## Second Grade

### Subject Area
Physical Education

#### Unit Name:
Balance/spatial awareness

#### Overview

### Content

<table>
<thead>
<tr>
<th>TAKS Objective</th>
<th>TEKS Statement</th>
<th>Tested</th>
<th>TEKS</th>
<th>Student Expectation/District Clarification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Movement</td>
<td>2.1 The student demonstrated competency in fundamental movement patterns and proficiency in a few specialized movement forms</td>
<td></td>
<td>2.1A Travel independently in a large group while safely and quickly changing speed and directions</td>
<td>Maintain balance while moving</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Not bumping into others</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2.1C Combine shapes, levels, and pathways into simple sequence</td>
<td>Execute a movement sequence using shapes (creative dance), levels (high, medium, low), pathways (zigzag, straight, curved, directional)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2.1E Demonstrate balance in symmetrical and non-symmetrical shapes from different basis of support</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>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</td>
<td>Perform body rolling activities such as side roll, log roll, forward/backward roll with spotters</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2.1I Demonstrate control weight transfer such as feet to hands with controlled landing and feet to back</td>
<td>Mule kick</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Cartwheels</td>
</tr>
<tr>
<td></td>
<td>2.2 The student exhibits a health-enhancing, physically-active lifestyle that improves health and provides opportunities for enjoyment and challenges</td>
<td>2.2B</td>
<td>Identify similar movement concepts and terms in a variety of skills such as straddle position, ready position, and bending knees to absorb force</td>
<td>recognize similar movement concepts such as the skills of &quot;straddle jump&quot;, single rope jumping skill and the jumping jack</td>
</tr>
</tbody>
</table>

### Guiding/Essential Questions

### Vocabulary
- Mule kick
- balance
- Log roll
- Side roll
- Sequence
- Jumping jacks
- transition
- cartwheels
- Straddle jump

### Resources
- Hula hoops, mats, poly spots

### Formative Assessment

### Summative Assessment
<table>
<thead>
<tr>
<th>TAKS Objective</th>
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<th>Tested TEKS</th>
<th>Student Expectation/District Clarification</th>
</tr>
</thead>
</table>
| Movement       | 2.1 The student demonstrate competency in fundamental movement patterns and proficiency in a few specialized movement forms | 2.1A        | Travel independently in a large group while safely and quickly changing speed and direction  
|                |                                                                                  |             | • 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 |
|                | 2.5 The students knows and applies safety practices associated with physical activities | 2.5A        | Use equipment and space safely and properly |
|                | 2.3 The student exhibits a health-enhancing, physically-active lifestyle that improves health and provides opportunities for enjoyment and challenge | 2.3B        | Participate in moderate to vigorous physical activities on a daily basis that cause increased heart rate, breathing rate, and perspiration  
|                |                                                                                  |             | • Establish a daily fitness routine using moderate to vigorous physical activities to increase heart rate, breathing and perspiration rate such as walking, cycling, jogging and playing sport activities |
|                | 2.6 The student understands basic components such as strategies and rules of structured physical activities including, but not limited to, games, sports, dance, and gymnastics | 2.6A        | Identify goals to be accomplished during simple games such as not getting tagged |
|                | 2.7 The student develops positive self-management and social skills needed to work independently and with others in physical activity | 2.7A        | Follow directions and apply safe movement practices  
|                |                                                                                  |             | • Demonstrate the importance of practicing good sportsmanship, following class rules and safety practices  
|                |                                                                                  |             | • No Bullying  
|                |                                                                                  |             | • Recognize others abilities and play accordingly |

Subject Area: Physical Education  
Unit Name: Chasing, Fleeing, and Dodging  
Overview: Tagging Games
<table>
<thead>
<tr>
<th>Guiding/Essential Questions</th>
<th>2.7B</th>
<th>Treat others with respect during play</th>
</tr>
</thead>
</table>

**Vocabulary**

<table>
<thead>
<tr>
<th>Spatial Awareness</th>
<th>Strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Space</td>
<td>Perspiration</td>
</tr>
<tr>
<td>Personal Space</td>
<td>Cardio vascular</td>
</tr>
<tr>
<td>Sportsmanship</td>
<td></td>
</tr>
<tr>
<td>Balance</td>
<td></td>
</tr>
<tr>
<td>Cooperation</td>
<td></td>
</tr>
</tbody>
</table>

