



SPRING GROVE AREA SCHOOL DISTRICT



PLANNED COURSE OVERVIEW

<b>Course Title:</b> Wellness and Fitness <b>Grade Level(s):</b> 2 <b>Units of Credit:</b> N/A <b>Classification:</b> Required	<b>Length of Course:</b> 30 cycles <b>Periods Per Cycle:</b> 2 <b>Length of Period:</b> 40 minutes <b>Total Instructional Time:</b> 40 hours
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*Course Description*

This planned wellness/fitness course provides developmentally appropriate instruction in the areas of traditional health education, as well as providing a focus on the development of healthful attitudes, behaviors, cognitive development, and behavior skill building. Five life skills form the core of the planned instruction; they are self-esteem building, decision making, effective communication, goal setting, and management. In wellness classes, the classes continue to build upon the basic terms and concepts. The students start to utilize the information in projects. This fitness education planned course focuses on the development of appropriate movement skills, psychomotor, cognitive, and affective learning experiences through the use of various games and activities that promote physical fitness, sportsmanship, and participation. The primary focus in fitness classes is locomotor skills while using equipment. Basic skills are first introduced at this level.

*Instructional Strategies, Learning Practices, Activities, and Experiences*

Think Pair Share Closure Differentiation Agendas Wait-Time Extended Guided Practice Videos/DVDs Individual/Partner/Group Activities and Games On the Clock	Bell Ringers Thinking Teacher Demonstrations Presentations Interaction Sequence Closure Posters Temporary Pass Option Green Team Puppets – Know Your Body (KYB) Fitness Technology	Class Discussions Paper and Pencil Activities Posted Objectives Wait-Time Modeling Goal Setting Role Playing Visual Aids
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*Assessments*

Cooperative Group Activity Performance Tasks	Teacher Observations	Teacher-Made Quizzes
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## *Materials/Resources*

Know Your Body Health Education Curriculum

Posters

Equipment

Trade Books

Videos/DVDs

Supplies

Music

Green Circle Materials

Internet

American Heart Association Jump Rope for Heart

School Counselors

My Plate / My Pyramid

Educational Resources

**Adopted:** 1/27/88

**Revised:** 8/16/89; 9/3/91; 8/19/93; 3/15/95; 8/16/00; 8/21/06; 6/20/11; 5/16/16

**Departmental Review:** 10/17

Skill Builders	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
Self Esteem	10.1.2.D - Know age appropriate drug information.
Communication	10.2.2.D - Identify the steps in a decision-making process.
Decision Making	10.3.2.C - Recognize conflict situations and identify strategies to avoid or resolve.
Goal Setting	
Stress Management	
<u>Related Vocabulary</u> emotions self-esteem communications goal setting stress I message uniqueness refusal skills conflict resolution	

Movement Skills	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Gross Motor</p> <p>Locomotor-walk, run, leap, hop, skip, jump, slide and gallop</p> <p>Non-locomotor-bend, stretch and twist</p> <p><u>Related Vocabulary</u>                      gross motor                      locomotor                      non-locomotor                      physical activity                      personal space                      space awareness                      bend                      stretch                      twist                      walk                      run                      leap                      hop                      skip                      jump                      slide                      body-awareness</p>	<p>10.4.2.B - Know the positive and negative effects of regular participation in moderate to vigorous physical activities.</p> <p>10.4.2.C - Know and recognize changes in body responses during moderate to vigorous physical activity.</p> <p>10.4.2.E - Identify reasons why regular participation in physical activities improves motor skills.</p> <p>10.5.2.A - Recognize and use basic movement skills and concepts.</p> <p>10.5.2.B - Recognize and describe the concepts of motor skill development using appropriate vocabulary.</p> <p>10.5.2.D - Identify and use principles of exercise to improve movement and fitness activities.</p>

