<table>
<thead>
<tr>
<th>Strand</th>
<th>Functions and Interrelationships of Systems</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Big Idea</td>
<td>Structure and Functions of the Body</td>
<td></td>
</tr>
</tbody>
</table>

### Concept

A. Identifies the structure and function of the body systems

### Learning Targets

1. Describe the functions of the muscular systems and provide examples (e.g., muscles pull on bones to move the joints, move food through the body)

### Alignments:
- Performance: 1.4
- Knowledge: (H/PE) 1
- HEGLE: FIS.1.B
- NETS: N/A
- DOK: 1

### Instructional Strategies

- Group discussion
- Visuals
- Worksheets

### Assessments/Evaluations

- Test/quizzes
- Exit sheets
- Worksheets

### Sample Assessment Questions

- How do your muscles and skeleton work together to help your body move?
### Instructional Resources/Tools

- Videos (district library)
- Posters
- www.pecentral.com
- www.teachpe.com
- *Physical Education for Children: Daily Lesson Plans for Elementary School* by Katherine Thomas, Amelia Lee and Jerry Thomas
- www.peuniverse.com
- YouTube
- www.cdc.gov

### Literacy Connections

- *Your Muscles and Bones* by Anita Ganeri

### Cross Curricular Connections

- Science: Anatomy
<table>
<thead>
<tr>
<th>Concept</th>
<th>Learning Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>B. Identifies the structure and function of the body systems</td>
<td>2. Describe the functions of the skeletal system (e.g., protects body parts, supports the framework, works with muscles)</td>
</tr>
</tbody>
</table>

**Alignments:**
- Performance: 1.4
- Knowledge: (H/PE) 1
- HEGLE: FIS.1.C
- NETS: N/A
- DOK: 1

**Instructional Strategies**
- Group discussion
- Worksheets
- Visuals

**Assessments/Evaluations**
- Questioning
- Test/quizzes
- Exit sheets
- Worksheets

**Sample Assessment Questions**
- Name two things your skeletal system does for you
# Health
## 2nd Grade

## Instructional Resources/Tools
- Videos (district library)
- Posters
- www.pecentral.org
- www.teachpe.com
- *Physical Education for Children: Daily Lesson Plans for Elementary School* by Katherine Thomas, Amelia Lee and Jerry Thomas
- www.peuniverse.com
- YouTube
- www.cdc.gov

## Literacy Connections
- *Bones: Our Skeletal System* by Seymour Simon
- *The Skeletal System* by Kay Manolis

## Cross Curricular Connections
- Science: Anatomy
<table>
<thead>
<tr>
<th>Concept</th>
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<tbody>
<tr>
<td>C. Identifies the structure and function of the body systems</td>
<td>3. Describe the function of the skin (e.g., protection)</td>
</tr>
</tbody>
</table>

**Alignments:**
- Performance: 1.4
- Knowledge: (H/PE) 1
- HEGLE: FIS.1.D
- NETS: N/A
- DOK: 1

**Instructional Strategies**
- Group discussion
- Visuals
- Worksheets

**Assessments/Evaluations**
- Questioning
- Test/quizzes
- Worksheets
- Exit slips

**Sample Assessment Questions**
- What does our skin do for our bodies?
## Instructional Resources/Tools

- Videos (district library)
- Posters
- www.pecentral.org
- www.teachpe.com
- *Physical Education for Children: Daily Lesson Plans for Elementary School* by Katherine Thomas, Amelia Lee and Jerry Thomas
- www.peuniverse.com
- YouTube
- www.cdc.gov

## Literacy Connections

- 

## Cross Curricular Connections

- Science: Anatomy
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</table>

**Concept**

D. Identifies the structure and function of the body systems

**Learning Targets**

4. • Identify the major components (i.e., blood vessels, heart) and functions (e.g., transport blood throughout the body) of the cardio-respiratory system