**Resources**

- Tagging objects, music, cones, whistles, poly spots, hula hoops
**Subject Area**: Second Grade  
**Unit Name**: Health  
**Overview**: Conditioning and Fitness throughout year

<table>
<thead>
<tr>
<th>TAKS Objective</th>
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</thead>
<tbody>
<tr>
<td>2.3 The student exhibits health-enhancing, physically-active lifestyles that promote</td>
<td></td>
<td></td>
<td>2.3A</td>
<td>Describe and select physical activities that provide opportunities for enjoyment and challenge</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>● Select a skill station of choice such as skill-specific activities: throwing, catching, ball-handling, and striking</td>
</tr>
<tr>
<td>2.3B</td>
<td>Participate in moderate to vigorous physical activities on a daily basis that cause increased heart rate, breathing rate, and perspiration</td>
<td></td>
<td>2.3B</td>
<td>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</td>
</tr>
<tr>
<td>2.3C</td>
<td>Participate in appropriate exercises for flexibility in shoulders, legs, and trunk</td>
<td></td>
<td>2.3C</td>
<td>Demonstrate correct techniques to develop flexibility such as shoulder stretch, sit and reach and trunk lift</td>
</tr>
<tr>
<td>2.3D</td>
<td>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</td>
<td></td>
<td>2.3D</td>
<td>Practice fitness test components such as push-ups, curl-ups, vertical jumps and pull-up</td>
</tr>
<tr>
<td>2.4 The students knows the benefits of involvement in daily physical activity and factors that affect physical performance</td>
<td></td>
<td></td>
<td>2.4A</td>
<td>Identify how regular physical activity strengthens the heart, lungs, and muscular system</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>● Explain how physical activity strengthens the heart, lungs, and muscular system</td>
</tr>
<tr>
<td>2.4B</td>
<td>Describe how the blood carries oxygen and nutrients through the body</td>
<td></td>
<td>2.4B</td>
<td>Explain how the blood carries oxygen and nutrients throughout the body</td>
</tr>
<tr>
<td>2.4F</td>
<td>Describe the need for rest and sleep in caring for the body</td>
<td></td>
<td>2.4F</td>
<td>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</td>
</tr>
<tr>
<td>2.7 The student develops positive self-management and social skills needed to work independently and with others in physical activity setting</td>
<td></td>
<td></td>
<td>2.7A</td>
<td>Display good sportsmanship</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>● Demonstrate winning or losing graciously, recognize and celebrate good skills and cooperative teamwork</td>
</tr>
</tbody>
</table>

**Guiding/Essential Questions**

- 

**Vocabulary**

<table>
<thead>
<tr>
<th>Sleep</th>
<th>Blood</th>
<th>perspiration</th>
<th>Muscular system</th>
<th>Sportsmanship</th>
</tr>
</thead>
<tbody>
<tr>
<td>active</td>
<td>Oxygen</td>
<td>lungs</td>
<td>Recovery</td>
<td></td>
</tr>
<tr>
<td>Inactive</td>
<td>Muscles</td>
<td>Flexibility</td>
<td>heart</td>
<td></td>
</tr>
</tbody>
</table>

Revised: 7/1/2011
<table>
<thead>
<tr>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Pictures of the muscles. Pictures of the skeletal system, diagram of the heart, heart monitors, pedometers</td>
</tr>
<tr>
<td>Formative Assessment</td>
</tr>
<tr>
<td>•</td>
</tr>
<tr>
<td>Summative Assessment</td>
</tr>
<tr>
<td>•</td>
</tr>
</tbody>
</table>
# Dribbling/punting and Kicking

## Movement

**TAKS Objective**
2.1 The student demonstrates competency in fundamental movement patterns and proficiency in a few specialized movement forms

**TEKS Statement**
2.1N Demonstrate on cue, key elements of hand dribble, foot dribble, kick and strike (striking balloon or ball w/hand
- Perform dribble, kick and strike with hand and foot using a variety of equipment such as size, texture, shape of ball

## Guiding/Essential Questions

- 

## Vocabulary

<table>
<thead>
<tr>
<th>Hand dribble</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Foot dribble</td>
<td></td>
</tr>
<tr>
<td>Strike</td>
<td></td>
</tr>
<tr>
<td>Kick</td>
<td></td>
</tr>
<tr>
<td>Punt</td>
<td></td>
</tr>
</tbody>
</table>

