

# 21<sup>st</sup> CENTURY

## Second Grade Wellness Content Standards and Objectives

Students in second grade will be actively engaged in practicing and developing basic health behaviors and skills. The program continues to build on the development of motor skills and movement concepts from previous grades to enhance enjoyment and proficiency. Students will be provided opportunities to practice physical activities for lifetime health and wellness.

**The West Virginia Standards for 21st Century Learning include the following components: 21st Century Content Standards and Objectives and 21st Century Learning Skills and Technology Tools.**

**All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology and objectives.**

Note: §18-2-7a (1) required Second Grade– “Not less than thirty minutes of physical education, including physical exercise and age-appropriate physical activities, for not less than three days a week.” “(c) Enrollment in physical education classes and activities required by the provisions of this section shall not exceed, and shall be consistent with, state guidelines for enrollment in all other subjects and classes: Provided, That schools which do not currently have the number of certified physical education teachers, do not currently have the required physical setting or would have to significantly alter academic offerings to meet the physical education requirements may develop alternate programs that will enable current staff, physical settings and offerings to be used to meet the physical education requirements established herein.”

<b>Grade 2</b>	<b>Wellness</b>			
<b>Standard:1</b>	<b>Wellness Promotion and Disease Prevention Objectives (WE.S.1)</b>			
<b>(WE.S.1)</b>	Students will comprehend and demonstrate concepts related to wellness promotion and disease prevention that apply to daily living experiences.			
<b>Performance Descriptors WE.S.1</b>				
<b>Distinguished</b>	<b>Above Mastery</b>	<b>Mastery</b>	<b>Partial Mastery</b>	<b>Novice</b>
Second grade students performing at the distinguished level will: specify the functions of sensory organs; recognize symptoms of poisoning and how to get help; defend the importance of good dental care and model for others good dental hygiene; analyze situations that promote specific feelings of hurt and develop skills to overcome those feelings; and research and explain reasons why immunizations and medicines help fight disease; participate and assist others in physical activities that bring personal enjoyment during recess and/or outside of the school environment.	Second grade students performing at the above mastery level will: describe the functions of sensory organs; verbally list symptoms of poisoning and how to get help; explain and defend the importance of good dental care and how to demonstrate good dental hygiene; examine situations that promote specific feelings of hurt and develop skills to overcome those feelings; and explain why immunizations and medicines help fight disease; and participate and inform others on physical activity that brings personal enjoyment during recess and/or outside of the school environment.	Second grade students performing at the mastery level will: identify the functions of sensory organs; identify symptoms of poisoning and how to get help; explain the importance of good dental care and how to demonstrate good dental hygiene; identify situations that promote specific feelings of hurt and develop skills to overcome those feelings; and describe how immunizations and medicines help fight disease; participate in two physical activities that bring personal enjoyment during recess and/or outside of the school environment.	Second grade students performing at the partial mastery level will with encouragement: identify the functions of sensory organs; identify symptoms of poisoning and how to get help; explain the importance of good dental care and how to demonstrate good dental hygiene; identify situations that promote specific feelings of hurt and develop skills to overcome those feelings; and describe how immunizations and medicines help fight disease; participate in a physical activity that brings personal enjoyment during recess and/or outside of the school environment.	Second grade students performing at the novice level will with guidance and assistance: identify the functions of sensory organs; identify symptoms of poisoning and how to get help; explain the importance of good dental care and how to demonstrate good dental hygiene; identify situations that promote specific feelings of hurt and develop skills to overcome those feelings; and describe how immunizations and medicines help fight disease; participate in a physical activity that brings personal enjoyment during recess and/or outside of the school environment.

Objectives	Students will
WE.2.1.01	locate and discuss large muscle groups.
WE.2.1.02	identify symptoms of poisoning and how to get help.
WE.2.1.03	explain the importance of good dental care and demonstrate good dental hygiene.
WE.2.1.04	identify situations (e.g., being excluded from a group, being insulted) that promote specific feelings of hurt and develop skills to overcome those feelings.
WE.2.1.05	describe how immunizations and medicines help fight disease.
WE.2.1.06	participate in two physical activities that bring personal enjoyment during recess and/or outside of the school environment.

