

## Second Grade Physical Education Pacing Guide

2017-2018

1 <sup>st</sup> Nine Weeks	2 <sup>nd</sup> Nine Weeks	3 <sup>rd</sup> Nine Weeks	4 <sup>th</sup> Nine Weeks
<p><b><u>Motor Skill Development</u></b>                      2.1 The student will demonstrate approaching (at least two critical elements) and mature form (all correct critical elements) of locomotor, non-locomotor, and manipulative skills.</p> <p>a) Demonstrate individually and with a partner the mature forms of manipulative skills for underhand throwing, catching underhand tossed or thrown ball, kicking/passing stationary ball to a partner or to a target, foot dribble with control while walking, striking, consecutive upward volleying with hand(s), and stationary hand dribbling.</p>		<p><b><u>Motor Skill Development</u></b>                      2.1 The student will demonstrate approaching (at least two critical elements) and mature form (all correct critical elements) of locomotor, non-locomotor, and manipulative skills.</p> <p>b) Demonstrate a simple educational gymnastic sequence, including balance, roll, transfer of weight from feet to hands, and flight.</p>	

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<p><b><u>Motor Skill Development</u></b></p> <p>2.1 The student will demonstrate approaching (at least two critical elements) and mature form (all correct critical elements) of locomotor, non-locomotor, and manipulative skills.</p> <p>c) Demonstrate moving to a rhythm by performing basic dance sequences (teacher- or student-led dances).</p> <p>d) Demonstrate mature form for hop, jump, leap, skip, run, jog, gallop, and slide.</p> <p>e) Demonstrate and differentiate between jogging and running.</p> <p>f) Demonstrate manipulative skills using increased force (hard) and decreased force (soft) with control.</p> <p>g) Demonstrate mature form for jumping forward with self-turn rope and jumping with long rope (student turn).</p> <p>h) Demonstrate approaching mature form (at least two critical elements) for overhand throw, dribbling with dominant/preferred hand while walking, kicking moving ball, striking ball/object with short-handled implement upward and forward, striking/batting ball off tee, and jumping backward with self-turn rope.</p>			

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<p><b><u>Anatomical Basis of Movement</u></b>  2.2 The student will identify major musculoskeletal structures and the cardiorespiratory system and explain the importance of spatial awareness while moving.</p> <p>a) Describe the concept of relationships (e.g., over, under, around, in front of, behind, through) in dynamic movement situations.</p> <p>b) Explain the importance of spatial awareness (personal and general space) in static and dynamic movement situations.</p> <p>g) Identify the major structures of the cardiorespiratory system (heart and lungs).</p>		<p><b><u>Anatomical Basis of Movement</u></b>  2.2 The student will identify major musculoskeletal structures and the cardiorespiratory system and explain the importance of spatial awareness while moving.</p> <p>c) Explain that the brain sends a message to the body to move.</p> <p>d) Identify major muscles, to include quadriceps, biceps, abdominals, and heart.</p> <p>e) Explain that muscles tense to keep the body in a balanced position.</p> <p>f) Identify major bones, to include skull, ribs, and spine.</p>	

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<p><b><u>Fitness Planning</u></b></p> <p>2.3 The student will describe the components of fitness and identify physical activities that promote aerobic capacity, muscular strength, endurance, flexibility, and body composition.</p> <p>a) Describe muscular strength as important in lifting /moving heavy objects.</p> <p>b) Describe muscular endurance as important in moving throughout the day.</p> <p>c) Describe flexibility as important in moving in many directions.</p> <p>d) Describe cardiorespiratory endurance as important for maintaining a healthy heart.</p> <p>e) Describe body composition as the components that make up a person's body weight (percentages of fat, bone, water, and muscle in the human body).</p> <p>f) Identify one activity to promote each component of fitness (cardiorespiratory endurance, muscular strength, muscular endurance, flexibility, and body composition).</p> <p>g) Identify opportunities to participate in regular physical activity outside of school.</p> <p><b><u>Social Development</u></b></p> <p>2.4 The student will identify and apply cooperative, respectful, and safe behaviors in physical activity settings.</p> <p>a) Identify one activity that is enjoyed and done outside of physical education class.</p>			

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<p>b) Identify one activity that is challenging and one way to improve the activity.</p> <p>c) Demonstrate cooperative skills, to include taking turns and sharing equipment.</p> <p>d) Demonstrate safe participation individually and with others.</p> <p>e) Identify two class safety rules.</p>		<p><b><u>Energy Balance</u></b></p> <p>2.5 The student will describe the energy intake components of energy balance and physical health and development.</p> <p>a) Explain that dairy is important for bone growth.</p> <p>b) Identify examples of healthy snacks.</p> <p>c) Identify different hydration choices.</p> <p>d) Explain that choosing nutritious foods and being physically active are components of being healthy.</p>	