• Name the major functions of the cardio-respiratory system

**Alignments:**
Performance: 1.4
Knowledge: (H/PE) 1
HEGLE: FIS.1.E
NETS: N/A
DOK: 2

**Instructional Strategies**

• Group discussion
• Visuals
• Worksheets

**Assessments/Evaluations**

• Questioning
• Test/quizzes
• Exit slips

**Sample Assessment Questions**

• What does the heart do?
**Instructional Resources/Tools**

- Videos (district library)
- Posters
- www.pecentral.org
- www.teachpe.com
- *Physical Education for Children: Daily Lesson Plans for Elementary School* by Katherine Thomas, Amelia Lee and Jerry Thomas
- www.peuniverse.com
- YouTube
- www.cdc.gov

**Literacy Connections**

- *The Circulatory System* by Helen Frost
- *Heart: How the Blood Gets Around the Body* by Richard Walker

**Cross Curricular Connections**

- Science: Anatomy
<table>
<thead>
<tr>
<th>Concept</th>
<th>Learning Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>E. Identifies the structure and function of the body systems</td>
<td>5. Identify additional components of the respiratory system (e.g., trachea, bronchial tubes, diaphragm, alveoli)</td>
</tr>
</tbody>
</table>

**Alignments:**
- Performance: 1.4
- Knowledge: (H/PE) 1
- HEGLE: FIS.1.F
- NETS: N/A
- DOK: 1

**Instructional Strategies**
- Group discussion
- Visuals
- Worksheets

**Assessments/Evaluations**
- Questioning
- Test/quizzes
- Exit slips

**Sample Assessment Questions**
- Name two parts of our respiratory system
Instructional Resources/Tools

- Videos (district library)
- Posters
- www.pecentral.org
- www.teachpe.com
- *Physical Education for Children: Daily Lesson Plans for Elementary School* by Katherine Thomas, Amelia Lee and Jerry Thomas
- www.peuniverse.com
- YouTube
- www.cdc.gov

Literacy Connections

- *The Respiratory System* by Helen Frost
- *Breathing* by Anna Sandeman

Cross Curricular Connections

- Science: Anatomy
<table>
<thead>
<tr>
<th>Strand</th>
<th>Health Maintenance and Enhancement</th>
<th>2nd Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Big Idea</td>
<td>Personal and Family Health</td>
<td></td>
</tr>
<tr>
<td><strong>Concept</strong></td>
<td>F. Understands what it means to be fit, participates regularly in physical activities, and recognizes the physical signs associated with movement</td>
<td></td>
</tr>
<tr>
<td><strong>Learning Targets</strong></td>
<td>3. Describe how physical activity makes a person’s body stronger (e.g., helps develop strength, endurance, flexibility, and body composition)</td>
<td></td>
</tr>
<tr>
<td><strong>Alignments:</strong></td>
<td>Performance: 1.4, 3.3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Knowledge: (H/PE) 4</td>
<td></td>
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<tr>
<td></td>
<td>HEGLE: HME.1.D</td>
<td></td>
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<tr>
<td></td>
<td>NETS: N/A</td>
<td></td>
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<tr>
<td></td>
<td>DOK: 1</td>
<td></td>
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</tbody>
</table>

**Instructional Strategies**
- Group discussion
- Visuals
- Worksheets

**Assessments/Evaluations**
- Questioning
- Test/quizzes
- Exit slips

**Sample Assessment Questions**
- How does our body get stronger?
# Health
2nd Grade

## Instructional Resources/Tools
- Videos (district library)
- Posters
- www.pecentral.org
- www.teachpe.com
- *Physical Education for Children: Daily Lesson Plans for Elementary School* by Katherine Thomas, Amelia Lee and Jerry Thomas
- www.peuniverse.com
- YouTube
- www.cdc.gov

## Literacy Connections
- *Oh The Things You Can Do That Are Good For You!* by Tish Rabe

## Cross Curricular Connections
- Physical Education
<table>
<thead>
<tr>
<th>Concept</th>
<th>Learning Targets</th>
</tr>
</thead>
</table>
| G. Discusses various concepts and importance of personal health and nutrition | 1. Identify healthy food choices (see MyPlate.gov) in each of the five food groups (sorting play food or pictures into food groups)  
• Compare and contrast the effects of nutrient-dense and empty-calorie foods on the body (e.g., soda/skim milk, chips/apple; cookies/carrots) |

