Publisher: *[Enter Publisher Name]*

Program Title *[Enter Program Title]*

Approved by the State Board of Education on May 8, 2019

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Components *[Enter Components]*

# Standards Map Template–2020 Health Education Adoption Grade Two

(Download and use to cite where instructional resources fully address each standard)

## Nutrition and Physical Activity

### 1: Essential Concepts

| **Standard** | Standard Language | **Publisher Citations** | **Met**  **Y** | **Met**  **N** | **Reviewer Comments, Citations, and Questions** |
| --- | --- | --- | --- | --- | --- |
| 2.1.1.N | Classify various foods into appropriate food groups. |  |  |  |  |
| 2.1.2.N | Identify the number of servings of food from each food group that a child needs daily. |  |  |  |  |
| 2.1.3.N | Discuss the benefits of eating a nutritious breakfast every day. |  |  |  |  |
| 2.1.4.N | List the benefits of healthy eating (including beverages and snacks). |  |  |  |  |
| 2.1.5.N | Describe the benefits of drinking water in amounts consistent with current research-based health guidelines. |  |  |  |  |
| 2.1.6.N | Describe how to keep food safe from harmful germs. |  |  |  |  |
| 2.1.7.N | Identify a variety of healthy snacks. |  |  |  |  |
| 2.1.8.N | Identify and explore opportunities outside of school for regular participation in physical activity. |  |  |  |  |
| 2.1.9.N | Explain how both physical activity and eating habits can affect a person’s health. |  |  |  |  |

### 2. Analyzing Influences

| **Standard** | Standard Language | **Publisher Citations** | **Met**  **Y** | **Met**  **N** | **Reviewer Comments, Citations, and Questions** |
| --- | --- | --- | --- | --- | --- |
| 2.2.1.N | Discuss how family, friends, and media influence food choices. |  |  |  |  |

### 3. Accessing Valid Health Information

| **Standard** | Standard Language | **Publisher Citations** | **Met**  **Y** | **Met**  **N** | **Reviewer Comments, Citations, and Questions** |
| --- | --- | --- | --- | --- | --- |
| 2.3.1.N | Identify resources for reliable information about healthy foods. |  |  |  |  |

### 4. Interpersonal Communication

| **Standard** | Standard Language | **Publisher Citations** | **Met**  **Y** | **Met**  **N** | **Reviewer Comments, Citations, and Questions** |
| --- | --- | --- | --- | --- | --- |
| 2.4.1.N | Demonstrate how to ask family members for healthy food options. |  |  |  |  |

### 5. Decision Making

| **Standard** | Standard Language | **Publisher Citations** | **Met**  **Y** | **Met**  **N** | **Reviewer Comments, Citations, and Questions** |
| --- | --- | --- | --- | --- | --- |
| 2.5.1.N | Use a decision-making process to select healthy foods. |  |  |  |  |
| 2.5.2.N | Compare and contrast healthy and less-healthy food choices for a variety of settings. |  |  |  |  |
| 2.5.3.N | Identify safe ways to increase physical activity. |  |  |  |  |

### 6. Goal Setting

| **Standard** | Standard Language | **Publisher Citations** | **Met**  **Y** | **Met**  **N** | **Reviewer Comments, Citations, and Questions** |
| --- | --- | --- | --- | --- | --- |
| 2.6.1.N | Set a short-term goal to choose healthy foods for snacks and meals. |  |  |  |  |
| 2.6.2.N | Set a short-term goal to participate daily in vigorous physical activity. |  |  |  |  |

### 7. Practicing Health Enhancing Behaviors

| **Standard** | Standard Language | **Publisher Citations** | **Met**  **Y** | **Met**  **N** | **Reviewer Comments, Citations, and Questions** |
| --- | --- | --- | --- | --- | --- |
| 2.7.1.N | Examine the importance of eating a nutritious breakfast every day. |  |  |  |  |
| 2.7.2.N | Plan a nutritious meal. |  |  |  |  |
| 2.7.3.N | Select healthy beverages. |  |  |  |  |
| 2.7.4.N | Examine the criteria for choosing a nutritious snack. |  |  |  |  |
| 2.7.5.N | Participate in physical activities with friends and family. |  |  |  |  |

### 8. Health Promotion

| **Standard** | Standard Language | **Publisher Citations** | **Met**  **Y** | **Met**  **N** | **Reviewer Comments, Citations, and Questions** |
| --- | --- | --- | --- | --- | --- |
| 2.8.1.N | Practice making healthy eating choices with friends and family. |  |  |  |  |
| 2.8.2.N | Explain to others what is enjoyable about physical activity. |  |  |  |  |

## Alcohol, Tobacco, and Other Drugs

### 1: Essential Concepts

| **Standard** | Standard Language | **Publisher Citations** | **Met**  **Y** | **Met**  **N** | **Reviewer Comments, Citations, and Questions** |
| --- | --- | --- | --- | --- | --- |
| 2.1.1.A | Distinguish between helpful and harmful substances (including alcohol, tobacco, and other drugs). |  |  |  |  |
| 2.1.2.A | Explain why household products are harmful if ingested or inhaled. |  |  |  |  |
| 2.1.3.A | Identify that a drug is a chemical that changes how the body and brain work. |  |  |  |  |
| 2.1.4.A | Explain why it is dangerous to taste, swallow, sniff, or play with unknown substances*.* |  |  |  |  |
| 2.1.5.A | Explain why it is important to follow the medical recommendations for prescription and nonprescription medicines*.* |  |  |  |  |
| 2.1.6.A | Identify rules for taking medicine at school and at home. |  |  |  |  |
| 2.1.7.A | Identify refusal skills when confronted or pressured to use alcohol, tobacco, or other drugs (e.g., use a clear “no” statement, walk or run away, change subject, delay). |  |  |  |  |

