

**Urbana School District #116**  
**SECOND GRADE CORE EXPECTATIONS**

**PHYSICAL DEVELOPMENT AND HEALTH**

Illinois State Goal 19: Acquire movement skills and understand concepts needed to engage in health-enhancing physical activity.

State Standard	District Core Expectations
19A: Demonstrate physical competency in individual and team sports, creative movement, leisure and work related activities	<ul style="list-style-type: none"> <li>• Combine two or more locomotor and/or non-locomotor skills in a sequence</li> <li>• Move accurately in various directions (behind, ahead of, next to, near to, over, under, on through, beside)</li> <li>• Demonstrate a combination of two or more simple weight bearing and/ or balance movements or movements</li> <li>• Develop a basic movement vocabulary</li> </ul>
19B: Analyze various movement concepts and applications	NA
19C: Demonstrate knowledge of the rules, safety, and strategies during physical activity	<ul style="list-style-type: none"> <li>• Follow classroom rules for safety in movement activities</li> </ul>

Illinois State Goal 20: Achieve and maintain a health-enhancing level of physical fitness based upon continual self-assessment.

State Standard	District Core Expectations
20A: Students who meet the standard know and can apply the principles and components of health related fitness.	<ul style="list-style-type: none"> <li>• Recall the immediate effects of exercise on the body</li> </ul>
20B: Students who meet the standard can assess individual fitness levels.	NA
20C: Students who meet the standard can set goals based upon fitness data and develop, implement, and monitor an individual fitness improvement plan	<ul style="list-style-type: none"> <li>• Participate in teacher-directed activities that can develop health related fitness goals</li> </ul>

Illinois State Goal 21: Develop team-building skills by working with others through physical activity

State Standard	District Core Expectations
21A: Students who meet the standard can demonstrate individual responsibility during group physical activities.	<ul style="list-style-type: none"> <li>• Perform individual roles when participating in group physical activity</li> </ul>
21B: Students who meet the standard can demonstrate cooperative skills during structured group physical activity	<ul style="list-style-type: none"> <li>• Examine how to settle disagreements when participating in physical activity</li> <li>• Recognize the need for individual and shared goals during group physical activity.</li> <li>• Complete a task individually or when working with a partner or a group given a specific amount of time with little teacher intervention during a physical activity</li> </ul>

**Illinois State Goal 22: Understand principles of health promotion and the prevention and treatment of illness and injury**

State Standard	District Core Expectations
22A: Students who meet the standard can explain the basic principles of health promotion, illness prevention, and safety	<ul style="list-style-type: none"> <li>List hygiene habits that are used daily to maintain or improve health</li> <li>Demonstrate knowledge of activities that help promote personal cleanliness, improve appearance, and reduce transmission of disease</li> <li>Discuss basic rules for traffic, bus, bicycle, and fire safety</li> <li>Follow rules for playground and classroom safety</li> <li>Tell ways to be safe around heat</li> <li>Tell ways to prevent falls</li> <li>List ways to use electricity safely</li> </ul>
22B: Students who meet the standard can describe and explain the factors that influence health among individuals, groups, and communities	<ul style="list-style-type: none"> <li>Explain ways to protect self and others from disease</li> <li>Demonstrate proper procedures and techniques used during tornado and fire drills.</li> </ul>
22C: Students who meet the standard can explain how the environment can affect health	See Science Expectations

**Illinois State Goal 23: Understand human body systems and factors that influence growth and development**

State Standard	District Core Expectations
23A: Students who have met the standard can describe and explain the structure and functions of the human body systems and how they interrelate.	<ul style="list-style-type: none"> <li>Identify major body systems (respiratory, circulatory, musculo-skeletal, nervous) and how they function</li> <li>Connect the five senses with the major body systems they represent</li> </ul>
23B: Students who meet the standard can explain the effects of health related actions on the body systems.	<ul style="list-style-type: none"> <li>List eating habits that have a positive or negative influence on health</li> <li>Recognize the importance of calcium to the bones</li> </ul>
23C: Students who meet the standard can describe factors that affect growth and development	<ul style="list-style-type: none"> <li>Compare own growth to that of peers and explain that people grow at different rates and times</li> <li>Recognize that all living things need parents to produce them</li> <li>Discuss that the potential for growth is established by heredity</li> </ul>

**Illinois State Goal 24: Promote and enhance health and well-being through the use of effective communication and decision-making skills**

State Standard	District Core Expectations
24A: Students who meet the standard can demonstrate procedures for communicating in positive ways resolving differences and preventing conflict	<ul style="list-style-type: none"> <li>Define "conflict"</li> <li>Tell how choices affect personal behavior</li> <li>Tell the difference between healthy and unhealthy ways to act on feelings</li> </ul>
24B: Students who meet the standard can apply decision-making skills related to the promotion and protection of individual health.	<ul style="list-style-type: none"> <li>Describe 'uncomfortable situations' as they pertain to strangers</li> <li>Define 'good touch' and 'bad touch'.</li> <li>Discuss ways to behave around strangers</li> <li>Practice asking an adult for help</li> </ul>
24C – Demonstrate skills essential to enhancing health and avoiding dangerous situations	<ul style="list-style-type: none"> <li>Identify uncomfortable situations</li> <li>Demonstrate safety rules at home, at school, and in the community.</li> <li>Practice using emergency numbers in the community, including 911</li> </ul>

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