

Second Grade Physical Education Overview 2019-2020

This document is designed provide parents/guardians/community an overview of the curriculum taught in the FBISD classroom. It includes pacing, TEKS, Unit Overview, Big Ideas and Essential Questions, Concepts and Instructional Model.

Definitions

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.

Process Standards – The process standards describe ways in which students are expected to engage in the content. The process standards weave the other knowledge and skills together so that students may be successful problem solvers and use knowledge learned efficiently and effectively in daily life.

Unit Overview – The unit overview provides a brief description of the concepts covered in each unit.

Big Ideas and Essential Questions - Big ideas create connections in learning. They anchor all the smaller isolated, facts together in a unit. Essential questions (questions that allow students to go deep in thinking) should answer the big ideas. Students should not be able to answer Essential Questions in one sentence or less. Big ideas should be the underlying concepts, themes, or issues that bring meaning to content.

Concept – A subtopic of the main topic of the unit

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

Parent Supports

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

[Fitnessgram](#)

[PE TEKS](#)

[CATCH](#)

Instructional Model

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 lesson.

Adopted Resources

[CATCH](#)

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:

- 2.1A The student is expected to travel independently in a large group while safely and quickly changing speed and direction.
- 2.1C Combine shapes, levels, and pathways into simple sequences.
- 2.3B Participate in moderate to vigorous physical activities on a daily basis that cause increased heart rate, breathing rate, and perspiration.
- 2.5A The student is expected to use equipment and space safely and properly.
- 2.5B Select and use appropriate protective equipment in preventing injuries such as helmets, elbow/knee pads, wrist guards, proper shoes, and clothing.

Grading Period 1

Unit 1: Gym Procedures & Spatial Awareness

Estimated Date Range: Aug. 14 – Sept. 6

Unit Overview: Students learned physical education class rules, procedures and safety practices in kindergarten and first grade. In this unit, students will review physical education student expectations. 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 will further develop their movement vocabulary and apply concepts dealing with space and body awareness. Students will continue to learn how to move in a large group without falling or bumping into others.

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.
- Traveling at different speed and directions allow for participating in basic movement activities.
- Chasing, fleeing and dodging are the basic skills of most physical activity games and sports. The ability to perform these skills prepares students for learning sports specific skills.
- Balance allows the body to stay up-right and not fall over. When a student is balanced they have complete control of their body and are then able to perform more advanced skills such as walking, hopping and skipping.

- Working cooperatively in physical education class is important because it helps us develop the appropriate social skills needed to effectively interacting with others in cooperative settings.

Essential Questions

- Why do rules exist?
- Why do we have procedures?
- How are safety practices and procedures similar?
- Why should students change speed and direction while traveling?
- Why should a student learn to chase, flee and dodge?
- How is balance affect the ability to perform physical activity?
- How do we interact with others in physical education class?

Concepts within Unit #1	TEKS
Concept #1: Rules, Procedures & Safety Practices	2.4A, 2.5, 2.5A, 2.5B, 2.5C, 2.5D, 2.5E, 2.5F, 2.6A, 2.6B, 2.7A
Concept #2: Spatial Awareness	2.1A, 2.1B, 2.1F, 2.1J, 2.3B, 2.5A, 2.6A, 2.6B,
Concept #3: Social Development	2.7, 2.7A, 2.7B

Unit 2: Locomotor Skills

Estimated Date Range: Sept. 9– Oct. 10

Unit Overview: In this unit, students are expected to demonstrate mature form in walking, hopping and skipping. Students are applying vocabulary for locomotor skills during the physical education class setting. The students are refining their ability to demonstrate proper foot patterns related to each of the following locomotor skills: run, jump, gallop, side-slide, and leap. Students are expected to demonstrate skills of chasing, fleeing, and dodging to avoid or catch others. Students are expected to travel independently in a large group while safely and quickly changing speed and direction. Students will apply vocabulary related 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:

- Mature forms of walking, hopping and skipping allow for successful participation in lead-up games and physical activities throughout the lifetime.
- 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.
- Correct practice ensures skill mastery and the ability to apply skills to future physical activities.
- 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.
- The ability to travel independently in a large group while safely and quickly changing speed and direction will allow for the student to experience success in a variety of physical activities.
- Working cooperatively in physical education class is important because it helps us develop the appropriate social skills needed to effectively interacting with others in cooperative settings.

Essential Questions

- Why is it important to be able to perform a mature form of walking, hopping and skipping?
- 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?

