

Health Curriculum - Grade 2

High Priority Standards

National Health Standard 2: (Analyzing Influences)

Student will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

Learning Goal

The student will be able to 'develop an understanding of what influences are and how they can affect choices'. (Benes & Alperin, 2016, pg. 89)

Proficiency Scale

4: Student demonstrates innovation, in depth inference(s), or advanced application(s) with the learning goal.

3: Student demonstrates evidence of the learning goal by

- explaining numerous ways a family changes over time.
- recognizing responsible choices in interpersonal situations.
- demonstrating ways to show appreciation for others.

2: Student demonstrates overall proficiency with the objectives and essential vocabulary such as

- birth, death, adopt, divorce, appreciate, support.

1: Student demonstrates limited proficiency with the objectives and essential vocabulary.

Learning Targets

Student will be able to:

Mental, Emotional, and Social Health

- identify how families change and grow.
- identify characteristics of a responsible family member.

Injury Prevention and Safety

- identify the positive ways that peers and family members show support, care, and appreciation for one another.
 - *Who* influences me...
 - I know they influence me because...
 - *What* influences me...
 - I know it influences me because... (Benes & Alperin, 2016, pg. 89)

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High Priority Standards

National Health Standard 3: (Accessing Information)

Student will demonstrate the ability to access valid information and products, and service to enhance health.

Learning Goal

The student will be able to identify people and places that can help with health needs'.
(Benes & Alperin, 2016, pg. 68)

Proficiency Scale

4: Student demonstrates innovation, in depth inference(s), or advanced application(s) with the learning goal.

3: Student demonstrates evidence of the learning goal by

- classifying foods/snacks as: everyday, sometimes, once in a while.
- determining healthy preparation in food products.
- listing places/areas where physical activities can be safely conducted.
- learning the benefits and consequences of medicine uses.
- identifying trusted adults.

2: Student demonstrates overall proficiency with the objectives and essential vocabulary such as

- side effects, prescription, over-the-counter,
- nutrition and nutrients, labels,
- parks, fields, playgrounds, gym.

1: Student demonstrates limited proficiency with the objectives and essential vocabulary.

Learning Targets

Student will be able to:

Nutrition and Physical Activity

- explain why some foods are good for your diet and others snacks should be limited.
- recognize locations and processes that affect nutritional value in food products.
- identify opportunities for physical activity in a variety of locations.

Drug Awareness

- understand why it is important to follow trusted adult directions when taking prescription and nonprescription medicines.

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Injury Prevention and Safety

- describe characteristics of safe and unsafe places.
 - *What*-What do I need help with?
 - *Where*-Where should I go to get help?
 - *How*-How can I get to the place I need? (Benes & Alperin, 2016, pg. 68)

Personal and Community Health

- identify individuals in the school and in the community who promote health.
 - *What*- What do I need help with?
 - *Who*- Who are the people I trust and can help me?'
 - *How*- How do I find the person? How do I ask for the help I need? (Benes & Alperin, 2016, pg. 68)

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High Priority Standards

National Health Standard 4: (Interpersonal Communication)

Student will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Learning Goal

The student will be able to 'listen and express feelings'. (Benes & Alperin, 2016, pg. 104)

Proficiency Scale

4: Student demonstrates innovation, in depth inference(s), or advanced application(s) with the learning goal.

3: Student demonstrates evidence of the learning goal by

- recognizing emotions in self and others.
- knowing when it is necessary to approach appropriate adults to discuss feelings or unhealthy situations.
- naming characteristics of trusted adults in your life.

2: Student demonstrates overall proficiency with the objectives and essential vocabulary such as

- overwhelmed, frustrated, excited, stressed, trustworthy, responsible, anxious, angry.

1: Student demonstrates limited proficiency with the objectives and essential vocabulary.

Learning Targets

Student will be able to:

Mental, Emotional, and Social Health

- describe a variety of emotions.
- explain the importance of talking with parents or trusted adults about feelings or unhealthy situations.
- describe the characteristics of a trusted friend and adult.
- use effective communication:

I TELL

- Identify feelings (thoughts and ideas)
- Tell feelings (thoughts, ideas)
- Express using I-statements
- Look at the person you are talking to

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- Listen to the response
- use active listening:

HEAR

- **H**eads up, voices off
- **E**yes on speaker, **E**ars open
- **A**sk questions if you don't understand
- **R**elax bodies (hands and feet still) (Benes & Alperin, 2016, pp. 104-105)

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High Priority Standards

National Health Standard 5: (Decision Making)

Student will demonstrate the ability to use decision-making skills to enhance health.

Learning Goal

The student will be able to 'determine whether they can make the decision themselves or whether they need help'.
(Benes & Alperin, 2016, pg 119)

Proficiency Scale

4: Student demonstrates innovation, in depth inference(s), or advanced application(s) with the learning goal.

3: Student demonstrates evidence of the learning goal by

- listing categories of drug products and recognize the positive and negative effects they can have on your body.
- recognizing when a situation requires help from a trusted adult.

