Second Grade Physical Education Overview
2026-2027

This document is designed to provide parents/guardians/community an overview of the curriculum taught in the FBISD classroom. This document supports families in understanding the learning goals for the course and how students will demonstrate what they know and are able to do. The overview offers suggestions or possibilities to reinforce learning at home.

Included at the end of this document, you will find:

- A glossary of curriculum components
- The content area instructional model
- Parent resources for this content area
- Link to PE TEKS

To advance to a particular grading period, click on the link below.

- Grading Period 1
- Grading Period 2
- Grading Period 3
- Grading Period 4

Physical Education Process Standards: Physical education does not have process standards, but we do have TEKS that run across subject areas. The student uses these standards to acquire and demonstrate physical education understanding. The student is expected to:

- 2.1 Movement patterns and movement skills--locomotor skills. The physically literate student demonstrates competency in fundamental movement patterns and developmentally appropriate skills.
- 2.4 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.
- 2.8 Health, physical activity, and fitness--fitness principles. The physically literate student demonstrates and recognizes a health-enhancing, physically active lifestyle.
- 2.11 Health, physical activity, and fitness--environmental awareness and safety practices. The physically literate student demonstrates competency in environmental awareness and understands safety practices.
- 2.12 Social and emotional health--personal responsibility and self-management. The physically literate student demonstrates competency in personal responsibility.
- 2.16 Lifetime wellness--application of lifetime wellness. The physically literate student identifies the value of lifetime wellness.

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Physical Education

Grading Period 1

Unit 1: Gym Procedures & Spatial Awareness

Estimated Date Range: 8/11/26 - 8/28/26

Overview: Students will be introduced to physical education class rules, procedures, and safety practices. Following rules, procedures, and safe practices leads to safety, efficiency, and fairness. Students will engage in physical activities that will teach student to identify and follow rules. Students will be taught safety practices and participate in mock safety drills. Students begin to develop a vocabulary for movement and apply concepts dealing with space and body awareness. Students will learn how to move in a group without falling or bumping into others. As student move, they will start to understand the concept of speed and different body movement patterns such as right/left and up/down.

Big Ideas:

- Rules are established to prevent chaos and encourage uniformity. Rules make things efficient and fair.
- Procedures outline and describe the process in which actions should be performed. Procedures are made and implanted to keep students safe.
- Safety practices are procedures put in place to keep people safe.
- While traveling in big groups, student will learn to be aware of their surrounding so that they do not bump into others or fall down. Bumping into others or falling can cause injury to yourself or others.
- Students will learn to change the speed and direction that they are traveling so that they do not injure themselves or others.
- Students must learn to maintain balance while bearing weight on body parts so that they have control of their bodies. Being able to maintain balance of your body parts prevents everyday injuries.
- Learners begin to learn cause and effect. These movement patterns reinforce decisions made in developing and understanding movement patterns.
- Working cooperatively in physical education class is important because it helps us develop the appropriate social skills needed to effectively interact with others in cooperative settings.

Essential Questions

- Why do rules exist?
- Why do we have procedures?
- How are safety practices and procedures similar?
- Why do you want to travel without falling or bumping into others?
- Why is it important to know the difference between slow and fast?
- Why do students need to be able to maintain balance while bearing weight on body parts?
- Why do we want learners to be able to move in multiple directions?
- How do we interact with others in physical education class?

At Home Connections

- Ask your child to tell you about the rules in PE class.
- Ask your child to demonstrate moving in a space without bumping into objects.
- Ask your child to stop and start on a signal

Concepts within Unit #1	Success Criteria for this Unit
Concept #1: Rules, Procedures & Safety Practices 2.11, 2.12, 2.13, 2.6B, 2.6C, 2.11A, 2.11B, 2.12C	I will describe and follow physical education class rules. I will follow directions and use all equipment correctly so no one, including myself, gets hurt.
Concept #2: Spatial Awareness 2.2, 2.4, 2.2A, 2.2B, 2.2C, 2.4A, 2.4B, 2.4C, 2.6B	I will move in a space without bumping into others. I will stay in bounds when playing games.
Concept #3: Social Development 2.12, 2.13, 2.14, 2.15, 2.12A, 2.12B, 2.12C, 2.13A, 2.13B	I will take turns. I will do my best to listen to feedback from the teacher and my peers. I will treat all members of my class with respect. I will keep trying even when a task is difficult.

