

# Texas/HPW Correlation

## Grades K-2

### 115.2. Health Education, Kindergarten

#### Grade K: Knowledge & Skills

**(1) Health behaviors.** The student recognizes that personal health decisions and behaviors affect health throughout life. The student is expected to:

(A) identify and practice personal health habits that help individuals stay healthy such as a proper amount of sleep and clean hands;

(B) identify types of foods that help the body grow such as healthy breakfast foods and snacks;

(C) identify types of exercise and active play that are good for the body.

**(2) Health behaviors.** The student understands that behaviors result in healthy or unhealthy conditions throughout the life span. The student is expected to:

(A) identify the purpose of protective equipment such as a seat belt and a bicycle helmet;

(B) identify safe and unsafe places to play such as a backyard and a street;

(C) name the harmful effects of tobacco, alcohol, and other drugs;

(D) identify ways to avoid harming oneself or another person;

(E) practice safety rules during physical activity such as water safety and bike safety;

(F) identify how to get help from a parent and/or trusted adult when made to feel uncomfortable or unsafe by another person/adult;

#### HPW Online Correlation:

##### *Topic/Lesson/Objective/Activity*

##### *Grade K:*

Personal & Mental Health/Intro to HPW/Obj2/Act-all  
Personal & Mental Health/Physical Well-being/Obj2/Act-all

##### *Grade K:*

Nut & Fitness/Taking Care of Our Bodies/Obj1,2/Act- all

##### *Grade K:*

Nutrition & Fitness/ Physical Activity/Obj 1,2,3/Act – all

##### *Grade K:*

Safety&Injury Prev/Safe Behavior/Obj1,3,5/Act all

##### *Grade K:*

Safety&Injury Prev/Safe Behavior/Obj3/Act all

##### *Grade K:*

Drug Prevention/Harmful Substances/Obj 3/Act all

##### *Grade K:*

Safety&Injury Prev/Safe Behavior/Obj3/Act all

##### *Grade K:*

Safety&Injury Prev/Safe Behavior/Obj4/Act all

##### *Grade 1:*

Safety&Injury Prev/Outdoor Safety/Obj1/Act all

##### *Grade K:*

Safety&Injury Prev/Good & Bad Touch/Obj2/Act all

## Grade K: Knowledge & Skills

(G) demonstrate procedures for responding to emergencies including dialing 911; and

(H) name objects that may be dangerous such as knives, scissors, and screwdrivers and tell how they can be harmful.

**(3) Health behaviors.** The student demonstrates decision-making skills for making health-promoting decisions. The student is expected to:

(A) demonstrate how to seek the help of parents/guardians and other trusted adults in making decisions and solving problems; and

(B) plan a healthy meal and/or snack.

**(4) Health information.** The student knows the basic structures and functions of the human body and how they relate to personal health. The student is expected to:

(A) name the five senses;

(B) name major body parts and their functions; and

(C) name and demonstrate good posture principles such as standing straight with shoulders back.

**(5) Health information.** The student understands how to recognize health information. The student is expected to:

(A) name people who can provide helpful health information such as parents, doctors, teachers, and nurses; and

(B) explain the importance of health information.

## HPW Online Correlation: *Topic/Lesson/Objective/Activity*

### *Grade K:*

Safety&Injury Prev/Emergency Situations/Obj all/Act all

### *Grade K:*

Safety&Injury Prev/Safe Behavior/Obj 2/Act 3

### *Grade K:*

Nut&Fit/Taking Care of Our Wonderful Bodies/ Obj 3/Act-1  
Drug Prev/Medicines & Other Drugs/Obj3/Act1  
Drug Prev/Preventing Future Drug Use/Obj3/Act1,2,3

### *Grade K:*

Nutrition & Fitness/ Making Healthy Choices/Obj 4/Act 1

### *Grade 1:*

Growth & Develop/Amazing Human Body/Obj 1/Act – all

### *Grade K:*

Growth & Development/The Human Body/Obj 1,2,3/Act – all  
Drug Prevention/Harmful & harmful Substances/Obj 3/Acts 2,3

### *Grade K:*

### *Grade K:*

Disease Prevention/Health Care Resources/Obj All/Acts – all

### *Grade K:*

Personal & Mental Health/Intro to HPW/Obj 2/Act- all

## Grade K: Knowledge & Skills

**6) Influencing factors.** The student understands the difference between being sick and being healthy. The student is expected to:

(A) tell how germs cause illness and disease in people of all ages;

(B) name symptoms of common illnesses and diseases;

(C) explain practices used to control the spread of germs such as washing hands; and

(D) discuss basic parts of the body's defense system against germs such as the skin.