2: Student demonstrates overall proficiency with the objectives and essential vocabulary such as

- tobacco, alcohol, drug, medicine, use, misuse and abuse.

1: Student demonstrates limited proficiency with the objectives and essential vocabulary.

Learning Targets

Student will be able to:

Drug Awareness

- define what a drug is - a substance that makes a change in your body.
- distinguish between helpful (medicines) and harmful substances (including alcohol, tobacco, and other drugs).

Mental, Emotional, and Social Health

- identify who to talk to if they encounter harmful substances.
 - *What* is the decision?
 - *Who* needs to help? (Benes & Alperin, 2016, pg. 119)

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High Priority Standards

National Health Standard 6: (Goal Setting)

Student will demonstrate the ability to use goal-setting skills to enhance health.

Learning Goal

The student will be able to 'set and work toward a goal with help'. (Benes & Alperin, 2016, pg 135)

Proficiency Scale

4: Student demonstrates innovation, in depth inference(s), or advanced application(s) with the learning goal.

3: Student demonstrates evidence of the learning goal by

- articulating age-appropriate opportunities for ongoing physical activities.
- assessing current ability in order to project realistic goals.

2: Student demonstrates overall proficiency with the objectives and essential vocabulary such as

- pretest, post-test, assessment, standard.

1: Student demonstrates limited proficiency with the objectives and essential vocabulary.

Learning Targets

Student will be able to:

Nutrition and Physical Activity

- identify and explore opportunities inside and outside of school for regular participation in physical activity.

Personal and Community Health

- understand and set realistic performance expectations.

GOALS

- **Get a plan.**
- **One step at a time.**
- **Act on the goal.**
- **Learn from the goal.**
- **Start again.**

SET GOALS

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- **S**et a goal based on the results of a needs assessment.
- **E**xplain why it is important.
- **T**ell someone you trust and ask for help.
- **G**et a plan
- **O**ne step at a time.
- **A**ct on the goal.
- **L**earn from the goal.
- **S**tart again. (Benes & Alperin, 2016, pg. 135)

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High Priority Standards

National Health Standard 7: (Self-Management)

Student will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Learning Goal

The student will be able to 'practice age-appropriate health-enhancing behaviors'.
(Benes & Alperin, 2016, pg. 153)

Proficiency Scale

4: Student demonstrates innovation, in depth inference(s), or advanced application(s) with the learning goal.

3: Student demonstrates evidence of the learning goal by

- recognizing body parts and functions.
- explaining the benefits of healthy food, drink and physical activity choices.
- identifying rules for taking medicine.
- describing emotions that may be related to stress, loss and grief.
- describing positive and negative reactions to stress, loss and grief.

2: Student demonstrates overall proficiency with the objectives and essential vocabulary such as

- hydration, beverages, medication, food safety, grief, stress.

1: Student demonstrates limited proficiency with the objectives and essential vocabulary.

Learning Targets

Student will be able to:

Growth and Development

- name body parts and their functions.

Nutrition and Physical Activity

- list the benefits of healthy meals, beverages and snacks.
- describe the benefits choosing water to meet hydration needs.
- describe how to keep food safe from harmful germs.
- explain how physical activity and eating habits can affect how you feel.

Drug Awareness

- generate rules for taking medicine at school and at home.

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Mental, Emotional, and Social Health

- analyze feelings and emotions associated with loss or grief.
- differentiate between positive and negative ways of dealing with stress.

“I AM healthy” is a motto for the unit to reinforce both skill cues and the goal for the unit.

I AM

- Identify health behaviors that keep you healthy.
- **A**ct on health behaviors.
- **M**ake a list of what you do and how you feel. (Benes & Alperin, 2016, pg. 153)

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High Priority Standards

National Health Standard 8: **(Advocacy)**

Student will demonstrate the ability to advocate for personal, family and community health.

Learning Goal

The student will be able to 'promote personal health and begin to extend the skill to others'.
(Benes & Alperin, 2016, pg. 166)

Proficiency Scale

4: Student demonstrates innovation, in depth inference(s), or advanced application(s) with the learning goal.

3: Student demonstrates evidence of the learning goal by

- giving reasons why eating a healthy breakfast can improve your day.
- defining what a drug is.

2: Student demonstrates overall proficiency with the objectives and essential vocabulary such as

- nutrition, drug, chemical, food groups.

1: Student demonstrates limited proficiency with the objectives and essential vocabulary.

Learning Targets

Student will be able to:

Nutrition and Physical Activity

- discuss the benefits of eating a nutritious breakfast.

Drug Awareness

- identify that a drug is a chemical that changes how the body and brain work.

Personal and Community Health

I CARE

- Identify personal health needs, wants, and desires..
- Can someone help you?
- Ask for guidance to promote personal health.
- Recognize positive health choices.
- Encourage peers to make positive health choices. (Benes & Alperin, 2016, pg. 166)