Grade 2	Wellness			
Standard:2	Wellness Information and Services (WE.S.2)			
(WE.S.2)	Students will demonstrate the ability to access valid wellness information, products and services that apply to daily living experiences.			
Performance Descriptors WE.S.2				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
Second grade students performing at the distinguished level will: inform others about sources of health information and basic first aid.	Second grade students performing at the above mastery level will: describe sources of health information and demonstrate basic first aid.	Second grade students performing at the mastery level will: identify sources of health information; define and demonstrate basic first aid.	Second grade students performing at the partial mastery level will with encouragement: identify sources of health information; define and demonstrate basic first aid.	Second grade students performing at the novice level will with guidance and assistance: identify sources of health information; define and demonstrate basic first aid.
Objectives	Students will			
WE.2.2.01	identify sources of health information (e.g., pamphlets, internet, magazine, television, newspaper).			
WE.2.2.02	define and demonstrate basic first aid (e.g., cuts and burns).			

Grade 2	Wellness
Standard: 3	Wellness Behaviors (WE.S.3)
(WE.S.3)	Students will demonstrate the ability to practice wellness behaviors and reduce health risks that apply to daily living experiences.

Performance Descriptors WE.S.3				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
Second grade students performing at the distinguished level will: specify behaviors and habits that may be dangerous at home, on the playground, or in the community; categorize appropriate safety skills and equipment for recreational activities; analyze proper food handling techniques; and explains and illustrates how tobacco and alcohol harm one's health; identify situations in which he/she needs medicine and list rules for using medicine in safe ways; discuss how community agencies work to prevent and control diseases; identify and model the components associated with health-related fitness; and participate in activities to improve fitness.	Second grade students performing at the above mastery level will: give examples of behaviors and habits that may be dangerous at home, on the playground, or in the community; justify the use of appropriate safety skills and equipment for recreational activities; illustrate proper food handling techniques; and summarizes how tobacco and alcohol harm one's health; identify situations in which he/she needs medicine and list rules for using medicine in safe ways; discuss how community agencies work to prevent and control diseases; identify and describe the components associated with health-related fitness; and participate in activities to improve fitness..	Second grade students performing at the mastery level will: describe behaviors and habits that may be dangerous at home, on the playground, or in the community; demonstrate knowledge of appropriate safety skills and equipment for recreational activities; demonstrate proper food handling techniques; and describe how tobacco and alcohol harm one's health; identify situations in which he/she needs medicine and list rules for using medicine in safe ways; discuss how community agencies work to prevent and control diseases; identify and discuss the components associated with health-related fitness; and participate in activities to improve fitness..	Second grade students performing at the partial mastery level will with encouragement: describe behaviors and habits that may be dangerous at home, on the playground, or in the community; demonstrate knowledge of appropriate safety skills and equipment for recreational activities; demonstrate proper food handling techniques; and describe how tobacco and alcohol harm one's health; identify situations in which he/she needs medicine and list rules for using medicine in safe ways; discuss how community agencies work to prevent and control diseases; identify and discuss the components associated with health-related fitness; and participate in activities to improve fitness..	Second grade students performing at the novice level will with guidance and assistance: describe behaviors and habits that may be dangerous at home, on the playground, or in the community; demonstrate knowledge of appropriate safety skills and equipment for recreational activities; demonstrate proper food handling techniques; and describe how tobacco and alcohol harm one's health; identify situations in which he/she needs medicine and list rules for using medicine in safe ways; discuss how community agencies work to prevent and control diseases; identify and discuss the components associated with health-related fitness; and participate in activities to improve fitness..
Objectives	Students will			
WE.2.3.01	describe behaviors and habits that may be dangerous at home, on the playground, or in the community.			
WE.2.3.02	demonstrate knowledge of appropriate safety skills and equipment for recreational activities (e.g., bike riding (motorized/non-motorized), rollerblading, skateboarding, and ATVs).			
WE.2.3.03	demonstrate proper food handling techniques (e.g., washing apples, washing hands, using clean utensils).			
WE.2.3.04	describe how tobacco and alcohol harm one's health.			
WE.2.3.05	identify situations in which he/she needs medicine and list rules for using medicine in safe ways.			
WE.2.3.06	discuss how community agencies work to prevent and control diseases.			
WE.2.3.07	identify and discuss the components associated with health-related fitness (e.g., cardiovascular endurance, muscular strength and endurance, flexibility and body composition) and participate in activities to improve fitness.			