**(7) Influencing factors.** The student understands that various factors influence personal health. The student is expected to:

(A) tell how weather affects individual health such as dressing for warmth, protecting skin from the sun, and keeping classrooms and homes warm and cool; and

(B) Identify ways to prevent the transmission of head lice such as sharing brushes and caps.

**(8) Personal/interpersonal skills.** The student understands ways to communicate consideration and respect for self, family, friends, and others. The student is expected to:

(A) recognize and describe individual differences and communicate appropriately and respectfully with all individuals;

(B) explain the importance of showing consideration and respect for teachers, family members, friends, peers, and other individuals; and

(C) Recognize and explain the importance of manners and rules for healthy communication and treating others with respect.

## HPW Online Correlation: *Topic/Lesson/Objective/Activity*

### *Grade K:*

Disease Prevention/Communicable Diseases/Obj 1,2/Acts – all

### *Grade K:*

Disease Prevention/Personal Hygiene/Obj 1/Acts 2

### *Grade K:*

Disease Prevention/Personal Hygiene/Obj 2/Act 2

### *Grade K:*

Disease Prevention/Personal Hygiene/Obj 2/Act 1

### *Grade K:*

Growth & Development/Healthy Choices/Obj 1/Act – 1

### *Grade K:*

Disease Prevention/Healthy Choices/Obj 1/Acts –1

### *Grade K:*

Growth & Development/Growth Patterns/Obj 1,2,3/Act – all

### *Grade K:*

Personal & Mental Health/Friendship/Obj 1,2,3/Act- all  
Family Life/Healthy Family Relationships/Obj 2,3/Acts - all

### *Grade K:*

Personal & Mental Health/Friendship/Obj 1,2,3/Act- all  
Family Life/Healthy Family Relationships/Obj 2,3/Acts - all

## Grade K: Knowledge & Skills

**(9) Personal/interpersonal skills.** The student comprehends the skills necessary for building and maintaining healthy relationships. The student is expected to:

(A) identify and use refusal skills to avoid unsafe behavior situations such as saying no in unsafe situations and then telling an adult if he/she is threatened; and

(B) demonstrate skills for making new acquaintances.

**(10) Personal/interpersonal skills.** The student understands that bullying behaviors result in unhealthy conditions throughout the life span. The student is expected to:

(A) identify bullying behaviors;

(B) identify replacement behaviors to avoid bullying friends, family members, and peers;

(C) demonstrate how to get help from a teacher, parent, or trusted adult in solving problems and conflicts with peers; and

(D) describe appropriate actions to take in response to bullying.

## HPW Online Correlation: *Topic/Lesson/Objective/Activity*

### *Grade K:*

Drug Prevention/Preventing Future Drug Use/Obj 2/Act- 3

### *Grade K:*

Personal & Mental Health/Friendship/Obj 2,3/Act- all

### *Grade K:*

Family Life/Resolving Conflict/Obj 1/Act- all

### *Grade K:*

Family Life/Resolving Conflict/Obj 2/Act- all

### *Grade K:*

Family Life/Accepting and Respecting Others/Obj2/Act-all

### *Grade K:*

Family Life/Resolving Conflict/Obj 2/Act- all

## Grade 1: Knowledge & Skills

**(1) Health behaviors.** The student understands that personal health decisions and behaviors affect health throughout the life span. The student is expected to:

(A) describe and practice activities that enhance individual health such as enough sleep, nutrition, and exercise; and

(B) describe activities that are provided by health care professionals such as medical check-up and dental exams.

**(2) Health behaviors.** The student understands that safe, unsafe, and/or harmful behaviors result in positive and negative consequences throughout the life span. The student is expected to:

(A) identify and use protective equipment to prevent injury;

(B) name safe play environments;

(C) explain the harmful effects of, and how to avoid, alcohol, tobacco, and other drugs;

(D) identify ways to avoid weapons and drugs or harming oneself or another person by staying away from dangerous situations and reporting to an adult;

(E) identify safety rules that help to prevent poisoning;

(F) identify and describe safe bicycle skills;

(G) Identify and practice safety rules during play; and

(H) identify how to get help from a parent and/or trusted adult when made to feel uncomfortable or unsafe by another person/adult.

