

**TAHPERD**  
**Texas Physical Education TEKS Framework**  
**2nd Grade TEKS and Specificity**

			<b>TEKS</b>	<b>Specificity</b>
<b>Strand</b>	<b>Topic</b>	<b>Theme</b>	The student is expected to:	The student is expected to:
<b>A.</b> <b>Movement</b>	I. Movement Concepts	<b>a.</b> <b>Spatial/ Body Awareness</b>	<b>2.1A travel independently in a large group while safely and quickly changing speed and direction.</b>	<i>participate in movement activities safely utilizing various forms of media such as music, whistle, instrument, claps and/or verbal cues while moving through general space.</i>
<b>A.</b> <b>Movement</b>	I. Movement Concepts	<b>b.</b> <b>Qualities of Movement</b>	<b>2.1B demonstrate skills of chasing, fleeing, and dodging to avoid or catch others.</b>	<i>participate in "tag" games and activities utilizing skills such as safe tagging, soft touch by hand or object (noodles, nerf balls, fleece balls), and use of various locomotor avoidance movements.</i>
<b>A.</b> <b>Movement</b>	I. Movement Concepts	<b>a.</b> <b>Spatial/ Body Awareness</b>	<b>2.1C combine shapes, levels, and pathways into simple sequences.</b>	<i>execute a movement sequence using shapes (creative dance), levels (high, medium, low), pathways (zigzag, straight, curved, directional).</i>
<b>I.</b> <b>Movement</b>	III. Locomotor Skills	<b>a.</b> <b>Basic Locomotor Skills</b>	<b>2.1D demonstrate mature form in walking, hopping and skipping.</b>	<i>perform proper form when walking (arms in opposition to feet, relaxed hands, upright posture), hopping (one foot ), skipping (alternating feet).</i>
<b>A.</b> <b>Movement</b>	II. Non Locomotor Skills	<b>a.</b> <b>Balance</b>	<b>2.1E demonstrate balance in symmetrical and nonsymmetrical shapes from different basis of support.</b>	<i>demonstrate balance in symmetrical (even base of support) and nonsymmetrical (uneven base of support) shapes from various bases of support.</i>
<b>A.</b> <b>Movement</b>	I. Movement Concepts	<b>c.</b> <b>Relationships</b>	<b>2.1F demonstrate a variety of relationships and dynamic movement situations such as under, over, behind, next to, through, right, left, up, and down.</b>	<i>demonstrate a variety of relationships and dynamic movement situations using activities such as partner shadowing, hula hoops, lines, other objects, rhythms and dance.</i>
<b>A.</b> <b>Movement</b>	III. Locomotor Skills	<b>a.</b> <b>Basic Locomotor Skills</b>	<b>2.1G demonstrate simple stunts that exhibit personal agility such as jumping one- and two-foot takeoffs and landing with good control.</b>	<i>perform locomotor skill with landing such as jump with two feet, leap, hurdle object.</i>
<b>A.</b> <b>Movement</b>	V. Games and Sports Skills	<b>a.</b> <b>Rolling</b>	<b>2.1H demonstrate smooth transition from one body part to the next in rolling activities such as side roll, log roll, balance/curl, and roll/balance in a new position.</b>	<i>perform body rolling activities such as side roll, log roll, forward/backward roll with spotters.</i>
<b>A.</b> <b>Movement</b>	I. Movement Concepts	<b>a.</b> <b>Spatial/ Body Awareness</b>	<b>2.1I demonstrate controlled weight transfers such as feet to hands with controlled landing.</b>	<i>perform stunts such as animal movements, mule kick, hand stand and tripod. *Mats or soft area recommended.</i>
<b>A.</b> <b>Movement</b>	I. Movement Concepts	<b>c.</b> <b>Relationships</b>	<b>2.1J demonstrate the ability to mirror a partner.</b>	<i>perform movement activities with a partner such as exercises, shadow dance and creative movement.</i>
<b>A.</b> <b>Movement</b>	IV. Rhythms	<b>a.</b> <b>Rhythms</b>	<b>2.1K walk in time to a 4/4 underlying beat.</b>	<i>apply the 4/4 beat by moving to the sounds of drums, rhythm sticks and claps, etc.</i>
<b>A.</b> <b>Movement</b>	IV. Rhythms	<b>a.</b> <b>Rhythms</b>	<b>2.1L perform rhythmical sequences such as simple folk, creative, ribbon routines.</b>	<i>practice rhythmic sequences such as line, ribbon, folk and circle dances.</i>