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Physical Education

Unit 2: Locomotor Skills

Estimated Date Range: 8/31/26 - 10/2/26

Unit Overview: Students begin to develop vocabulary for locomotor skills and apply concepts related to traveling from one place to another. Students will learn how to move in a group while performing various locomotor skills. As the students move, they will start to understand the foot patterns related to each of the following locomotor skills: walk, run, jump, hop, gallop, skip, side-slide, and leap. Students will be introduced to the terms chasing, fleeing, and dodging. Students will participate in physical activity games that teach and reinforce chasing, fleeing, and dodging skills.

Big Ideas:

- Locomotor movements are used to move the body from one location in space to another as well as upwards in space. The ability to successfully perform locomotor movements will allow for application in future physical activities.
- Locomotor movements engage the large muscles which allows for the development of gross motor coordination.
- Chasing, fleeing, and dodging are used to move the body quickly towards, away from or change direction of the line of movement in relation to an object or person.
- The ability to successfully perform chasing, fleeing, and dodging will allow for application in future physical activities.
- Working cooperatively in physical education class is important because it helps us develop the appropriate social skills needed to effectively interact with others in cooperative settings.

Essential Questions

Why is it important to be able to perform locomotor movements?

- How does performing locomotor movements enhance motor development?
- Why do students need to learn how to chase, flee, and dodge?
- How does chasing, fleeing, and dodging enhance playtime?
- How do we interact with others in physical education class?
- How do we interact with others in physical education class?

At Home Connections

- Ask your child to demonstrate the locomotor movements one at a time.
- Ask your child when they might need to use the different skills.
- Ask your child about fleeing, chasing, and dodging.

Concepts within Unit #2	Success Criteria for this Unit
Concept #1: Development of Locomotor Skills 2.1, 2.1A, 2.1B, 2.1C, 2.1D, 2.6B	I will demonstrate how to run with correct form. I will demonstrate how to hop with correct form. I will demonstrate the mature form of walking correctly.
Concept #2: Chasing, Fleeing, and Dodging 2.4, 2.4A, 2.4B, 2.4C, 2.6A, 2.6B	I will perform skill of chasing, fleeing, and dodging correctly so that I do not bump into other students during "X"
Concept #3: Social Development 2.12, 2.13, 2.14, 2.15, 2.12A, 2.12B, 2.12C, 2.13A, 2.13B	I will take turns. I will do my best to listen to feedback from the teacher and my peers. I will treat all members of my class with respect. I will keep trying even when a task is difficult.

Grading Period 2

Unit 3: Fitness Activities

Estimated Date Range: 10/5/26 -10/30/26

Unit Overview: In this unit, student will be introduced to basic fitness terms and learn the benefits of living an active lifestyle. Students are introduced to the three elements of fitness Students and how fitness can improve their social skills, fitness levels and motor skills through participation in physical activity. Students will participate in enjoyable activities that will promote participation in physically active life.

Big Ideas:

- Moderate to vigorous physical activity refers to the intensity of a person's workout. A moderate intensity workout is described as a person being able to talk, but not sing due to the intensity of their workout. A vigorous intensity is described as person's workout intensity being so hard, that you are unable to have a verbal conversation with peers.
- Participating in regular moderate to vigorous physical activity increase your heart rate and moves oxygen through your body. Some health benefits are losing weight, maintaining weight, reduced risk of cardiovascular disease, reduced risk for diabetes and stronger muscles and bones.
- It is recommended that a person participate in at least 75-150 minutes a week of moderate to vigorous physical activity each week.
- Setting personal fitness goals motivates students to work hard to get to a desired fitness level. Goals are a reminder of what you are working hard to achieve.
- Working cooperatively in physical education class is important because it helps us develop the appropriate social skills needed to effectively interact with others in cooperative settings.

Essential Questions

- How do I know I am participating in moderate to vigorous physical activity?
- Why should students participate in moderate to vigorous physical activity?
- How much moderate to vigorous physical activity should a person include into their life?
- Why do we set personal fitness goals?
- How do we interact with others in physical education class?

At Home Connections

- Ask your child for an example of a vigorous activity.
- Ask your child to participate in a vigorous activity such as jogging, jumping or dancing.
- Ask your child to demonstrate some stretches using proper form.