## Resources

- Basketballs, volleyballs, footballs, soccerballs

## Formative Assessment

- 

## Summative Assessment

- 

### Subject Area
Physical Education

### Unit Name:
Jump Rope Second

### Overview

### Content

<table>
<thead>
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</tr>
</thead>
</table>
| Movement       | 2.1 The student demonstrates competency in fundamental movement patterns and proficiency in a few specialized movement forms |        | 2.1M   | Jump a self-turned rope repeatedly  
  ● Participate in jumping to a two-foot steady beat using music (4/4 time) to develop rhythm |
|                | 2.4 The student knows the benefits from involvement in daily physical activity and factors that affect physical performances |        | 2.4A   | Identify how regular physical activity strengthens the heart, lungs, and muscular system  
  ● Explain how physical activity strengthens the heart, lungs, and muscular system |

### Guiding/Essential Questions

- 

### Vocabulary

- Weight
- Balance
- Motor skills
- Stationary
- cooperation

### Resources

- Jump ropes (long and short), music

### Formative Assessment

- 

### Summative Assessment

- 

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Revised: 7/1/2011
## Subject Area
Physical Education

## Unit Name:
Locomotors skills

### Overview

#### Content

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</thead>
<tbody>
<tr>
<td>Movement</td>
<td>2.1 The student demonstrate competency in fundamental movement patterns and proficiency in a few specialized movement forms</td>
<td>2.1D</td>
<td></td>
<td>Demonstrate mature form in walking, hopping and skipping</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Perform proper form when walking (arms in opposition to feet, relaxed hands, upright posture), hopping (one foot), skipping (alternating feet)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2.1G</td>
<td>Demonstrate simple stunts that exhibit personal agility such as jumping one- and two-foot takeoffs and landing with good control</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>perform locomotor skill with landing such as jump with two feet, leap, hurdle object</td>
</tr>
<tr>
<td></td>
<td>2.2 The student applies movement concepts and principles to the learning and development of motor skills</td>
<td>2.2A</td>
<td></td>
<td>Recognize that attention to the feeling of movement is important in motor skill development</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Recognize that attention to the feeling of movement (clapping, tapping, marching to the tempo) is important in motor skill development</td>
</tr>
</tbody>
</table>

### Guiding/Essential Questions

- 

### Vocabulary

- Hopping: marching
- skipping: tempo, agility, posture

### Resources

- Mats, music, gym floor, agility dots

### Formative Assessment

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### Summative Assessment

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Revised: 7/1/2011
<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Movement</td>
<td>2.4 The student knows the benefits from involvement in daily physical activity and factors that affect physical performance</td>
<td>2.4C</td>
<td>Identify foods that enhance a healthy heart</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2.4D</td>
<td>Explain the need for foods as a source of nutrients that provide energy for physical activity</td>
</tr>
</tbody>
</table>

**Guiding/Essential Questions**
- 

**Vocabulary**
- Glucose
- Fat
- Carbohydrate
- Protein

**Resources**
- Food pictures, calorie guides, fat replica, muscle replica

**Formative Assessment**
- 

**Summative Assessment**
- 

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Movement</td>
<td>2.3 The student exhibits a health-enhancing, physically-active, lifestyle that improves health and provides opportunities for enjoyment and challenge</td>
<td>2.3A</td>
<td></td>
<td>Describe and select physical activities that provide opportunities for enjoyment and challenge</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>● Understand that selected physical activity can provide opportunities for enjoyment and challenge</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>and may include locomotors movements such as skipping, galloping, and jogging</td>
</tr>
</tbody>
</table>

**Guiding/Essential Questions**

- 

**Vocabulary**

- Locomotors
- skipping
- jogging
- walking
- Biking
- ASA sports

**Resources**

- [www.allensports.org](http://www.allensports.org)

**Formative Assessment**

- 

**Summative Assessment**

- 

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**Physical Education**

**Subject Area**: Physical Education

**Unit Name**: Outdoor Recreation/Recreational Activities

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**Allen ISD - Bundled Curriculum**

