



# School District of Marshfield Health Standards –

## GRADE 2

### **Wisconsin Standards for Health Education**

*Specific knowledge and skills that students will know and be able to do by the end 2<sup>nd</sup> Grade*

### **Marshfield Student Learning Target (“I can ...”)**

*These learning targets could be taught in the context of whole group, mini lessons, small groups and conferences.  
This is not an inclusive list of learning targets.*

### **Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.**

**Learning Priority:** Develop age-appropriate cognitive understanding of health promotion concepts to improve health behaviors.

#### **Describe healthy behaviors**

- Identify ways to prevent common childhood accidents and injuries. **1:1:A1**
- Describe healthy behaviors that impact personal health. **1:1:A2**

#### **Describe healthy behaviors**

- I can identify ways to prevent accidents and injuries.
- I can describe healthy behaviors that impact my health.

#### **Apply knowledge of healthy behaviors**

- Describe why it is important to participate in healthy behaviors. **1:1:B2**

#### **Apply knowledge of healthy behaviors**

- I can describe why it’s important to practice healthy behaviors.

### **Standard 3: Students will demonstrate the ability to access valid information and products and services to enhance health.**

**Learning Priority:** Identify individuals who provide health information to enhance health behaviors.

#### **Identify where to get help to promote health**

- Identify trusted adults and professionals who can help promote health. **3:1:A1**
- Describe ways to locate school and community health individuals. **3:1:A2**

#### **Identify where to get help to promote health**

- I can identify trusted adults and professionals who can help promote my health.
- I can describe ways to locate school and community health individuals.

### **Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.**

**Learning Priority:** Identify and apply effective interpersonal communication skills.

#### **Apply communication skills that can improve health and reduce health risks**

- Describe ways to respond when in an unwanted, threatening, or dangerous situation. **4:1:B1**
- Use refusal skills including firmly saying no and getting away from the situation. **4:1:B2**

#### **Apply communication skills that can improve health and reduce health risks**

- I can describe ways to respond when I’m in an unwanted, threatening, or dangerous situation.
- I can use refusal skills including firmly saying no and getting away from the situation.

### **Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.**

**Learning Priority:** Know the parts of a personal health goal.

#### **List personal health goals**

- Identify a personal health goal. **6:1:A1**
- Discuss a health goal with a family member or trusted adult. **6:1:A3**

#### **List personal health goals**

- I can identify a personal health goal.
- I can discuss a health goal with a family member or trusted adult.



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### Standard 7: Students will demonstrate the ability to use health-enhancing behaviors and avoid or reduce health risks.

**Learning Priority:** Demonstrate health-enhancing behaviors.

<p><b>Demonstrate health-enhancing behaviors</b></p> <ul style="list-style-type: none"> <li>Demonstrate health-enhancing practices and behaviors. These may included but are not limited to: proper hygiene, physical activity, and healthy eating. <b>7:1:A1</b></li> </ul>	<p><b>Demonstrate health-enhancing behaviors</b></p> <ul style="list-style-type: none"> <li>I can demonstrate healthy behaviors including physical activity and healthy eating.</li> </ul>
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<p><b>Social and Emotional Learning Competencies</b>  <i>Specific knowledge and skills that students will know and be able to do by the end of Kindergarten</i></p>	<p><b>Marshfield Student Learning Target (“I can ...”)</b>  <i>These learning targets could be taught in the context of whole group, mini lessons, small groups and conferences.            This is not an inclusive list of learning targets.</i></p>
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### Emotional Development

**Learning Priority:** Understand and manage one’s emotions.

<p><b>Self-Management</b></p> <ul style="list-style-type: none"> <li>Learners will be able to use verbal and nonverbal language to demonstrate a variety of increasingly complex emotions.</li> </ul>	<p><b>Self-Management</b></p> <ul style="list-style-type: none"> <li>I can use my voice and body to demonstrate emotions.</li> </ul>
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<p><b>Focus Attention</b></p> <ul style="list-style-type: none"> <li>Learners will begin to, with adult guidance, focus their attention by demonstrating a variety of strategies to tolerate distractions.</li> </ul>	<p><b>Focus Attention</b></p> <ul style="list-style-type: none"> <li>I can demonstrate ways to avoid distractions.</li> </ul>
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### Social Competence

**Learning Priority:** Establish and maintain positive relationships by respecting others, practicing social skills, and making responsible choices while recognizing and connecting to the community at large.

<p><b>Social Awareness</b></p> <ul style="list-style-type: none"> <li>Learners will be able to present their own point of view.</li> <li>Learners will be able to recognize and respect that individual differences are important to self and others.</li> <li>Learners will be able to demonstrate positive behaviors as established in classroom and schoolwide expectations.</li> </ul>	<p><b>Social Awareness</b></p> <ul style="list-style-type: none"> <li>I can present my own point of view.</li> <li>I can recognize and respect differences in people.</li> <li>I can demonstrate and follow PBIS expectations.</li> </ul>
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<p><b>Relationship Skills</b></p> <ul style="list-style-type: none"> <li>Learners will be able to identify the different relationships they have with others.</li> <li>Learners will be able to describe in simple terms how words, tone, and body language are used to communicate with others.</li> <li>Learners will be able to, with adult guidance, adapt behavior based upon peer feedback and environment cues.</li> <li>Learners will be able to demonstrate listening skills, start and stop conversations, and take turns in conversations.</li> </ul>	<p><b>Relationship Skills</b></p> <ul style="list-style-type: none"> <li>I can identify that I am closer to some people than others.</li> <li>I can describe how words, tone and body language help us communicate.</li> <li>I can change my behavior based on how others are responding.</li> <li>I can effectively listen and take turns speaking with others.</li> </ul>
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### ***Decision Making***

- Learners will be able to, with adult guidance, generate possible choices and actions they could take in a given situation, including positive and negative options.

### ***Decision Making***

- I can recognize positive and negative outcomes for the choices I make.