

2nd Grade Health

Instructional Focus One: Students will comprehend concepts related to health promotion and disease prevention to enhance health. The acquisition of basic health concepts and functional health knowledge provides a foundation for promoting health-enhancing behaviors among youth. This instructional focus includes essential concepts that are based on established health behavior theories and models. Concepts that focus on both health promotion and risk reduction are included in the performance indicators.

Key- N=National Standard, A= Alaska State Standard, L= Local Standard

Standard	Objective	Topic	Examples
N.1.2.1 Identify that healthy behaviors impact personal health	Students will: <ul style="list-style-type: none"> Recognize choices that impact personal health and respond with healthy, positive behaviors 	Personal Health and Wellness	<ul style="list-style-type: none"> Expressing feelings and emotions in healthy, non-violent ways Teasing, bullying, name-calling, excluding others Friendliness, kindness, inclusion Self-awareness Maintaining composure when upset Active listening Identify alternative ways to handle frustration Recognize and state how personal behaviors affect others
A.2 Understand how the human body is affected by behaviors related to personal hygiene.	Students will: <ul style="list-style-type: none"> Identify personal responsibility for hygiene that promotes health and wellbeing 	Personal Health and Wellness	<ul style="list-style-type: none"> Proper hand washing Dental care Proper skin care
L Identify physical activities that enhance personal health.	Students will: <ul style="list-style-type: none"> Identify safe ways to increase and participate in physical activities with friends and family 	Nutrition and Physical Activity	Brainstorm family-oriented activity options: <ul style="list-style-type: none"> Walking, hiking, biking Swimming, kayaking, canoeing Skiing, snowshoeing, skating Yoga, isometrics, Zumba Hunting, camping, fishing Activity Challenges Healthy Futures AK
L Recognize the difference between healthy and unhealthy food choices in a variety of settings.	Students will: <ul style="list-style-type: none"> Compare and contrast healthy and unhealthy food choices at home, school, and restaurants 	Nutrition and Physical Activity	<ul style="list-style-type: none"> Categorize food choices on a variety of restaurant menus Students bring empty food packaging from home to discuss nutritional contents based on food labels
L Understand the concept of a balanced diet.	Students will: <ul style="list-style-type: none"> Identify the size and number of suggested daily servings from each food group 	Nutrition and Physical Activity	<ul style="list-style-type: none"> Choose My Plate, Nourish Interactive, The Foodies, Great Grub Club, etc. Classify foods by category Build a balanced plate Compare and make observations with different foods/serving sizes

Instructional Focus Two: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. Health is affected by a variety of positive and negative influences within society. This instructional focus focuses on identifying and understanding the diverse internal and external factors that influence health practices and behaviors among youth, including personal values, beliefs, and perceived norms.
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Standard	Objective	Topic	Examples
N.2.2.2 Identify what the school can do to support personal health practices and behaviors.	Students will: <ul style="list-style-type: none"> Identify ways the school supports personal health and positive behaviors 	Personal Health and Wellness	<ul style="list-style-type: none"> Role Playing/Scenarios <ul style="list-style-type: none"> Demonstrate self-control Appropriate ways to express emotions Reduce anxiety and stress Brainstorm active vs. inactive behaviors Establish correlation between daily routines and healthy behaviors, i.e., hand washing, recess, lunch break, movement, consistency, preparedness

Instructional Focus Three: Students will demonstrate the ability to access valid information, products, and services to enhance health. Access to valid health information and health-promoting products and services is critical in the prevention, early detection, and treatment of health problems. This instructional focus focuses on how to identify and access valid health resources and to reject unproven sources. Application of the skills of analysis, comparison, and evaluation of health resources empowers students to achieve health literacy.
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Standard	Objective	Topic	Examples
N.3.2.1 Identify characteristics of valid health information, products, and services.	Students will: <ul style="list-style-type: none"> Locate accurate, reliable health information, products, and services Evaluate resources for accurate, reliable health information, products, and services 	Community Health	<ul style="list-style-type: none"> Identify who can validate information and answer questions: <ul style="list-style-type: none"> Trusted adults at home Trusted adults and professionals at school Trusted adults and professionals in the community Identify indicators of reliable/accurate sources of information online: Discuss how you discern reliable vs. unreliable <ul style="list-style-type: none"> Known sources (.gov, .org) Professional sites (.com) Tools to use if you're not sure a site is safe (i.e., Norton Safe Web, Unmask Parasites, etc.) Show pictures of health products (e.g. sunscreen, toothpaste, vitamins, dental floss) and explain their use

Instructional Focus Six: Students will demonstrate the ability to use goal-setting skills to enhance health. Goal-setting skills are essential to help students identify, adopt, and maintain healthy behaviors. This instructional focus includes the critical steps that are needed to achieve both short-term and long-term health goals. These skills make it possible for individuals to have aspirations and plans for the future.

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Standard	Objective	Topic	Examples
N.5.2.2 Differentiate between situations when a health-related decision can be made individually or when assistance is needed.	Students will: <ul style="list-style-type: none"> Identify situations that threaten personal safety Distinguish between safe and unsafe touches and secrets 	Safety and Prevention	<ul style="list-style-type: none"> Practice refusal skills to avoid risky situations involving personal safety Identify trusted adults Alaska Safe Children’s Act
6.2.1 Identify a short-term personal health goal and take action toward achieving the goal.	Students will: <ul style="list-style-type: none"> Set, act, and reflect on a personal health goal to demonstrate how goal setting can enhance overall health and fitness 	Nutrition and Physical Activity	<ul style="list-style-type: none"> Activity goal Nutritional goal Progress tracking grid or chart display Healthy Futures Activity Challenge
6.2.2 Identify who can help when assistance is needed to achieve a personal health goal.	Students will: <ul style="list-style-type: none"> Identify individuals who can guide, assist, and support personal health and fitness goals 	Personal Health and Wellness	<ul style="list-style-type: none"> Brainstorm personal health goals and discuss who might be important if assistance is needed to achieve the goal, i.e., teacher, nurse, coach, principal, counselor, personal trainer, family member, doctor, etc.

Instructional Focus Eight: Students will demonstrate the ability to advocate for personal, family, and community health. Advocacy skills help students promote healthy norms and healthy behaviors. This instructional focus helps students develop important skills to target their health-enhancing messages and to encourage others to adopt healthy behaviors.

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Standard	Objective	Topic	Examples
8.2.1 Make requests to promote personal health.	Students will: <ul style="list-style-type: none"> Practice asking for help and/or tools to improve personal health behaviors for self and others 	Personal Health and Wellness	Ask family for help in establishing healthy routines including: <ul style="list-style-type: none"> Daily physical activity Healthy meals Personal hygiene including care of skin, teeth, gums, hair, eyes, nose, ears, and nails Ask family to make wellness choices including: <ul style="list-style-type: none"> Tobacco prevention Alcohol awareness Drug abuse prevention (Drug-Free Week)