

PENINSULA SCHOOL DISTRICT
Health & Fitness Curriculum
Second Grade

1. The student acquires the knowledge & skills necessary to maintain an active life: movement, physical fitness, and nutrition. (Essential Academic Learning Requirement)

Benchmark 1 Second Grade	A Peninsula Second Grade Student will: from the Grade Level Expectations (GLEs)	Instructional Materials and Resources	Assessment Strategies and Resources
1.1 Develop fundamental and complex movement skills, as developmentally appropriate			
1.1.1 Demonstrate physical skills (locomotor, non-locomotor, and manipulative) that contribute to movement proficiency	<p>Demonstrate mature form in locomotor patterns and selected manipulative and non-locomotor skills</p> <ul style="list-style-type: none"> • Demonstrate mature movement patterns in combination (e.g., hop to skip, slide to gallop) • Demonstrate mature patterns in combinations (e.g., bending to squatting) • Move to simple rhythm patterns • Demonstrate critical elements in a variety of manipulative skills in game situations (kicking in soccer, throwing in baseball) • Demonstrate spatial awareness 		

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Benchmark 1 Second Grade	A Peninsula Second Grade Student will: from the Grade Level Expectations (GLEs)	Instructional Materials and Resources	Assessment Strategies and Resources
1.2 Safely participate in a variety of developmentally appropriate physical activities			
1.2.1 Follow rules and safety procedures while participating in a variety of physical activities	Understand and applies safety rules and procedures in a variety of physical activities <ul style="list-style-type: none"> • Identify and demonstrate rules and safety procedures in grade appropriate activities (see EALR 1.1) 		
1.3 Understand the concepts of health-related physical fitness and develop and monitor progress on personal fitness goals			
1.3.1 Develop a fitness vocabulary and awareness of fitness while participating regularly in a variety of physical activities for fitness and play	Understand the basic vocabulary and concepts of physical fitness <ul style="list-style-type: none"> • Relate or demonstrate the different kinds of physical activities to the components of fitness: aerobic, muscular, and flexibility 		
1.4 Understand the relationship of nutrition and food nutrients to physical performance and body composition			
1.4.1 Identify the knowledge and skills necessary provided by a variety of foods and describe how bodily function and physical performance are affected by food consumption	Understand the connection between nutrition and physical well-being <ul style="list-style-type: none"> • Describe the number of servings and appropriate serving sizes for each Food Guide Pyramid group • Describe how serving size impacts good health 		

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2. The student acquires the knowledge and skills necessary to maintain a healthy life: recognize patterns of growth and development, reduce health risks, and live safely. (Essential Academic Learning Requirement)

Benchmark 1 Second Grade	A Peninsula Second Grade Student will: from the Grade Level Expectations (GLEs)	Instructional Materials and Resources	Assessment Strategies and Resources
2.1 Recognize patterns of growth and development			
2.1.1a Describe the structure and function of human body systems	<p>Understand the basic structure and function of human body systems</p> <ul style="list-style-type: none"> • Identify the basic structure of the Circulatory System and list ways to keep it healthy (<i>identify parts</i>) • Identify the basic structure of the Muscular System and list ways to keep it healthy • Identify the basic structure of the Skeletal System and list ways top keep it healthy • Identify the basic structure of the Respiratory System and list ways to keep it healthy • Identify the basic structure of the Digestive System 	<p>“All About Life” (F.L.A.S.H.) Curriculum</p> <ul style="list-style-type: none"> • Lesson 14, pg. 119: My Body • Lesson 12, pg. 105: Our Senses 	
2.1.1b Describe the influence of nutrition on health and development	<ul style="list-style-type: none"> • Describe the basic pathway food takes through the body 		
2.2 Understand the concept of control and prevention of disease			
2.2.1 Identify and demonstrate skills that prevent and reduce the risk of contracting and transmitting communicable diseases	<p>Understand how to prevent or reduce the risk of contracting a Communicable Disease</p> <ul style="list-style-type: none"> • Identify three communicable diseases that one might come in contact with (i.e., common cold, flu, lice, chicken pox, pink eye); and describe the continued importance of hand washing • Introduce difference between a virus and a bacteria 		