## HPW Online Correlation: *Topic/Lesson/Objective/Activity*

### *Grade 1:*

Personal & Mental Health/Valuing Personal Health/Obj 2/Act- all

### *Grade 1:*

Growth & Development/The Human Body/Obj 4,5/Act – all

### *Grade 1:*

Safety/Injury Prev/Outdoor Safety/Obj 1/Acts-all

### *Grade 1:*

Safety/Injury Prev/Outdoor Safety/Obj 3,4/Acts-all

### *Grade 1:*

Drug Prevention/Tobacco Prev/Obj – all/Acts-all

### *Grade 1:*

Drug Prevention/Alcohol & Other Drugs//Obj – all/Acts-all

### *Grade 1:*

Drug Prevention/Harmful & Helpful Substances//Obj – all/Acts-all

### *Grade 1:*

Safety/Injury Prev/Outdoor Safety/Obj 1/Acts-all

### *Grade 1:*

Safety/Injury Prev/Outdoor Safety/Obj 3/Acts-all

### *Grade 1:*

Safety/Injury Prev/Good & Bad Touch/Obj 1,2/Acts-all

## Grade 1: Knowledge & Skills

**(3) Health behaviors.** The student demonstrates basic critical-thinking, decision-making, goal setting, and problem-solving skills for making health-promoting decisions. The student is expected to:

(A) Explain ways to seek the help of parents/guardians and other trusted adults in making decisions and solving problems;

(B) Describe how decisions can be reached and problems can be solved; and

(C) Explain the importance of goal setting and task completion.

**(4) Health information.** The student understands the basic structure and functions of the human body and how they relate to personal health throughout the life span. The student is expected to:

(A) identify and demonstrate use of the five senses;

(B) identify major body structures and organs and describes their basic functions; and

(C) Identify and apply principles of good posture for healthy growth and development.

**(5) Health information.** The student recognizes health information. The student is expected to:

(A) identify people who can provide helpful health information such as parents, teachers, nurses, and physicians; and

(B) list ways health information can be used such as knowing how to brush teeth properly.

## HPW Online Correlation: *Topic/Lesson/Objective/Activity*

### *Grade 1:*

Safety 7 Injury Prev/Outdoor Safety/Obj3/Act 1  
Safety/Injury Prev/Good & Bad Touch/Obj 4/Acts-all  
Drug Prevention/Decsion Making/Obj 2/Acts-all

### *Grade 1:*

Drug Prevention/Decsion Making/Obj 1/Acts-all

### *Grade 1:*

Nutrition & Fitness/ Physical Fitness/Obj 3/Act – 1

### *Grade 1:*

Growth & Development/The Human Body/Obj 3/Act – 1,2

### *Grade 1:*

Growth & Development/The Human Body/Obj 2/Act – all

### *Grade 1:*

Growth & Development/The Human Body/Obj 1/Act – 1

### *Grade 1:*

Growth & Development/The Human Body/Obj 5/Act – all

### *Grade 1:*

Growth & Development/Personal Growth & Hygiene/Obj 3/Act – all

## Grade 1: Knowledge & Skills

**(6) Health information.** The student recognizes the influence of media and technology on health behaviors. The student is expected to:

(A) Identify examples of health information provided by various media; and

(B) Cite examples of how media and technology can affect behaviors such as television, computers, and video games.

**(7) Influencing factors.** The student understands the difference between sickness and health in people of all ages. The student is expected to:

(A) name types of germs that cause illness and disease;

(B) identify common illnesses and diseases and their symptoms; and

(C) Explain common practices that control the way germs are spread.

**(8) Influencing factors.** The student understands factors that influence the health of an individual. The student is expected to:

(A) name various members of his/her family who help them to promote and practice health habits; and

(B) describe ways in which a person's health may be affected by weather and pollution.