<b>A.</b> <b>Movement</b>	III. Locomotor Skills	<b>b.</b> <b>Jump Rope Skills</b>	<b>2.1M jump a self-turned rope repeatedly.</b>	<i>participate in jumping to a two-foot steady beat using music (4/4 time) to develop rhythm.</i>
<b>A.</b> <b>Movement</b>	V. Games and Sports Skills	<b>g.</b> <b>Various Games/ Sports Activities</b>	<b>2.1N demonstrate on cue, key elements of hand dribble, foot dribble, kick and strike (striking balloon or ball w/hand).</b>	<i>perform dribble, kick and strike with hand and foot using a variety of equipment such as size, texture, shape of ball.</i>

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<b>A.</b> <b>Movement</b>	I. Movement Concepts	<b>b.</b> <b>Qualities of Movement</b>	<b>2.2A</b> recognize that attention to the feeling of movement is important in motor skill development.	<i>recognize that attention to the feeling of movement (clapping, tapping, marching to the tempo) is important in motor skill development.</i>
<b>A.</b> <b>Movement</b>	I. Movement Concepts	<b>a.</b> <b>Spatial/ Body Awareness</b>	<b>2.2B</b> identify similar movement concepts in terms in a variety of skills such as straddle position, ready position, and bending knees to absorb force.	<i>recognize similar movement concepts such as the skills of "straddle jump", single rope jumping skill and the jumping jack.</i>
<b>B.</b> <b>Health Related</b>	III. Health and Skill-Related Fitness Concepts	<b>f.</b> <b>Opportunities for Physical Activity</b>	<b>2.3A</b> describe and select physical activities that provide opportunities for enjoyment and challenge.	<i>select a skill station of choice such as skill-specific activities: throwing, catching, ball-handling, and striking.</i>
<b>B.</b> <b>Health Related</b>	IV. Health and Skill-Related Fitness Benefits	<b>b.</b> <b>Moderate/ Vigorous Physical Activity</b>	<b>2.3B</b> participate in moderate to vigorous physical activities on a daily basis that cause increased heart rate, breathing rate, and perspiration.	<i>establish a daily fitness routine using moderate to vigorous physical activities such as walking, cycling, jogging and playing sport activities to increase heart rate, breathing and perspiration rate.</i>
<b>B.</b> <b>Health Related</b>	IV. Health and Skill-Related Fitness Benefits	<b>e.</b> <b>Flexibility</b>	<b>2.3C</b> participate in appropriate exercises for flexibility in shoulders, legs, and trunk.	<i>demonstrate correct techniques to develop flexibility such as shoulder stretch, sit and reach and trunk lift.</i>
<b>B.</b> <b>Health Related</b>	IV. Health and Skill-Related Fitness Benefits	<b>d.</b> <b>Muscular Strength and Endurance</b>	<b>2.3D</b> lift and support his/her own weight in selected activities that develop muscular strength and endurance of the arms, shoulders, abdomen, back, and legs such as hanging, hopping, and jumping.	<i>practice fitness test components such as push-ups, curl-ups, vertical jumps and pull-ups.</i>
<b>B.</b> <b>Health Related</b>	II Anatomy and Physiology	<b>b.</b> <b>Heart Rate</b>	<b>2.4A</b> identify how regular physical activity strengthens the heart, lungs, and muscular system.	<i>explain how physical activity strengthens the heart, lungs, and muscular system.</i>
<b>B.</b> <b>Health Related</b>	III. Health and Skill-Related Fitness Concepts	<b>d.</b> <b>Cardio- Respiratory System</b>	<b>2.4B</b> describe how the blood carries oxygen and nutrients through the body.	<i>explain how the blood carries oxygen and nutrients throughout the body.</i>
<b>B.</b> <b>Health Related</b>	VI. Nutrition	<b>b.</b> <b>Healthy Foods</b>	<b>2.4C</b> identify foods that enhance a healthy heart.	<i>name heart-healthy foods such as whole grains, dairy products, and proteins.</i>
<b>B.</b> <b>Health Related</b>	VI. Nutrition	<b>a.</b> <b>Nutrition</b>	<b>2.4D</b> explain the need for foods as a source of nutrients that provide energy for physical activity.	<i>discuss the components of the food and activity pyramid.</i>
<b>B.</b> <b>Health Related</b>	VII. Risk Behaviors	<b>a.</b> <b>Substance Abuse</b>	<b>2.4E</b> describe the negative effects of smoking on the lungs and the ability to exercise.	<i>while participating in physical activity, experience poor lung capacity through a variety of blowing activities such as balloon, ping pong balls, and straws.</i>