Grade 2	Wellness			
Standard:4	Responsible Personal and Social Behaviors (WE.S.4)			
(WE.S.4)	Students will name ways that cultural, media and other factors influence decisions in daily living experiences.			
<b>Performance Descriptors WE.S.4</b>				
<b>Distinguished</b>	<b>Above Mastery</b>	<b>Mastery</b>	<b>Partial Mastery</b>	<b>Novice</b>
Second grade students performing at the distinguished level will: analyze and explain the relationship between where people live and the foods they eat; analyze and assess the ways news media, technology and other sources provide information about health; compare and contrast cultural backgrounds that may impact health practices; and analyze and explain how commercials influences the purchase of health related products and services; demonstrate and model appropriate refusal skills; demonstrate and model decision-making skills to avoid unhealthy risk taking behaviors; apply and model established class rules, procedures, and safe practices; record eating and exercise habits and discuss positive and negative health behaviors; work with a family member to plan a healthy family meal.	Second grade students performing at the above mastery level will: define and explain the relationship between where people live and the foods they eat; identify and assess the ways news media, technology and other sources provide information about health; discuss why cultural backgrounds may impact health practices; and give explain and discuss how commercials influences the purchase of health related products and services; demonstrate and explain appropriate refusal skills; demonstrate and explain decision-making skills to avoid unhealthy risk taking behaviors; apply and explain established class rules, procedures, and safe practices; record eating and exercise habits and discuss positive and negative health behaviors; work with a family member to plan a healthy family meal.	Second grade students performing at the mastery level will: explain the relationship between where people live and the foods they eat; recognize the ways news media, technology and other sources provide information about health; recognize that individuals have different cultural backgrounds that may impact health practices; and explain how a commercial influences purchase of health related products and services; demonstrate appropriate refusal skills; demonstrate decision-making skills to avoid unhealthy risk taking behaviors; apply established class rules, procedures, and safe practices; record eating and exercise habits and discuss positive and negative health behaviors; work with a family member to plan a healthy family meal.	Second grade students performing at the partial mastery level will with encouragement: explain the relationship between where people live and the foods they eat; recognize the ways news media, technology and other sources provide information about health; recognize that individuals have different cultural backgrounds that may impact health practices; and explain how a commercial influences purchase of health related products and services; demonstrate appropriate refusal skills; demonstrate decision-making skills to avoid unhealthy risk taking behaviors; apply established class rules, procedures, and safe practices; record eating and exercise habits and discuss positive and negative health behaviors; work with a family member to plan a healthy family meal.	Second grade students performing at the novice level will with guidance and assistance: explain the relationship between where people live and the foods they eat; recognize the ways news media, technology and other sources provide information about health; recognize that individuals have different cultural backgrounds that may impact health practices; and explain how a commercial influences purchase of health related products and services; demonstrate appropriate refusal skills; demonstrate decision-making skills to avoid unhealthy risk taking behaviors; apply established class rules, procedures, and safe practices; record eating and exercise habits and discuss positive and negative health behaviors; work with a family member to plan a healthy family meal.

Objectives	Students will
WE.2.4.01	explain the relationship between where people live and the foods they eat
WE.2.4.02	record eating and exercise habits and discuss positive and negative health behaviors.
WE.2.4.03	work with a family member to plan a healthy family meal.
WE.2.4.04	recognize that individuals with different cultural backgrounds may influence health practices e.g., (food choices, health care).
WE.2.4.05	recognize the ways news media, technology and other sources (e.g., music, magazine stories and commercials) provide information and influence health.
WE.2.4.06	practice pro-social communication skills (e.g., please, thank you, body language).
WE.2.4.07	demonstrate appropriate refusal skills.
WE.2.4.08	demonstrate decision-making skills to avoid unhealthy risk taking behaviors (e.g., swimming alone, talking with strangers, taking medicines without adult supervision).
WE.2.4.09	apply established class rules, procedures, and safe practices (e.g. work cooperatively and demonstrate respectful behaviors).