**(9) Personal/interpersonal skills.** The student knows healthy and appropriate ways to communicate consideration and respect for self, family, friends, and others. The student is expected to:

(A) demonstrate respectful communication;

(B) list unique ways that individuals use to communicate such as using body language and gestures;

(C) Express needs, wants, and emotions in appropriate ways;

## HPW Online Correlation: *Topic/Lesson/Objective/Activity*

### *Grade 1:*

Drug Prevention/Tobacco Prevention/Obj 3/Acts 1

### *Grade 1:*

Drug Prevention/Tobacco Prevention/Obj 3/Acts 2

### *Grade 1:*

Disease Prevention/Germs/Obj 2/Acts – all

### *Grade 1:*

Disease Prevention/Communicable Diseases/Obj 1,2/Acts – all

### *Grade 1:*

Disease Prevention/Communicable Diseases/Obj 3,4/Acts – all

### *Grade 1:*

Personal & Mental Health/Valuing Personal Health/Obj 4 /Act- 1

Personal & Ment Health/Promoting Self-Esteem/Obj 4 /Act- 1

### *Grade K:*

Com & Environ Health/Exploring Nature & The Environ/Obj3/Acts-all

### *Grade 1:*

Personal & Mental Health/Friendship/Obj 1,2,3/Act- all  
Family Life/Healthy Family Relationships/Obj2,3/Acts -all

### *Grade 1:*

Personal & Mental Health/Promoting Self-Esteem/Obj 1/Act- all

### *Grade 1:*

Personal/Ment Health/Expressing Feelings/Obj 1,2,4/Act- all

## Grade 1: Knowledge & Skills

(D) describe and practice techniques of self-control such as thinking before acting;

(E) list ways of actively discouraging bullying; and

(F) Practice refusal skills and replacement behaviors to avoid and resolve conflicts.

**(10) Personal/interpersonal skills.** The student comprehends the skills necessary for building and maintaining healthy relationships. The student is expected to:

(A) describe ways to build and maintain friendships; and

(B) Practice refusal skills to avoid and resolve conflicts.

**(11) Personal/interpersonal skills.** The student understands that bullying behaviors result in negative consequences throughout the life span. The student is expected to:

(A) demonstrate how to get help from a teacher, parent, or trusted adult when made to feel bullied, uncomfortable, or unsafe by a peer or an adult; and

(B) Describe negative consequences for both the victim and the bully.

## HPW Online Correlation: *Topic/Lesson/Objective/Activity*

### *Grade 1:*

Personal & Mental Health/Expressing Feelings/Obj 3/Act- all

### *Grade 1:*

Family Life/Resolving Conflict/Obj 2/all

### *Grade 1:*

Drug Prevention/Tobacco Prevention/Obj4/Act-all  
Drug Prevention/Alcohol & Other Drugs/Obj4/Act-all

### *Grade 1:*

Family Life/Respect for Others/Obj 3/Act- all

### *Grade 1:*

Family Life/Resolving Conflict/Obj 2/Acts-all

### *Grade 1:*

Family Life/Resolving Conflict/Obj 3,4/Acts-all

### *Grade 1:*

Family Life/Resolving Conflict/Obj 1/Acts-1



## Grade 2: Knowledge & Skills

**(1) Health behaviors.** The student understands that personal health decisions and behaviors affect health throughout the life span. The student is expected to:

(A) explain actions an individual can take when not feeling well;

(B) describe and demonstrate personal health habits such as brushing and flossing teeth and exercise;

(C) identify food groups and describe the effects of eating too much sugar and fat such as knowing that sugar causes dental cavities;

(D) identify healthy and unhealthy food choices such as a healthy breakfast and snacks and fast food choices;

(E) define stress and describe healthy behaviors that reduce stress such as exercise;

(F) describe the importance of individual health maintenance activities such as regular medical and dental checkups; and

(G) describe how a healthy diet can help protect the body against some diseases.

**(2) Health behaviors.** The student understands that safe, unsafe, and/or harmful behaviors result in positive and negative consequences throughout the life span. The student is expected to:

(A) identify and describe the harmful effects of alcohol, tobacco, and other drugs on the body;

(B) Identify ways to avoid deliberate and accidental injuries;

(C) Explain the need to use protective equipment when engaging in certain recreational activities such as skateboarding, rollerblading, cycling, and swimming;

## HPW Online Correlation:

*Topic/Lesson/Objective/Activity*

### Grade 2:

Disease Prevention/The Disease Concept/Obj 1/Act- 1

### Grade 2:

Nutrition & Fitness/ Nutrition & Fitness Concepts /Obj 2/Act – all

### Grade 2:

Nutrition & Fitness/ Baseline Knowledge/Obj 1,2,3/Act – all

### Grade 2:

Nutrition & Fitness/ Heart Healthy Choices/Obj 2,3/Act – 2  
Nutrition & Fitness/ Healthy Choices/Obj 1/Act – 3