<b>B.</b> <b>Health Related</b>	IV. Health and Skill-Related Fitness Benefits	<b>c.</b> <b>Rest, Sleep and Recovery Time</b>	<b>2.4F</b> describe the need for rest and sleep in caring for the body.	<i>explain the importance of rest to activity level through games and activities that include periods of rest/recovery. Discuss recommended hours of sleep for age/grade level.</i>

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<b>B. Health Related</b>	<b>I. Safety</b>	<b>c. Equipment Safety</b>	<b>2.5A use equipment and space safely and properly.</b>	<i>use equipment and space properly including listen and follow directions, use equipment for its specified design, respect space of others when they are using equipment, take care of and respect equipment.</i>
<b>B. Health Related</b>	<b>I. Safety</b>	<b>b. Proper Attire and Equipment</b>	<b>2.5B select and use appropriate protective equipment in preventing injuries such as helmets, elbow/knee pads, wrist guards, proper shoes, and clothing.</b>	<i>select and use proper attire that promotes participation and prevents injury such as helmets, elbow/knee pads, wrist guards, proper shoes, and clothing, closed toe/closed heel rubber sole shoes, shorts/pants under dresses and skirts, removal of jewelry in physical education, recreational activities, and on playgrounds.</i>
<b>B. Health Related</b>	<b>I. Safety</b>	<b>h. Environmental</b>	<b>2.5C list the effects the sun has on the body and describe protective measures such as sunscreen, hat, and long sleeves.</b>	<i>name the effects the sun has on the body such as heat exposure and describe protective measures such as sunscreen, hat, and long sleeves.</i>
<b>B. Health Related</b>	<b>I. Safety</b>	<b>i. Water Safety</b>	<b>2.5D list water safety rules and describe their importance.</b>	<i>name water safety rules during recreational swimming such as following pool rules, wearing a life jacket, survival floating and swimming in a supervised area.</i>
<b>B. Health Related</b>	<b>I. Safety</b>	<b>e. Precautions</b>	<b>2.5E identify safe cycling and road practices.</b>	<i>describe safe cycling and road practices including follow traffic signs, ride in the designated lane, wear helmets and use reflective gear and bicycle maintained.</i>
<b>B. Health Related</b>	<b>I. Safety</b>	<b>g. Basic First Aid</b>	<b>2.5F describe appropriate actions to emergency situations common to physical activity settings such as universal safety precautions and dialing 911.</b>	<i>practice emergency situations including tornado, duck and cover; fire, stop-drop-and roll; identify strangers; injury, call 911 universal precaution.</i>
<b>C. Social</b>	<b>I. Safety</b>	<b>a. Rules, Procedures and Etiquette</b>	<b>2.6A identify goals to be accomplished during simple games such as not getting tagged.</b>	<i>establish rules and expectations for the game/activity and review frequently.</i>
<b>C. Social</b>	<b>II. Cooperation and Respect</b>	<b>a. Rules, Strategies and Officiating</b>	<b>2.6B identify strategies in simple games and activities such as dodging to avoid being tagged.</b>	<i>demonstrate strategies in simple games such as avoiding being tagged, assisting others in re-joining the game.</i>
<b>C. Social</b>	<b>I. Safety</b>	<b>a. Rules, Procedures and Etiquette</b>	<b>2.7A display good sportsmanship.</b>	<i>demonstrate winning or losing graciously, recognize and celebrate good skills and cooperative teamwork.</i>
<b>C. Social</b>	<b>II. Cooperation and Respect</b>	<b>c. Teamwork</b>	<b>2.7B treat others with respect during play.</b>	<i>use kind words and actions while participating with others in group activities such as stations, cooperative games and activities.</i>
<b>A. Movement</b>	<b>I. Movement Concepts</b>	<b>b. Qualities of Movement</b>	<b>2.L001 recognize body form, power, and accuracy associated with various movement skills.</b>	<i>practice a variety of movement skills using form, power, and accuracy such as passing, kicking, and throwing.</i>