### 3. Accessing Valid Health Information

| **Standard** | Standard Language | **Publisher Citations** | **Met**  **Y** | **Met**  **N** | **Reviewer Comments, Citations, and Questions** |
| --- | --- | --- | --- | --- | --- |
| 2.3.1.A | Identify parents, guardians, and trusted adults who can provide accurate information and guidance regarding medicines. |  |  |  |  |

### 4. Interpersonal Communication

| **Standard** | Standard Language | **Publisher Citations** | **Met**  **Y** | **Met**  **N** | **Reviewer Comments, Citations, and Questions** |
| --- | --- | --- | --- | --- | --- |
| 2.4.1.A | Demonstrate refusal skills to resist an offer to use drugs or inappropriate medicines. |  |  |  |  |
| 2.4.2.A | Demonstrate communication skills to alert an adult about unsafe situations involving drugs or medicines. |  |  |  |  |

### 5. Decision Making

| **Standard** | Standard Language | **Publisher Citations** | **Met**  **Y** | **Met**  **N** | **Reviewer Comments, Citations, and Questions** |
| --- | --- | --- | --- | --- | --- |
| 2.5.1.A | Evaluate why one person’s medicines may not be safe for another person. |  |  |  |  |

## Mental, Emotional, and Social Health

### 1: Essential Concepts

| **Standard** | Standard Language | **Publisher Citations** | **Met**  **Y** | **Met**  **N** | **Reviewer Comments, Citations, and Questions** |
| --- | --- | --- | --- | --- | --- |
| 2.1.1.M | Describe a variety of emotions. |  |  |  |  |
| 2.1.2.M | Explain what it means to be emotionally or mentally healthy. |  |  |  |  |
| 2.1.3.M | Explain the importance of talking with parents or trusted adults about feelings. |  |  |  |  |
| 2.1.4.M | Identify changes that occur within families. |  |  |  |  |
| 2.1.5.M | Identify characteristics of a responsible family member. |  |  |  |  |
| 2.1.6.M | Identify feelings and emotions associated with loss or grief. |  |  |  |  |
| 2.1.7.M | Discuss how to show respect for similarities and differences between and among individuals and groups. |  |  |  |  |
| 2.1.8.M | List healthy ways to express affection, love, friendship, and concern. |  |  |  |  |
| 2.1.9.M | Identify positive and negative ways of dealing with stress. |  |  |  |  |
| 2.1.10.M | Describe how to work and play cooperatively. |  |  |  |  |
| 2.1.11.M | Identify the positive ways that peers and family members show support, care, and appreciation for one another. |  |  |  |  |
| 2.1.12.M | Describe the characteristics of a trusted friend and adult. |  |  |  |  |

### 2. Analyzing Influences

| **Standard** | Standard Language | **Publisher Citations** | **Met**  **Y** | **Met**  **N** | **Reviewer Comments, Citations, and Questions** |
| --- | --- | --- | --- | --- | --- |
| 2.2.1.M | Identify internal and external factors that influence mental, emotional, and social health. |  |  |  |  |

### 3. Accessing Valid Health Information

| **Standard** | Standard Language | **Publisher Citations** | **Met**  **Y** | **Met**  **N** | **Reviewer Comments, Citations, and Questions** |
| --- | --- | --- | --- | --- | --- |
| 2.3.1.M | Discuss ways to obtain information from family, school personnel, health professionals, and other responsible adults. |  |  |  |  |
| 2.3.2.M | Identify people in the community who are caring, supportive, and trustworthy. |  |  |  |  |

### 4. Interpersonal Communication

| **Standard** | Standard Language | **Publisher Citations** | **Met**  **Y** | **Met**  **N** | **Reviewer Comments, Citations, and Questions** |
| --- | --- | --- | --- | --- | --- |
| 2.4.1.M | Identify and demonstrate ways to express needs and wants appropriately. |  |  |  |  |
| 2.4.2.M | Demonstrate how to ask for help from trusted adults or friends. |  |  |  |  |

### 5. Decision Making

| **Standard** | Standard Language | **Publisher Citations** | **Met**  **Y** | **Met**  **N** | **Reviewer Comments, Citations, and Questions** |
| --- | --- | --- | --- | --- | --- |
| 2.5.1.M | Use a decision-making process for solving problems with peers and family members. |  |  |  |  |

### 6. Goal Setting

| **Standard** | Standard Language | **Publisher Citations** | **Met**  **Y** | **Met**  **N** | **Reviewer Comments, Citations, and Questions** |
| --- | --- | --- | --- | --- | --- |
| 2.6.1.M | Describe how to make a commitment to be a good friend. |  |  |  |  |

### 7. Practicing Health Enhancing Behaviors

| **Standard** | Standard Language | **Publisher Citations** | **Met**  **Y** | **Met**  **N** | **Reviewer Comments, Citations, and Questions** |
| --- | --- | --- | --- | --- | --- |
| 2.7.1.M | Manage emotions appropriately in a variety of situations. |  |  |  |  |
| 2.7.2.M | Show respect for individual differences. |  |  |  |  |

### 8. Health Promotion

| **Standard** | Standard Language | **Publisher Citations** | **Met**  **Y** | **Met**  **N** | **Reviewer Comments, Citations, and Questions** |
| --- | --- | --- | --- | --- | --- |
| 2.8.1.M | Object appropriately to teasing of peers that is based on personal characteristics. |  |  |  |  |
| 2.8.2.M | Support peers in school and community activities. |  |  |  |  |