### Grade 2:

Personal & Mental Health/Identifying & Expressing Emotions/Obj 1/Act- 1

### Grade 2:

Disease Prevention/Staying Healthy/Obj 1/Act- all  
Disease Prevention/Staying Healthy/Obj 2/Act- 1

### Grade 2:

Personal & Mental Health/Wellness Project/Obj 2,3/Act- all  
Nutrition & Fitness/ Baseline Knowledge/Obj 1,2,3/Act – all

### Grade 2:

Drug Prevention/Effects of Drugs/Obj 2/Act- 1  
Drug Prevention/Tobacco Prevention/Obj 1/Act- 1  
Drug Prevention/Tobacco Prevention/Obj 1/Act- 1

### Grade 2:

Safety & Injury Prevention/Safe Behavior/Obj 1,2/Act 1  
Nutrition & Fitness/ Baseline Knowledge/Obj 1,2,3/Act – all

### Grade 2:

Safety & Injury Prevention/Safe Behavior/Obj 3/Act 1,2

## Grade 2: Knowledge & Skills

(D) Explain the importance of avoiding dangerous substances;

(E) Explain ways to avoid weapons and report the presence of weapons to an adult; and

(F) Identify a trusted adult such as a parent, teacher, or law enforcement officer and identify ways to react when approached and made to feel uncomfortable or unsafe by another person/adult.

**(3) Health information.** The student understands the basic structures and functions of the human body and how they relate to personal health throughout the life span. The student is expected to:

(A) describe behaviors that protect the body structure and organs such as wearing a seat belt and wearing a bicycle helmet;

(B) Identify the major organs of the body such as the heart, lungs, and brain and describe their primary function; and

(C) Identify the major systems of the body.

**(4) Health information.** The student understands the difference between sickness and health in persons of all ages. The student is expected to:

(A) explain ways in which germs are transmitted, methods of preventing the spread of germs, and the importance of immunization;

(B) identify causes of disease other than germs such as allergies and heart disease;

(C) explain how the body provides protection from disease; and

(D) apply practices to control spread of germs in daily life such as hand washing and skin care.

## HPW Online Correlation:

*Topic/Lesson/Objective/Activity*

### Grade 2:

Drug Prevention/Intro to Prevention/Obj 2/Act- all

### Grade 3:

Safety & Injury Prevention/Personal Safety/Obj 1/Act 1,2

### Grade 2:

Safety & Injury Prevention/Personal Safety/Obj 1,2/Act 1,2

### Grade 2:

Safety & Injury Prevention/ Safet Behavior/Obj 1/Act 1

### Grade 1:

Growth & Development/Human Body/Obj 2/Act 1,2

### Grade 2:

Growth & Development/Bones & Muscles/Obj 1/Act 1

### Grade 2:

Disease Prevention/Disease Concept/Obj 2/Acts 2,3

### Grade 2:

Disease Prevention/Disease Concept/Obj 2/Act 1

### Grade 2:

Disease Prevention/Disease Concept/Obj 2/Act 4

### Grade 2:

Disease Prevention/Disease Concept/Obj 2/Act 4

## Grade 2: Knowledge & Skills

**(5) Health information.** The student recognizes factors that influence the health of an individual. The student is expected to:

(A) identify hazards in the environment that affect health and safety such as having loaded guns in the home and drinking untreated water;

(B) describe strategies for protecting the environment and the relationship between the environment and individual health such as air pollution and ultra-violet rays; and

(C) Identify personal responsibilities as a family member in promoting and practicing health behaviors.

**(6) Health information.** The student understands how to recognize health information. The student is expected to:

(A) identify people who can provide health information; and

(B) Identify various media that provide health information.

**(7) Influencing factors.** The student recognizes the influence of media and technology on personal health. The student is expected to:

(A) Describe how the media can influence an individual's health choices such as television ads for fast foods and breakfast cereals; and

(B) discuss how personal health care products have been improved by technology such as sunblock and safety equipment.