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2.3 Acquire skills to live safely and reduce health risks			
<p>2.3.1a Explain one's right to personal and physical safety</p> <p>2.3.1b Identify abuse and risky situations and demonstrate safe behaviors to prevent injury to self and others at home, school, and in the community</p> <p>2.3.1c Identify sources to ask for help in an emergency or crisis</p> <p>2.3.1d Identify physical, emotional, and legal consequences of using nicotine, alcohol, and other drugs, and apply skills to resist any harmful use of substances</p>	<p>Understand one's right to personal and physical safety</p> <ul style="list-style-type: none"> • Describe how the guidelines for personal and physical safety apply to everyone <p>Understand what are abusive or risky situations and how to avoid them</p> <ul style="list-style-type: none"> • Identify a variety of risky situations that you might encounter and prevention strategies (i.e., personal, school, home, community) <p>Know appropriate sources of help in emergency and non-emergency situations</p> <ul style="list-style-type: none"> • Describe appropriate sources of help for two emergency and two non-emergency situations <p>Understand the physical and legal consequences of using nicotine, alcohol, and other drugs, and apply skills to resist any harmful use of substances</p> <ul style="list-style-type: none"> • Recognize the legal consequences associated with a variety of illegal substances (i.e., alcohol, tobacco, medications) • Demonstrate or dramatize different refusal skills associated with illegal substances 	<ul style="list-style-type: none"> • "All About Life" (F.L.A.S.H.) Curriculum • Lesson 7, pg. 57: My Space • Lesson 9, pg. 85: Sexual Abuse Prevention 	

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3. The student analyzes and evaluates the impact of real-life influences on health. (Essential Academic Learning Requirement)

Benchmark 1 Second Grade	A Peninsula Second Grade Student will: from the Grade Level Expectations (GLEs)	Instructional Materials and Resources	Assessment Strategies and Resources
3.1 Understand how environmental factors affect one's health			
3.1.1 Identify environmental factors that affect health	<p>Understand how different environmental factors affect health</p> <ul style="list-style-type: none"> • List and describe the different causes of air and water pollution • Identify how different sources of air and water pollution affect a healthy body 		
3.2 Gather and analyze health information			
3.2.1a Determine reliable sources of health information	<p>Understand reliable sources of health information</p> <p>Compare and contrast different sources of reliable and unreliable health information</p>		
3.2.1b Identify messages about safe and unsafe behaviors	<p>Understand how media provides information related to safe or unsafe behaviors that impact overall health</p> <ul style="list-style-type: none"> • Categorize ten advertisements into safe and unsafe product choices 		
3.2.1c Demonstrate the ability to practice health enhancing behaviors and reduce risks	<p>Understand health enhancing behaviors and reduction of risk</p> <ul style="list-style-type: none"> • Categorize and describe safe and unsafe behaviors that affect health <ul style="list-style-type: none"> ○ Safety on a bicycle ○ Safety on the playground ○ Safety around fire ○ Safety around weapons 		

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Benchmark 1 Second Grade	A Peninsula Second Grade Student will: from the Grade Level Expectations (GLEs)	Instructional Materials and Resources	Assessment Strategies and Resources
3.3 Use social skills to promote health and safety in a variety of situations			
3.3.1a Express emotions constructively and form safe and respectful relationships 3.3.1b Recognize social skills to keep out of trouble and resist pressure from others	Express emotions appropriately to form safe and respectful relationships <ul style="list-style-type: none"> • Recognize how I express my emotions toward others impacts relationships Recognize social skills to keep out of trouble and resist pressure from others <ul style="list-style-type: none"> • Choices: decision making, avoidance, peer pressure 	“All About Life” (F.L.A.S.H.) Curriculum <ul style="list-style-type: none"> • Lesson 10, pg. 91: Anger • Lesson 7, pg. 57: Space • Lesson 11, pg. 99: Relaxation 	
3.4 Understand how emotions influence decision making			
3.4.1a Recognize a variety of emotions and how they affect self and others and develop strategies about how to act in emotional situations	Recognize a variety of emotions and how they affect self and others and develop strategies about how to act in emotional situations <ul style="list-style-type: none"> • List various emotions of self and others and discuss strategies to deal with those emotions 	<ul style="list-style-type: none"> • Lesson 2, pg. 11: Feelings 	

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4. The student effectively analyzes health and safety information to develop health and fitness plans based on life goals. (Essential Academic Learning Requirement)

Benchmark 1 Second Grade	A Peninsula Second Grade Student will: from the Grade Level Expectations (GLEs)	Instructional Materials and Resources	Assessment Strategies and Resources
4.1 Analyze health and safety information			
4.1.1 Identify how fitness and healthy living are important for life goals	Understand the relationship between home activities and health and fitness <ul style="list-style-type: none"> • Identify and describe how certain activities (household jobs) can influence specific areas of health and fitness 		
4.2. Develop a health and fitness plan and a monitoring system			
4.2.1 Set daily goals for improving health and fitness practices	Understand the relationship between fitness testing and goal setting <ul style="list-style-type: none"> • Participate in fitness testing and receive results evaluating their performance 		