<b>A. Movement</b>	<b>I. Movement Concepts</b>	<b>b. Qualities of Movement</b>	<b>2.L002 participate in appropriate drills and activities to enhance the learning of a specific skill.</b>	<i>practice movement skills using a variety of equipment with partner and/or small group.</i>
<b>A. Movement</b>	<b>I. Movement Concepts</b>	<b>b. Qualities of Movement</b>	<b>2.L003 make appropriate changes in performance based on feedback.</b>	<i>apply changes using verbal cues, including constructive feedback to improve skill performance.</i>

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A. Movement	I. Movement Concepts	b. Qualities of Movement	2.L004 understand the term "ready position" and what it looks like.	<i>demonstrate "ready position" using verbal cues on command.</i>
A. Movement	I. Movement Concepts	b. Qualities of Movement	2.L005 understand the term "personal best/record" and how it relates to movement skill improvement.	<i>practice challenging self (or as partners) in movement skills including the following: "How many times can you and your partner volley the balloon back and forth?" "Can you beat your score in round #2? #3?" "If so, why?"</i>
A. Movement	I. Movement Concepts	c. Relationships	2.L006 coordinate movements with teammates to achieve team goals.	<i>discuss "what is a team?" and how to be a team player; discuss various ways to resolve conflict.</i>
A. Movement	I. Movement Concepts	d. Conditioning Fitness	2.L007 participate in an appropriate conditioning program for selected activities.	<i>participate in a conditioning program that is appropriate for health-related fitness, sport-related fitness or rhythmic activities.</i>
A. Movement	VI. Outdoor Recreation/ Recreational Activities	a. Outdoor Recreation/ Recreational Activities	2.L008 participate in a variety of outdoor activities and games.	<i>discuss rules and practice outdoor games, such as hopscotch, four square, tether ball, and long jump rope.</i>
B. Health Related	I. Safety	a. Personal Safety	2.L009 know and apply safety practices associated with physical activity such as keeping hands, feet and objects to self.	<i>discuss and demonstrate safety practices associated with physical activity including the importance of hydration and not pushing in line.</i>
B. Health Related	I. Safety	d. Risks	2.L010 recognize potential risks associated with physical activities.	<i>describe potential risks associated with physical activities such as improper stretching techniques, bouncing while stretching.</i>
B. Health Related	II Anatomy and Physiology	a. Muscular/ Skeletal Systems	2.L011 identify major bones in the body.	<i>label the bones in the skeletal frame.</i>
B. Health Related	III. Health and Skill-Related Fitness Concepts	a. Fitness Components	2.L012 know that moving is healthy and develop awareness of health-related fitness components.	<i>describe activities that reflect strength, endurance, flexibility, cardio-vascular, and body composition.</i>
B. Health Related	III. Health and Skill-Related Fitness Concepts	a. Fitness Components	2.L013 describe activities that involve running and catching.	<i>give examples of games and activities that involve running and catching.</i>
B. Health Related	III. Health and Skill-Related Fitness Concepts	b. Physiological Effects of Exercise	2.L014 understand that exercise is good for you.	<i>discuss why exercise makes your body feel good.</i>
B. Health Related	III. Health and Skill-Related Fitness Concepts	c. FITT: Frequency, Intensity, Time and Type	2.L015 introduce frequency in their daily fitness workout.	<i>discuss frequency as it relates to your daily fitness workout.</i>
B. Health Related	III. Health and Skill-Related Fitness Concepts	e. Lifelong Fitness	2.L016 name lifelong physical activities for families.	<i>describe the positive effects of your family participating in lifelong physical activities.</i>

