

ROBERTSON COUNTY SCHOOLS

HEALTH

MASTERY GUIDE

SECOND GRADE

FIRST NINE WEEKS

Nutrition:

Standard 4: The student will understand the relationship of nutrition to healthy living.

- 4.1 Identify the basic food groups and foods.
 - a. Describe the food pyramid.
 - b. Describe where various foods come from (e.g. food sources, cows, plants).
- 4.2 Identify food as a source of energy and growth.
 - a. Identify healthy food choices.
 - b. Describe the importance of eating a variety of healthy foods.
- 4.3 Describe the importance of healthy meals and snacks.
 - a. Discuss the importance of food as fuel for the body.
 - b. Explain the benefits of eating “Five-A-Day”.
 - c. Identify the proper serving size.

Injury Prevention and Safety:

Standard 11: The student will understand attitudes and behaviors for preventing accidents and injuries.

- 11.1 Identify common causes of childhood accidents and injuries and methods of prevention.
 - a. Name the five senses and how they can contribute to personal safety. (e.g. hearing ,smoke alarm, smelling smoke, seeing fire, etc.).
 - b. Identify behaviors that can lead to injury.
 - c. Identify poisonous household and nature products.
 - d. Demonstrate ability to report possible poisoning.
 - e. State ways to prevent falls when playing (e.g. shoe tying, identifying safe and unsafe places to play).
 - f. Tell a grown up when you find or see a gun.
 - g. Explain why safety rules are needed.
- 11.2 Describe the importance of safety rules.
 - a. Identify safety rules related to leisure time activities (e.g. helmet and pad safety, seat belt safety, bus safety, water safety, personal safety, etc.).
 - b. Describe various vehicle safety procedures (e.g. car, bus, and 4-wheelers).

Standard 12: The student will understand appropriate care for injuries and sudden illnesses.

- 12.1 Name and describe situations that should be reported to a responsible caregiver.
 - a. Identify situations that should be reported to responsible caregivers.

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- 12.2 Demonstrate basic first aid techniques.
- Explain the purpose of the 911 telephone number.
 - Demonstrate how to dial 911.
 - List situations that require 911 assistance.
 - Describe first aid techniques for cuts, scrapes, nose bleeds, stings, animal bites, burns, and poisoning.
 - Describe first aid techniques for recreational injuries (e.g. sprains, broken bones, head injuries).
 - Identify situations where the use of universal precautions is needed.
 - Describe the Heimlich maneuver.
 - Create role play situations where 911 emergency assistance is required.

Standard 13: The student will understand the appropriate action to take when personal safety is threatened.

- 13.1 Identify situations that should be reported to a trusted adult.
- Name persons to whom threatening situations need to be reported.
 - Describe the difference between good touch and bad touch.
 - Identify situations of abuse and neglect (e.g. physical and mental harm, being left home alone, and lack of food).
- 13.2 Demonstrate self-protection skills and identify appropriate resources for help.
- Describe appropriate procedures to take during a fire, tornado and earthquake
 - Demonstrate proper techniques of stop, drop, and roll.
 - Demonstrate appropriate self-protection skills.

SECOND NINE WEEKS

Disease Prevention and Control:

Standard 10: The student will understand attitudes and behaviors for preventing and controlling disease.

- 10.1 Identify how germs are spread
- Describe how germs are transmitted.
 - Illustrate proper hand washing techniques.
 - Explain why proper hand washing is important.
- 10.2 Identify habits that will promote disease prevention.
- Explain why proper hand washing is important.
 - Describe the value of good health habits such as adequate sleep, exercise, water, and proper nutrition as related to disease control.
 - Identify the importance of regular health screenings, as related to disease prevention (e.g. medical, vision, hearing, and dental).

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- 10.3 Identify chronic health problems.
- Identify and describe common communicable diseases (e.g. HIV, hepatitis, flu, pink eye, and head lice)
 - Identify chronic diseases (e.g. asthma and diabetes).

