

## NC Healthful Living Essential Standards

The Healthful Living Essential Standards clarifying objectives highlighted in blue are addressed to varying degrees by this intervention.

2<sup>nd</sup> Grade NC Standard Course of Study:

### MENTAL AND EMOTIONAL HEALTH

#### **2.MEH.1 Understand the relationship among healthy expression of emotions, mental health, and healthy behavior.**

2.MEH.1.1 Identify appropriate standards for behavior.

2.MEH.1.2 Summarize behaviors that help to avoid risks.

2.MEH.1.3 Explain the influence of peers, the media, and the family on feelings and emotions.

2.MEH.1.4 Explain the influence on self-concept on performance and vice versa.

2.MEH.1.5 Summarize the potential negative effects of stress on the body and mind.

### PERSONAL AND CONSUMER HEALTH

#### **2.PCH.1 Apply measures for cleanliness and disease prevention.**

2.PCH.1.1 Recall the benefits of good dental health.

2.PCH.1.2 Execute the proper techniques for brushing teeth.

#### **2.PCH.2 Understand wellness, disease prevention, and recognition of symptoms.**

2.PCH.2.1 Summarize reasons and strategies for preventing contact with body fluids.

2.PCH.2.2 Explain the dangers associated with excessive sun exposure (e.g., sun burn, damage to eyes, skin cancer) and methods for protecting oneself from these dangers.

### INTERPERSONAL COMMUNICATION AND RELATIONSHIPS

#### **2.ICR.1 Understand healthy and effective interpersonal communication and relationships.**

2.ICR.1.1 Classify behaviors as helpful or hurtful to friendships.

2.ICR.1.2 Interpret the feelings of others and how to respond when angry or sad.

2.ICR.1.3 Explain why it is wrong to tease others.

2.ICR.1.4 Recognize bullying behaviors and what to do if someone is bullied.

2.ICR.1.5 Exemplify how to communicate with others with kindness and respect.

## **NUTRITION AND PHYSICAL ACTIVITY**

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### ***2.NPA.1 Understand MyPlate as a tool for selecting nutritious foods.***

- 2.NPA.1.1 Recognize the interrelationship of parts of MyPlate.
- 2.NPA.1.2 Plan meals that are chosen for energy and health.
- 2.NPA.1.3 Classify activities in terms of their appropriateness for a healthy lifestyle.

### ***2.NPA.2 Understand the importance of consuming a variety of nutrient dense foods and beverages in moderation.***

- 2.NPA.2.1 Summarize motivations for eating food, including hunger vs. satiety.
- 2.NPA.2.2 Explain the importance of a healthy breakfast and lunch.

### ***2.NPA.3 Remember nutrition and fitness concepts to enhance quality of life.***

- 2.NPA.3.1 Contrast a physically active and inactive lifestyle.
- 2.NPA.3.2 Plan family physical activities that are fun and contribute to fitness .

## **ALCOHOL, TOBACCO, AND OTHER DRUGS**

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### ***2.ATOD.1 Understand how to use household products and medicines safely.***

- 2.ATOD.1.1 Classify uses of medicine or drugs as appropriate and inappropriate.
- 2.ATOD.1.2 Summarize the health risks associated with inappropriate medicine and drug use.
- 2.ATOD.1.3 Use goal-setting strategies to prevent the misuse of medicines or household products.

## **MOTOR SKILL DEVELOPMENT**

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### ***2.MS.1 Apply competent motor skills and movement patterns needed to perform a variety of physical activities.***

- PE.2.MS.1.1 Execute combinations of locomotor skills in different pathways, levels, or directions.
- PE.2.MS.1.2 Execute a variety of manipulative skills while maintaining good balance and follow-through.
- PE.2.MS.1.3 Generate smooth and timely transitions between sequential locomotor skills.
- PE.2.MS.1.4 Apply non-locomotor movements with locomotor patterns and levels in a variety of movement sequences.

## MOVEMENT CONCEPTS

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### ***2.MC.2 Understand concepts, principles, strategies and tactics that apply to the learning and performance of movement.***

PE.2.MC.2.1 Use equipment to illustrate multiple movement concepts.

PE.2.MC.2.2 Compare three or more of the essential elements of correct form for the five fundamental manipulative skills.

PE.2.MC.2.3 Explain the value of feedback in improving motor performance.

PE.2.MC.2.4 Illustrate activities that are associated with three or more of the five components of health-related fitness.

## HEALTH-RELATED FITNESS

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### ***2.HF.3 Understand the importance of achieving and maintaining a health-enhancing level of physical fitness.***

PE.2.HF.3.1 Recognize three or more of the five health-related fitness assessments and the associated exercises.

PE.2.HF.3.2 Identify enjoyable and challenging physical activities that one can do for increasing periods of time without stopping.

PE.2.HF.3.3 Implement a weekly plan of moderate to vigorous activity that increases breathing and heart rate.

## PERSONAL/SOCIAL RESPONSIBILITY

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### ***2.PR.4 Use behavioral strategies that are responsible and enhance respect of self and others and value activity.***

PE.2.PR.4.1 Explain the value of working cooperatively in group settings.

PE.2.PR.4.2 Summarize the benefits of positive social interaction as to make activities more enjoyable.

PE.2.PR.4.3 Use safe practices when engaging in physical education activities with little or no prompting.

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