

## **GRADE 2**

**Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.**

**Benchmark 1-E-1:** Identify that healthy behaviors affect personal health.

**GLEs:**

- 1-E-1.1 Describe what it means to be healthy.
- 1-E-1.2 Compare healthy and unhealthy behaviors and how they affect one's health (e.g., disease prevention, healthy eating, fitness, safety).
- 1-E-1.3 Identify healthy behaviors one can practice.
- 1-E-1.4 List ways to prevent harmful effects of the sun.
- 1-E-1.5 Create an individual fitness diary to record physical activity each day (time of day, duration, activity).
- 1-E-1.6 Review MyPyramid and identify food groups.

**Benchmark 1-E-2:** Recognize that there are multiple dimensions of health (social, emotional and physical,).

**GLEs:**

- 1-E-2.1 Identify each of the dimensions of health.
- 1-E-2.2 Define the concepts of self-image and self-esteem.
- 1-E-2.3 Analyze characteristics that impact self-image.
- 1-E-2.4 Report the benefits of healthy relationships among family and friends.
- 1-E-2.5 Explain ways to reduce or manage stress (e.g., study early for tests, go to bed on time).
- 1-E-2.6 Identify negative influences on one's environment and how to avoid them.

**Benchmark 1-E-3:** Identify the prevention and treatment of communicable and non-communicable diseases.

**GLEs:**

- 1-E-3.1 Define communicable and non-communicable diseases.
- 1-E-3.2 List communicable and non-communicable diseases.
- 1-E-3.3 Describe healthy behaviors to prevent the spread of germs (e.g., immunizations, vitamins, sanitary food practices, hand washing).

**Benchmark 1-E-4:** Identify risky behaviors and ways to avoid and reduce them.

**GLEs:**

- 1-E-4.1 Describe how risky behaviors can affect one's personal health.
- 1-E-4.2 Identify safety hazards at home, school and in the community.
- 1-E-4.3 Apply fire safety rules to various situations.
- 1-E-4.4 Explain the importance of using safety belts and car booster seats.
- 1-E-4.5 Demonstrate basic traffic safety rules for pedestrians and bicyclists (include crossing a street safely, crossing an intersection, parking lot

safety).

1-E-4.6. Dramatize using good communication skills to defuse a bully or aggressive situation (e.g., listening, observing body language, using assertive communication, I messaging).

1-E-4.7 Describe eating behaviors that contribute to maintaining healthy weight.

**Standard 2: Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.**

**Benchmark 2-E-1:** Identify how the family influences personal health practices and behaviors.

**GLEs:**

2-E-1.1 Report how family health practices can influence personal health practices.

2-E-1.2 Explain how family can influence food choices.

2-E-1.3 Describe activities an individual's family can do to increase physical activity.

**Benchmark 2-E-2:** Describe how culture influences personal health behaviors.

**GLEs:**

2-E-2.1 Document how cultural influences impact one's daily life.

2-E-2.2 Identify how culture affects one's individual choices and behaviors.

2-E-2.3 Relate how cultural influences impact one's health.

**Benchmark 2-E-3:** Explain how media influence thoughts, feelings and health behaviors.

**GLEs:**

2-E-3.1 Identify television, print or web ads that may influence health.

2-E-3.2 Summarize how media can influence choices related to health (positively or negatively).

**Standard 3: Students will demonstrate the ability to access valid information, products and services to enhance health.**

**Benchmark 3-E-1:** Identify sources of valid health information.

**GLEs:**

3-E-1.1 Identify resources for health information in one's home, community and school.

3-E-1.2 Select websites and other media that provide valid health information.

**Benchmark 3-E-2:** Demonstrate the ability to locate resources for health-promoting products and services.

**GLEs:**

3-E-2.1 Identify trusted adults who can help one read and follow directions on medicine labels.

3-E-2.2 Demonstrate how to dial 911 or other emergency numbers and provide

appropriate information (knowing what to say).

**Benchmark 3-E-3:** Explain how media influence the selection of health information, products and services.

**GLEs:**

- 3-E-3.1 Review the variety of health-related information available in the media (television, radio, web).
- 3-E-3.2 Question how media messages influence one's health behaviors and the choice of products/services.

