

Health Education Grade 2 Supplemental Teaching Resources

Essential Learning Objective	Performance Indicators	Supplemental Teaching Resources
<p>1. Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.</p>	<p>Performance will be satisfactory when the student is able to:</p> <p>A1. Discuss how family, friends, and media influence food choices</p> <p>A2. Explain how proper eating and activity affect health</p> <p>E1. Identify internal and external factors that influence mental, emotional, and social health</p> <p>E2. Discuss how to show respect for similarities and differences between and among individuals and groups</p>	<p><i>The Essentials of Teaching Health Education: curriculum, Instruction, and Assessment.</i> by Sarah Benes & Holly Alperin</p> <p>(also available for public viewing within the site's LMC)</p>
<p>Above objective aligned with AASD Content Domain(s): Nutrition and Physical Activity; Mental, Emotional and Social Health</p>		
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<p>2. Students will demonstrate the ability to access valid health information and products and services to enhance health.</p>	<p>Performance will be satisfactory when the student is able to:</p> <p>A1. Identify resources for reliable information about healthy foods</p> <p>A2. Identify the appropriate number of servings from each food group for age</p> <p>D1. Identify parents, guardians, and trusted adults who can provide accurate information and guidance regarding medicines.</p> <p>D2. Distinguish between helpful and harmful substances</p> <p>D3. Explain why household products are harmful if ingested or inhaled</p> <p>D4. Identify that a drug is a chemical that changes how the body and brain work</p> <p>E1. Discuss ways to obtain information from family, school personnel, and health professionals</p> <p>E2. Identify people in the community who are caring, supportive, and trustworthy</p>	<p><i>The Essentials of Teaching Health Education: curriculum, Instruction, and Assessment.</i> by Sarah Benes & Holly Alperin</p> <p>(also available for public viewing within the site's LMC)</p>

	E3. Identify feelings or emotions associated with loss or grief	
Above objective aligned with AASD Content Domain(s): Nutritional and Physical Activity; Alcohol, Tobacco and Other Drugs; Mental, Emotional and Social Health		
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3. Students will demonstrate the ability to use interpersonal communication and skills to enhance health and avoid or reduce health risks.	Performance will be satisfactory when the student is able to: A1. Demonstrate how to ask family members for health food options D1. Demonstrate refusal skills to resist the offer to use drugs or inappropriate medicines D2. Demonstrate communication skills to alert an adult about unsafe situations involve drugs or medicine D3. Identify refusal skills when confronted or pressured to use any substance E1. Identify and demonstrate ways to express needs and wants appropriately E2. Demonstrate how to ask for help from trusted adults or friends E3. Identify characteristics of a responsible family member	<i>The Essentials of Teaching Health Education: curriculum, Instruction, and Assessment.</i> by Sarah Benes & Holly Alperin (also available for public viewing within the site's LMC)
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4. Students will demonstrate the ability to use decision-making skills to enhance health.	Performance will be satisfactory when the student is able to: A1. Use a decision-making process to select healthy foods A2. Compare and contrast healthy and less healthy food choices for a variety of settings A3. Identify safe ways to increase physical activity A4. Choose a variety of healthy snacks versus unhealthy options D1. Evaluate why one person's medicines may not be safe for another person	<i>The Essentials of Teaching Health Education: curriculum, Instruction, and Assessment.</i> by Sarah Benes & Holly Alperin (also available for public viewing within the site's LMC)

	<p>D2. Evaluate why it is dangerous to taste, swallow, sniff, or play with unknown substances</p> <p>E1. Use a decision-making process for solving problems with peers and family members</p>	
<p>Above objective aligned with AASD Content Domain(s): Nutritional and Physical Activity; Alcohol, Tobacco and Other Drugs; Mental, Emotional and Social Health</p>		
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<p>5. Students will demonstrate the ability to use goal-setting skills to enhance health.</p>	<p>Performance will be satisfactory when the student is able to:</p> <p>A1. Set a short-term goal to choose healthy foods for snacks and meals</p> <p>A2. Set short-term goals to participate in daily vigorous physical activity</p> <p>E1. Describe how to make a commitment to being a good friend</p> <p>E2. Describe the characteristics of a trusted friend or adult</p>	<p><i>The Essentials of Teaching Health Education: curriculum, Instruction, and Assessment.</i> by Sarah Benes & Holly Alperin</p> <p>(also available for public viewing within the site's LMC)</p>
<p>Above objective aligned with AASD Content Domain(s): Nutritional and Physical Activity; Alcohol, Tobacco and Other Drugs</p>		
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<p>6. Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p>	<p>Performance will be satisfactory when the student is able to:</p> <p>A1. Examine the importance of eating a nutritious breakfast every day</p> <p>A2. Plan a nutritious meal</p> <p>A3. Select healthy beverages</p> <p>A4. Examine the criteria for choosing a nutritious snack</p> <p>D1. Explain the importance of following medical recommendations for all medications</p> <p>D2. Identify rules for taking medicine at school and at home</p> <p>E1. Manage emotions appropriately in a variety of situations</p> <p>E2. Demonstrate how to show respect for individual differences</p> <p>E3. Describe a variety of emotions</p>	<p><i>The Essentials of Teaching Health Education: curriculum, Instruction, and Assessment.</i> by Sarah Benes & Holly Alperin</p> <p>(also available for public viewing within the site's LMC)</p>

	<p>E4. Explain what it means to be emotionally or mentally healthy E5. List healthy ways to express affection, love, friendship, and Concern E6. Identify positive and negative ways of dealing with stress E7. Describe how to work and play cooperatively</p>	
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<p>Essential Learning Objective</p>	<p>Performance Indicators</p>	<p>Supplemental Teaching Resources</p>
<p>7. Students will demonstrate the ability to advocate for personal, family, and community health.</p>	<p>Performance will be satisfactory when the student is able to: A1. Explain the importance of physical activity to others A2. Explain the importance of eating healthy to family and friends A3. Practice the benefits of eating healthy with friends and family A4. Discuss the importance of eating a nutritious breakfast each day with others A5. Model how to keep food safe from harmful germs A6. Share how proper eating and activity affect health E1. Object appropriately to the teasing of peers E2. Support peers in school and community activities</p>	<p><i>The Essentials of Teaching Health Education: curriculum, Instruction, and Assessment.</i> by Sarah Benes & Holly Alperin (also available for public viewing within the site's LMC)</p>
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