

## Catholic Identity Standards

**2.1 Catholic identity standards.** The student understands and integrates the content of what is learned into their faith and daily life.\*

- 2.1A recognize that every human life is sacred because each person is created and loved by God\*
- 2.1B describe ways to take part in/be responsible to the community by discerning and using our God-given gifts\*
- 2.1C recognize and oppose unjust social structures and work toward justice for all\*
- 2.1D see God at work in all things and as expressed in the sacraments\*
- 2.1E connect scripture, tradition, and the models of Mary and the saints to guide, grow, and deepen faith\*

## Physical Health

**2.2 Physical health.** The student demonstrates knowledge and skills to make healthy decisions that reduce health risk and enhance health.

| Application                                                                                                                                  | Instructional Focus                                                                                                                                                                                                                                  |
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| <b>2.2A Body Systems</b><br>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<br>2.2A.2 identify possible consequences of not caring the body systems<br>2.2A.3 explain ways to keep these systems healthy |
| <b>2.2B Nutrition</b><br>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                                                                                                   |
| <b>2.2C Physical Health</b><br>obtain, process, and understand basic physical activity information needed to make health promoting decisions | 2.2C.1 describe, practice, and demonstrate proper posture<br>2.2C.2 describe, practice, and demonstrate lifting and carrying techniques for backpacks and school supplies                                                                            |

## Mental Health and Wellness

**2.3 Mental health and wellness.** The student will apply strategies to develop socio-emotional health, self-regulation, and healthy relationships.

| Application                                                                                                                                                        | Instructional Focus                                                                                                                                                                                                                                                                                                                                                                                                                                |
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| <b>2.3A Mental Wellness/Social Emotional Skills</b><br>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<br>2.3A.2 describe the characteristics of a trusted friend and trusted adult and situations where they can help<br>2.3A.3 describe personal characteristics and identify how individuals are unique<br>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

**2.4 Safety and prevention.** The student describes ways to prevent common childhood injuries and health problems.

| Application                                                                                                                                                                    | Instructional Focus                                                                                                                                                                                                                                                                                                           |
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| <b>2.4A Disease Prevention</b><br>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<br>2.4A.2 explain why it is important to cover nose and mouth when sneezing and to wash hands                                                                                                                                                         |
| <b>2.4B Safety &amp; Injury Prevention</b><br>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<br>2.4B.2 assess harmful substances at home with a parent/guardian                                                                                                                                  |
| <b>2.4C Violence Prevention</b><br>understand the impact of interpersonal violence and the importance of seeking guidance and help to maintain personal safety                 | 2.4C.1 explain the difference between joking, teasing, and bullying, how each many impact the recipient, and identify appropriate strategies to safely stand up to teasing and report bullying.<br>2.4C.2 define conflict, describe situations when it might occur, and demonstrate nonviolent strategies to resolve conflict |
| <b>2.4D Substance Abuse Prevention</b><br>understand the difference between use and misuse of different substances and their impact on health                                  | 2.4D.1 explain differences between prescription and nonprescription medications and why medicines should only be taken when with an adult<br>2.4D.2 recognize that tobacco smoke and nicotine products are harmful to one's health<br>2.4D.3 identify, describe, and demonstrate refusal skills                               |

| Environmental Health                                                                                                                  |                                                                                                                                                              |
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| 2.5 Community and environmental health. The student explains the environmental impact on health.                                      |                                                                                                                                                              |
| Application                                                                                                                           | Instructional Focus                                                                                                                                          |
| <b>2.5A Community Health</b><br>describe ways in which safe and healthy school and community environments can promote personal health | 2.5A.1 describe how the environment influences health<br>2.5A.2 describe ways to protect the environment and create strategies for environmental protection. |