Sportsmanship	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Cooperative awareness</p> <p>Individual awareness</p> <p><u>Related Vocabulary</u>                      sportsmanship                      cooperation                      teamwork                      practice                      goals                      strategies                      sharing</p>	<p>10.4.2.A - Identify and engage in physical activities that promote physical fitness and health.</p> <p>10.4.2.B - Know the positive and negative effects of regular participation in moderate to vigorous physical activities.</p> <p>10.4.2.F - Recognize positive and negative interactions of small group activities.</p> <p>10.5.2.A - Recognize and use basic movement skills and concepts.</p> <p>10.5.2.C - Know the function of practice.</p> <p>10.5.2.D - Identify and use principles of exercise to improve movement and fitness activities.</p> <p>10.5.2.F - Recognize and describe game strategies using appropriate vocabulary.</p>

Safety Smart	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Traffic</p> <p>Trusted Adults/Strangers</p> <p>Fire Emergency/911</p> <p><u>Related Vocabulary</u></p> <p>choices</p> <p>friend</p> <p>strangers</p> <p>private parts</p> <p>family</p> <p>emergency</p> <p>safety</p> <p>neighborhood</p> <p>rules</p> <p>refusing</p> <p>self-protection</p> <p>communication</p> <p>trusted adult</p>	<p>10.1.2.D - Know age appropriate drug information.</p> <p>10.2.2.D - Identify the steps in a decision-making process.</p> <p>10.3.2.A - Recognize safe/unsafe practices in the home, school and community.</p> <p>10.3.2.B - Recognize emergency situations and explain appropriate responses.</p> <p>10.3.2.C - Recognize conflict situations and identify strategies to avoid or resolve.</p>

Health Related Fitness	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
Combined Skills Manipulative Skills Spatial Awareness Fine Motor Auditory Discrimination Balance <u>Related Vocabulary</u> throwing catching rolling striking dribble tracking kicking balance high level low level medium level personal space left side right side weak hand strong hand pull	10.4.2.A - Identify and engage in physical activities that promote physical fitness and health. 10.4.2.B - Know the positive and negative effects of regular participation in moderate to vigorous physical activities. 10.4.2.C - Know and recognize changes in body responses during moderate to vigorous physical activity. 10.4.2.D - Identify likes and dislikes related to participation in physical activities. 10.4.2.E - Identify reasons why regular participation in physical activities improves motor skills. 10.5.2.A - Recognize and use basic movement skills and concepts. 10.5.2.B - Recognize and describe the concepts of motor skill development using appropriate vocabulary. 10.5.2.C - Know the function of practice.

Health Related Fitness (continued)	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<u>Related Vocabulary (continued)</u> push pace speed straight turn zig zag dodging fleeing	

Body Fuel	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>My Pyramid/My Plate</p> <p>Healthy Choices/Planning</p> <p>Go, Slow, Whoa</p> <p><u>Related Vocabulary</u>                      my pyramid                      grains                      vegetables                      fruits                      milk                      meat and beans                      oils                      water                      calories                      nutritious                      fats                      choices                      grow</p>	<p>10.1.2.C - Explain the role of the food guide pyramid in helping people eat a healthy diet.</p> <p>10.2.2.B - Identify health-related information.</p> <p>10.2.2.D - Identify the steps in a decision-making process.</p>

Fitness is Fun	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Jump Rope for Heart</p> <p>Safe Practices With Exercise</p> <p>Fitness Choices</p> <p><u>Related Vocabulary</u>                      safety                      heart                      pulse                      lungs                      muscles                      circulation                      blood                      warm up                      cool down                      stretching                      strength                      aerobic                      an-aerobic                      locomotor movement</p>	<p>10.1.2.B - Identify and know the location and function of the major body organs and systems.</p> <p>10.2.2.B - Identify health-related information.</p> <p>10.2.2.D - Identify the steps in a decision-making process.</p> <p>10.3.2.D - Identify and use safe practices in physical activity settings (e.g., proper equipment, knowledge of rules, sun safety, guidelines of safe play, warm-up, cool-down).</p> <p>10.4.2.A - Identify and engage in physical activities that promote physical fitness and health.</p> <p>10.4.2.B - Know the positive and negative effects of regular participation in moderate to vigorous physical activities.</p> <p>10.4.2.C - Know and recognize changes in body responses during moderate to vigorous physical activity.</p> <p>10.4.2.D - Identify likes and dislikes related to participation in physical activities.</p> <p>10.4.2.E - Identify reasons why regular participation in physical activities improves motor skills.</p> <p>10.5.2.A - Recognize and use basic movement skills and concepts.</p> <p>10.5.2.B - Recognize and describe the concepts of motor skill development using appropriate vocabulary.</p> <p>10.5.2.D - Identify and use principles of exercise to improve movement and fitness activities.</p>

