

| Catholic Identity Standards | | | |
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| 2.1 | Catholic identity standards. | The student understands and integrates the content of what is learned through physical education into their faith and daily life.* | |
| Ways to Grow | 2.1(VL) S.K6 GS1(CNS) | exhibit care and concern at all stages of life for each human person as an image and likeness of God * | |
| | 2.1(VL) S.K6 GS3(CNS) | value the human body as the temple of the Holy Spirit * | |
| | 2.1(VL) H.K6 DS3(CNS) | demonstrate respect and solicitude to individual differences among students in the classroom and school community * | |
| | 2.1(VL) H.712 GS5(CNS) | display personal self-worth and dignity as a human being and as part of God’s ultimate plan of creation * | |
| | 2.1(VL) H.712 IS3(CNS) | analyze how life experiences and life choices create a personal history with eternal consequences * | |

| Physical Health | | | |
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| 2.2 | Physical health. | The student demonstrates knowledge and skills to make healthy decisions that reduce health risk and enhance health. | |
| Application | | Supporting Standards - Instructional Focus | |
| 2.2A Body Systems examine the structure, function, and relationships of body systems and their relevance to personal health | | 2.2A.1 | identify the major body systems (cardiovascular, skeletal, muscular system), and how these systems work together |
| | | 2.2A.2 | identify possible consequences of not caring the body systems |
| | | 2.2A.3 | explain ways to keep these systems healthy |
| 2.2B Nutrition identify and explain healthy eating strategies for enhancing and maintaining personal health | | 2.2B.1 | describe why fruits and vegetables are essential components of a healthy diet and identify ways to incorporate them into daily food choices |
| 2.2C Physical Health obtain, process, and understand basic physical activity information needed to make health promoting decisions | | 2.2C.1 | describe, practice, and demonstrate proper posture |
| | | 2.2C.2 | describe, practice, and demonstrate lifting and carrying techniques for backpacks and school supplies |

| Mental Health and Wellness | | | |
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| 2.3 | Mental health and wellness. | The student will apply strategies to develop socio-emotional health, self-regulation, and healthy relationships. | |
| 2.3A Mental Wellness/Social Emotional Skills identify and apply strategies to develop socio-emotional health, self-regulation, and healthy relationships | | 2.3A.1 | identify feelings associated with disappointment, loss, and grief |
| | | 2.3A.2 | describe the characteristics of a trusted friend and trusted adult and situations where they can help |
| | | 2.3A.3 | describe personal characteristics and identify how individuals are unique |
| | | 2.3A.4 | discuss how to show respect for the similarities and differences between individuals and how empathy, compassion, and acceptance help one understand others |

| Safety and Prevention | | | |
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| 2.4 | Safety and prevention. | The student describes ways to prevent common childhood injuries and health problems. | |
| 2.4A Disease Prevention understand health literacy, preventative health behaviors, and how to access and evaluate health care information to make informed decisions | | 2.4A.1 | recognize that germs cause colds and flu and define communicable |
| | | 2.4A.2 | explain why it is important to cover nose and mouth when sneezing and to wash hands |
| 2.4B Safety & Injury Prevention identify and demonstrate safety and first aid knowledge to prevent and treat injuries | | 2.4B.1 | explain the importance of assuming responsibility for personal safety and discuss ways to take such responsibility |
| | | 2.4B.2 | assess harmful substances at home with a parent/guardian |
| 2.4C Violence Prevention | | 2.4C.1 | explain the difference between joking, teasing, and bullying, how each may impact the recipient, and identify appropriate strategies to safely stand up to teasing and report bullying. |

Snapshot

Grade 2 Health

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| understand the impact of interpersonal violence and the importance of seeking guidance and help to maintain personal safety | 2.4C.2 | define conflict, describe situations when it might occur, and demonstrate nonviolent strategies to resolve conflict |
| 2.4D Substance Abuse Prevention understand the difference between use and misuse of different substances and their impact on health | 2.4D.1 2.4D.2 2.4D.3 | explain differences between prescription and nonprescription medications and why medicines should only be taken when with an adult recognize that tobacco smoke and nicotine products are harmful to one’s health identify, describe, and demonstrate refusal skills |

Environmental Health

2.5 Community and environmental health. The student explains the environmental impact on health.

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| 2.5A Community Health describe ways in which safe and healthy school and community environments can promote personal health | 2.5A.1 2.5A.2 | describe how the environment influences health describe ways to protect the environment and create strategies for environmental protection. |
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