

	L1	L2	L3	L4	L5	L6	L7	L8
HEALTH EDUCATION STANDARDS								
HE.2.C.1.1 Identify that healthy behaviors affect personal health	*	*	*	*	*	*	*	*
HE.2.C.1.2 Recognize the physical, mental/emotional and social dimensions of health	*	*	*	*	*	*	*	*
HE.2.C.1.3 Describe ways a safe, healthy home environment can promote personal health	*	*	*		*	*	*	*
HE.2.C.1.4 Describe ways to prevent childhood injuries in the home, school and community	*	*	*	*	*	*	*	*
HE.2.C.1.5 Recognize the locations and functions of major human organs					*			*
HE.2.C.1.6 Determine when it is important to seek health care	*	*	*	*	*	*	*	*
HE.2.C.2.1 Describe how family rules and practices influence health behaviors	*	*	*	*	*	*	*	*
HE.2.C.2.2 Describe how friends' health practices influence health behaviors of others	*	*	*	*	*	*	*	*
HE.2.C.2.3 Describe how the school and community influence health behaviors of children	*	*	*	*	*	*	*	*
HE.2.C.2.4 Explain the ways that rules make the classroom, school, and community safer	*	*	*	*	*	*	*	*
HE.2.B.3.2 Select trusted adults and professionals who can help promote health	*	*	*	*	*	*	*	*
HE.2.B.4.1 Demonstrate healthy ways to express needs, wants, and feelings, and listening skills to enhance health	*	*	*	*	*	*	*	*
HE.2.B.4.3 Demonstrate ways to respond to unwanted, threatening, or dangerous situations	*	*	*	*	*	*	*	*
HE.2.B.5.1 Differentiate between situations when a health-related decision can be made individually or when assistance is needed	*	*	*	*	*	*	*	*
HE.2.B.5.2 Name healthy options to health-related issues or problems	*	*	*	*	*	*	*	*
HE.2.B.5.3 Compare the consequences of not following rules/practices when making healthy and safe decisions	*	*	*	*	*	*	*	*
HE.2.P.7.1 Demonstrate health behaviors to maintain and improve personal health	*	*	*	*	*	*	*	*
HE.2.P.8.1 Support peers when making positive health choices			*	*	*	*		*
SOCIAL STUDIES STANDARDS BENCHMARK CODE								*
SS.2.C.1.2 Explain the consequences of an absence of rules and laws	*	*	*					*
SS.2.C.2.2 Define and apply the characteristics of responsible citizenship				*	*	*	*	*
SS.2.C.2.4 Identify ways citizens can make a positive contribution in their community					*	*		*
FLORIDA LANGUAGE ARTS STANDARDS								*
LAFS.2.RL.1.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	*	*	*		*		*	*
LAFS.2.RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.			*		*			*
LAFS.2.RI.3.9 Describe how an author uses reasons to support specific points in a text.			*					
LAFS.2.SL.1.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.	*		*		*	*	*	*
a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).								
b. Build on others' talk in conversations by linking their comments to the remarks of others. c. Ask for clarification and further explanation as needed about the topics and texts under discussion.								
LAFS.2.SL.1.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	*	*	*	*	*	*	*	*

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LAFS.2.SL.1.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	*	*	*	*	*	*	*	*	
LAFS.2.SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	*	*	*	*	*	*	*	*	
LAFS.2.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  a. Demonstrate legible printing skills.  b. Use collective nouns (e.g., group).  c. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).  d. Use reflexive pronouns (e.g., myself, ourselves).  e. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).  f. Use adjectives and adverbs, and choose between them depending on what is to be modified.  g. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).	*	*	*	*	*	*	*	*	
LAFS.2.L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  a. Capitalize holidays, product names, and geographic names.  b. Use commas in greetings and closings of letters.  c. Use an apostrophe to form contractions and frequently occurring possessives.  d. Generalize learned spelling patterns when writing words (e.g., cage badge; boy boil).  e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	*	*	*	*	*	*	*	*	
LAFS.2.L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Compare formal and informal uses of English.	*	*	*	*	*	*	*	*	
LAFS.2.L.3.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).	*	*	*	*	*	*	*	*	
LAFS.2.W.1.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	*	*	*	*	*	*	*	*	
MAFS: MATHEMATICS STANDARDS									
MAFS.2.G.1.1 Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.	*							*	
MAFS.2.G.1.3 Partition circles and rectangles into two, three, or four equal shares. Describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.	*			*				*	
ESOL STRATEGIES									
Audiovisual Aids									
Hands-on Activities									
Simplified Grammatical Structures									
Incorporate Prompts, Cues and Facial Expressions									
Simplified Worksheets		There exists a M. I. a. a. a. a.							
Teacher Modeling		Throughout All Lessons							
Use of Illustrations and Diagrams									
Use of Simple Direct Language									
Explanation of Key Concepts Supported by Graphics	]								
Application of Concepts through Use of Journal Responses									
SPECIAL NEEDS									
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