

# Grade 2

Adopted 2011

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

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

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

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

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

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

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

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

1. Describe how risky behaviors can affect one's personal health. 1-E-4.1
  2. Identify safety hazards at home, school and in the community. 1-E-4.2
  3. Apply fire safety rules to various situations. 1-E-4.3
  4. Explain the importance of using safety belts and car booster seats. 1-E-4.4
  5. Demonstrate basic traffic safety rules for pedestrians and bicyclists (include crossing a street safely, crossing an intersection, parking lot safety). 1-E-4.5
  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-4.6
  7. Describe eating behaviors that contribute to maintaining healthy weight. 1-E-4.7
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**Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.**

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

1. Report how family health practices can influence personal health practices. 2-E-1.1
  2. Explain how family can influence food choices. 2-E-1.2
  3. Describe activities an individual's family can do to increase physical activity. 2-E-1.3
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**2-E-2. Describe how culture influences personal health behaviors.** 2-E-2

1. Document how cultural influences impact one's daily life. 2-E-2.1
  2. Identify how culture affects one's individual choices and behaviors. 2-E-2.2
  3. Relate how cultural influences impact one's health. 2-E-2.3
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**2-E-3. Explain how media influence thoughts, feelings and health behaviors.** 2-E-3

1. Identify television, print or web ads that may influence health. 2-E-3.1
  2. Summarize how media can influence choices related to health (positively or negatively). 2-E-3.2
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**Students will demonstrate the ability to access valid information, products and services to enhance health.**

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

1. Identify resources for health information in one's home, community and school. 3-E-1.1
2. Select websites and other media that provide valid health information. 3-E-1.2

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

1. Identify trusted adults who can help one read and follow directions on medicine labels. 3-E-2.1
  2. Demonstrate how to dial 911 or other emergency numbers and provide appropriate information (knowing what to say). 3-E-2.2
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**3-E-3. Explain how media influence the selection of health information, products and services.** 3-E-3

1. Review the variety of health-related information available in the media (television, radio, web). 3-E-3.1
  2. Question how media messages influence one's health behaviors and the choice of products/services. 3-E-3.2
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**Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.**

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

1. Define the steps to effective communication (e.g., listening, eye contact, body language). 4-E-1.1
  2. Practice using effective communication skills with peers. 4-E-1.2
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**4-E-2. Demonstrate healthy ways to communicate needs, wants and feelings through verbal and non-verbal communication.** 4-E-2

1. Demonstrate verbal and non-verbal ways to communicate clearly. 4-E-2.1
  2. Practice expressing feelings in a positive, non-confrontational way. 4-E-2.2
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**Students will demonstrate the ability to use decision-making skills to enhance health.**

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

1. Review steps in the decision-making process. 5-E-1.1
  2. Conclude that every decision has a consequence that may affect one's health. 5-E-1.2
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**5-E-2. Identify situations when a health-related decision is needed.** 5-E-2

1. Identify situations that could put one's health or safety at risk. 5-E-2.1
  2. Describe safe places to go in order to avoid danger. 5-E-2.2
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**5-E-3. Apply a decision-making process to address personal health issues and problems.** 5-E-3

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

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

1. Practice skills to avoid unhealthy behaviors. 5-E-4.1
  2. Demonstrate refusal skills to avoid unhealthy or unsafe situations. 5-E-4.2
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**Students will demonstrate the ability to use goal setting skills to enhance health.**

**6-E-1. Explain how to set a goal and why it is important to enhance health.** 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-1.1
  2. Create a list of personal health goals. 6-E-1.2
  3. Describe how the accomplishment of a personal goal enhances one's health. 6-E-1.3
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**Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.**

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

1. Demonstrate ways to show respect, consideration and caring for classmates. 7-E-1.1
  2. Demonstrate pride in personal qualities and accomplishments (e.g., self-esteem). 7-E-1.2
  3. Examine how one's personal choices can positively impact health. 7-E-1.3
  4. Develop a plan to eat a variety of nutritious foods each day. 7-E-1.4
  5. Demonstrate ways to be physically active. 7-E-1.5
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**7-E-2. Demonstrate behaviors that avoid or reduce health risks.** 7-E-2

1. Examine personal choices that can affect one's health. 7-E-2.1
  2. Demonstrate strategies to avoid risks (e.g., social/emotional; violence; intentional/unintentional injury). 7-E-2.2
  3. Identify behavior choices that can reduce health risks (e.g., physical activity, nutrition, fitness, avoiding tobacco). 7-E-2.3
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**Students will demonstrate the ability to advocate for personal, family and community health.**

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

1. Dramatize advocating for a healthy behavior. 8-E-1.1
  2. Demonstrate ways to support friends and family who are trying to maintain or improve healthy practices. 8-E-1.2
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**8-E-2. Demonstrate the ability to communicate information that promotes positive health choices.** 8-E-2

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

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

1. Demonstrate the ability to influence health and safety practices of family members (e.g., smoking cessation). 8-E-3.1
2. Explain the benefits of positive health choices to family and friends. 8-E-3.2