Concepts within Unit #2	TEKS
Concept #1: Development of Locomotor Skills	2.1A, 2.1B, 2.1C, 2.1D, 2.1E, 2.1F, 2.1G, 2.1J, 2.2A, 2.2B, 2.3B 2.3D
Concept #2: Chasing, Fleeing, and Dodging	2.1A, 2.1B, 2.3B, 2.5A, 2.6A
Concept #3: Social Development	2.7, 2.7A, 2.7B

Grading Period 2

Unit 3: Fitness Activities

Estimated Date Range: Oct. 11 – Nov. 1

Unit Overview: In this unit, students will be introduced to basic fitness terms. Students will 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 interacting 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?

Concepts within Unit #3	TEKS
Concept #1: Fitness Activities	2.3B, 2.1C, 2.1E, 2.3C, 2.2B, 2.3D, 2.4A, 2.4B, 2.4C, 2.4D, 2.4E, 2.4F, 2.2A, 2.3A
Concept #2: Social Development	2.7, 2.7A, 2.7B

Unit 4: Throwing and Catching

Estimated Date Range: Nov. 4 – Nov. 15

Unit Overview: In kindergarten and first grade students were introduced to the terms throwing and catching. In this unit, students will continue to develop their throwing and catching skills. 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 the skills of 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?

Concepts within Unit #4	TEKS
Concept #1: Throwing and Catching	2.1F, 2.3B, 2.3D
Concept #2: Social Development	2.7, 2.7A, 2.7B

Unit 5: Striking and Volleying

Estimated Date Range: Nov. 18 – Dec. 13

Unit Overview: In this unit, students will continue to use 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 interacting 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?

Concepts within Unit #5

TEKS

Concept #1: Striking and Volleying

2.1N, 2.2B, 2.3B, 2.5A

Concept #2: Social Development

2.7, 2.7A, 2.7B

Grading Period 3

Unit 6: Educational Dance and Gymnastics

Estimated Date Range: Jan 7 – Jan. 17

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 will 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?

Concepts within Unit #6	TEKS
Concept #1: Educational Dance	2.1C, 2.1E, 2.1F, 2.1G, 2.1H, 2.1K, 2.1L, 2.3A, 2.3B, 2.3C, 2.3D
Concept #2: Gymnastics	2.1C, 2.1E, 2.1F, 2.1G, 2.1H, 2.1I, 2.3A, 2.3B, 2.3C, 2.3D
Concept #3: Social Development	2.7, 2.7A, 2.7B

Unit 7: Jumping and Landing

Estimated Date Range: Jan. 21 – Feb 7

Unit Overview: In kindergarten and first grade, students were introduced to the terms jumping and landing. In this unit, students will continue to develop 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 interacting 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?

Concepts within Unit #7	TEKS
Concept #1: Jumping and landing	2.1D, 2.1G, 2.1M, 2.2B, 2.3A, 2.3B, 2.3D, 2.4B
Concept #2: Social Development	2.7, 2.7A, 2.7B

Unit 8: Fitness Activities

Estimated Date Range: Feb. 10 – March 20

Unit Overview: In this unit, students will be introduced to basic fitness terms. Students will 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 interacting 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?

Concepts within Unit #8	TEKS
Concept #1: Fitness Activities	2.3B, 2.1C, 2.1E, 2.3C, 2.2B, 2.3D, 2.4A, 2.4B, 2.4C, 2.4D, 2.4E, 2.4F, 2.2A, 2.3A
Concept #2: Social Development	2.7, 2.7A, 2.7B

Grading Period 4

Unit 9: Dribbling and Passing
Estimated Date Range: March 23– April 3

Unit Overview: In kindergarten and first grade students were introduced to the terms dribbling and passing. In this unit, students will continue to develop their dribbling and passing skills through participation 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 interacting 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?

Concepts within Unit #9	TEKS
Concept #1: Dribbling and Passing	2.1N, 2.2A, 2.2B, 2.3B
Concept #2: Social Development	2.7, 2.7A, 2.7B

Unit 10: Cooperative and Recreational Games
Estimated Date Range: April 6 – May 21

Unit Overview: In this unit, Students will participate in cooperative/recreational games that teach and reinforce cooperation with others. Students are 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/ recreational games 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 interacting 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?

Concepts within Unit #10	TEKS
Concept #1: Cooperative and Recreational Games	2.1A, 2.1B, 2.1D, 2.1F, 2.1N, 2.3A, 2.3B, 2.4, 2.5A, 2.6A, 2.6B, 2.7A, 2.7B
Concept #2: Social Development	2.7, 2.7A, 2.7B