

## HEALTH ENHANCEMENT – GRADE 2

### Grade Level Overview:

**Focus Areas:** *Nutrition, personal fitness, safety and injury, family/relationship skills, growth and development*

Students will develop a variety of movement skills including locomotor, nonlocomotor, manipulative, perceptual motor, and collaboration skills. Nutrition will be designed through the use of the food pyramid. Students will recognize proper safety and injury prevention.

**MT Health Enhancement Philosophy.** Health Enhancement combines the disciplines of “health” and “physical education” into a single curriculum with its focus on health-related outcomes. Concepts learned in the classroom are reinforced in the gymnasium and vice versa. Health is essential to a quality of life and leads directly to improved learning. Health enhancement develops the skills and behaviors necessary for students to become healthy, productive citizens who take personal responsibility for their own well-being as well as a social responsibility for the health of their community.

Early initiation of healthy behaviors is a predictor of enhanced school performance as well as less risk for morbidity and premature mortality in adulthood. Health enhancement is a critical component of the education process.

### Health Enhancement Content Standards

*The content of the SD6 Health Enhancement curriculum is aligned with the National Standards for H/PE and the Montana Content Standards and Benchmarks for Health Enhancement. Only those benchmarks with assessments, mapping, and/or essential learning’s apply to Grade 2.*

**Standard 1:** Students will have a basic knowledge and understanding of concepts that promote comprehensive health.

### Benchmarks

**1.1** Students will describe relationships between personal health behaviors and individual well being.

*Students will:*

	<b>Essential Learnings</b>	<b>Assessment</b>	<b>Map</b>
1.1.1	examine the role of food and water in good nutrition.	V, O	I, D for

**Columbia Falls - SD6**

1.1.2	use the pyramid or concepts related to the pyramid to understand the importance of choosing healthy foods in healthy amounts.	V, O	all.
1.1.3	understand the health benefits of safe physical activity.	V, O, P	
1.1.4	recognize good posture and tells why it is important.	V, O, P	

**1.2** Students will describe the basic structure and function of the major human body systems, emphasizing growth and development.

*Students will:*

	<b>Essential Learnings</b>	<b>Assessment</b>	<b>Map</b>
1.2.1	identify the physical indicators (perspiration, increased heart rate, breathing rate) that accompany moderate to vigorous physical activity.	V, O, P for all.	I, D for all.
1.2.2	recognize the five senses and their role in human growth and safety, (e.g., taste, touch, smell, hear, see).		
1.2.3	understand that growth is a continuous process but the rate is different for every individual.		
1.2.4	identify the basic structure and functions of the body systems, (e.g., skeletal, muscular, cardiovascular).		

**1.3** Students will identify common health problems (e.g., eyes, ears, teeth, skin) that should be detected and treated early. (Refer to classroom and nursing curricula.)

<b>Assessment</b>	<b>Map</b>
V, O, P	I, D

**1.4** Students will identify personal health-enhancing strategies that encompass substance abuse, nutrition, exercise, injury/disease prevention, including discussion of basic concepts of blood born diseases. (Refer to classroom and nursing curricula.)

<b>Assessment</b>	<b>Map</b>
V, O, P	I, D

**1.5** Students will identify the potential sources of environmental hazards.

*Students will:*

	<b>Essential Learnings</b>	<b>Assessment</b>	<b>Map</b>
1.5.1	identify safety rules for home, school and other environments (e.g., school, bus, traffic, pedestrian).	V, O, P for all.	I, D for all.
1.5.2	recognize ways to avoid dangerous situations.		
1.5.3	demonstrate how to get help in emergency situations (e.g., get an adult or duty supervisor, how to call 911, and what information to give).		

**Standard 2:** Students will demonstrate competency in a variety of movement forms.

**2.1** Students will demonstrate mature form in all locomotor patterns and selected manipulative and non-locomotor skills.

*Students will:*

	<b>Essential Learnings</b>	<b>Assessment</b>	<b>Map</b>
2.1.1	recognize and develop locomotor/perceptual patterns (e.g., walking, running, skipping, leaping, sliding, galloping, jumping, hopping).	V, O, P for all.	I, D for all.
2.1.2	recognize and develop non-locomotor/perceptual skills (e.g., bending, stretching, pushing, raising and lowering, twisting, turning, shaking, balancing).		
2.1.3	recognize and develop manipulative/perceptual activities (e.g., throwing, kicking, striking, catching, re-directing an object, continuous control of an object).		

