

## 2nd Grade Physical Education & Health Pacing Guide

### Overarching

	PEL 1.2.4	Travel independently in a large group while safely and quickly changing speed and direction within a boundary
	HW 8.2.5	Demonstrate methods of communications for specific situations
	PEL 4.2.2	Comply positively with rules and procedures of the structured games
	PEL 2.2.8	Perform a proper stretch safely for a minimum of 10 to 20 seconds
	PEL 3.2.2.	Know that there are a variety of sports and games
	PEL 3.2.3	Explain that skill competency leads to enjoyment of physical activity
	HW 8.2.3	Discuss friendship and practice conflict strategies
	PEL 4.2.3	Cooperate with others to complete an assigned task
	PEL 1.2.5	Use locomotor skills in low-organized games (e.g. tag games)
	PEL 1.2.16	Participate in low-organized games that utilize basic motor skills
	HW 8.2.2	Respond appropriately to compliments, criticism, teasing, and bullying
	PEL 4.2.1	Identify several activities that are enjoyable
	PEL 3.2.1.	Discuss how the activity of the day relates to a healthy life-style
PEL 1.2.6	Demonstrate a teacher led movement sequence while smoothly combining locomotor and non-locomotor skills (e.g., combine galloping, skipping, jumping, bending, swaying, twisting in a sequence, jumpring rope using different feet patterns	
	HW.8.2.1	Describe individual rules and predict consequences of choices

### First Nine Weeks

	PEL 1.2.1	Recognize major muscle groups:
		* biceps
		* triceps
		*quadriceps
		*abdominals
		*hamstrings
		*calf muscles (gastrocnemius)
		* glutes

Unit: Health: Body Systems	HW 5.2.1	Identify the basic functions of the following systems:
		* muscular
		* skeletal
		* nervous
	HW 5.2.2	Demonstrate how senses are used by the body
	HW 5.2.3	Identify and describe physical characteristics that are shared by self and family
	PEL 1.2.2	Recognize the major bones of the skeletal system:
		* cranium
		*vertebrae
		*ribs
		* humerus
		* radius
		* ulna
* pelvis		
* femur		
* fibula		
* tibia		
* phalanges		
Unit: Health: Personal Hygiene	HW 10.2.4	Describe good habits of personal grooming and cleanliness
	HW 6.2.3	List ways to prevent the spread of diseases:
		* wash hands
		* immunization
* not sharing items		
Unit: Health: Handling Emergencies	HW 10.2.11	Discuss procedures for obtaining emergency assistance and information (e.g. fire and police department, poison control, ambulance, 911)
	HW 10.2.12	Demonstrate the ability to recognize dangerous situations:
		* water
		* roads
		* outdoor
		* animal
		* strangers
	* food contamination	
	HW 10.2.13	Demonstrate Stop, Drop, and Roll when clothing is on fire
	HW 10.2.9	Demonstrate traffic safety rules for the following:
		* crossing streets
		* seat belts
		* helmets
		* riding a bicycle
	* signs and signals	
HW 10.2.10	Model school safety rules for the following:	
	* playground	
	* bus	
	* classroom	
	* earthquake drills	
	* tornado drills	
	* fire drills	
	* dangerous objects and weapons ( e.g., broken glass, needles, body fluids)	
* food consumption		

<b>Unit: Health: Communication</b>	HW 7.2.2	Describe community health services used by families
	HW 8.2.4	Differentiate between positive and negative factors that determine friendship
	HW 10.2.1	Identify feelings and situations that trigger certain emotions
<b>Unit: PE Striking</b>	PEL 1.2.11	Move a ball using a variety of pathways and dribble around or through various obstacles, keeping the ball in control
	PEL 1.2.13	Kick a stationary or moving ball and follow through toward a target
	PEL 1.2.14	Step toward and strike a stationary object
<b>Second nine weeks</b>		
<b>Unit: PE: Fitness Testing</b>	PEL 2.2.7	Participate in a nationally recognized health fitness assessment for the purpose of setting age appropriate personal goals and improving levels of body composition (eg, BMI, body fat %, skin fold assessment, waist hip ratio)
	PEL 2.2.13	Participate in a nationally recognized health fitness assessment for the purpose of setting age appropriate personal goals and improving muscular endurance (eg, curl-ups, partial curl- ups)
	PEL 2.2.9	Participate in a nationally recognized health fitness assessment for the purpose of setting age appropriate personal goals and improving levels of flexibility (eg. V-sit, back saver sit and reach, trunk lift, shoulder stretch)
	PEL 2.2.11	Participate in a nationally recognized health fitness assessment for the purpose of setting age appropriate personal goals and improving muscular strength (eg, push ups, modified push-ups, pull-ups, bicep strength, grip strength)
	PEL 2.2.4	Participate in an age appropriate activity, exercise, or game that encourages pacing to develop cardio respiratory endurance
<b>Unit: PE: Fitness</b>	PEL 2.2.5	Understand that body mass can be measured by the Body Mass Index (BMI)
	PEL 2.2.10	Demonstrate how muscular strength plays a role in developing strong, healthy bones and muscles (eg. Puppy dog walk, elephant walk, seal walk)
	PEL 2.2.12	Demonstrate how muscular endurance plays a role in health-related fitness
	PEL 2.2.2	Understand health benefits related to increased heart beat during activity

