

Kentucky Academic Standards for Health Education
Grade 2

Standard 1	Content Comprehension	Performance Indicators
<p>Students will comprehend content related to health promotion and disease prevention to enhance health.</p>	<p>The acquisition of basic health content and functional health knowledge provides a foundation for promoting health-enhancing behaviors among Kentucky youth.</p>	<p>2.1.1. Describe how to use medicine correctly 2.1.2. Explain what it means to be healthy and how healthy eating and sleeping patterns help the body grow and develop. 2.1.3. Identify the benefits of healthy peer and family relationships. 2.1.4. Identify safety hazards in the home and the community. 2.1.5. Explain why it is harmful to tease or bully others based on personal characteristics. 2.1.6. Identify short and long-term physical effects of being exposed to tobacco smoke. 2.1.7. Explain why inappropriate touches should be reported to a trusted adult.</p>
Standard 2	Practices for Analyzing Influences	Performance Indicators
<p>Analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.</p>	<p>Health is affected by a variety of positive and negative influences: family, peers, community (including school), culture and media.</p>	<p>2.2.1. Identify and explain how community opportunities can influence personal health decisions and behaviors.</p>

Standard 3	Practices for Accessing Valid Information	Performance Indicators
Access valid information, products and services to enhance health.	Access to valid health information and health-promoting products and services is critical in the prevention, early detection and treatment of health problems.	<p>2.3.1. Demonstrate how to locate school, home or community health care helpers to enhance health.</p> <p>2.3.2. Identify trusted adults within the community that provide personal health services.</p>
Standard 4	Practices for Communication	Performance Indicators
Use interpersonal communication skills to enhance health and avoid or reduce health risks.	Effective communication enhances personal, family and community health.	<p>2.4.1. Demonstrate effective listening and verbal communication skills.</p> <p>2.4.2. Demonstrate healthy ways to effectively communicate needs, wants and feelings.</p> <p>2.4.3. Demonstrate appropriate ways to respond to an unwanted, threatening or dangerous situations.</p> <p>2.4.4. Identify a trusted adult to ask for help in an unhealthy situation.</p> <p>2.4.5. Demonstrate how to communicate care and concern for others.</p>
Standard 5	Practices for Decision-Making	Performance Indicators
Use decision-making skills to enhance health.	Decision-making skills are needed to identify, implement and sustain health-enhancing behaviors.	<p>2.5.1. Explain the potential outcomes of personal health decisions.</p> <p>2.5.2. Explain the difference between when a health-related decision can be made individually and when assistance is needed.</p> <p>2.5.3. Identify how family, peers and media impact health-related decision making.</p>

Standard 6	Practices for Goal-Setting	Performance Indicators
Use goal-setting skills to enhance health.	Goal setting skills are essential to help students identify, adopt and maintain healthy behaviors.	<p>2.6.1. Set goals for positive physical, mental and emotional health.</p> <p>2.6.2. Analyze steps needed to reach a health-related goal.</p> <p>2.6.3. Describe people who can support the achievement of health-related goals.</p>
Standard 7	Practices for Health-Enhancing Behaviors	Performance Indicators
Practice health-enhancing behaviors and avoid or reduce health risks.	Research confirms practicing health-enhanced behaviors can prevent many diseases and injuries and reduce harmful and risk-taking behaviors such as abuse and neglect, drug abuse, prescription drug abuse and sexual activity.	<p>2.7.1. Describe personal responsibility in making healthy life decisions.</p> <p>2.7.2. Describe behaviors that can cause harm to personal wellness.</p> <p>2.7.3. Describe positive health behaviors regarding personal wellness, physical activity and safety.</p>
Standard 8	Practices for Advocating	Performance Indicators
Advocate for personal, family and community health.	Advocacy skills help students promote healthy norms and healthy behaviors.	<p>2.8.1. Demonstrate how to encourage peers to make healthy behavior choices.</p> <p>2.8.2. Make a request of others to advocate to improve their personal health.</p>