

MOSCOW SCHOOL DISTRICT
CURRICULUM GUIDE
Subject/Course: Health
Grade 2

Students are expected to know content and apply skills from previous grades.

Standard 1: Healthy Lifestyles

Students gain skills to lead a healthy life.

<i>Goal – The student will:</i>	<i>Objectives (to be reached by the end of second grade)</i>	<i>Samples of Applications</i>	<i>Curriculum Materials (including technological resources)</i>	<i>Key Vocabulary for Standard 1</i>
<p>Goal 1.1: Acquire the essential skills to lead a healthy life.</p>	<ul style="list-style-type: none"> • 2.H.1.1.1 Describe the concepts of fitness and wellness. (787.01.a) • 2.H.1.1.2 Recognize body signals that indicate sickness or wellness. (787.01.b) • 2.H.1.1.3 Identify the rules and procedures for safe living. (787.01.c) • 2.H.1.1.4 Identify personal emotions, how they are expressed, and appreciate the consequences of behavior choices. (787.01.d) • 2.H.1.1.5 Identify tobacco, alcohol, medicines, and other drugs. (787.01.e) • 2.H.1.1.6 Explain the reasons for wise food selection. (787.01.f) • 2.H.1.1.7 Identify physical characteristics of growth and development. (787.01.g) • 2.H.1.1.8 Explain ways family membership changes. (787.01.h) • 2.H.1.1.9 Identify how to choose a health product. (787.01.i) • 2.H.1.1.10 Describe the characteristics of a healthful environment. (787.01.j) 	<ul style="list-style-type: none"> • Healthy Heart Unit • Nutrition/Food Group • Hand washing instruction • Here’s Looking at You • Nutrition Unit • Informal discussion and trade books 	<ul style="list-style-type: none"> • P.E. Presidential Fitness • 2nd Step Program • DARE officer visit • Scholastic News • Weekly Reader 	

Standard 2: Risk Taking Behavior

Students identify risk-taking behaviors.

<i>Goal – The student will:</i>	<i>Objectives (to be reached by the end of second grade)</i>	<i>Samples of Applications</i>	<i>Curriculum Materials (including technological resources)</i>	<i>Key Vocabulary for Standard 2</i>
Goal 2.1: Demonstrate the ability to practice health-enhancing behaviors and reduce health risks.	<ul style="list-style-type: none"> • 2.H.2.1.1 Recognize ways illness is spread. (788.01.a) • 2.H.2.1.2 Identify consequences for one’s own behavior. (788.01.b) • 2.H.2.1.3 Identify temptations, curiosity, peer influence, and harmful risk-taking. (788.01.c) • 2.H.2.1.4 Identify behaviors that put a person at risk. (788.01.d) 	<ul style="list-style-type: none"> • Glitter on hands and shake hands. • Video: Will You Ever Sneeze in Your Hands Again? • Classroom rules • Playground rules 	<ul style="list-style-type: none"> • Trade books • 2nd Step Program 	

Standard 3: Communication Skills for Healthy Relationships

Students demonstrate positive ways to communicate.

<i>Goal – The student will:</i>	<i>Objectives (to be reached by the end of second grade)</i>	<i>Samples of Applications</i>	<i>Curriculum Materials (including technological resources)</i>	<i>Key Vocabulary for Standard 3</i>
Goal 3.1: Demonstrate the ability to use communication skills to enhance health.	<ul style="list-style-type: none"> • 2.H.3.1.1 Identify ways to show respect for self and others. (789.01.a) • 2.H.3.1.2 Describe refusal and decision-making skills. (789.01.b) • 2.H.3.1.3 Demonstrate how to communicate with friends. (789.01.c) 	<ul style="list-style-type: none"> • Classroom rules 	<ul style="list-style-type: none"> • Counselor visit • 2nd Step Program • Trade books 	

Standard 4: Consumer Health

Students identify components of different health products.

<i>Goal – The student will:</i>	<i>Objectives (to be reached by the end of second grade)</i>	<i>Samples of Applications</i>	<i>Curriculum Materials (including technological resources)</i>	<i>Key Vocabulary for Standard 4</i>
Goal 4.1: Organize, analyze, and apply health information practices and services appropriate for individual needs.	<ul style="list-style-type: none"> • 2.H.4.1.1 Identify age-appropriate health care items. (790.01.a) • 2.H.4.1.2 Identify the different components of a health product label. (790.01.b) • 2.H.4.1.3 Identify community health workers and their roles. (790.01.c) 	<ul style="list-style-type: none"> • Food Pyramids • Dental Health Unit • Dentist visit 	<ul style="list-style-type: none"> • School nurse • Dairy Council Materials • School Nurse • P.E. Specialists 	

Standard 5: Mental and Emotional Wellness

Students learn the importance of mental, physical and emotional health.

<i>Goal – The student will:</i>	<i>Objectives (to be reached by the end of second grade)</i>	<i>Samples of Applications</i>	<i>Curriculum Materials (including technological resources)</i>	<i>Key Vocabulary for Standard 5</i>
<p>Goal 5.1: Understand and demonstrate the key components to positive mental and emotional health.</p>	<ul style="list-style-type: none"> • 2.H.5.1.1 Identify actions that relate to emotions. (791.01.a) • 2.H.5.1.2 Recognize that people are unique and worthwhile, both physically and emotionally. (791.01.b) • 2.H.5.1.3 Discuss benefits of exercise and how it can enhance mental and emotional health. (791.01.c) • 2.H.5.1.4 Identify safe environments. (791.01.d) 	<ul style="list-style-type: none"> • Playground rules and supervision • Classroom rules and cooperative groups 	<ul style="list-style-type: none"> • 2nd Books • Trade books • P.E. Specialists 	