**Alignments:**  
Performance: 3.2, 3.3  
Knowledge: (H/PE) 2  
HEGLE: HME.2.A  
NETS: N/A  
DOK: 2

**Instructional Strategies**  
• Group discussion  
• Visuals  
• Worksheets

**Assessments/Evaluations**  
• Questioning  
• Test/quizzes  
• Exit slips  
• Worksheets

**Sample Assessment Questions**  
• Name a food from each of the food groups  
• What would a healthy snack consist of?
<table>
<thead>
<tr>
<th>Instructional Resources/Tools</th>
</tr>
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<tbody>
<tr>
<td>• Videos (district library)</td>
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<tr>
<td>• Posters</td>
</tr>
<tr>
<td>• <a href="http://www.pecentral.org">www.pecentral.org</a></td>
</tr>
<tr>
<td>• <a href="http://www.teachpe.com">www.teachpe.com</a></td>
</tr>
<tr>
<td>• <em>Physical Education for Children: Daily Lesson Plans for Elementary School</em> by Katherine Thomas, Amelia Lee and Jerry Thomas</td>
</tr>
<tr>
<td>• <a href="http://www.peuniverse.com">www.peuniverse.com</a></td>
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<tr>
<td>• <a href="http://www.cdc.gov">www.cdc.gov</a></td>
</tr>
<tr>
<td>• <a href="http://www.choosemyplate.gov">www.choosemyplate.gov</a></td>
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<table>
<thead>
<tr>
<th>Literacy Connections</th>
</tr>
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<tbody>
<tr>
<td>• <em>Nutrients: Superstars of Good Health</em> by Barbara J. Patten</td>
</tr>
<tr>
<td>• <em>Eat You Vegetables! Drink Your Milk</em> by Alvin Silverstein</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cross Curricular Connections</th>
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<tbody>
<tr>
<td>• Science: Biology/Nutrition</td>
</tr>
<tr>
<td>Strand</td>
</tr>
<tr>
<td>--------</td>
</tr>
<tr>
<td>Big Idea</td>
</tr>
</tbody>
</table>

**Concept**

H. Discusses various concepts and importance of personal health and nutrition

**Learning Targets**

2.
- Identify a healthy snack from each food group (see chooseMyPlate.gov)
- Recognize that eating healthy and being active will help maintain a healthy body composition

**Alignments:**
Performance: 3.2, 3.3
Knowledge: (H/PE) 2
HEGLE: HME.2.B
NETS: N/A
DOK: 1

**Instructional Strategies**

- Group discussion
- Visuals
- Worksheets

**Assessments/Evaluations**

- Questioning
- Test/quizzes
- Exit slips

**Sample Assessment Questions**

- Give an example of a healthy snack
### Instructional Resources/Tools

- Videos (district library)
- Posters
- www.pecentral.org
- www.teachpe.com
- *Physical Education for Children: Daily Lesson Plans for Elementary School* by Katherine Thomas, Amelia Lee and Jerry Thomas
- www.peuniverse.com
- YouTube
- www.cdc.gov
- www.choosemyplate.gov

### Literacy Connections

- *The Basic Five Food Groups* by Barbara Patten
- *How to Eat To Win* by Barbara Patten

### Cross Curricular Connections

- Science: Biology/Nutrition
### Health Maintenance and Enhancement

#### Nutrition

<table>
<thead>
<tr>
<th>Big Idea</th>
<th>Concept</th>
<th>Learning Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>I. Discusses various concepts and importance of personal health and nutrition</td>
<td>3. • Identify the basic parts of the Nutrition Facts label (e.g., serving size, fat, sugar, ingredients)</td>
</tr>
</tbody>
</table>

#### Alignments:
- **Performance:** 1.4
- **Knowledge:** (H/PE) 2
- **HGLE:** HME.2.C
- **NETS:** N/A
- **DOK:** 1

#### Instructional Strategies
- Group discussion
- Visuals
- Worksheets
- Games

#### Assessments/Evaluations
- Questioning
- Food Label scavenger hunt

#### Sample Assessment Questions
- What does a food label tell us?
### Instructional Resources/Tools

- Videos (district library)
- Posters
- www.pecentral.org
- www.teachpe.com
- *Physical Education for Children: Daily Lesson Plans for Elementary School* by Katherine Thomas, Amelia Lee and Jerry Thomas
- www.peuniverse.com
- YouTube
- www.cdc.gov
- www.choosemyplate.gov

