

Pre-K – Fourth Grade Wellness - 21<sup>st</sup> CENTURY CONTENT STANDARDS AND OBJECTIVES FOR WEST VIRGINIA

Grade 2 Wellness		
<b>Standard:1</b>	<b>Wellness Promotion and Disease Prevention Objectives (WE.S.1)</b>	
(WE.S.1)	Students will comprehend and demonstrate concepts related to wellness promotion and disease prevention that apply to daily living experiences.	
<b>Objectives</b>	<b>Students will</b>	<b>PLT Activity and Page</b>
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.	#54 I'd Like to Visit a Place Where... p.236
<b>Standard:2</b>	<b>Wellness Information and Services (WE.S.2)</b>	
(WE.S.2)	Students will demonstrate the ability to access valid wellness information, products and services that apply to daily living experiences.	
<b>Objectives</b>	<b>Students will</b>	<b>PLT Activity and Page</b>
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).	
<b>Standard: 3</b>	<b>Wellness Behaviors (WE.S.3)</b>	
(WE.S.3)	Students will demonstrate the ability to practice wellness behaviors and reduce health risks that apply to daily living experiences.	
<b>Objectives</b>	<b>Students will</b>	<b>PLT Activity and Page</b>
WE.2.3.01	describe behaviors and habits that may be dangerous at home, on the playground, or in the community.	#54 I'd Like to Visit a Place Where... p.236

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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.	
<b>Standard:4</b>	<b>Responsible Personal and Social Behaviors (WE.S.4)</b>	
(WE.S.4)	Students will name ways that cultural, media and other factors influence decisions in daily living experiences.	
<b>Objectives</b>	<b>Students will</b>	<b>PLT Activity and Page</b>
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).	
<b>Standard:5</b>	<b>Movement Forms (WE.S.5)</b>	

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(WE.S.5)	Students will demonstrate motor skills and movement forms that enhance physical development that apply to daily living experiences.	
<b>Objectives</b>	<b>Students will</b>	<b>PLT Activity and Page</b>
WE.2.5.01	combine walking with hopping, jumping, galloping, sliding, and skipping.	#63 Tree Factory p.273
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).	#63 Tree Factory p.273
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.	#25 Birds and Worms p.111 #63 Tree Factory p.273 #68 Name That Tree p.288
WE.2.5.05	combine balance, transfer of weight, and rolling movements in a repeatable sequence.	#63 Tree Factory p.273
WE.2.5.06	perform dance sequences to music.	#63 Tree Factory p.273
<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>Objectives</b>	<b>Students will</b>	<b>PLT Activity and Page</b>
WE.2.6.01	identify and demonstrate directional movements of left and right.	#63 Tree Factory p.273
WE.2.6.02	identify one critical element or component of balancing, transferring weight and rolling (e.g., bend knees for better balance).	#63 Tree Factory p.273
WE.2.6.03	use space, effort, and time to intentionally modify a run, jump, gallop, skip and slide.	#63 Tree Factory p.273