**Standard 4:** Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

**Benchmark 4-E-1:** Develop effective communication skills.

**GLEs:**

- 4-E-1.1 Define the steps to effective communication (e.g., listening, eye contact, body language).
- 4-E-1.2 Practice using effective communication skills with peers.

**Benchmark 4-E-2:** Demonstrate healthy ways to communicate needs, wants and feelings through verbal and non-verbal communication.

**GLEs:**

- 4-E-2.1 Demonstrate verbal and non-verbal ways to communicate clearly.
- 4-E-2.2 Practice expressing feelings in a positive, non-confrontational way.

**Standard 5:** Students will demonstrate the ability to use decision-making skills to enhance health.

**Benchmark 5-E-1:** Discuss the steps of effective decision-making.

**GLEs:**

- 5-E-1.1 Review steps in the decision-making process.
- 5-E-1.2 Conclude that every decision has a consequence that may affect one's health.

**Benchmark 5-E-2:** Identify situations when a health-related decision is needed.

**GLEs:**

- 5-E-2.1 Identify situations that could put one's health or safety at risk.
- 5-E-2.2 Describe safe places to go in order to avoid danger.

**Benchmark 5-E-3:** Apply a decision-making process to address personal health issues and problems.

**GLEs:**

- 5-E-3.1 Use a decision-making model.
- 5-E-3.2 Analyze the outcome of using a decision-making model.
- 5-E-3.3 Restate how using a decision-making model can improve one's health and safety.

**Benchmark 5-E-4:** Demonstrate refusal skills to enhance health.

**GLEs:**

- 5-E-4.1 Practice skills to avoid unhealthy behaviors.
- 5-E-4.2 Demonstrate refusal skills to avoid unhealthy or unsafe situations.

**Standard 6:** Students will demonstrate the ability to use goal-setting skills to enhance health.

**Benchmark 6-E-1:** Explain how to set a goal and why it is important to enhance health.

**GLEs:**

- 6-E-1.1 Analyze how others have set and reached personal goals (e.g., Olympic athletes set goal, work toward goal, reach Olympics).
- 6-E-1.2 Create a list of personal health goals.
- 6-E-1.3 Describe how the accomplishment of a personal goal enhances one's health.

**Standard 7:** Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

**Benchmark 7-E-1:** Demonstrate healthy practices and behaviors to maintain or improve personal health.

**GLEs:**

- 7-E-1.1 Demonstrate ways to show respect, consideration and caring for classmates.
- 7-E-1.2 Demonstrate pride in personal qualities and accomplishments (e.g., self-esteem).
- 7-E-1.3 Examine how one's personal choices can positively impact health.
- 7-E-1.4 Develop a plan to eat a variety of nutritious foods each day.
- 7-E-1.5 Demonstrate ways to be physically active.

**Benchmark 7-E-2:** Demonstrate behaviors that avoid or reduce health risks.

**GLEs:**

- 7-E-2.1 Examine personal choices that can affect one's health.
- 7-E-2.2 Demonstrate strategies to avoid risks (e.g., social/emotional; violence; intentional/unintentional injury).
- 7-E-2.3 Identify behavior choices that can reduce health risks (e.g., physical activity, nutrition, fitness, avoiding tobacco).

**Standard 8: Students will demonstrate the ability to advocate for personal, family and community health.**

**Benchmark 8-E-1:** Define advocacy.

**GLEs:**

8-E-1.1 Dramatize advocating for a healthy behavior.

8-E-1.2 Demonstrate ways to support friends and family who are trying to maintain or improve healthy practices.

**Benchmark 8-E-2:** Demonstrate the ability to communicate information that promotes positive health choices.

**GLE:**

8-E-2.1 Illustrate how one can communicate what one has learned about health to others (e.g., family, friends, peers).

**Benchmark 8-E-3:** Encourage peers and family to make positive health choices.

**GLEs:**

8-E-3.1 Demonstrate the ability to influence health and safety practices of family members (e.g., smoking cessation).

8-E-3.2 Explain the benefits of positive health choices to family and friends.