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<b>B. Health Related</b>	III. Health and Skill-Related Fitness Concepts	<b>f. Opportunities for Physical Activity</b>	<b>2.L017 identify the opportunities that are available to play team sports.</b>	<i>name opportunities to participate in team sports.</i>
<b>B. Health Related</b>	III. Health and Skill-Related Fitness Concepts	<b>f. Opportunities for Physical Activity</b>	<b>2.L018 participate in regular physical activity based on individual interest and/or capabilities.</b>	<i>accumulate 60 minutes each day of age-appropriate moderate to vigorous physical activities to achieve optimal health, wellness, fitness and performance benefits.</i>
<b>B. Health Related</b>	III. Health and Skill-Related Fitness Concepts	<b>g. Goal Setting</b>	<b>2.L019 know that developing awareness of goal setting in relation to physical activity is important.</b>	<i>create a goal using one of the fitness component such as flexibility</i>
<b>B. Health Related</b>	IV. Health and Skill-Related Fitness Benefits	<b>a. Benefits of Physical Activity</b>	<b>2.L020 identify components of a healthy lifestyle.</b>	<i>recognize components of a healthy lifestyle including adequate sleep, proper nutrition, and regular physical activity.</i>
<b>B. Health Related</b>	IV. Health and Skill-Related Fitness Benefits	<b>f. Posture</b>	<b>2.L021 know that physical activity promotes strong bones and good posture.</b>	<i>demonstrate proper posture while sitting and standing.</i>
<b>B. Health Related</b>	IV. Health and Skill-Related Fitness Benefits	<b>g. Stress Management</b>	<b>2.L022 identify the relationship between physical activity and stress relief and demonstrate stress relief activities.</b>	<i>describe and demonstrate the relationship between physical activity and stress.</i>
<b>B. Health Related</b>	V. Healthy Lifestyles	<b>a. Active vs. Inactive Lifestyle</b>	<b>2.L023 recognize the link between physical activity/inactivity on the body.</b>	<i>describe the link between physical activity/inactivity and health including healthy heart and lungs.</i>
<b>B. Health Related</b>	VI. Nutrition	<b>c. Consumerism</b>	<b>2.L024 recognize contact information is available for local recreation departments, YMCA/YWCA, and other youth fitness opportunities.</b>	<i>name local recreation department, YMCA/YWCA, fitness opportunities online, in the phone book or school contacts/flyers.</i>
<b>B. Health Related</b>	VII. Risk Behaviors	<b>a. Substance Abuse</b>	<b>2.L025 recognize the negative effects of alcohol and drugs.</b>	<i>name the negative effects of alcohol and drugs.</i>
<b>B. Health Related</b>	VIII. Health and Skill-Related Fitness Technology	<b>a. Technology</b>	<b>2.L026 describe different ways to measure cardiovascular fitness.</b>	<i>explain different ways to measure cardiovascular fitness such as taking pulse on carotid artery or wrist, using a pulse bar and/or heart rate monitors.</i>
<b>C. Social</b>	II. Cooperation and Respect	<b>d. Conflict Resolution</b>	<b>2.L027 resolve conflict in socially acceptable ways such as talking and asking the teacher for help.</b>	<i>implement steps to solve problems:</i> <ol style="list-style-type: none"> <li>1. Ignore.</li> <li>2. Move away.</li> <li>3. Use your words like please stop.</li> <li>4. Ask teacher for help.</li> </ol>
<b>C. Social</b>	II. Cooperation and Respect	<b>b. Sportsmanship Etiquette</b>	<b>2.L028 accept and respect differences and similarities in physical abilities of self and others.</b>	<i>understand and cooperate with peers of different and similar abilities and accept your strengths and weaknesses.</i>

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<b>C. Social</b>	III. Goal Setting	<b>b. Game Strategies</b>	<b>2.L029</b> modify activities to ensure 100% success and 100% participation (John Thompson).	<i>provide modifications for success such as height of net or goal, size of playing field, varying size of equipment and/or number of players on the team.</i>
<b>C. Social</b>	III. Goal Setting	<b>a. Skill Development</b>	<b>2.L030</b> understand that mastery of skills requires practice.	<i>demonstrate that practice is needed to achieve goals.</i>