Grade 2	Physical Education			
Standard:5	Movement Forms (WE.S.5)			
(WE.S.5)	Students will demonstrate motor skills and movement forms that enhance physical development that apply to daily living experiences.			
Performance Descriptors WE.S.5				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
Second grade students performing at the distinguished level will serve as a model for others while: combining walking with hopping, jumping, galloping, sliding, and skipping; jumping and landing in various combinations; kicking, throwing, catching, and striking an object from a stationary position; combining balance, transfer of weight, and rolling movements in a repeatable sequence; and performing a dance sequence to music.	Second grade students performing at the above mastery level will use proper technique while: combining walking with hopping, jumping, galloping, sliding, and skipping; jumping and landing in various combinations; kicking, throwing, catching, and striking an object from a stationary position; combining balance, transfer of weight, and rolling movements in a repeatable sequence; and performing a dance sequence to music.	Second grade students performing at the mastery level will use at least two elements of proper technique while: combining walking with hopping, jumping, galloping, sliding, and skipping; jumping and landing in various combinations; kicking, throwing, catching, and striking an object from a stationary position; combining balance, transfer of weight, and rolling movements in a repeatable sequence; and performing a dance sequence to music.	Second grade students performing at the partial mastery level will use at least one element of proper technique and need encouragement and guidance while: combining walking with hopping, jumping, galloping, sliding, and skipping; jumping and landing in various combinations; kicking, throwing, catching, and striking an object from a stationary position; combining balance, transfer of weight, and rolling movements in a repeatable sequence; and performing a dance sequence to music.	Second grade students performing at the novice level will use at least one element of proper technique and need assistance while: combining walking with hopping, jumping, galloping, sliding, and skipping; jumping and landing in various combinations; kicking, throwing, catching, and striking an object from a stationary position; combining balance, transfer of weight, and rolling movements in a repeatable sequence; and performing a dance sequence to music.

<b>Objectives</b>	<b>Students will</b>			
WE.2.5.01	combine walking with hopping, jumping, galloping, sliding, and skipping.			
WE.2.5.02	begin and end a movement in various combinations (e.g., one to same foot, one to the other foot, one to two feet, two to two feet, and two feet to one foot).			
WE.2.5.03	kick, throw, catch, and strike an object from a stationary position.			
WE.2.5.04	practice chasing, fleeing, and evading in a variety of physical activities.			
WE.2.5.05	combine balance, transfer of weight, and rolling movements in a repeatable sequence.			
WE.2.5.06	perform dance sequences to music.			
<b>Grade 2</b>	<b>Physical Education</b>			
<b>Standard:6</b>	<b>Development of Motor Skills (WE.S.6)</b>			
(WE.S.6)	Students will apply concepts and principles of human movement to the development of motor skills and learning of new skills that apply to daily living experiences.			
<b>Performance Descriptors WE.S.6</b>				
<b>Distinguished</b>	<b>Above Mastery</b>	<b>Mastery</b>	<b>Partial Mastery</b>	<b>Novice</b>
Second grade students performing at the distinguished level will serve as a model for others while: identifying and demonstrating directional movements of left and right; identifying one critical element or component of balancing, transferring weight and rolling; using space, effort, and time to intentionally modify a run, jump, gallop, skip and slide.	Second grade students performing at the above mastery level will: identify, demonstrate, and assist others in directional movements of left and right; identify one critical element or component of balancing, transferring weight and rolling; use space, effort, and time to intentionally modify a run, jump, gallop, skip and slide.	Second grade students performing at the mastery level will: identify and demonstrate directional movements of left and right; identify one critical element or component of balancing, transferring weight and rolling ; use space, effort, and time to intentionally modify a run, jump, gallop, skip and slide.	Second grade students performing at the partial mastery level will need encouragement and guidance to: identify and demonstrate directional movements of left and right; identify one critical element or component of balancing, transferring weight and rolling; use space, effort, and time to intentionally modify a run, jump, gallop, skip and slide.	Second grade students performing at the novice level will need assistance to: identify and demonstrate directional movements of left and right; identify one critical element or component of balancing, transferring weight and rolling; use space, effort, and time to intentionally modify a run, jump, gallop, skip and slide.
<b>Objectives</b>	<b>Students will</b>			
WE.2.6.01	identify and demonstrate directional movements of left and right.			
WE.2.6.02	identify one critical element or component of balancing, transferring weight and rolling (e.g., bend knees for better balance).			
WE.2.6.03	use space, effort, and time to intentionally modify a run, jump, gallop, skip and slide.			