

Grade 2

Adopted 2017

Students will comprehend concepts related to health promotion and disease prevention to enhance health.

1. Describe ways that alcohol, tobacco, and other drugs (ATOD) can be harmful. **D-2.1.1**
 2. Explain the difference between over-the-counter (OTC) and prescription drugs. **D-2.1.2**
 3. Describe how medicines and immunizations help fight disease. **D-2.1.3**
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1. Locate bones in the skeletal system. **G-2.1.1**
 2. Describe the parts of the circulatory system and their function (heart, blood vessels). **G-2.1.2**
 3. Identify examples of what occurs in the stages of growth and development in childhood. **G-2.1.3**
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1. Define the term first aid. **I-2.1.1**
 2. Discuss first aid for minor injuries (e.g., cuts, burns, insect stings, poisons). **I-2.1.2**
 3. Define bullying and what it means to be a bystander. **I-2.1.3**
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1. Define the terms mental health, emotional health, and social health. **M-2.1.1**
 2. Discuss ways to be a good friend. **M-2.1.2**
 3. Describe good character traits (e.g., honesty, respect for self, respect for others, dependability, responsibility). **M-2.1.3**
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1. Identify eating behaviors that promote health, including oral health. **N-2.1.1**
 2. Identify physical activities that promote the key components of health-related fitness. **N-2.1.2**
 3. Explain the importance of limiting one's screen time and increasing physical activity. **N-2.1.3**

Students will analyze the influence of family,

1. Explain ways that family, friends, and the media influence an individual's use of ATOD both positively and negatively. **D-2.2.1**

<p>peers, culture, media, technology, and other factors on health behaviors.</p>	<ol style="list-style-type: none"> 1. Describe ways that family, friends, and the media can help a person stay safe and avoid injury. I-2.2.1 <hr/> <ol style="list-style-type: none"> 1. Describe ways that the media, school, and community influence an individual's food choices both positively and negatively. N-2.2.1 <hr/> <ol style="list-style-type: none"> 2. Describe ways that the media, school, and community influence an individual's physical activity both positively and negatively. N-2.2.2 <hr/> <ol style="list-style-type: none"> 1. Identify ways that family, friends, school, community, and the media influence an individual's health practices and behaviors both positively and negatively. P-2.2.1
<p>Students will demonstrate the ability to access valid information, products, and services to enhance health.</p>	<ol style="list-style-type: none"> 1. Explain ways to identify safe adults in the school and community from whom students can safely take medicine. D-2.3.1 <hr/> <ol style="list-style-type: none"> 1. Locate places where children and families can be physically active. N-2.3.1 <hr/> <ol style="list-style-type: none"> 1. Discuss ways to identify safe adults who can help promote a person's health. P-2.3.1 <hr/> <ol style="list-style-type: none"> 2. Describe what happens when someone goes to a dentist. P-2.3.2
<p>Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p>	<ol style="list-style-type: none"> 1. Demonstrate ways to respond when in an unwanted, threatening, or dangerous situation. I-2.4.1 <hr/> <ol style="list-style-type: none"> 2. Demonstrate ways to tell a safe adult when someone is in need of help, feels threatened, or has been harmed. I-2.4.2 <hr/> <ol style="list-style-type: none"> 1. Demonstrate healthy ways to express needs, wants, and feelings. M-2.4.1
<p>Students will demonstrate the ability to use decision-making skills to enhance health.</p>	<ol style="list-style-type: none"> 1. Describe how to choose friends with good character traits. M-2.5.1 <hr/> <ol style="list-style-type: none"> 1. Demonstrate how to make healthy food choices. N-2.5.1 <hr/> <ol style="list-style-type: none"> 1. Identify situations when a health-related decision is needed (e.g., awareness of personal hygiene; noticing a peer is injured). P-2.5.1
<p>Students will demonstrate the ability to use goal-setting skills to enhance health.</p>	<ol style="list-style-type: none"> 1. Develop a personal safety plan to prevent or reduce injury. I-2.6.1 <hr/> <ol style="list-style-type: none"> 1. Set a goal to eat the recommended amount of fruits and vegetables every day. N-2.6.1 <hr/> <ol style="list-style-type: none"> 2. Set a goal to participate regularly in active play and enjoyable physical activities. N-2.6.2 <hr/> <ol style="list-style-type: none"> 3. Set a goal to limit sugary foods and drinks. N-2.6.3

1. Identify a long-term personal health goal and take action toward achieving the goal. P-2.6.1

2. Identify who can help when assistance is needed to achieve a personal health goal. P-2.6.2

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

1. Discuss safety rules at home. I-2.7.1

2. Discuss safety rules at school. I-2.7.2

3. Identify safety rules in the community. I-2.7.3

1. Demonstrate healthy ways to reduce stress. M-2.7.1

1. Demonstrate healthy food and beverage choices for meals and snacks. N-2.7.1

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

1. Encourage friends and family members to make positive choices regarding use of ATOD. D-2.8.1

1. Demonstrate ways to encourage family and friends to practice safe behaviors. I-2.8.1

1. Encourage family members and friends to eat healthy foods and beverages as well as to be physically active. N-2.8.1

1. Encourage others to protect and improve the environment. P-2.8.1