Concepts within Unit #3	Success Criteria for this Unit
Concept #1: Fitness Activities 2.7, 2.8, 2.9, 2.10, 2.11, 2.8A, 2.8B, 2.8C, 2.9A, 2.9B, 2.10A, 2.10B, 2.11B	I will describe moderate to vigorous physical activities. I will demonstrate daily stretches correctly. I will demonstrate fitness activities correctly.
Concept #2: Social Development 2.12, 2.13, 2.14, 2.15, 2.12A, 2.12B, 2.12C, 2.13A, 2.13B	I will take turns. I will do my best to listen to feedback from the teacher and my peers. I will treat all members of my class with respect. I will keep trying even when a task is difficult.

Unit 4: Throwing and Catching

Estimated Date Range: 11/2/26 – 12/18/26

Unit Overview: In this unit, students will be introduced to the terms throw and catch. Students will learn how to properly throw and catch. Students will participate in physical activity games that teach and reinforce throwing and catching skills.

Big Ideas:

- Throwing and catching engage the large muscles which allows for the development of gross motor coordination.
- Throwing and catching enhances the development of muscular strength and endurance.
- The ability to successfully perform throwing and catching will allow for application in future physical activities.
- Working cooperatively in physical education class is important because it helps us develop the appropriate social skills needed to effectively interact with others in cooperative settings.

Essential Questions

- Why do students need to learn how to throw and catch?
- How does throwing and catching improve physical performance?
- How do we interact with others in physical education class?

At Home Connections

- Ask your child to throw a ball to you using correct form.
- Ask your child to catch a ball with correct form.
- Ask your child to demonstrate throwing and catching a ball before it bounces twice.

Concepts within Unit #4	Success Criteria for this Unit
Concept #1: Throwing and Catching 2.3, 2.6, 2.3A, 2.3B, 2.6B	I will demonstrate throwing to a target with correct form. I will demonstrate catching with correct form. I will demonstrate tossing and catching a ball before it bounces twice.
Concept #2: Social Development 2.12, 2.13, 2.14, 2.15, 2.12A, 2.12B, 2.12C, 2.13A, 2.13B	I will take turns. I will do my best to listen to feedback from the teacher and my peers. I will treat all members of my class with respect. I will keep trying even when a task is difficult.

Grading Period 3

Unit 5: Striking and Volleying

Estimated Date Range: 1/6/27 – 1/29/27

Unit Overview: In this unit, students will be introduced to the terms striking and volleying. Students demonstrate the proper way to strike and volley different objects. Students will participate in physical activity games that teach and reinforce striking and volleying.

Big Ideas:

- Striking and volleying engage the large muscles, which allows for the development of gross motor coordination.
- Striking and volleying enhances the development of muscular strength and endurance.
- Striking and volleying improves your hand-eye coordination.
- The ability to successfully strike and volley and object will allow for application in future physical activities.
- Working cooperatively in physical education class is important because it helps us develop the appropriate social skills needed to effectively interact with others in cooperative settings.

Essential Questions:

- Why do students need to learn how to strike and volley an object?
- How does striking and volleying improve physical performance?
- How do we interact with others in physical education class?

At Home Connections

- Ask your child to kick a ball with correct form.
- Ask your child to bat a ball off a tee.
- Ask your child to volley a balloon in the air.

Concepts within Unit #5	Success Criteria for this Unit
Concept #1: Striking and Volleying 2.3, 2.6, 2.3E, 2.3F, 2.3G, 2.6B	I will bat a ball off a tee with correct form. I will kick a soccer ball with correct form. I will volley a balloon in the air with partner without letting it hit the floor in 30 seconds.
Concept #2: Social Development 2.12, 2.13, 2.14, 2.15, 2.12A, 2.12B, 2.12C, 2.13A, 2.13B	I will take turns. I will do my best to listen to feedback from the teacher and my peers. I will treat all members of my class with respect. I will keep trying even when a task is difficult.

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Unit 6: Educational Dance and Gymnastics

Estimated Date Range: 2/1/27 – 2/19/27

Unit Overview: In this unit, students will be introduced to activities that develop muscular strength and endurance. Students will use the gym procedures, spatial awareness skills and locomotor skills acquired in previous units to learn how to safely demonstrate basic dance and gymnastic movements in a variety of relationships. The students with participate in moderate to vigorous physical activity lessons.

