

K-3	
4-5	
6-8	
9-12	

GRADE 2 Comprehensive Health and Physical Education Standard 2.1 (Wellness) All students will learn and apply health promotion concepts and skills to support a healthy, active lifestyle

A. Personal Health	C. Nutrition	E. Safety
B. Growth and Development	D. Diseases and Health Conditions	F. Social and Emotional Health

Benchmarks By the end of Grade 2 at developmentally appropriate levels of increasing complexity and skill, all students should:	Grade Specific Concepts/Skills By the end of the grade level listed above, to meet Grade 2 benchmarks, all student should be able to do the following using increasingly complex materials linked to increasingly skilled performance:	Student Activities/Evidence The following are examples of tasks/classroom assessments that provide evidence of students' progress toward proficiency:
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A. Describe and demonstrate self-care practices that support wellness, such as brushing/flossing teeth, washing hands, and wearing appropriate attire for weather or sports.	Demonstrate techniques of good personal hygiene and care to prevent the obtaining and spreading of disease.	With a partner, construct a list of communicable and non-communicable diseases and tell how to care for and prevent them and discuss their care and prevention. / Discuss diseases you are familiar with. / Observation, questioning and self examination.
B. Describe the similarities and differences among children.	List the personal traits that all humans possess. From this list, explain the ways that such characteristics vary from person to person.	Role-play the differences that are apparent from person to person. An example would be height. (small groups)/ Using a computer program, draw the various characteristics that make a person unique--eye color, hair shade, body type, etc. / Demonstrations, observations, art displays
C. Explain the types of information that be found on product labels.	Recognize the food pyramid and the significance of each category. (i.e. meat, breads, vegetables. etc)	List the foods each student in your group consumes over a two-day period and place them in an appropriate food pyramid category. (Small group) / Chart, observation, self assessment, group assessment

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<p>D. Discuss symptoms of common disease Conditions. (i.e. influenza, measles mumps, chickenpox).</p>	<p>Understand how the transmissions of diseases occur.</p>	<p>Construct a pathway web reflecting how a communicable disease could travel from person to person. /</p> <p>Group interaction, small group work, guided questioning.</p>
<p>E. Distinguish between “good/safe touch,” “bad/unsafe touch,” and “confusing touch”.</p>	<p>Explain what to do if touching causes uncomfortable feelings.</p>	<p>Guest speaker on Child Abuse DYFS. /</p> <p>Guided questions, explanations.</p>
<p>F. Describe and demonstrate appropriate ways to express wants, needs, and emotions.</p>	<p>Identify specific emotions and tell how they are expressed in various situations at different developmental stages from infancy through old age.</p>	<p>Share with the class different kinds of feelings that people experience (happy, sad, scared, and excited). Draw pictures that show a certain kind of feeling, and through story telling, discuss with class. /</p> <p>Oral presentation, artwork display, peer review.</p>

RESOURCES

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A. Personal Health	C. Nutrition	E. Safety
B. Growth and Development	D. Diseases and Health Conditions	F. Social and Emotional Health

Benchmarks	Grade Specific Concepts/Skills	Student Activities/Evidence
By the end of Grade 2 at developmentally appropriate levels of increasing complexity and skill, all students should:	By the end of the grade level listed above, to meet Grade 2 benchmarks, all student should be able to do the following using increasingly complex materials linked to increasingly skilled performance:	The following are examples of tasks/classroom assessments that provide evidence of students' progress toward proficiency:

1. *Texts*
2. *Books*
3. *Charts, paper and writing instrument (for teachers use)*
4. *Materials*
5. *Computer – internet*

GRADE 2 Comprehensive Health and Physical Education Standard 2.2 (Integrated Skills) All students will use health enhancing personal, interpersonal, and life skills to support a healthy, active lifestyle.

