

Second Grade Health Standards

	Standard 1 Essential Concepts	Standard 2 Analyzing Influences	Standard 3 Accessing Valid Information	Standard 4 Interpersonal Communication	Standard 5 Decision Making	Standard 6 Goal Setting	Standard 7 Practicing Health Enhancing Behaviors	Standard 8 Health Promotion	Instructional Resources
Alcohol, Tobacco, and Other Drugs (1 hour)	<p>A1. Distinguish between helpful and harmful substances (including alcohol, tobacco, and other drugs).</p> <p>A2. Explain why household products are harmful if ingested or inhaled.</p> <p>A3. Identify that a drug is a chemical that changes how the body and brain work.</p> <p>A4. Explain why it is dangerous to taste, swallow, sniff, or play with unknown substances.</p> <p>A5. Explain why it is important to follow the medical recommendations for prescription and nonprescription medicines.</p> <p>A6. Identify rules for taking medicine at school and home.</p> <p>A7. Identify refusal skills when confronted or pressured to use alcohol, tobacco, or other drugs (e.g., clear “no” statement, walk or run away, change subject, delay).</p>		<p>A8. Identify parents, guardians, and trusted adults who can provide accurate information and guidance regarding medicines.</p>	<p>A9. Demonstrate refusal skills to resist an offer to use drugs or inappropriate medicines.</p> <p>A10. Demonstrate communication skills to alert an adult to unsafe situations involving drugs or medicines.</p>	<p>A11. Evaluate why one person’s medicines may not be safe for another person.</p>				<p><u>Required Curriculum</u> Too Good for Drugs</p> <p>Health Textbook</p>

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Nutrition and Physical Activity (4 hours)	<p>N1. Classify various foods into appropriate food groups.</p> <p>N2. Identify the number of servings of food from each food group that a child needs daily.</p> <p>N3. Discuss the benefits of eating a nutritious breakfast every day.</p> <p>N4. List the benefits of healthy eating, including beverages and snacks.</p> <p>N5. Describe the benefits of drinking water in amounts consistent with current research-based health guidelines.</p> <p>N6. Describe how to keep food safe from harmful germs.</p> <p>N7. Identify a variety of healthy snacks.</p> <p>N8. Identify and explore opportunities outside of school to participate regularly in physical activity.</p> <p>N9. Explain how both physical activity and eating habits can affect a person's health.</p>	<p>N10. Discuss how family, friends, and media influence food choices.</p>	<p>N11. Identify resources for reliable information about healthy foods.</p>	<p>N12. Demonstrate how to ask family members for healthy food options.</p>	<p>N13. Use a decision-making process to select healthy foods.</p> <p>N14. Compare and contrast healthy and less healthy food choices in a variety of settings.</p> <p>N15. Identify safe ways to increase physical activity.</p>	<p>N16. Set a short-term goal to choose healthy foods for snacks and meals.</p> <p>N17. Set a short-term goal to participate daily in vigorous physical activity.</p>	<p>N18. Examine the importance of eating a nutritious breakfast every day.</p> <p>N19. Plan a nutritious meal.</p> <p>N20. Select healthy beverages.</p> <p>N21. Examine the criteria for choosing a nutritious snack.</p> <p>N22. Practice participating in physical activities with friends and family.</p>	<p>N23. Practice making healthy eating choices with friends and family.</p> <p>N24. Explain to others what is enjoyable about physical activity.</p>	Health Textbook

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Mental, Emotional, and Social Health (3 hours)	<p>M1. Describe a variety of emotions.</p> <p>M2. Explain what it means to be emotionally or mentally healthy.</p> <p>M3. Explain the importance of talking with parents or trusted adults about feelings.</p> <p>M4. Identify changes that occur within families.</p> <p>M5. Identify characteristics of a responsible family member.</p> <p>M6. Identify feelings and emotions associated with loss or grief.</p> <p>M7. Discuss how to show respect for similarities and differences between and among individuals and groups.</p> <p>M8. List healthy ways to express affection, love, friendship and concern.</p> <p>M9. Identify positive and negative ways of dealing with stress.</p> <p>M10. Describe how to work and play cooperatively.</p> <p>M11. Identify the positive ways peers and family members show support, care, and appreciation for one another.</p> <p>M12. Describe the characteristics of a trusted friend and adult.</p>	<p>M13. Identify internal and external factors that influence mental, emotional, and social health.</p>	<p>M14. Discuss ways to obtain information from family, school personnel, health professionals, and other responsible adults.</p> <p>M15. Identify people in the community who are caring, supportive, and trustworthy.</p>	<p>M16. Identify and demonstrate ways to express needs and wants appropriately.</p> <p>M17. Demonstrate how to ask for help from trusted adults or friends.</p>	<p>M18. Use a decision-making process for solving problems with peers and family.</p>	<p>M19. Describe how to make a commitment to be a good friend.</p>	<p>M20. Manage emotions appropriately in a variety of situations.</p> <p>M21. Show respect for individual differences.</p>	<p>M22. Object appropriately to teasing of peers based on personal characteristics.</p> <p>M23. Support peers in school and community activities.</p>	Health Textbook