An Ounce of Prevention	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Diseases</p> <p>Sun Smart</p> <p><u>Related Vocabulary</u>  germs  diseases  hand washing  sun safety  slip, slap, slop  UV rays  sun protection  bacteria  virus  contagious</p>	<p>10.1.2.E - Identify types and causes of common health problems of children.</p> <p>10.2.2.A - Identify personal hygiene practices and community helpers that promote health and prevent the spread of disease.</p> <p>10.2.2.B - Identify health-related information.</p> <p>10.2.2.D - Identify the steps in a decision-making process.</p> <p>10.3.2.A - Recognize safe/unsafe practices in the home, school and community.</p> <p>10.3.2.D - Identify and use safe practices in physical activity settings (e.g., proper equipment, knowledge of rules, sun safety, guidelines of safe play, warm-up, cool-down).</p>

Dance	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Temporal Awareness</p> <p><u>Related Vocabulary</u>                      rhythm                      beat                      right side                      left side                      forward                      backward                      side step                      turning                      sideways                      personal space                      sway                      skip                      hop</p>	<p>10.4.2.A - Identify and engage in physical activities that promote physical fitness and health.</p> <p>10.4.2.B - Know the positive and negative effects of regular participation in moderate to vigorous physical activities.</p> <p>10.4.2.C - Know and recognize changes in body responses during moderate to vigorous physical activity.</p> <p>10.4.2.E - Identify reasons why regular participation in physical activities improves motor skills.</p> <p>10.4.2.F - Recognize positive and negative interactions of small group activities.</p> <p>10.5.2.A - Recognize and use basic movement skills and concepts.</p> <p>10.5.2.C - Know the function of practice.</p> <p>10.5.2.E - Know and describe scientific principles that affect movement and skills using appropriate vocabulary.</p>

I Can Choose	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
Habits Tobacco use Helping others to stop  <u>Related Vocabulary</u> poison medicine smoking tobacco second hand smoke drugs lungs heart refusing Mr. Yuk cigarettes cigars risk cancer heart disease	10.1.2.D - Know age appropriate drug information. 10.2.2.B - Identify health-related information. 10.2.2.D - Identify the steps in a decision-making process. 10.2.2.E - Identify environmental factors that affect health. 10.3.2.A - Recognize safe/unsafe practices in the home, school and community. 10.3.2.B - Recognize emergency situations and explain appropriate responses. 10.3.2.C - Recognize conflict situations and identify strategies to avoid or resolve.

Healthy Relationships	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
Feelings/Being Kind to Each Other Green Circle/Diversity  <u>Related Vocabulary</u> unique characteristics diversity qualities different same feelings respect Green Circle	10.2.2.D - Identify the steps in a decision-making process. 10.3.2.C - Recognize conflict situations and identify strategies to avoid or resolve.

Changing You	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Uniqueness</p> <p>Characteristics</p> <p>Responsibilities</p> <p><u>Related Vocabulary</u></p> <p>unique</p> <p>responsibility</p> <p>characteristics</p> <p>growth</p> <p>physical</p> <p>social</p> <p>emotional</p> <p>manners</p>	<p>10.1.2.A - Identify and describe the stages of growth and development.</p> <p>10.2.2.D - Identify the steps in a decision-making process.</p> <p>10.3.2.C - Recognize conflict situations and identify strategies to avoid or resolve.</p>

The Environment and You	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
Community and School Reduce, Recycle, Reuse Pollution  <u>Related Vocabulary</u> earth environment pollution reduce recycle reuse litter neighborhood	10.2.2.A - Identify personal hygiene practices and community helpers that promote health and prevent the spread of disease.  10.2.2.B - Identify health-related information.  10.2.2.D - Identify the steps in a decision-making process.  10.2.2.E - Identify environmental factors that affect health.