A. Communication B. Decision Making			C. Planning and Goal Setting D. Character Development			E. Leadership, Advocacy and Service F. Health Services and Careers		
Benchmarks By the end of Grade 2 at developmentally appropriate levels of increasing complexity and skill, all students should:			Grade Specific Concepts/Skills By the end of the grade level listed above, to meet Grade 2 benchmarks, all student should be able to do the following using increasingly complex materials linked to increasingly skilled performance:			Student Activities/Evidence The following are examples of tasks/classroom assessments that provide evidence of a students' progress toward proficiency:		
A. Explain when and how to use refusal skills in health and safety situations.			Identify healthy activities, which may provide enjoyment, challenge, self-expression, and/or stress reduction.			Participate in a variety of activities and describe how they help advance the body, mind, and spirit. / Oral questioning, observation, active representation.		
B. Discuss how parents, peers, and the media influence health decisions.			Know that choices are made via information, both conscious and subconscious, from sources that are influential in one's life.			Role-play different situations where persuasive personalities or attractive marketing can sway the way a person makes personal decisions. / Media display, oral explanation and observation		
C. Consider a wellness goal and determine if it is truly a reachable or unreasonable goal.			Identify and explain why some people choose unrealistic goals and what happens when they fail to reach them.			Class discussion on how personal wellness looks and feels and doable ways to reach and maintain such a state. / Individual or group participation, guided questioning.		
D. Define character, values, and integrity. Express the respect young people can attain when displaying them.			Discuss difficulties people encounter when, in some peoples minds, doing the right thing is not "cool".			Role plays various scenes depicting doing the honest, noble thing and how not acting in this way will only cause more harm. / Student performance, peer review, and teacher observation.		

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A. Communication	C. Planning and Goal Setting	E. Leadership, Advocacy and Service
B. Decision Making	D. Character Development	F. Health Services and Careers

Benchmarks By the end of Grade 2 at developmentally appropriate levels of increasing complexity and skill, all students should:	Grade Specific Concepts/Skills By the end of the grade level listed above, to meet Grade 2 benchmarks, all student should be able to do the following using increasingly complex materials linked to increasingly skilled performance:	Student Activities/Evidence The following are examples of tasks/classroom assessments that provide evidence of a students' progress toward proficiency:
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Grade 2 Standard 2.2 (Integrated Skills) Student Activities/Evidence

E. Motivate group members to work together and provide constructive feedback.	Compare and contrast communication, cooperation and compromise skills when seeking resolution for a group difficulty.	Create situations where the group dynamics leads to either an equitable, agreeable solution or none resolution and chaos. Self-assessment, peer assessment and teacher evaluation.
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F. Explain when and how to seek help when feeling ill, scared, sad, lonely, or bullied.	Analyze the characteristics of valid health and safety-related information, products, and services.	In small groups, students will search out discovery questions through an interview project using a tape recorder and teacher-made book of divergent questions about health professions and their job responsibilities. Brainstorming, observation, oral questioning.
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RESOURCES

1. *Texts Book*
2. *Books*
3. *Materials*
4. *Tape recorder*

GRADE 2 Comprehensive Health and Physical Education Standard 2.3 (Drugs and Medicines) All students will learn and apply information about alcohol, tobacco, other drugs and medicines to make decisions that support a healthy, active lifestyle.

A. Medicines			B. Alcohol, Tobacco and Other Drug			C. Dependency/Addiction and Treatment		
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A. Discuss basic rules to follow when taking medicines.			Explain the effects of medicine on the body and the mind, how they are obtained and properly used.			Formulate a list of commonly-used drugs and talk about how each is obtain-either over the counter or by doctor's prescription. / Small group work, peer review, teacher observation.		
B. Discuss how tobacco smoke impacts the environment and the health of nonsmokers.			Explain how making a healthy life choice by avoiding the use of tobacco products contributes to good life practices.			Make a chart of the good and bad reasons that people actually smoke. Decide if this is really a worthwhile habit. / Small group work, charts to share with all members of class and teacher observation.		
C. Explain how people who abuse alcohol, tobacco, and other drugs can get assistance.			Identify individuals and agencies that are health advocates – especially in the area of drugs, alcohol, and tobacco.			Observe and listen to guest speakers who are experts in the field or persons who have had adverse experiences with these destructive products. / Oral questioning and participation, observation.		

RESOURCES

1. Handouts
2. Charts
3. Guest Speakers

GRADE 2 Comprehensive Health and Physical Education Standard 2.4 (Human Relationships, and Sexuality) All students will learn the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.

A. Relationships	B. Sexuality	C. Pregnancy and Parenting
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A. Explain how families experiencing a change or crisis can get help if needed.	Identify various family members, and describe the roles and responsibilities of each.	Role-play the stereotypical actions of various family members around the dinner table. / Presentations, observations, self assessment.
B. Explain the physical differences of the genders as puberty occur.	Define puberty, and identify the age at which it occurs and the physical and emotional changes one experiences.	Using an outline model of the human body, begin to draw the physical changes that take place during puberty. / Begin a discussion about the emotional response that could possibly happen when this change of life takes place. / Oral presentation, visual representations, oral questioning
C. Explain that the formative years, birth through seven, are a time of enormous physical, mental, and psychological growth.	Understand that human beings go through significant changes in many phases that will remain for a lifetime.	Think about the human body and mind and how it is shaped. Relate personal experiences to illustrate this point. / Oral presentations, illustrations, guided questioning.

