand throwing to a partner with opposite foot forward
 - (ii) demonstrate key elements in overhand throwing to a target with opposite foot forward
- (B) demonstrate key elements when catching an accurately and softly thrown large ball without trapping against the body;

Breakouts

- (i) demonstrate key elements when catching an accurately thrown large ball without trapping against the body
 - (ii) demonstrate key elements when catching [a] softly thrown large ball without trapping against the body
- (C) demonstrate key elements of hand dribbling while walking;

Breakouts

- (i) demonstrate key elements of hand dribbling while walking
- (D) dribble a ball with control using both feet while walking;

Breakouts

- (i) dribble a ball with control using both feet while walking
- (E) kick a moving ball using a continuous running approach;

Breakouts

- (i) kick a moving ball using a continuous running approach
- (F) volley a lightweight object with consecutive hits to self or partner;

Breakouts

- (i) volley a lightweight object with consecutive hits to self or partner
- (G) strike a stationary object off the ground or an elevated surface with a hand or short- or long-handled implement consecutively;

Breakouts

- (i) strike a stationary object off the ground or an elevated surface with a hand or short- or long-handled implement consecutively
- (H) jump forward and backward with a self-turned rope; and

Breakouts

- (i) jump forward with a self-turned rope
 - (ii) jump backward with a self-turned rope
- (I) demonstrate turning and jumping a long rope.

Breakouts

- (i) demonstrate turning a long rope
- (ii) demonstrate jumping a long rope

- (4) Movement patterns and movement skills--spatial and body awareness. The physically literate student demonstrates competency in spatial and body awareness, including pathways, shapes, levels, speed, direction, and force. The student is expected to:

- (A) demonstrate locomotor, non-locomotor, and manipulative skills safely in personal and general space;

Breakouts

- (i) demonstrate locomotor skills safely in personal space
 - (ii) demonstrate non-locomotor skills safely in personal space
 - (iii) demonstrate manipulative skills safely in personal space
 - (iv) demonstrate locomotor skills safely in general space
 - (v) demonstrate non-locomotor skills safely in general space
 - (vi) demonstrate manipulative skills safely in general space
- (B) combine pathways, shapes, and levels into simple sequences; and

Breakouts

- (i) combine pathways, shapes, and levels into simple sequences
- (C) combine speed and direction as directed by the teacher.

Breakouts

- (i) combine speed and direction as directed by the teacher

- (5) Movement patterns and movement skills--rhythmic activities. The physically literate student demonstrates competency in rhythmic activities and rhythmic combinations. The student is expected to demonstrate simple rhythmic sequences using various locomotor and coordination skills in eight counts.

- (A) demonstrate simple rhythmic sequences using various locomotor and coordination skills in eight counts.

Breakouts

- (i) demonstrate simple rhythmic sequences using various locomotor skills in eight counts
- (ii) demonstrate simple rhythmic sequences using various coordination skills in eight counts

- (6) Performance strategies--games and activities. The physically literate student demonstrates competency in performance strategies in invasion, target, net or wall, fielding, striking, and cooperative games. The student is expected to:

- (A) apply the skills of chasing, fleeing, and dodging to avoid or catch others during a variety of games at low, middle, and high levels with appropriate speed and direction;

Breakouts

- (i) apply the [skill] of chasing to avoid or catch others during a variety of games at low levels with appropriate speed
- (ii) apply the [skill] of fleeing to avoid or catch others during a variety of games at low levels with appropriate speed
- (iii) apply the [skill] of dodging to avoid or catch others during a variety of games at low levels with appropriate speed

- (iv) apply the [skill] of chasing to avoid or catch others during a variety of games at middle levels with appropriate speed
- (v) apply the [skill] of fleeing to avoid or catch others during a variety of games at middle levels with appropriate speed
- (vi) apply the [skill] of dodging to avoid or catch others during a variety of games at middle levels with appropriate speed
- (vii) apply the [skill] of chasing to avoid or catch others during a variety of games at high levels with appropriate speed
- (viii) apply the [skill] of fleeing to avoid or catch others during a variety of games at high levels with appropriate speed
- (ix) apply the [skill] of dodging to avoid or catch others during a variety of games at high levels with appropriate speed
- (x) apply the [skill] of chasing to avoid or catch others during a variety of games at low levels with appropriate direction
- (xi) apply the [skill] of fleeing to avoid or catch others during a variety of games at low levels with appropriate direction
- (xii) apply the [skill] of dodging to avoid or catch others during a variety of games at low levels with appropriate direction
- (xiii) apply the [skill] of chasing to avoid or catch others during a variety of games at middle levels with appropriate direction
- (xiv) apply the [skill] of fleeing to avoid or catch others during a variety of games at middle levels with appropriate direction
- (xv) apply the [skill] of dodging to avoid or catch others during a variety of games at middle levels with appropriate direction
- (xvi) apply the [skill] of chasing to avoid or catch others during a variety of games at high levels with appropriate direction
- (xvii) apply the [skill] of fleeing to avoid or catch others during a variety of games at high levels with appropriate direction
- (xviii) apply the [skill] of dodging to avoid or catch others during a variety of games at high levels with appropriate direction

(B) participate in appropriate drills and activities to enhance the learning of specific motor development skills; and

Breakouts

- (i) participate in appropriate drills to enhance the learning of specific motor development skills
 - (ii) participate in appropriate activities to enhance the learning of specific motor development skills
- (C) demonstrate safe practices by using equipment appropriately and respecting personal space with minimal teacher guidance.

Breakouts

- (i) demonstrate safe practices by using equipment appropriately with minimal teacher guidance
- (ii) demonstrate safe practices by respecting personal space with minimal teacher guidance

(7) Performance strategies--outdoor and recreational pursuits. The physically literate student demonstrates competency in outdoor and recreational pursuits. The student is expected to describe outdoor recreation, health, and fitness activities in school and the community.

