

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, inclu9.6 (p)10.2 (m)-9.4u- TD[7.04(io)-6d (a)5(e)4-.9 (h(,)90)h (io)-6d tlua(yin 06 Tw0)h (io)-6d[ra.64 Tc 0 (,.9

(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 cro

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 w2.7 (g)lpan mnsrt nle a ball wt w2.76r (s)]T(v)-8.5 (i)-3.3 (n)-0.8 (g b)-0.

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 sca.7 (3. (s)-4.(s)1.7 22 BD(s)1.7s001 Tc 0 T26 Tw 3.261 0 p)5663rh2.3 (I

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)

- (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

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- (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.