

Stage 1 – Desired Results

Related standard(s):

2.1.2.A.1
 2.1.2.A.2
 2.1.2.B.1
 2.1.2.B.2
 2.1.2.B.3
 2.1.2.C.1
 2.1.2.C.2
 2.1.2.C.3
 2.1.2.D.1
 2.1.2.D.2
 2.1.2.D.3
 2.1.2.E.1
 2.1.2.E.2
 2.1.2.E.3

Transfer

Students will be able to independently use their learning to...

- Support a healthy, active lifestyle.

Meaning

Enduring Understandings (EUs)

Students will understand that...

- Health choices and behaviors have a profound impact on personal, family, community, and global wellness.
- Medical advances, technology, and public health efforts enable some people to live healthier and longer lives than ever before, but many people struggle to be healthy.
- Understanding why a behavior or activity is unsafe or risky is only the first step towards preventing injuries and staying safe. Consistently employing safe and healthy behaviors helps to reduce the incidence and severity of injuries.
- Food choices and eating patterns are developed at a young age, persist throughout one’s lifetime, and may impact one’s long-term health.
- It may be difficult to change unhealthy eating patterns that are rooted in family traditions, religious beliefs, or culture.
- Peers and the media also have a significant impact on food choices and the availability of healthy options.
- Making healthy eating choices is an important part of achieving and sustaining wellness.

Essential Questions (EQs)

Students will keep considering...

- How do personal health choices impact our own health as well as the health of others?
- How can a personal commitment to wellness influence the health of others?
- How does this commitment reduce ones’ risk for diseases, health conditions, and injuries that may impact the quality or duration of one’s life?
- Why is it so difficult to educate people about risky behaviors? Why do some people still engage in unsafe behaviors despite knowing the inherent risks and possible outcomes?
- How are food choices influenced by culture and tradition?
- What role does family, peers, and the media have on food choices now and throughout life?

Grade Level Benchmarks

Knowledge

Skills

Students will know...

- Health-enhancing behaviors contribute to wellness.
- Choosing a balanced variety of nutritious foods contributes to wellness.
- Knowledge about diseases and disease prevention promotes health-enhancing behaviors.
- Using personal safety strategies reduces the number of injuries to self and others.
- Many factors at home, school, and in the community impact social and emotional health.

Students will be able to...

- Explain what being “well” means and identify self-care practices that support wellness.
- Use correct terminology to identify body parts, and explain how body parts work together to support wellness.
- Explain why some foods are healthier to eat than others.
- Explain how foods in the food pyramid differ in nutritional content and value.
- Summarize information about food found on product labels.
- Summarize symptoms of common diseases and health conditions.
- Summarize strategies to prevent the spread of common diseases and health conditions.
- Determine how personal feelings can affect one’s wellness.
- Identify ways to prevent injuries at home, school, and in the community (e.g., fire safety, poison safety, accident prevention).
- Differentiate among the characteristics of strangers, acquaintances, and trusted adults and describe safe and appropriate behaviors/touches.
- Identify procedures associated with pedestrian, bicycle, and traffic safety.
- Identify basic social and emotional needs of all people.
- Determine possible causes of conflict between people and appropriate ways to prevent and resolve them.
- Explain healthy ways of coping with common stressful situations experienced by children.

COURSE: Health Education

LEVEL: Grade 2

UNIT/FOCUS: Integrated Skills

Stage 1 – Desired Results

Related standard(s):
 2.2.2.A.1
 2.2.2.B.1
 2.2.2.B.2
 2.2.2.B.3
 2.2.2.B.4
 2.2.2.C.1
 2.2.2.C.2
 2.2.2.D.1
 2.2.2.E.1

Transfer

Students will be able to independently use their learning to...

- Use personal and interpersonal skills to support a healthy, active lifestyle.

Meaning

Enduring Understandings (EUs)

Students will understand that...

- Knowing how and when to navigate the healthcare system is critical to maintaining wellness.
- The early detection of diseases and health conditions contributes to one’s health and helps reduce healthcare costs.

Essential Questions (EQs)

Students will keep considering...

- Why is it so difficult for some people to access healthcare?
- How do you know when you need help?
- What’s more important: prevention or cure?

Grade Level Benchmarks

Knowledge

Students will know...