Big Ideas:

- Developing muscular strength and endurance allows for successful participation in a variety of lifetime activities.
- Engaging in physical activities at a MVPA level improves cardiorespiratory endurance.
- Demonstrating a variety of relationships in dynamic situations allows for successful participation in physical activities outside of the physical education setting.
- Working cooperatively in a physical education class is important because it helps us develop the appropriate social skills needed to effectively interact with others in a cooperative settings.

Essential Questions

- Why is it important to develop muscular strength and endurance?
- How does participating in moderate to vigorous physical activities improve health-related fitness?
- Why is it important to demonstrate a variety of relationships in dynamic movement situations such as dance and gymnastics?
- How do we interact with others in a physical education class?

At Home Connections

- Ask your child to tell you about the benefits of a physical activity such as dance.
- Ask your child to move in a space in a way that they enjoy.
- Ask your child to do a forward roll, a cartwheel or tripod.

Concepts within Unit #6	Success Criteria for this Unit
Concept #1: Educational Dance 2.5, 2.1A, 2.1B, 2.1C, 2.1D, 2.2A, 2.2B, 2.4A, 2.4B, 2.4C	I will demonstrate balancing with correct form. I will demonstrate hanging with correct form. I will demonstrate how to roll right and roll left.
Concept #2: Gymnastics 2.5, 2.1A, 2.1B, 2.1C, 2.1D, 2.2A, 2.2B, 2.4A, 2.4B, 2.4C	I will demonstrate a forward roll with correct form. I will demonstrate a tripod with correct form. I will demonstrate reverse wall handstand with correct form. I will demonstrate a cartwheel with correct form.
Concept #3: Social Development 2.12, 2.13, 2.14, 2.15, 2.12A, 2.12B, 2.12C, 2.13A, 2.13B	I will take turns. I will do my best to listen to feedback from the teacher and my peers. I will treat all members of my class with respect. I will keep trying even when a task is difficult.

Unit 7: Jumping and Landing

Estimated Date Range: 2/22/27 – 3/19/27

Unit Overview: In this unit, students will be introduced to the terms jumping and landing. Students will learn how to properly jump and land. Students will participate in physical activity games that teach and reinforce jumping and landing skills.

Big Ideas:

- Jumping and landing engage the large muscles which allows for the development of gross motor coordination.
- Jumping and landing enhances the development of muscular strength and endurance.
- The ability to successfully perform jumping and landing will allow for application in future physical activities.
- Working cooperatively in physical education class is important because it helps us develop the appropriate social skills needed to effectively interact with others in cooperative settings.

Essential Questions

- Why do students need to learn how to jump and land?
- How does jumping and landing improve physical performance?
- How do we interact with others in physical education class?

At Home Connections

- Ask your child to demonstrate jumping and landing.
- Ask your child to jump in place repeatedly.
- Ask your child to jump moving forward.

Concepts within Unit #7	Success Criteria for this Unit
Concept #1: Jumping and landing 2.1, 2.3, 2.1A, 2.1B2.3H, 2.3I	I will demonstrate jumping with correct form. I will demonstrate landing on both feet with correct form.
Concept #2: Social Development 2.12, 2.13, 2.14, 2.15, 2.12A, 2.12B, 2.12C, 2.13A, 2.13B	I will take turns. I will do my best to listen to feedback from the teacher and my peers. I will treat all members of my class with respect. I will keep trying even when a task is difficult.

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Grading Period 4

Unit 8: Dribbling and Passing

Estimated Date Range: 3/22/27 – 4/16 /27

Unit Overview: In this unit, students will be introduced to the terms dribbling and passing. Students will participate in physical activity games that teach and reinforce dribbling and passing skills.

Big Ideas:

- Dribbling is used to keep possession of an object while traveling in personal or general space.
- Passing is used to send an object to an intended target.
- The ability to successfully dribble and pass with control will allow for application in future physical activities.
- Working cooperatively in physical education class is important because it helps us develop the appropriate social skills needed to effectively interact with others in cooperative settings.

Essential Questions

- Why do students need to learn how to dribble and pass?
- How does dribbling and passing enhance playtime?
- How do we interact with others in physical education class?