Personal Health and Wellness:

Standard 1: The student will understand the role of personal hygiene practices as related to healthful living.

- Demonstrate appropriate personal hygiene practices.
 - Apply proper hygiene skills (e.g. Hand washing, shampooing, flossing, tooth brushing, and bathing).
- Identify the effects of poor personal hygiene practices.
 - Identify consequences of poor oral hygiene(e.g. hand washing, shampooing, flossing, tooth brushing, bathing).
 - Consequences of poor personal hygiene (e.g. body odor, illness, and poor self image.
 - Practice prevention of head lice.
 - Identify signs and symptoms of head lice.

Standard 2: The student will understand the role of body systems as related to healthful living.

- Identify the basic body structure.
 - Name basic human body parts.
 - Identify the location of basic body parts.
- Identify the functions of the human body systems.
 - Describe the functions of basic human organs (e.g. heart , lungs, brain, stomach, ribs).
 - Explain the structure and function of the skin.
 - Identify and discuss the location of basic body systems.
 - Arrange basic body parts in proper location.
- Explain the importance of the basic body systems.
 - Evaluate the interaction of body systems.

Standard 3: The student will understand the relationship of physical activity to healthful living.

- Describe the importance of daily physical activity and rest.

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- a. Describe the importance of daily physical activity.
- b. Describe how adequate rest contributes to healthy living.
- 3.2 Identify physical activities used in daily life that promote healthful living.
 - a. List various types of physically active leisure time activities (e.g. walking, swimming, golfing, tennis, dancing, hiking, climbing and biking).
 - b. Compare active and non-active leisure time activities (e.g. benefits of choosing to walk with family instead of watching television).

THIRD NINE WEEKS

Substance Use and Abuse:

Standard 14: The student will understand appropriate and inappropriate uses of chemical substances for healthful living.

- 14.1 Describe the role of drugs and medicines in keeping people healthy.
 - a. Describe the role of medications and how they contribute to healthful living.
 - b. Identify the importance of not taking someone else's medications (e.g. asthma inhaler, pills, and ointments).
 - c. Identify medicines that bear a resemblance to candy.
- 14.2 Describe inappropriate use of drugs and medicines.
 - a. Explain why medications should only be taken when administered by an adult.

Standard 15: The student will understand the effects of substance use and abuse.

- 15.1 Identify the consequences of using tobacco products, alcohol, and drugs.
 - a. Describe how alcohol and drugs alter your mental state.
 - b. Describe how the use of tobacco can affect healthful living.
 - c. Describe how the use and abuse of alcohol and drugs can affect healthful living.
- 15.2 Practice refusal skills to avoid harmful substances.
 - a. Define appropriate refusal skills to avoid harmful substances.
 - b. Describe how substance abuse can cause physical and mental disabilities.
 - c. Assess the life of a substance abuser.

Emotional, Social, and Mental Health:

Standard 8: The student will understand the importance of positive self-concept and interpersonal relationships for healthful living.

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- 8.1 Explain that feelings can be expressed in different way.
 - a. Demonstrate methods of expression.
 - b. Demonstrate appropriate manners.
 - c. Demonstrate verbal and nonverbal communication.
 - d. Describe appropriate ways to manage emotions.
- 8.2 Name and describe qualities and characteristics that make all individuals unique.
 - a. Identify health impairments and physical disabilities.
 - b. Demonstrate respect for individuals who have disabilities.
 - c. Define a value.
 - d. Explain the importance of having personal values.
- 8.3 Identify the importance of developing and maintaining healthy relationships.
 - a. Identify qualities of a good friend.
 - b. Describe how positive self-concept makes an individual unique.
 - c. Describe the challenges of living with a health impairment or physical disability.

Standard 9: The student will understand how positive social, emotional, and mental health practices promote healthful living.