**2.2** Students will combine movement skills in applied and dynamic settings or lead-up games.

<b>Assessment</b>	<b>Map</b>
V, O, P	I, D

**2.3** Students will acquire skills including perceptual, motor, and rhythm.

<b>Assessment</b>	<b>Map</b>
V, O, P	I, D

**Standard 3:** Students will apply movement concepts and principles while learning and developing motor skills.

**3.1** Students will apply critical elements to improve personal performance in fundamental motor skills and some specialized skills.

*Students will:*

	<b>Essential Learnings</b>	<b>Assessment</b>	<b>Map</b>
3.1.1	create a variety of different body positions, (e.g., hold body in various positions and shapes).	V, O, P for all.	I, D for all.
3.1.2	demonstrate the use of different body parts for various challenges alone and with a partner.		
3.1.3	mirror the symmetrical or asymmetrical shape of a partner.		
3.1.4	demonstrate a variety of bases of support (body parts) for balance.		
3.1.5	perform different body movements to a series of beats of varying tempos.		
3.1.6	create different body shapes in the air when jumping off the ground or varying levels of equipment.		

**Columbia Falls - SD6**

3.1.7	design and perform simple sequences that focus on body positions and/or movements individually or in a group.		
3.1.8	distinguish a personal space in a designated area.		
3.1.9	respect others' personal space during travel with or without an object.		
3.1.10	demonstrate a change of direction through locomotor movements on a signal.		
3.1.11	manipulate different objects and/or body parts at different levels.		
3.1.12	design and perform simple sequences that focus on change in directions, levels, pathways, and shapes.		

**3.2** Students will recognize and apply movement concepts that impact the quality of performance.

**Students will:**

<b>Essential Learnings</b>		<b>Assessment</b>	<b>Map</b>
3.2.1	safely perform different body movements at varying tempos.	V, O, P for all.	I, D for all.
3.2.2	safely manipulate an object at varying tempos.		
3.2.3	distinguish levels of force through movement.		
3.2.4	travel in relation to a stationary object.		
3.2.5	move objects in relation to self in attempt to keep to own general space.		
3.2.6	practice changing from leading to following with a partner.		
3.2.7	practice leading or following a partner using a variety of locomotor skills.		

**Standard 4:** Students will achieve and maintain a challenging level of health-related physical fitness.

**4.1** Students will participate in a variety of developmentally appropriate fitness activities involving each component of health-related physical fitness.

**Students will:**

<b>Essential Learnings</b>		<b>Assessment</b>	<b>Map</b>
4.1.1	explore and participate in activities that develop, maintain, and/or improve cardio-respiratory fitness.	V, O, P for all.	I, D for all.
4.1.2	explore and participate in activities that develop, maintain and/or improve muscular strength and endurance.		
4.1.3	explore and participate in activities that develop, maintain and/or improve flexibility.		
4.1.4	explore and participate in activities that develop, maintain and/or improve conditioning and training.		

**4.2** Students will identify each component of health-related physical fitness.

**Students will:**

<b>Essential Learnings</b>		<b>Assessment</b>	<b>Map</b>
4.2.1	identify enjoyable physical activities which increase the heart rate.	V, O, P for all.	I, D for all.
4.2.2	identify enjoyable physical activities which increase muscular strength and endurance.		
4.2.3	identify enjoyable physical activities which increase flexibility.		
4.2.4	identify enjoyable physical activities which increase conditioning and training.		

**4.3** Students will associate each health-related physical fitness component to the improvement of personal health.

<b>Assessment</b>	<b>Map</b>
V, O, P	I, D

**4.4** Students will demonstrate individual progress toward each component of health-related physical fitness.

**Standard 5:** Students will demonstrate the ability to use critical thinking and decision making to enhance health.

**Benchmarks**

**5.1** Students will identify problem-solving processes specific to health-related issues.

**Students will:**

<b>Essential Learnings</b>		<b>Assessment</b>	<b>Map</b>
5.5.1	identify risk-taking behaviors, (e.g., traffic safety, drug awareness, fire safety).	V, O, P for all.	I, D for all.
5.5.2	practice making decisions in a variety of situations affecting personal safety.		
5.5.3	discuss school safety rules.		
5.5.4	understand consequences of high-risk behavior.		
5.5.5	distinguish between compliance and non-compliance with game rules and fair play.		

