

## Scope and Sequence: Grade Two Healthy Choices, Healthy Me!

Each of the Grade Two *Healthy Choices, Healthy Me!* activities are aligned to California and National Education Standards. Alignments include reading of The Market Mystery, completion of student workbook activities and classroom discussions.

NATIONAL EDUCATION STANDARDS (GRADE 2)		Activity 1: Fruits & Vegetables	Activity 2: Meats, Beans & Nuts and Grains, Breads & Cereals	Activity 3: Milk & Milk Products and Extras	Activity 4: Mixed Foods	Activity 5: What's for Breakfast?	Activity 6: Snack Time	Activity 7: Moving Around	Activity 8: What's Missing?	Activity 9: Balance It	Activity 10: My Balanced Meal
<b>NATIONAL HEALTH EDUCATION STANDARDS</b>											
Standard 1	Students will comprehend concepts related to health promotion and disease prevention to enhance health.	•	•	•	•	•	•	•	•	•	•
Standard 5	Students will demonstrate the ability to use decision-making skills to enhance health.	•	•	•	•	•	•	•	•	•	•
Standard 6	Students will demonstrate the ability to use goal-setting skills to enhance health.	•	•	•	•	•	•	•	•	•	•
Standard 7	Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.										
Standard 8	Students will demonstrate the ability to advocate for personal, family and community health.										
<b>NATIONAL STANDARDS FOR PHYSICAL EDUCATION</b>											
Standard 6	Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.							•			
<b>PRINCIPLES AND STANDARDS FOR SCHOOL MATHEMATICS</b>											
Number and Operations Standard	Understand numbers, ways of representing numbers, relationships among numbers, and number systems.				•						
Data Analysis and Probability Standard	Formulate questions that can be addressed with data and collect, organize and display relevant data to answer them; represent data using concrete objects, pictures, or graphs.				•				•		
<b>NATIONAL SCIENCE EDUCATION STANDARDS</b>											
Content Standard C: Life Science	The Characteristics of Organisms <ul style="list-style-type: none"> <li>Organisms have basic needs. For example, animals need air, water, and food; plants require air, water, nutrients, and light.</li> </ul>	•	•	•	•	•	•	•	•	•	•
Content Standard F: Science in Personal and Social Perspectives	Personal Health <ul style="list-style-type: none"> <li>Nutrition is essential to health. Students should understand how the body uses food and how various foods contribute to health.</li> <li>Individuals have some responsibility for their own health. Students should engage in personal care—dental hygiene, cleanliness, and exercise—that will maintain and improve health.</li> </ul>	•	•	•	•	•	•	•	•	•	•
<b>NATIONAL STANDARDS FOR THE ENGLISH LANGUAGE ARTS</b>											
Standard 3	Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts.	•	•	•	•	•	•	•	•	•	•
Standard 12	Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).	•	•	•	•	•	•	•	•	•	•
<b>CURRICULUM STANDARDS FOR SOCIAL STUDIES</b>											
Standard VII: Production, Distribution, and Consumption	d. Describe how we depend upon workers with specialized jobs and the ways in which they contribute to the production and exchange of goods and services.	•	•	•	•	•	•	•	•	•	•

National Education Standards

- Cited from *Pre-publication document of National Health Education Standards, PreK-12*, American Cancer Society, December 2005–August 2006.
- Moving into the Future: National Standards for Physical Education*, National Association for Sport and Physical Education, 2004.
- Principles and Standards for School Mathematics*, National Council of Teachers of Mathematics, 2000.
- National Science Education Standards*, National Academy of Sciences, 1996.
- Standards for the English Language Arts*, International Reading Association and the National Council of Teachers of English, 1996.
- Curriculum Standards for Social Studies*, National Council for the Social Studies, 1994.