

Health Education - Next Generation Sunshine State Standards

Second Grade – Health Literacy: Concepts

Standard 1: Comprehend concepts related to health promotion and disease prevention to enhance health.	EXAMPLES MAY INCLUDE, BUT ARE NOT LIMITED TO:
BENCHMARK CODE	
HE.2.C.1.1 Describe personal health.	your emotions, state of wellness.
HE.2.C.1.2 Recognize the physical, mental/emotional and social dimensions of health.	getting along with others, listening skills, respecting appropriate personal space, exercising, feeling safe.
HE.2.C.1.3 Describe ways a safe, healthy home environment can promote personal health.	secured poisonous products, fire safety practices, posted emergency numbers.
HE.2.C.1.4 Describe ways to prevent childhood injuries.	recognizing abusive behaviors, following bus/playground rules, wearing seat belts, never playing with matches.
HE.2.C.1.5 Determine when it is important to seek health care.	high fever, toothache, persistent cough.
HE.2.C.1.6 Recognize the locations and functions of major human organs.	heart to pump blood, lungs to breathe air, muscles to move the body.
Standard 2: Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors	EXAMPLES MAY INCLUDE, BUT ARE NOT LIMITED TO:
BENCHMARK CODE	
HE.2.C.2.1 Describe how family rules and practices influence health behaviors.	families playing together, consistent/inconsistent home safety rules, modeling of food sanitation practices in home.
HE.2.C.2.2 Describe how friends' health practices influence health behaviors of others.	telling the truth, treating others with respect, being tobacco free.
HE.2.C.2.3 Describe how the school and community influence health behaviors of children.	health and safety fairs, school crossing guards, lifeguards, recycling.
HE.2.C.2.4 Describe how the media and technology can influence health behaviors.	advertisements, beverages, breakfast cereals, toys, smoke detectors.

Second Grade – Health Literacy: Behavior

Standard 1: Demonstrate the ability to access valid health information, products, and services to enhance health.	EXAMPLES MAY INCLUDE, BUT ARE NOT LIMITED TO:
BENCHMARK CODE	
HE.2.B.1.1 Select trusted adults and professionals who can help promote health.	family, doctors, teachers, environmentalists.
HE.2.B.1.2 Understand the meaning of warning labels and signs on hazardous products.	poison labels, hazardous waste sign, sun exposure avoidance, medication label.
HE.2.B.1.3 Examine the content of advertisements for healthy, unhealthy, and misleading contents.	infomercials, magazines, labels.

Health Education instruction should be age and developmentally-appropriate and address the following topic areas:

- Alcohol, Tobacco, and Other Drugs prevention
- Disease Prevention
- Effective Communication
- Environmental Health
- Healthy Eating
- Healthy Relationships
- Personal Health Practices
- Physical Activity
- Physical Health/Growth and Development
- Safety Practices and Injury Prevention
- Social, Mental, and Emotional Health
- Violence/Bullying Prevention

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Second Grade – Health Literacy: Behavior cont.

Standard 2: Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.	EXAMPLES MAY INCLUDE, BUT ARE NOT LIMITED TO:
BENCHMARK CODE	
HE.2.B.2.1 Demonstrate healthy ways to express needs, wants, and feelings.	food choices, feelings, follow rules.
HE.2.B.2.2 Apply listening skills that enhance health.	following directions, making eye contact, waiting your turn to speak.
HE.2.B.2.3 Demonstrate ways to respond to unwanted, threatening or dangerous situations.	bullies, weather emergency, strangers.
HE.2.B.2.4 Explain ways to tell a trusted adult if threatened or harmed.	Draw pictures, act out the situation, verbalize.
Standard 3: Demonstrate the ability to use decision-making skills to enhance health.	EXAMPLES MAY INCLUDE, BUT ARE NOT LIMITED TO:
BENCHMARK CODE	
HE.2.B.3.1 Differentiate between situations when a health-related decision can be made individually or when assistance is needed.	child-appropriate media, physical activity, food choices.
HE.2.B.3.2 Name healthy options to health-related issues or problems.	use of safety equipment, personal safety, peer cooperation, communication, food choices.
HE.2.B.3.3 Compare the consequences of not following rules/practices when making healthy and safe decisions.	negative emotions, accidents, injuries, pollution.
Standard 4: Demonstrate the ability to use goal-setting skills to enhance health.	EXAMPLES MAY INCLUDE, BUT ARE NOT LIMITED TO:
BENCHMARK CODE	
HE.2.B.4.1 Establish a short-term personal health goal as a class and take action toward achieving the goal.	daily physical activity, eating more fruits and vegetables, hand washing, playground safety, manners, peer interactions, tobacco awareness.
HE.2.B.4.2 Identify who can help and how they can assist in achieving a personal health goal.	family, friends, teachers, administrators, counselors, nurses, coaches.

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Second Grade – Health Literacy: Promotions

Standard 1: Demonstrate the ability to practice advocacy, health-enhancing behavior, and avoidance or reduction of health risks for oneself.	EXAMPLES MAY INCLUDE, BUT ARE NOT LIMITED TO:
BENCHMARK CODE	
HE.2.P.1.1 Demonstrate health behaviors to maintain or improve personal health.	
HE.2.P.1.2 Show behaviors that avoid or reduce health risks.	brush teeth, share with others, get adequate sleep.
HE.2.P.1.2 Show behaviors that avoid or reduce health risks.	avoid strangers, use helmet, use seat belt.
Standard 2: Demonstrate the ability to advocate for individual, peer, school, family, and community health.	EXAMPLES MAY INCLUDE, BUT ARE NOT LIMITED TO:
BENCHMARK CODE	
HE.2.P.2.1 Support peers when making positive health choices.	
HE.2.P.2.1 Support peers when making positive health choices.	use sunscreen, cross the street at marked areas, select healthy foods.

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- Social, Mental, and Emotional Health
- Violence/Bullying Prevention