**5.2** Students will access valid health information and resources, (e.g., know how to contact school nurse, and other reliable sources for information).

**5.3** Students will explain how basic health information and resources are used in setting goals and decision-making. (Refer to nursing curriculum.)

**5.4** Students will, with assistance, set health goals.

*Students will:*

Essential Learnings		Assessment	Map
5.4.1	choose to participate in frequent physical activities.	V, O, P for all.	I, D for all.
5.4.2	make decisions that help the body grow strong and healthy.		

**5.5** Students will predict results of positive health decisions.

Assessment	Map
V, O, P	I, D

**Standard 6:** Students will demonstrate interpersonal communication skills to enhance health.

**Benchmarks**

**6.1** Students will describe characteristics needed to be a responsible friend and family member. (Refer to Montana Behavioral Initiative, school counselor and school psychologist curricula)

*Students will:*

Essential Learnings		Assessment	Map
6.1.1	model respect for the rights, feelings, and abilities of others.	V, O for all.	I, D for all.
6.1.2	make responsible choices.		

**6.2** Students will demonstrate ways to communicate care, consideration, and respect of self and others.

*Students will:*

Essential Learnings		Assessment	Map
6.2.1	demonstrate cooperation and teamwork.	V, O, P for all.	I, D for all.
6.2.2	demonstrate ways to show compassion for people with disease/disability.		
6.2.3	understand the impact of harassment on others.		

**6.3** Students will demonstrate healthy ways to express needs, wants, and feelings.

*Students will:*

Essential Learnings		Assessment	Map
6.3.1	demonstrate appropriate ways for resolving conflict.	V, O for all.	I, D for all.
6.3.2	develop the skills needed to establish and set boundaries within friendships, relationships, and team play.		

**6.4** Students will demonstrate refusal skills.

Assessment	Map
V, O	I, D

6.5 Students will demonstrate active listening skills.

Assessment	Map
V, O	I, D

6.6 Students will demonstrate nonviolent strategies to resolve conflicts.

Assessment	Map
V, O	I, D

**Standard 7:** Students will demonstrate health-enhancing behaviors.

**Benchmarks**

7.1 Students will interact with friends and others through participation.

Assessment	Map
V, O, P	I, D

7.2 Students will use physical activity as a means of self-expression.

*Students will:*

Essential Learnings		Assessment	Map
7.2.1	express emotions in appropriate ways (e.g., demonstrate self-control, utilize positive verbal expression).	V, O	I, D

7.3 Students will understand the benefits of physical activity.

Assessment	Map
O, P	D

7.4 Students will routinely participate in physical activity.

Assessment	Map
V, O, P	D, M

7.5 Students will demonstrate strategies to improve or maintain personal health.

*Students will:*

Essential Learnings		Assessment	Map
7.5.1	follow safety rules at home and school.	V, W, O, P for all	I, D for all.
7.5.2	follow safety rules at play.		
7.5.3	follow safety rules when riding in a car or bus, (e.g., seatbelt, stay seated).		
7.5.4	follow safety rules for various seasonal environmental conditions, (e.g., cover fingers and face in the cold, wear sunscreen in the summer, wear appropriate clothes for the weather).		

**Columbia Falls - SD6**

7.5.5	recognize and identify healthy eating habits.		
7.5.6	practice cleanliness to maintain good health.		
7.5.7	understand and recognize the importance of good hygiene, understand and recognize the importance of good hygiene (e.g., hand washing, dental care, hair washing).		
7.5.8	demonstrate an awareness of community health-safety resources (e.g., resource officer, fire department, railroad safety program)		
7.5.9	demonstrate how and when to say no to harmful situations.		
7.5.10	demonstrate self-directed behavior without external rewards.		
7.5.11	practice ways to help the body grow strong and healthy.		