RESOURCES

1. *Textbook*
2. *Materials – paper, Pencils, arts and craft supplies.*
3. *Internet*

GRADE 2 Comprehensive Health and Physical Education Standard 2.5 (Motor Skill Development) All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.

GRADE 2 Comprehensive Health and Physical Education Standard 2.5 (Motor Skill Development) All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.		
A. Movement Skills B. Movement Concepts	C. Strategy D. Sportsmanship, Rules and Safety	E. Sports Psychology
Benchmarks By the end of Grade 2 at developmentally appropriate levels of increasing complexity and skill, all students should:	Grade Specific Concepts/Skills By the end of the grade level listed above, to meet Grade 2 benchmarks, all student should be able to do the following using increasingly complex materials linked to increasingly skilled performance:	Student Activities/Evidence The following are examples of tasks/classroom assessments that provide evidence of students' progress toward proficiency:
A. Demonstrate control in traveling, weight bearing, and balance activities on a variety of body parts.	Demonstrate the ability to distinguish between different movement patterns.	Perform correct foot patterns when combining two or three of the following skills: hopping, jumping, skipping, leaping, galloping, and sliding. / Teacher observation, checklist
B. Explain how changes in rhythm, tempo, beat, and musical style can alter movement.	Apply elements of shapes, pathways, and levels to perform movement sequences.	Perform physical activities, and demonstrate awareness of personal and general space while moving in a variety of levels and directions. / Teacher observation, student participation
C. Recognize that player placement and prearranged movement patterns can lead to efficient and effective team play.	Employ various formations to utilize players' abilities and field space to maximize unit performance.	Diagram sets of player locations and place on playing field for visual reference and reinforcement. / Group discussion, questions and answers, student participation

GRADE 2 Comprehensive Health and Physical Education Standard 2.5 (Motor Skill Development) All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.

A. Movement Skills B. Movement Concepts	C. Strategy D. Sportsmanship, Rules and Safety	E. Sports Psychology
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Benchmarks By the end of Grade 2 at developmentally appropriate levels of increasing complexity and skill, all students should:	Grade Specific Concepts/Skills By the end of the grade level listed above, to meet Grade 2 benchmarks, all student should be able to do the following using increasingly complex materials linked to increasingly skilled performance:	Student Activities/Evidence The following are examples of tasks/classroom assessments that provide evidence of students' progress toward proficiency:
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D. Explain how practice and being healthy contribute to safe and improved performance.	Learn and understand that gymnasium and classroom rules and regulations are imperative to safe and efficient class participation.	Create the rules and regulations offered by the students for use in each class. / Debrief and discuss benefits following the collection of individual thoughts.
E. Discuss how emotions enter into the realm of sport.	Recognize how feelings of happiness, anger, thrill and sadness become apparent in athletic competition.	Video tape students engaged in a competitive activity. Analyze the film as a group, and discuss the verbal and body language. / Teacher, student checklist, open discussion, evaluation

RESOURCES

1. *Gymnasium or large space conducive to movement*
2. *Equipment – balls, jump ropes, cones, etc.*
3. *Video recorder and television*

GRADE 2 Comprehensive Health and Physical Education Standard 2.6 (Fitness) All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.

A. Fitness and Physical Activity			B. Training			C. Achieving and Assessing Fitness		
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A. Identify body responses associated with moderate to vigorous physical activity including sweating, a fast heart rate, and heavy breathing.			Recognize that the body has defense mechanisms that protect it during strenuous exercise.			Monitor and chart heart rates during sessions of moderate and heavy physical activity. / Recording of results and discussion as to what they mean.		
E. Explain that participation in regular physical activity contributes to wellness.			Participate in a variety of fitness related games and recognize a relationship between games and fitness.			Discuss the positive affects that a game or play activity has on physical fitness and health after completion of event. / Small groups, class response, peer and teacher assessment		
F. Develop a fitness goal and monitor achievement of the goal.			Compete in intense activity and recognize differences in involuntary bodily behaviors.			Chart and graph with a partner differing effects that occur before, during and after physical exertion. / Observation, class discussion, record keeping		
RESOURCES								
<ol style="list-style-type: none"> 1. <i>Gymnasium or space for activity</i> 2. <i>PE equipment – ropes, balls, scooters, cones, etc.</i> 3. <i>Video recorder</i> 4. <i>Heart Monitors</i> 5. <i>Computer</i> 6. <i>Fitness gram</i> 								