## HPW Online Correlation:

*Topic/Lesson/Objective/Activity*

### *Grade 2:*

Community & Environment/Obj 1/Act 1

### *Grade 2:*

Community & Environment/Obj 2/Act - all

### *Grade 2:*

Family Life/Family Pride/Obj 3/Acts-all

### *Grade 2:*

Community & Environment/Protecting the Community & Environment/Objs 1,2/Acts – all  
Community & Environment/School and Com Projects/Obj 1,2  
Safety & Injury Prevention/Safe Behavior/Obj 2/Act 4

### *Grade 2:*

Personal & Mental Health/Wellness Project/Obj 2,3/Act- all  
Nutrition & Fitness/ Baseline Knowledge/Obj 1,2,3/Act – all  
Growth & Development/The Human Body/Obj 1,2,3/Act – all  
Disease Prevent/Communicable Diseases/Obj 1,2/Acts – all

### *Grade 3:*

Nutrition & Fitness/ Making Healthy Choices/Obj 1/Act – all

### *Grade 3:*

Safety & Injury Prevention/Indoor & Outdoor Safety/Obj 1/Act 1

## Grade 2: Knowledge & Skills

**(8) Influencing factors.** The student understands how relationships influence personal health. The student is expected to:

(A) Describe how friends can influence a person's health; and

(B) Recognize unsafe requests made by friends such as playing in the street.

**(9) Personal/interpersonal skills.** The student comprehends the skills necessary for building and maintaining healthy relationships. The student is expected to:

(A) identify characteristics needed to be a responsible family member or friend;

(B) list and demonstrate good listening skills; and

(C) demonstrate refusal skills.

**(10) Personal/interpersonal skills.** The student understands healthy and appropriate ways to communicate consideration and respect for self, family, friends, and others. The student is expected to:

(A) describe how to effectively communicate;

(B) express needs, wants, and emotions in healthy ways;

(C) explain the benefits of practicing self-control;

(D) Describe how to effectively respond to bullying of oneself or others; and

(E) Explain the benefits of treating friends, teachers, family members, and peers with respect.

## HPW Online Correlation:

*Topic/Lesson/Objective/Activity*

### Grade 2:

Family Life/Friendship/Obj 2,3/Acts- all

### Grade 2:

Family Life/Coping Skills/Obj 2/all

### Grade 2:

Family Life/Family Prife/Obj 3/Acts-all  
Family Life/Friendship/Obj2, 3/Acts-all

### Grade 2:

Family Life/Friendship/Obj 4/Acts-all

### Grade 2:

Drug Prevention/Tobacco Prevention/Obj 2/Act 2,3  
Drug Prevention/Alcohol Prevention/Obj 4/Act 1

### Grade 2:

Drug Prevention/Alcohol Prevention/Obj 2/Act 1,2

### Grade 2:

Drug Prevention/Prevention Skills/Obj 1/Act all

### Grade 2:

Personal & Mental Health/Identifying and Expressing emotions/Obj 2,3/Act- 2,3

### Grade 2:

Family Life/Coping Skills/Obj 3/Acts -all

### Grade 2:

Personal & Mental Health/Intro & Orientation/Obj 4/Acts 1,2

## Grade 2: Knowledge & Skills

### HPW Online Correlation:

*Topic/Lesson/Objective/Activity*

**(11) Personal/interpersonal skills.** The student demonstrates critical-thinking, decision-making, goal-setting and problem-solving skills for making health-promoting decisions. The student is expected to:

(A) explain steps in the decision-making process and the importance of following the steps;

(B) describe how personal-health decisions affect self and others;

(C) list the steps and describe the importance of task completion and goal setting; and

(D) explain why obtaining help, especially from parents/trusted adults, can be helpful when making decisions about personal health.

**Grade 2:**

Personal & Mental Health/Identifying & Expressing Emotions/Obj 4/Act- all

**Grade 2:**

Personal & Mental Health/Wellness Project/Obj 2,3/Act- all

**Grade 2:**

Personal & Mental Health/Wellness Project/Obj 2,3/Act- all

**Grade2:**

Personal & Mental Health/Wellness Project/Obj 2,3/Act- all

**(12) Personal/interpersonal skills.** The student understands that bullying behaviors result in negative consequences throughout the life span. The student is expected to:

(A) identify negative consequences that result from bullying behaviors; and

(B) identify ways to respond when made to feel uncomfortable or unsafe.

**Grade 2:**

Personal & Mental Health/Wellness Project/Obj 2,3/Act- all

**Grade 2:**

Personal & Mental Health/Wellness Project/Obj 2,3/Act- all  
Nutrition & Fitness/ Baseline Knowledge/Obj 1,2,3/Act – all  
Growth & Development/The Human Body/Obj 1,2,3/Act – all  
Disease Prevention/Communicable Diseases/Obj 1,2/Acts - all