

HEALTH AND WELLNESS STANDARDS
GRADE 2



CATALINA FOOTHILLS SCHOOL DISTRICT

Approved by Governing Board on August 5, 2014

Introduction to the Health and Wellness Standards

Health education is an integral component of a comprehensive program of study for all students in the Catalina Foothills School District (CFSD). A health education program that addresses the physical, intellectual/mental, emotional, and social aspects of health teaches students how to maintain and improve their health; prevent disease; reduce health-related risk behaviors; develop health knowledge, skills, and attitudes that foster academic performance at school; and become healthy, successful adults who are productive members of their communities.

MISSION

Inspiring others to pursue a healthy and physically active lifestyle!

VISION

A community of fit, skilled, and knowledgeable students, who value an active and healthy lifestyle, embody the spirit of teamwork and sportsmanship, and pursue physical activity for a lifetime.

CORE VALUES

- Health and Physical Education are integral to the total educational program.
- Highly qualified educators are essential for delivering a standards-referenced physical education and health curriculum.
- Student safety is paramount.
- A sequential [developmental] program provides a continuum of movement skills/experiences and promotes optimal growth.
- A high quality program includes a balance of knowledge, skills, games, sports, fitness activities, and lifetime recreational experiences.
- A positive and safe learning environment builds confidence and success.
- The curriculum must be diverse enough to provide all students with the opportunity to participate in activities, which provide enjoyment and success.
- Focus is on total participation in an effort to grow and reach one's personal best.
- Participating in regular physical activity is necessary to achieve and maintain fitness and lifelong health.
- Assessment practices must guide and support the learning and growth of each student.
- An ongoing process of self-assessment and personal goal setting is integral to improvement.
- The ultimate goal is to inspire students to value healthy choices and daily physical activity in their lives.

Overview of the Curriculum Framework

A district-wide curriculum revision process addresses the need for the continual improvement and/or updating of the schools' instructional programs through periodic reexamination of curriculum. The Health and Physical Education curriculums are aligned with national and state standards, but have been written to reflect the local needs, time, resources, and environment of the district. CFSD develops the standards and benchmarks for both Health and Physical Education concurrently. Although this clear connection is recognized, the district separates these content areas into different documents in order to emphasize the unique importance of each one.

The Health and Wellness standards and benchmarks are aligned to the Arizona Health Education Standards and the National Health Education Standards. The standards are the same for all grade levels, providing a comprehensive vision of what students need to know and be able to do. They are designed to help students develop and demonstrate increasingly sophisticated health-related knowledge, skills, and practices. Each of the eight standards is articulated by grade level with related benchmarks that serve as performance indicators. Knowledge of essential concepts and underlying principles of health promotion and disease prevention are included in Standard 1. Standards 2-8 identify key processes and skills that are applicable to healthy living.

The numbering system begins with the subject area of Health and Wellness (HW). The first numeral in the code indicates the grade level (K-8). For high school, the numbering systems begins with "9." The second numeral identifies the standard/measurement topic. The last numeral indicates the number of the benchmark. For example, HW.1.2.1 references Health and Wellness at Grade 1, Standard 2, Benchmark 1. The benchmarks with items indicated as "required" must be taught. "For example" is used to indicate possible examples for teaching content and skills within the benchmarks.

STANDARDS FOR HEALTH AND WELLNESS: GRADE 2

CATALINA FOOTHILLS SCHOOL DISTRICT

HEALTH CONCEPTS & FACTORS THAT INFLUENCE HEALTH

Standard 1: Essential Health Concepts

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

HW.2.1.1 Explain ways to stay healthy and safe (for example: exercise/physical activity, limiting screen time, healthy eating and drinking [MyPlate, portion sizes]; staying hydrated; eating a nutritious breakfast every day; managing and expressing emotions appropriately; saying “no” to alcohol, tobacco, and drugs; required: sun safety (see SUNWISE Sun Safety material).

HW.2.1.2 Describe ways to prevent communicable diseases (for example: immunizations, health care check-ups, medicines, using bandages, hand washing, safe food handling, using/throwing away tissues, sneezing, coughing/covering mouth, avoiding contact with other people’s blood, recognizing signs of common illnesses/health problems: colds, flu, head lice).

HW.2.1.3 Describe ways to prevent common injuries and health problems (for example: identify safety hazards at home and in school, follow playground rules, use crosswalks, stay with a buddy, never drink an unknown substance; basic first aid procedures).

Standard 2: Analyzing Influences

Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

HW.2.2.1 Describe how family influences personal health practices and behaviors (for example: how a family member teaches a child about health habits: family meal patterns such as, what you eat, where you eat, time you eat); physical activities that family members do together or individually, how to properly use safety belts).

HW.2.2.2 Describe how media can influence health behaviors (required: personal TV watching habits; slogans, rhymes, jingles in commercials; how nutrition-related messages can influence food choices, exercise, and activities).

HEALTH INFORMATION AND SERVICES

Standard 3: Accessing Valid Information and Services

Demonstrate the ability to access valid information and products or services to enhance health.

HW.2.3.1 Describe ways to locate school and community health helpers (required: when and how to use 911 for emergencies; for example: school nurse, teachers, principal, clergy, doctors, dentist, counselor). [Connect to Standard 4]

COMMUNICATION

Standard 4: Interpersonal Communication

Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

HW.2.4.1 Demonstrate active listening skills (for example: not interrupting, paying attention, not talking to others, explaining how to be kind) to enhance health. [Connect to ELA: Listening and Speaking standards]

HW.2.4.2 Demonstrate ways to respond when in an unwanted, threatening, or dangerous situation (for example: different ways to respond if someone is knocking on the door when home alone or a parent is asleep, yelling loud enough to be heard, being persistent, walking away, how to ask an adult for help; required: bullying, modeling refusal skills with a stranger, fire safety, safe and unsafe touches). [Connect to Developmental Guidance]

DECISION MAKING & GOAL SETTING

Standard 5: Decision Making

Demonstrate the ability to use decision-making skills to enhance health.

HW.2.5.1 Describe circumstances that help or hinder healthy decision-making (for example: peers and media influence, poverty, family lifestyle).

Standard 6: Goal Setting

Demonstrate the ability to use goal-setting skills to enhance health.

HW.2.6.1 Identify a short-term personal health goal and take action toward achieving the goal (for example: setting times to brush teeth, eating healthy snacks, getting nine hours of sleep, playing outdoors every day, increasing fitness activities). [Connect to Physical Education]

HEALTHY PRACTICES AND BEHAVIORS

Standard 7: Practicing Health-Enhancing Behaviors

Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

HW.2.7.1 Demonstrate behaviors that avoid or reduce health risks in a variety of settings (for example: proper hand washing to reduce germs, bullying, sunscreen, coping with stress and emotions). [Connect to Standard1]

Standard 8: Health Promotion

Demonstrate the ability to advocate for personal, family, and community health.

HW.2.8. Encourage family and peers to make positive health choices (for example: going grocery shopping with parents, talking about health information that was learned at school, playing with friends at the park, encouraging friends to play sports, drinking plenty of water, wearing hats in the sun, wearing seatbelts).