- 9.1 Identify how attitudes and behaviors relate to social health.
 - a. List and explain the importance of rules for positive social living (e.g. school, home, and classroom).
 - b. Describe the importance of group needs in relation to individual needs.
 - c. Describe appropriate actions to take when confronted by a bully.
- 9.2 Describe healthy ways to deal with pleasant and unpleasant situations for emotional well-being.
 - a. Describe the feelings related to divorce and the ending of a relationship.
 - b. Identify the difference between death and dying.
 - c. Identify the various ways that people grieve.
 - d. Describe various ways to manage emotions responsibly.
- 9.3 Describe how feelings and behaviors relate to personal mental health.
 - a. Express the importance of not feeling sad for long periods of time.
 - b. Identify responsible people to report and discuss feelings of sadness.
 - c. Identify healthy ways of dealing with anger.

FOURTH NINE WEEKS

Environmental and Community Health:

Standard 16: The student will recognize environmental practices and products that affect

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personal and community health.

- 16.1 Describe different types of pollution and its environmental affects.
 - a. Describe how environmental pollution affects healthful living.
 - b. Identify the affects of litter on the environment.
- 16.2 Identify the importance of “reduce, reuse, recycle” practices.
 - a. Define the terms “reduce, reuse, recycle”.
 - b. List items that are produced by the “reduce, reuse, recycle” process.
 - c. Define what a landfill is and describe its purpose.
 - d. Select appropriate items for recycling (e.g. aluminum cans, plastic containers, cardboard, newspapers, and glass).
 - e. Design a recycle center at your school.

Consumer Health:

Standard 18: The student will understand how the culture, media, and technology impact consumer decisions about healthful living.

- 18.1 Describe how cultural influences personal health behaviors.
 - a. Describe how personal diet, exercise, and hygiene is influenced by cultural lifestyle.
- 18.2 Explain how media influences thoughts, feelings, and behaviors related to personal health and community.
 - a. Identify different types of media (e.g. magazines, radio, TV, and billboards).
- 18.3 Describe ways technology can influence personal health.
 - a. Identify how Internet use increases exposure to healthy and unhealthy information.

Family Life:

Standard 5: The student will understand the contribution of family relationships to healthful living.

- 5.1 Describe the various types of family structures.
 - a. Describe his/her family.
- 5.2 Explain that family structures vary and can change.
 - a. Distinguish between the different types of families (e.g. two parents, single parents, blended, extended, foster, and adoptive).
 - b. Explain how family structures can change (e.g. birth, death, divorce, and re-marriage).
- 5.3 Identify common goals and values found in family structures.
 - a. Describe the various basic family values (e.g. integrity, love, trust, and

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- nurturing).
- b. Explain basic care given by caregivers (e.g. safety, nourishment, shelter, and clothing).
- c. Identify ways that all family members are responsible for contributing to healthy family living.
- d. Explain how the different types of families meet the needs of its members.

Standard 6: The student will understand the stages of human growth and development.

- 6.1 Identify human growth and development stages throughout the life cycle.
 - a. Name different stages of development (e.g. babies, children, teenagers, adults, and elderly).
- 6.2 Describe the important differences in the stages of human growth and development.
 - a. Describe how babies are different from children.
 - b. Describe how children are different from teenagers.
 - c. Describe how teenagers are different from adults.
 - d. Describe how adults are different from the elderly.
 - e. Illustrate how an individual will grow and develop throughout his/her life.

Standard 7: The student will understand the need and process of setting personal goals and standards for healthful living.

- 7.1 Identify personal goals and standards.
 - a. Define goals and standards.
 - b. Define goal setting as related to healthy living.
 - c. Select standards for healthy living that help them reach personal goals.
- 7.2 Describe the importance of personal decision making to healthful living.
 - a. Identify appropriate healthy living behavior that would affect his/her future.
 - b. Describe how appropriate decision making can lead to healthy living.
 - c. Describe the difference between wants and needs.
 - d. Create personal goals and standards.
 - e. Classify wants and needs.