At Home Connections

- Ask your child to dribble a soccer ball.
- Ask your child to dribble a basketball.
- Ask your child to pass a ball.
- Ask your child to dribble a ball while walking.

Concepts within Unit #9	Success Criteria for this Unit
Concept #1: Dribbling and Passing 2.3, 2.6, 2.3B, 2.3C, 2.3D, 2.6B	I will dribble a soccer ball with correct form. I will dribble a basketball with correct form. I will pass a variety of balls with correct form. I will dribble under control while walking (Slow speed).
Concept #2: Social Development 2.12, 2.13, 2.14, 2.15, 2.12A, 2.12B, 2.12C, 2.13A, 2.13B	I will take turns. I will do my best to listen to feedback from the teacher and my peers. I will treat all members of my class with respect. I will keep trying even when a task is difficult.

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Unit 9: Cooperative and Recreational Games

Estimated Date Range: 4/19/27-5/27/27

Unit Overview: In this unit, students will participate in cooperative/recreational games that teach and reinforce cooperation with others. The student is expected to work in a group setting in cooperation with others. The student knows the benefits from being involved in daily physical activity and factors that affect physical performance.

Big Ideas:

- Engaging in a variety of cooperative and recreational games that allow for the participation in physical activities outside of the physical education setting to improve fitness.
- Selecting activities based on enjoyment allows for continued success and participating throughout the lifetime.
- Working cooperatively in physical education class is important because it helps us develop the appropriate social skills needed to effectively interact with others in cooperative settings.

Essential Questions

- Why should I participate in recreational games throughout my lifetime?
- Why is it important to select activities that I enjoy?
  How do we interact with others in physical education class?

At Home Connections

- Ask your child for an example of a vigorous activity.
- Ask your child to participate in a vigorous activity such as jogging, jumping or dancing.
- Ask your child to demonstrate some stretches using proper form.

Concepts within Unit #10	Success Criteria for this Unit
Concept #1: Cooperative and Recreational Games 2.1, 2.2, 2.3, 2.4, 2.6, 2.7, 2.1A, 2.1B, 2.1C, 2.1D, 2.2A, 2.2B, 2.3B, 2.3C, 2.3E, 2.3F, 2.3E, 2.3G, 2.3H, 2.3I, 2.4A, 2.4B, 2.4C, 2.6A, 2.6B	I will describe how teammates should treat each other. I will encourage my teammates with positive words and high-fives. I will include everyone on my team into the game, by making sure everyone has an equal number of turns. I will be a good winner and not rub it in the other team's face when I win. I will be a good loser when I lose and not pout or cry. I will shake the winner's hand if I lose and tell them good game.
Concept #2: Social Development 2.12, 2.13, 2.14, 2.15, 2.12A, 2.12B, 2.12C, 2.13A, 2.13B	I will take turns. I will do my best to listen to feedback from the teacher and my peers. I will treat all members of my class with respect. I will keep trying even when a task is difficult.

Physical Education

Glossary of Curriculum Components

Overview– The content in this document provides an overview of the pacing and concepts covered in a subject for the year.
TEKS – Texas Essential Knowledge and Skills (TEKS) are the state standards for what students should know and be able to do.
Unit Overview – The unit overview provides a brief description of the concepts covered in each unit.
Concept – A subtopic of the main topic of the unit
Success Criteria – a description of what it looks like to be successful in this concept

Parent Resources

The following resources provide parents with ideas to support students in physical education understanding.

Resource	How it supports parents and students
Fitnessgram	Youth fitness measurement standards and activities
CATCH	Age appropriate games and physical activities

Instructional Model

The structures, guidelines or model in which students engage in a particular content that ensures understanding of that content.

Instruction in physical education should include moderate to vigorous physical activity for at least 50% of the class. The teacher will start class with a 5-7 minute warm-up activity. Then the teacher will "engage" the students. This includes the teacher making connections with students' prior knowledge to pre-assess what students know about the topic, skill or concept of the day. The next 5-10 minutes will be the "learning experience", at this time the teacher will teach new information, skills and/or concepts. The next 20-25 minutes include time for the students to practice the information, skill or concept they have learned. This is the "guided practice" stage. The last 2-3 minutes of class will be used to cool the students' heart rate down and recapture what the students learned and make connections to the next lesion.