

## Physical Education, Grade 2

**Time on Task:** 2½ hrs hours per week (includes Health Education)

**Course Philosophy:**

Physical education teaches students to make wise choices about the care and fitness of the body as the temple of God. Students learn to treat others with love and respect in Christian sportsmanship and acquire an understanding of competition in the light of God’s word. God wants us to find, develop and use our gifts to serve and glorify His name (I Corinthians 12:1-11)

**Course Description:**

In Physical Education, students acquire the knowledge and skills for movement that provide the foundation for enjoyment, continued social development through physical activity, and access to a physically-active lifestyle. The student exhibits a physically-active lifestyle and understands the relationship between physical activity and health throughout the lifespan.

<p><b>Goals and Objectives</b>  <b>Texas Essential Knowledge and Skills (TEKS)</b></p> <p><b>§116.4. Physical Education, Grade 2.</b>  <b>(a) Introduction.</b></p> <p>(1) In Physical Education, students acquire the knowledge and skills for movement that provide the foundation for enjoyment, continued social development through physical activity, and access to a physically-active lifestyle. The student exhibits a physically-active lifestyle and understands the relationship between physical activity and health throughout the lifespan.</p> <p>(2) Second grade students learn to demonstrate key elements of fundamental movement skills and mature form in locomotive skills. Students learn to describe the function of the heart, lungs, and bones as they relate to movement. Students are introduced to basic concepts of health promotion such as the relationship between a physically-active lifestyle and the health of the heart. Students learn to work in a group and demonstrate the basic elements of socially responsible conflict resolution.</p>	<p><b>Sequential Yearly Plans and Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>• Integrative Skill and Creative Perception Mastery, Understanding Regular Exercise, Exercising Regularly, Integrity</li> <li>• Develop quality in manipulative skill patterns</li> <li>• Develop specific motor abilities</li> <li>• Explore creative movement perceptions</li> <li>• Produce integrative skills</li> <li>• Internalize the fitness feeling – regular exercise</li> <li>• Understand the</li> </ul>	<p><b>Spiritual Goals</b>  <b>God’s intended purpose for physical education:</b></p> <ol style="list-style-type: none"> <li>1. To understand that physical achievement and fitness is of value to God and evident in Scripture.</li> <li>2. To develop an appreciation for athletic competition by realizing it provides many pictures of the Christian life. <i>“Not that I have already attained, or am already perfected; but I press on, that I may hold of that for which Christ Jesus has also laid hold of me...I press toward the goal for the prize of the upward call of God in Jesus Christ.”</i></li> <li>3. To realize the value of teamwork through consideration of others.</li> <li>4. To be able to accept criticism and profit by it.</li> <li>5. To have the ability to lose gracefully.</li> <li>6. To know that self-discipline and</li> </ol>
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	<p>importance of exercise and play</p> <ul style="list-style-type: none"> <li>• Exhibit integrity</li> <li>• Integrate physical movement with other learning</li> </ul> <p><b>Units Taught</b></p> <ul style="list-style-type: none"> <li>• Sports <ul style="list-style-type: none"> <li>○ VB – Volleyball</li> <li>○ BB – Basketball</li> <li>○ FB – Football</li> <li>○ SR – Soccer</li> <li>○ SB – Softball</li> <li>○ R – Racket Sports</li> <li>○ G – Games</li> <li>○ D – Dance</li> <li>○ Tumbling</li> </ul> </li> <li>• Miscellaneous <ul style="list-style-type: none"> <li>○ MS – Motor Skills/Movement</li> <li>○ T – Teamwork</li> <li>○ H – Health</li> <li>○ F – Fitness, General Exercise</li> <li>○ B – Ball Handling</li> <li>○ J – Juggling</li> <li>○ SY – Safety</li> <li>○ SC – Social Skills</li> <li>○ P – Patterns/Rhythms</li> <li>○ JR – Jump Rope</li> <li>○ PS - Parachute</li> <li>○ C – Cardiorespiratory</li> <li>○ BC – Body Composition</li> <li>○ Tag</li> <li>○ CM – Classroom</li> </ul> </li> </ul>	<p>persistence is essential for success.</p> <ol style="list-style-type: none"> <li>7. To understand that obedience to the rules of the game must be learned.</li> <li>8. To recognize that God sets standards for our activities that are distinct from the secular world.</li> <li>9. To appreciate that God expects us to look after our bodies He has given us by keeping ourselves pure.</li> <li>10. To appreciate and develop the physical gifts and abilities God has given us and to understand that all gifts, physical and spiritual, come from God. God wants us to find, develop, and use our gifts to serve and glorify His name.</li> </ol> <p><b>Biblical Integration Truth Statements</b></p> <ol style="list-style-type: none"> <li>1. <i>What is prime reality, the really real?</i>  God exists and is the ultimate reality. (Psalm 90:2, Revelation 22:13) <ol style="list-style-type: none"> <li>a. God designed, created, and sustains His creation. (Genesis 1:1-31)</li> <li>b. God is good, holy, and loving. (Luke 18:19, 1 John 4:16, 1 Peter 1:16, Psalm 145:12)</li> <li>c. God is omniscient – all knowing. (Romans 11:33-36, Psalm 147:5)</li> <li>d. God is sovereign – nothing is beyond His ultimate interest, control, and authority. (Daniel 4:25)</li> <li>e. God is personal and also triune- He is coequally and coeternally</li> </ol> </li> </ol>