**Revised**: 7/1/2011
<table>
<thead>
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<th>TAKS Objective</th>
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<th>Student Expectation/District Clarification</th>
</tr>
</thead>
</table>
| Movement       | 2.1 The student demonstrates competency in fundamental movement patterns and proficiency in a few specialized movement forms | 2.1K   | Walk in time to a 4/4 underlying beat  
- Apply the 4/4 beat by moving to the sounds of drums, rhythm sticks and claps, etc |
|                | 2.1L Perform rhythmical sequences such as simple folk, creative, ribbon routines  
- Practice rhythmic sequences such as line, ribbon, folk and circle dance |        |      |                                           |

**Guiding/Essential Questions**

- 

**Vocabulary**

Sequence
Rhythmic
beat
patterns

**Resources**

- music

**Formative Assessment**

- 

**Summative Assessment**

- 

**Physical Education**

**Allen ISD - Bundled Curriculum**

**Unit Name:** Rhythm

**Overview**
<table>
<thead>
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</thead>
</table>
| Physical Activity and Health | 2.5 The student knows and applies safety practices associated with physical activities | 2.5A | Use equipment and space safely and properly  
- 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 |
| | | 2.5B | Select and use appropriate protective equipment in preventing injuries such as helmets, elbow pads, knee pads, wrist guards, proper shoes and clothing  
- Select and use proper attire that promotes participation and prevents injury  
- Shorts/ pants under dresses and skirts  
- Removal of jewelry in physical education, recreational activities and on playgrounds |
| | | 2.5C | List the effects the sun has on the body and describe protective measures such as sunscreen, hat, and long sleeves  
- Name the effects the sun has on the body such as heat exposure and describe protective measures such as sunscreen, hat, and long sleeves |
| | | 2.5D | List water safety rules and describe their importance  
- Name water safety rules during recreational swimming such as following pool rules, wearing a life jacket, survival floating and swimming in a supervised area |
| | | 2.5E | Identify safe cycling and road practices  
- Describe safe cycling and road practices including follow traffic signs, ride in the designated lane, wear helmets and use reflective gear and bicycle maintained |
| | | 2.5F | Describe appropriate actions to emergency situations common to physical activity settings such as universal safety precautions and dialing 911  
- Practice emergency situations including tornado, duck and cover; fire, stop-drop-and roll; identify strangers; injury, call 911 universal precaution |
| Physical Activity | 2.7 The student develops positive self-management and social skills needed to work independently and with others in physical activity settings | 2.7A | Display good sportsmanship  
- Demonstrate winning or losing graciously, recognize and celebrate good skills and cooperative teamwork |
| | | 2.7B | Treat others with respect during play  
- Use kind words and actions while participating with others in group activities such as stations, cooperative games and activities |
| | | 2.4E | Describe the negative effects of smoking on the lungs and the ability to exercise  
- While participating in physical activity, experience poor lung capacity through a variety of blowing
### and Health

- involvement in daily physical activity and factors that affect physical performance
- activities such as balloon, ping pong balls, and straws

### Guiding/Essential Questions

### Content Vocabulary

<table>
<thead>
<tr>
<th>equipment</th>
<th>Smoking</th>
<th>Sunscreen</th>
<th>Shin guards</th>
<th>Protective equipment</th>
</tr>
</thead>
<tbody>
<tr>
<td>teamwork</td>
<td>Nicotine</td>
<td>Knee pads</td>
<td>Hats</td>
<td>cooperation</td>
</tr>
</tbody>
</table>

### Resources

- Cones; posted rules and expectations

### Formative Assessment

- 

### Summative Assessment

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Revised: 7/1/2011
# Physical Education

## Unit Name:
Striking and Volleying

### Overview

**Content**

<table>
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<tr>
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<tr>
<td>Movement</td>
<td>2.1 The student demonstrates competency in fundamental movement patterns and proficiency in a few specialized movement forms</td>
<td>2.1N</td>
<td></td>
<td>Demonstrate on cue, key elements of hand dribble, foot dribble, kick and strike (striking balloon or ball w/hand</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- Perform dribble, kick and strike with hand and foot using a variety of equipment such as size, texture, shape of ball</td>
</tr>
</tbody>
</table>

### Guiding/Essential Questions

- 

### Vocabulary

- Eye hand coordination
- Eye foot coordination
- Timing

### Resources

- Various balls, bean bags, deck rings, targets

### Textbook Alignment

- 

### Formative Assessment

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### Summative Assessment

- 

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2nd grade

Revised: 7/1/2011