



2nd Grade Physical Education Scope & Sequence

| Grading Period | Focus TEKS (R) Readiness (S) Supporting | Learning Targets |
|--|---|--|
| Throughout the School Year (Movement, Health, Fitness, SEL) | 2.1 A,B,D,F 2.2 A,B 2.3 A,B,C,D 2.4 F 2.5 A,B 2.6 A,B 2.7 A,B | <ul style="list-style-type: none"> ● Travel in a large group safely, while changing speed and direction. ● Demonstrate chasing, fleeing and dodging skills. ● Demonstrate mature form in walking, hopping and skipping. ● Demonstrate a variety of relationship in dynamic movement situations as under, over, behind, next, through, right, left, up or down. ● Recognize that the feeling of movement is important in motor skill development. ● Identify similar movement concepts / terms in a variety of skills; Such as straddle position, ready position and bending knees to absorb force. ● Discuss physical activities for enjoyment and challenge. ● Participate in vigorous activity daily - increase heart rate, breathing rate and perspiration. ● Participate in exercises for flexibility in shoulders, legs and trunk. ● Lift and support own body weight. ● Describe the need for rest and sleep in caring for the body. ● Use equipment and space safely and properly. ● Use appropriate protective equipment in preventing injuries: helmets, elbow/knee pads, wrist guards, proper shoes and clothing. ● Identify goals and strategies for simple games, such as dodging, avoid tags, etc. ● Treat others with respect during play. ● Display good sportsmanship. |

| | | |
|-----------------------------|-----------------|--|
| Safety | 2.5 A,B,C,D,E,F | <ul style="list-style-type: none"> • Use equipment and space safely and properly. • Use appropriate protective equipment in preventing injuries: helmets, elbow/knee pads, wrist guards, proper shoes and clothing. • Sun effects and sun protective measures - sunscreen, hat and long sleeves. • Discuss water safety rules. • Discuss safe cycling and road practices. • Discuss emergency situations common to physical activity including universal safety precautions, calling 911, etc. |
| Body Awareness | 2.1J 2.2 A,B | <ul style="list-style-type: none"> • Mirror a partner • Recognize the feeling of movement is important in motor skill development • Identify similar movement concepts / terms in a variety of skills; such as straddle position, ready position and bending knees to absorb force. |
| Locomotor Skills | 2.1 D | <ul style="list-style-type: none"> • Demonstrate mature form in walking, hopping and skipping. |
| Tossing and Catching | | |
| Striking | 2.1 N | <ul style="list-style-type: none"> • Cues for hand dribble, foot dribble, kick, strike (balloons or ball with hand) |

| | | |
|---|-----------------|--|
| Ball Handling | 2.1 N | <ul style="list-style-type: none"> • Cues for hand dribble, foot dribble, kick, strike (balloons or ball with hand) |
| Jump Rope | 2.1 M | <ul style="list-style-type: none"> • Individual jump ropes. |
| Gymnastics | 2.1 E, F ,G,H,I | <ul style="list-style-type: none"> • Demonstrate symmetrical and nonsymmetrical basis of support for balance. • Demonstrate a variety of relationship in dynamic movement situations as under, over, behind, next, through, right, left, up or down. • Simple and personal agility stunts, i.e. jumping 1 and 2 foot takeoffs, landing with good control. • Smooth transition from 1 body part to another, for example - log rolls. • Controlled weight transfers, for example - feet to hands. |
| Cooperative games / Recreational games | 2.7 A, B | <ul style="list-style-type: none"> • display good sportsmanship; • Treat others with respect during play. |
| Rhythm | 2.1 K,L | <ul style="list-style-type: none"> • Walk to a 4/4 beat • Rhythmical sequence, for example-folk, creative and ribbon routines. |