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<p><b>(b) Knowledge and skills.</b></p> <p><b>(1) Movement.</b> The student demonstrates competency in fundamental movement patterns and proficiency in a few specialized movement forms.  <i>The student is expected to:</i></p> <p>(A) travel independently in a large group while safely and quickly changing speed and direction;</p> <p>(B) demonstrate skills of chasing, fleeing, and dodging to avoid or catch others;</p> <p>(C) combine shapes, levels, and pathways into simple sequences;</p> <p>(D) demonstrate mature form in walking, hopping, and skipping;</p> <p>(E) demonstrate balance in symmetrical and non-symmetrical shapes from different basis of support;</p> <p>(F) demonstrate a variety of relationships in dynamic movement situations such as under, over, behind, next to, through, right, left, up, or down;</p> <p>(G) demonstrate simple stunts that exhibit personal agility such as jumping-one and two foot takeoffs and landing with good control;</p> <p>(H) 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;</p> <p>(I) demonstrate control weight transfers such as feet to hands with controlled landing and feet to back;</p> <p>(J) demonstrate the ability to mirror a partner;</p> <p>(K) walk in time to a 4/4 underlying beat;</p> <p>(L) perform rhythmical sequences such as simple folk, creative, and ribbon routines;</p> <p>(M) jump a self-turned rope repeatedly; and</p> <p>(N) demonstrate on cue key elements of hand dribble, foot</p>	<p style="text-align: center;">Management</p> <p><b>Correlation with TEKS  <u>Five for Life, K-5</u></b>          Focused Fitness  <a href="mailto:five4life@focusedfitness.org">five4life@focusedfitness.org</a></p> <p>MS, F</p> <p>MS, F</p> <p>MS, D, P</p> <p>MS, F</p> <p>MS, F</p> <p>MS, F</p> <p>MS, F</p> <p>MS, P</p> <p>MS, F, D, P</p> <p>MS, P</p> <p>MS, P, D</p> <p>MS, D, P</p> <p>MS, F</p> <p>BB, VB, SR, G</p>	<p style="text-align: center;">God the Father, God the Son, Jesus, and God the Holy Spirit. (Hebrews 1:3)</p> <p><b>2. <i>What is the nature of external reality, that is, the world around us?</i></b></p> <p>a. God is the source of everything and created the universe out of nothing. (Genesis 1:1)</p> <p>b. The universe was created by God to be orderly. (Isaiah 45:18, Psalm 147:4)</p> <p>c. God is constantly involved in the unfolding pattern of the ongoing operation of the universe. (Psalm 24:1-2, Psalm 32:13-15)</p> <p>d. The universe reflects His glory. (Psalm 8:1, Psalm 19:1)</p> <p><b>3. <i>What is a human being?</i></b></p> <p>a. God created humans to know Him intimately and to have a loving relationship with Him. (Psalm 100:3)</p> <p>b. Human beings are created in the image of God with the capacity to choose. (Genesis 1:27, Proverbs 8:10)</p> <p>c. Adam and Eve chose disobedience and brought death to themselves and sin entered the world. (Romans 5:12)</p> <p>d. All human beings have a choice and all have chosen sin that brings separation from God. (Romans 3:23)</p> <p>e. Sin is rebellion against God's wishes and ways and this destroys our relationship with</p>
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<p>dribble, kick and strike such as striking balloon or ball with hand.</p> <p><b>(2) Movement.</b> The student applies movement concepts and principles to the learning and development of motor skills. <i>The student is expected to:</i></p> <p>(A) recognize that attention to the feeling of movement is important in motor skill development; and</p> <p>(B) identify similar movement concepts and terms in a variety of skills such as straddle position, ready position, and bending knees to absorb force.</p> <p><b>(3) Physical activity and health.</b> The student exhibits a health enhancing, physically-active lifestyle that improves health and provides opportunities for enjoyment and challenge. <i>The student is expected to:</i></p> <p>(A) describe and select physical activities that provide opportunities for enjoyment and challenge;</p> <p>(B) participate in moderate to vigorous physical activities on a daily basis that cause increased heart rate, breathing rate, and perspiration;</p> <p>(C) participate in appropriate exercises for flexibility in shoulders, legs, and trunk; and</p> <p>(D) lift and support his/her weight in selected activities that develop muscular strength and endurance of the arms, shoulders, abdomen, back, and legs such as hanging, hopping, and jumping.</p> <p><b>(4) Physical activity and health.</b> The student knows the benefits from involvement in daily physical activity and factors that affect physical performance. <i>The student is expected to:</i></p> <p>(A) identify how regular physical activity strengthens the heart, lungs, and muscular system;</p> <p>(B) describe how the blood carries oxygen and nutrients through the body;</p> <p>(C) identify foods that enhance a healthy heart;</p> <p>(D) explain the need for foods as a source of nutrients that provide energy for physical activity;</p> <p>(E) describe the negative effects of smoking on the lungs and the ability to exercise; and</p>	<p>P, D</p> <p>D, P</p> <p>F, G</p> <p>MS, F, JR</p> <p>F</p> <p>F</p> <p>H</p> <p>H</p> <p>H</p> <p>H</p> <p>H</p>	<p>God. (Romans 8:7-8)</p> <p>f. God provides a way back to Himself through the death of His son Jesus (the second person of the Trinity), on the cross. (John 3:16, Romans 6:23)</p> <p>g. Human beings must respond to God with repentance of our sins, receiving forgiveness, and accepting Jesus as our Savior. (Romans 10:9-10)</p> <p><b>4. What happens to a person at death?