### Literacy Connections

- 

### Cross Curricular Connections

- ELA: Reading/Nonfiction
<table>
<thead>
<tr>
<th>Strand</th>
<th>Health Maintenance and Enhancement</th>
</tr>
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<tbody>
<tr>
<td>Big Idea</td>
<td>Nutrition</td>
</tr>
</tbody>
</table>

**Concept**

J. Discusses various concepts and importance of personal health and nutrition

<table>
<thead>
<tr>
<th>Learning Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. • Select foods that are nutrient-dense to provide the body with long-lasting energy for thinking and physical activity (e.g., eating fruits/vegetables versus candy/chips)</td>
</tr>
</tbody>
</table>

**Alignments:**

- Performance: 3.3
- Knowledge: (H/PE) 2
- HEGLE: HME.2.E
- NETS: N/A
- DOK: 2

**Instructional Strategies**

- Group discussion
- Visuals
- Worksheets

**Assessments/Evaluations**

- Questioning
- Test/quizzes
- Exit slips
- Worksheets

**Sample Assessment Questions**

- What foods are good for us to eat to provide energy for our bodies?
### Instructional Resources/Tools

- Videos (district library)
- Posters
- www.pecentral.org
- www.teachpe.com
- *Physical Education for Children: Daily Lesson Plans for Elementary School* by Katherine Thomas, Amelia Lee and Jerry Thomas
- www.peuniverse.com
- YouTube
- www.cdc.gov
- www.choosemyplate.gov

### Literacy Connections

- *Nutrients: Superstars of Good Health* by Barbara Patten

### Cross Curricular Connections

- Science: Biology
- Physical Education
<table>
<thead>
<tr>
<th>Concept</th>
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</tr>
</thead>
</table>
| K. Differentiate between communicable and non-communicable disease, how diseases are spread and ways to prevent their spread | 1.  
• Define communicable and non-communicable diseases  
• Identify how germs are spread and apply practices which help reduce germs in our community (e.g., cover mouth when sneezing, wash hands) |

### Alignments:
Performance: 1.4  
Knowledge: (H/PE) 3  
HEGLE: RAR.1.A  
NETS: N/A  
DOK: 1

### Instructional Strategies
- Group discussion  
- Visuals  
- Worksheets

### Assessments/Evaluations
- Questioning  
- Test/quizzes  
- Exit slips

### Sample Assessment Questions
- What is the best thing we can do to prevent us from getting sick?
# Health

## 2nd Grade

### Instructional Resources/Tools

- Videos (district library)
- Posters
- www.pecentral.org
- www.teachpe.com
- *Physical Education for Children: Daily Lesson Plans for Elementary School* by Katherine Thomas, Amelia Lee and Jerry Thomas
- www.peuniverse.com
- YouTube
- www.cdc.gov

### Literacy Connections

- *What Are Germs* by Alvin Silverstein
- *Why Do I Wash My Hands* by Angela Royston

### Cross Curricular Connections

- Science: Biology
<table>
<thead>
<tr>
<th>Concept</th>
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</tr>
</thead>
<tbody>
<tr>
<td>L. HIV/AIDS prevention education</td>
<td>1. Identify safe practices for reducing a person’s risk for disease (e.g., syringes and needles, sneezing, coughing, hand washing)</td>
</tr>
</tbody>
</table>

**Alignments:**
- Performance: 1.4
- Knowledge: (H/PE) 3
- HEGLE: RAR.1.E
- NETS: N/A
- DOK: 1

**Instructional Strategies**
- Group discussion
- Visuals

**Assessments/Evaluations**
- Questioning
- Exit slips

**Sample Assessment Questions**
- What are two things you can do to protect yourself from HIV?

**Instructional Resources/Tools**
- Videos (district library)
- Internet/YouTube clips
- Library

**Literacy Connections**
- *Alex, the Kid with AIDS* by Linda Walvoord Girard
Cross Curricular Connections

• Science: Biology