

Grade Two Health

Description The Appleton Area School District Elementary Health Program promotes the development and maintenance of a healthy lifestyle. Quality health education motivates individuals to take responsibility for protecting, maintaining, and improving their health. It encourages the individual to access and analyze health information and to assume responsibility for the promotion of well-being and the prevention of disease and disability.

Minutes Per Week 90 minutes (Health/Guidance/AODA)

Textbooks NA

Required Assessments

Board Approved July, 2001

Revised June, 2017

AASD Health Goals for K-12 Students

- *Students will comprehend concepts related to health promotion and disease prevention to enhance health.*
- *Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.*
- *Students will demonstrate the ability to access valid health information and products and services to enhance health.*
- *Students will demonstrate the ability to use interpersonal communication and skills to enhance health and avoid or reduce health risks.*
- *Students will demonstrate the ability to use decision-making skills to enhance health.*
- *Students will demonstrate the ability to use goal-setting skills to enhance health.*
- *Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.*
- *Students will demonstrate the ability to advocate for personal, family, and community health.*

AASD Health Standards

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| I. Analyzing Influences | Core Content Domains:
A. Nutritional and Physical Activity
B. Growth, Development, and Sexual Health
C. Injury Prevention and Safety
D. Alcohol, Tobacco and Other Drugs
E. Mental, Emotional and Social Health
F. Personal and Community Health |
| II. Accessing Valid Information | Core Content Domains:
A. Nutritional and Physical Activity
B. Growth, Development, and Sexual Health
C. Injury Prevention and Safety
D. Alcohol, Tobacco and Other Drugs
E. Mental, Emotional and Social Health
F. Personal and Community Health |
| III. Interpersonal Communication | Core Content Domains:
A. Nutritional and Physical Activity
B. Growth, Development, and Sexual Health
C. Injury Prevention and Safety
D. Alcohol, Tobacco and Other Drugs
E. Mental, Emotional and Social Health
F. Personal and Community Health |
| IV. Decision Making | Core Content Domains:
A. Nutritional and Physical Activity
B. Growth, Development, and Sexual Health
C. Injury Prevention and Safety
D. Alcohol, Tobacco and Other Drugs
E. Mental, Emotional and Social Health
F. Personal and Community Health |
| V. Goal Setting | Core Content Domains:
A. Nutritional and Physical Activity
B. Growth, Development, and Sexual Health
C. Injury Prevention and Safety
D. Alcohol, Tobacco and Other Drugs
E. Mental, Emotional and Social Health
F. Personal and Community Health |

VI. Self-Management

- Core Content Domains:
- A. Nutritional and Physical Activity
 - B. Growth, Development, and Sexual Health
 - C. Injury Prevention and Safety
 - D. Alcohol, Tobacco and Other Drugs
 - E. Mental, Emotional and Social Health
 - F. Personal and Community Health

VII. Advocacy

- Core Content Domains:
- A. Nutritional and Physical Activity
 - B. Growth, Development, and Sexual Health
 - C. Injury Prevention and Safety
 - D. Alcohol, Tobacco and Other Drugs
 - E. Mental, Emotional and Social Health
 - F. Personal and Community Health

Essential Learning Objectives	Performance Indicators	Classroom Assessments
<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> <ul style="list-style-type: none"> A1. Discuss how family, friends, and media influence food choices A2. Explain how proper eating and activity affect health E1. Identify internal and external factors that influence mental, emotional, and social health E2. Discuss how to show respect for similarities and differences between and among individuals and groups 	<p>Unit Assessment</p>
<p>Above objective aligned with AASD Content Domain(s): Nutrition and Physical Activity; Mental, Emotional and Social Health</p>		
<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> <ul style="list-style-type: none"> A1. Identify resources for reliable information about healthy foods A2. Identify the appropriate number of servings from each food group for age D1. Identify parents, guardians, and trusted adults who can provide accurate information and guidance regarding medicines. D2. Distinguish between helpful and harmful substances 	<p>Unit Assessment</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>E3. Identify feelings or emotions associate with loss or grief</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>		
Essential Learning Objectives	Performance Indicators	Classroom Assessments
<p>3. Students will demonstrate the ability to use interpersonal communication and skills to enhance health and avoid or reduce health risks.</p>	<p>Performance will be satisfactory when the student is able to:</p> <p>A1. Demonstrate how to ask family members for health food options</p> <p>D1. Demonstrate refusal skills to resist the offer to use drugs or inappropriate medicines</p> <p>D2. Demonstrate communication skills to alert an adult about unsafe situations involve drugs or medicine</p> <p>D3. Identify refusal skills when confronted or pressured to use any substance</p> <p>E1. Identify and demonstrate ways to express needs and wants appropriately</p> <p>E2. Demonstrate how to ask for help from trusted adults or friends</p> <p>E3. Identify characteristics of a responsible family member</p>	<p>Unit Assessment</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>		
<p>4. Students will demonstrate the ability to use decision-making skills to enhance health.</p>	<p>Performance will be satisfactory when the student is able to:</p> <p>A1. Use a decision-making process to select healthy foods</p> <p>A2. Compare and contrast healthy and less healthy food choices for a variety of settings</p> <p>A3. Identify safe ways to increase physical activity</p> <p>A4. Choose a variety of healthy snacks versus unhealthy options</p> <p>D1. Evaluate why one person's medicines may not be safe for</p>	<p>Unit Assessment</p>

	<p>another person</p> <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>		
Essential Learning Objectives	Performance Indicators	Classroom Assessments
<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>Unit Assessment</p>
<p>Above objective aligned with AASD Content Domain(s): Nutritional and Physical Activity; Alcohol, Tobacco and Other Drugs</p>		
<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>E4. Explain what it means to be emotionally or mentally healthy</p> <p>E5. List healthy ways to express affection, love, friendship, and Concern</p> <p>E6. Identify positive and negative ways of dealing with stress</p> <p>E7. Describe how to work and play cooperatively</p>	<p>Unit Assessment</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>		
Essential Learning Objectives	Performance Indicators	Classroom Assessments
<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>Unit Assessment</p>
<p>Above objective aligned with AASD Content Domain(s): Nutritional and Physical Activity; Mental, Emotional and Social Health</p>		

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