- (A) describe outdoor recreation and health and fitness activities in school and the community.

Breakouts

- (i) describe outdoor recreation activities in school
- (ii) describe health and fitness activities in school
- (iii) describe outdoor recreation activities in the community
- (iv) describe health and fitness activities in the community

(8) Health, physical activity, and fitness--fitness principles. The physically literate student demonstrates and recognizes a health-enhancing, physically active lifestyle. The student is expected to:

- (A) list the benefits of regular physical activity on the heart and lungs;

Breakouts

- (i) list the benefits of regular physical activity on the heart
- (ii) list the benefits of regular physical activity on the lungs

- (B) define frequency and endurance as it relates to physical activities; and

Breakouts

- (i) define frequency as it relates to physical activities
- (ii) define endurance as it relates to physical activities

- (C) demonstrate correct technique of exercises that promote health-related fitness.

Breakouts

- (i) demonstrate correct technique of exercises that promote health-related fitness

(9) Health, physical activity, and fitness--analyze data. The physically literate student demonstrates competency in the ability to analyze data used during fitness performance. The student is expected to:

- (A) develop health-and skill-related goals with teacher guidance; and

Breakouts

- (i) develop health-related goals with teacher guidance

- (ii) develop skill-related goals with teacher guidance

- (B) identify how to measure improvement and track progress in physical skills with a measuring tool.

Breakouts

- (i) identify how to measure improvement in physical skills with a measuring tool

- (ii) identify how to track progress in physical skills with a measuring tool

(10) Health, physical activity, and fitness--nutrition and hydration. The physically literate student recognizes the correlation between nutrition, hydration, and physical activity. The student is expected to:

- (A) identify the types of food that produce energy to enhance physical activity; and

Breakouts

- (i) identify the types of food that produce energy to enhance physical activity

- (B) explain the need for proper hydration to enhance physical activity.

Breakouts

- (i) explain the need for proper hydration to enhance physical activity

(11) Health, physical activity, and fitness--environmental awareness and safety practices. The physically literate student demonstrates competency in environmental awareness and understands safety practices. The student is expected to:

- (A) explain how proper attire and safety equipment promote safe participation and prevent injury in a variety of physical activities; and

Breakouts

- (i) explain how proper attire promote[s] safe participation in a variety of physical activities

- (ii) explain how proper safety equipment promote[s] safe participation in a variety of physical activities

- (iii) explain how proper attire prevent[s] injury in a variety of physical activities

- (iv) explain how proper safety equipment prevent[s] injury in a variety of physical activities

- (B) identify and explain safety precautions, including pedestrian, water, sun, cycling, and skating safety.

Breakouts

- (i) identify safety precautions, including pedestrian safety

- (ii) identify safety precautions, including water safety

- (iii) identify safety precautions, including sun safety

- (iv) identify safety precautions, including cycling safety

- (v) identify safety precautions, including skating safety

- (vi) explain safety precautions, including pedestrian safety
- (vii) explain safety precautions, including water safety
- (viii) explain safety precautions, including sun safety
- (ix) explain safety precautions, including cycling safety
- (x) explain safety precautions, including skating safety

(12) Social and emotional health--personal responsibility and self-management. The physically literate student demonstrates competency in personal responsibility. The student is expected to:

- (A) differentiate between the positive and negative consequences of personal actions;

Breakouts

- (i) differentiate between the positive and negative consequences of personal actions

- (B) explain and demonstrate respect for differences and similarities in abilities of self and others; and

Breakouts

- (i) explain respect for differences in abilities of self and others
- (ii) explain respect for similarities in abilities of self and others
- (iii) demonstrate respect for differences in abilities of self and others
- (iv) demonstrate respect for similarities in abilities of self and others

- (C) identify self-management skills to control personal impulses and emotions.

Breakouts

- (i) identify self-management skills to control personal impulses
- (ii) identify self-management skills to control personal emotion

(13) Social and emotional health--resolving conflict and social interaction. The physically literate student demonstrates competency in resolving conflict and social interaction. The student is expected to:

- (A) identify the causes of problems and propose solutions with teacher guidance; and

Breakouts

- (i) identify the causes of problems with teacher guidance
- (ii) propose solutions [to problems] with teacher guidance

- (B) communicate feelings and thoughts appropriately without cue.

Breakouts

- (i) communicate feelings appropriately without cue
- (ii) communicate thoughts appropriately without cue

(14) Social and emotional health--perseverance. The physically literate student perseveres while addressing challenges. The student is expected to explain how practicing challenging physical activities can build confidence and minimize frustration when learning skills.

(A) explain how practicing challenging physical activities can build confidence and minimize frustration when learning skills.

Breakouts

(i) explain how practicing challenging physical activities can build confidence when learning skills

(ii) explain how practicing challenging physical activities can minimize frustration when learning skills

(15) Social and emotional health--accepting and providing constructive feedback. The physically literate student accepts and provides constructive feedback. The student is expected to listen respectfully and respond appropriately to specific corrective feedback with teacher guidance.

(A) listen respectfully and respond appropriately to specific corrective feedback with teacher guidance.

Breakouts

(i) listen respectfully to specific corrective feedback with teacher guidance

(ii) respond appropriately to specific corrective feedback with teacher guidance

(16) Lifetime wellness--application of lifetime wellness. The physically literate student identifies the value of lifetime wellness. The student is expected to:

(A) participate in moderate to vigorous physical activity on a regular basis; and

Breakouts

(i) participate in moderate to vigorous physical activity on a regular basis

(B) identify and select physical activities for personal enjoyment.

Breakouts

(i) identify physical activities for personal enjoyment

(ii) select physical activities for personal enjoyment