- Effective communication may be a determining factor in the outcome of health- and safety-related situations.
- Effective decision-making skills foster healthier lifestyle choices.
- Character traits are often evident in behaviors exhibited by individuals when interacting with others.
- Service projects provide an opportunity to have a positive impact on the lives of self and others.
- Knowing how to locate health professionals in the home, at school, and in the community assists in addressing health emergencies and obtaining reliable information.

Skills

Students will be able to...

- Express needs, wants, and feelings in health- and safety-related situations.
- Explain what a decision is and why it is advantageous to think before acting.
- Relate decision-making by self and others to one’s health.
- Determine ways parents, peers, technology, culture, and the media influence health decisions.
- Select a personal health goal and explain why setting a goal is important.
- Explain the meaning of character and how it is reflected in the thoughts, feelings, and actions of oneself and others.
- Identify types of disabilities and demonstrate appropriate behavior when interacting with people with disabilities.
- Determine the benefits for oneself and others of participating in a class or school service activity.
- Determine where to access home, school, and community health professionals.

COURSE: Health Education

LEVEL: Grade 2

UNIT/FOCUS: Drugs and Medicine

Stage 1 – Desired Results

<i>Related standard(s):</i> 2.3.2.A.1 2.3.2.A.2 2.3.2.B.1 2.3.2.B.2 2.3.2.B.3 2.3.2.B.4 2.3.2.B.5 2.3.2.C.1 2.3.2.C.2	Transfer	
	<i>Students will be able to independently use their learning to...</i>	
	<ul style="list-style-type: none">Use knowledge of alcohol, tobacco, other drugs, and medicines, to support a healthy, active lifestyle.	
	Meaning	
	Enduring Understandings (EUs)	Essential Questions (EQs)
	<i>Students will understand that...</i>	<i>Students will keep considering...</i>
	<ul style="list-style-type: none">The use and abuse of alcohol, tobacco, and other drugs not only impacts the individual but may have a profound impact on others.	<ul style="list-style-type: none">Why do people use and abuse alcohol, tobacco and other drugs despite warnings about the dangers to self and others?
	Grade Level Benchmarks	
Knowledge	Skills	
<i>Students will know...</i>	<i>Students will be able to...</i>	
<ul style="list-style-type: none">Medicines come in a variety of forms (prescription medicines, over-the-counter medicines, medicinal supplements), are used for numerous reasons, and should be taken as directed in order to be safe and effective.Use of drugs in unsafe ways is dangerous and harmful.Substance abuse is caused by a variety of factors.There are many ways to obtain help for treatment of alcohol, tobacco, and other substance abuse problems.	<ul style="list-style-type: none">Explain what medicines are and when some types of medicines are used.Explain why medicines should be administered as directed.Identify ways that drugs can be abused.Explain effects of tobacco use on personal hygiene, health, and safety.Explain why tobacco smoke is harmful to nonsmokers.Identify products that contain alcohol.List substances that should never be inhaled and explain why.Recognize that some people may have difficulty controlling their use of alcohol, tobacco, and other drugs.Explain that people who abuse alcohol, tobacco, and other drugs can get help.	

Stage 1 – Desired Results

Related standard(s):
2.4.2.A.1
2.4.2.A.2
2.4.2.A.3
2.4.2.B.1
2.4.2.C.1

Transfer

Students will be able to independently use their learning to...

- Use knowledge of physical, emotional, and social aspects of human relationships and sexuality to support a healthy, active lifestyle.

Meaning

Enduring Understandings (EUs)

Students will understand that...

- Relationships are the connections people have with each other. The family provides the first opportunity for a person to develop relationship skills. Every family is different, but all families provide the foundation for future relationships. As individuals mature, they seek out different relationships with peers, colleagues, and loved ones.
- Through social networking, people even establish relationships with individuals they have never met. We now live in a world where families and relationships are constantly changing and where global communication systems have extended friendships and relationships across the miles.

Essential Questions (EQs)

Students will keep considering...

- How does your family influence the adult you will become?
- How do you develop and sustain relationships over time?
- Why is it so hard to have healthy relationships?

Grade Level Benchmarks

Knowledge

Students will know...

- The family unit encompasses the diversity of family forms in contemporary society.
- Gender-specific similarities and differences exist between males and females.
- The health of the birth mother impacts the development of the fetus.

Skills

Students will be able to...

- Compare and contrast different kinds of families locally and globally.
- Distinguish the roles and responsibilities of different family members.
- Determine the factors that contribute to healthy relationships.
- Compare and contrast the physical differences and similarities of the genders.
- Explain the factors that contribute to a mother having a healthy baby.