</b></p> <p>a. For each person death is either the gate to life with God and His people or the gate to eternal separation from God. (1 Corinthians 50:52)</p> <p>b. After death, your soul will continue to exist in an eternal way and there is a final judgment by God. (Revelation 20:12)</p> <p>c. Everyone chooses to honor and love Him by accepting Jesus as our Lord and Savior or makes a choice to reject Jesus and grasp for self-fulfillment and personal glory. (Romans 6:23)</p> <p>d. Those who received Jesus as Savior will spend eternity in Heaven with God. (Philippians 4:10-21)</p> <p>e. Those who rejected Jesus as Savior will spend eternity in Hell without God. (Hebrews 10:26-27)</p> <p><b>5. Why is it possible to know anything at all?</b></p> <p>a. Human beings can both know the</p>
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<p>(F) describe the need for rest and sleep in caring for the body.</p> <p><b>(5) Physical activity and health.</b> The student knows and applies safety practices associated with physical activities. <i>The student is expected to:</i></p> <p>(A) use equipment and space safely and properly;</p> <p>(B) select and use appropriate protective equipment in preventing injuries such as helmets, elbow/knee pads, wrist guards, proper shoes, and clothing;</p> <p>(C) list the effects the sun has on the body and describe protective measures such as sunscreen, hat, and long sleeves;</p> <p>(D) list water safety rules and describe their importance;</p> <p>(E) identify safe cycling and road practices; and</p> <p>(F) describe appropriate reactions to emergency situations common to physical activity settings such as universal safety precautions and dialing 911.</p> <p><b>(6) Social development.</b> The student understands basic components such as strategies and rules of structured physical activities including, but not limited to, games, sports, dance, and gymnastics. <i>The student is expected to:</i></p> <p>(A) identify goals to be accomplished during simple games such as not getting tagged; and</p> <p>(B) identify strategies in simple games and activities such as dodging to avoid being tagged.</p> <p><b>(7) Social development.</b> The student develops positive self-management and social skills needed to work independently and with others in physical activity settings. <i>The student is expected to:</i></p> <p>(A) display good sportsmanship; and</p> <p>(B) treat others with respect during play.</p>	<p>H</p> <p>SY SY</p> <p>H, SY</p> <p>SY, H SY, H SY</p> <p>CM</p> <p>CM</p> <p>SC, SY, H SC, SY, H</p> <p><b>Student Activities</b> Games Individual Play and Sports Team Play and Sports Motor Skills Performance</p>	<p>world around them and God Himself because God has built within them the capacity to do so and because He takes an active role in communicating with them. (John 16:13)</p> <p>b. God’s own intelligence is the basis of human intelligence. Knowledge is possible because there is something to be known (God and His creation) and someone to know (God and human beings made in His image). (Genesis 1:27)</p> <p>c. God reveals, Himself to us in two basic ways: by general revelation and by special revelation. (Exodus 3:2, Psalm 19:1-4)</p> <p>d. In general revelation, God speaks through the creation of the universe and through His word, the Bible. (2 Samuel 22:31, Psalm 19:1)</p> <ul style="list-style-type: none"> <li>➤ The Bible is internally consistent and unified in its principles and claims.</li> <li>➤ There is tremendous coherence across the many authors and centuries during which the various books were written and in which its stories unfold.</li> <li>➤ It is relevant to all the cultures of the world</li> </ul> <p>e. Special revelation is God revealing Himself through supernatural ways.</p>
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		<p>others.</p> <p>7. <b><i>What is the meaning of human history?</i></b></p> <p>a. History is a meaningful sequence of events leading to the fulfillment of God's purposes for humanity. (Psalm 22:27-28, Psalm 47:3)</p> <p>b. History is going somewhere, directed toward a known end. (Matthew 25:34)</p> <p>c. History is a form of revelation, not only does God reveal Himself in history, but the very sequence of events is revelation. (Psalm 33:13-14, Psalm 47:9)</p> <p>d. History has meaning because God is behind all events, not only sustaining all things by His powerful word but also in all things working for the good of those who love Him. (Psalm 40:5, Romans 8:28)</p> <p><b><i>What should our response be to God?</i></b>  <b><i>What were we made for?</i></b></p> <p><b>We were made to</b>  <b>Love</b> – Matthew 22:37,  <b>Worship</b> – Romans 12:1,  <b>Obey</b> – 2 John 6, and  <b>Give Glory</b> – Psalm 96:3.</p>
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