<b>Unit: PE: Throw and Catch</b>	PEL 1.2.10	Catch a variety of self-tossed objects
	PEL 1.2.9	Demonstrate follow-through to opposite hip when throwing an object
<b>Unit: Health: Tobacco, Drugs, and Alcohol</b>	HW 9.2.4	Identify products that contain tobacco
	HW 9.2.5	Describe the effects of tobacco use on the body and environment:
		* side-stream and second-hand smoke
		*diseases
	HW 9.2.8	Distinguish between legal and illegal drugs
	HW 9.2.6	Discuss products that contain alcohol (eg., beer, wine)
	HW 9.2.7	Identify physical consequences of the overuse of alcoholic beverages, (eg, blurred vision, lack of coordination, slow reaction time, addiction)
	HW 9.2.9	Respond to scenarios using a variety of refusal skills
<b>Unit: Health Violence</b>	HW 10.2.14	Differentiate and describe physical, mental, and verbal abuse
	HW 10.2.15	Identify sources to report abuse, harassment, violence, and injury
<b>Unit: Health: Stress</b>	HW 10.2.3	Discuss stress and identify stressful situations
	HW 10.2.2	Practice coping skills

**Third Nine Weeks**

<b>Unit: PE: Rhythms</b>	PEL 1.2.3	Create body movement patterns using music or games (eg, free movement)
	PEL 1.2.7	Maintain a steady beat while listening to music
	PEL 1.2.8	Perform instructional dance sequences to music (eg, "chicken dance")
<b>Unit: PE: Integration</b>	PEL 3.2.4	Use movement to improve cognitive responses (eg, count by two's or three's while jumping rope, movement sentences)
<b>Unit: PE: Dribbling</b>	PEL 1.2.12	Dribble in control with the dominate hand while moving in a general space
<b>Unit: PE: Heart</b>	PEL 2.2.1	Understand that the heart produces a pulse when beating
	PEL 2.2.3	Demonstrate how increasing the intensity of the activity increases the heartbeat
<b>Unit: Health: Oral Health</b>	HW 10.2.8	Recognize genral procedures during dental checkup
	HW 10.2.7	Identify the structure of the tooth
	HW 10.2.6	Explain positive oral health habits
		* brushing with proper tooth brush
		* using fluoride toothpaste
		* having regular dental checkups
		* flossing
		* using dental sealant
	HW 10.2.5	Examine evidence of things that keep teeth from being healthy:
		* plaque
* bacteria		
* sugary foods		
<b>Unit: Health: Nutrition</b>	HW 11.2.1	Choose a healthy snack from each food group
	HW 11.2.4	Recognize that foods and drinks have a Nutrition Facts Label
	HW 11.2.5	Identify the serving sizes and number of daily servings needed from each food group using MyPyramid guide (eg, fiva a day for fruits and vegetables, three a day for dairy)
	HW 11.2.3	Identify the major nutrients:
		* carbohydrates
		* protein
		* fats
		* vitamins
		* minerals
		* water
	PEL 2.2.6	Understand the relationship between the amount of food ingested, energy expended, and fat stored
HW 11.2.2	Identify factors that influence food choices	
HW 7.2.1	Define what it means to be a consumer	

<b>Unit: Health: Medication</b>	HW 9.2.1	Understand appropriate uses of medicines
	HW 9.2.2	Describe rules for taking medicine safely
	HW 9.2.3	Understand why it is important for a reliable adult to dispense medicine
<b>Unit: Health: Diseases</b>	HW 6.2.1	Define disease
	HW 6.2.2	Recognize the difference between communicable and non-communicable disease
<b>Fourth Nine Weeks</b>		
<b>Unit: PE: Volley</b>	PEL 1.2.15	Volley a light weight ball tossed by a partner or self using arms, hands, or racquet
<b>Unit: Health: Environment</b>	HW 7.2.3	Identify sources of pollution
<b>Unit: PE: Track and Field</b>		