

Grade Two

Students in grade two continue to learn about the basic structures and functions of the human body systems. Focusing on preventing illness and disease, the students begin to understand the relationship between health behaviors, choices, and consequences (responsible decision making). They learn about food sources, healthy food and beverage choices, the factors that influence health decisions, the harmful effects of drugs, and how to communicate consideration and respect for others (social awareness and relationship skills).

Essential Health Concepts

2.1 The student will identify the major body systems, healthy food and beverage choices, emotions, and social skills and explain how each is connected to personal health.

Body Systems

- a) Identify structures that form body systems, including the heart and lungs (cardiorespiratory system), bones (skeletal system), and muscles (muscular system) and how the systems work together.

Nutrition

- b) Identify where and how fruits and vegetables are grown.

Physical Health

- c) Describe correct posture for sitting, standing, and walking

Disease Prevention/Health Promotion

- d) Recognize that germs cause colds and flu, and define communicable as something that can be spread from person to person.

Substance Abuse Prevention

- e) Describe the harmful effects of medicine, alcohol, and tobacco, including poor concentration; impaired balance, vision, and memory; shortness of breath; cancer; lung and heart disease; and changes to the way a person feels, thinks, and acts.
- f) Identify refusal skills.
- g) Explain differences between prescription and nonprescription medications.

Safety

- h) Explain the importance of assuming responsibility for personal safety.

Mental Wellness/Social and Emotional Skills

- i) Identify feelings associated with disappointment, loss, and grief.
- j) Describe personal strengths and identify how individuals are unique.
- k) Describe characteristics of a trusted friend and a trusted adult.

Violence Prevention

- l) Explain the difference between joking, teasing, and bullying, and identify how each may impact the recipient.
- m) Define conflict and describe situations in which conflict may occur.

Community/Environmental Health

- n) Describe how the environment influences health.

Healthy Decisions

2.2 The student will identify personal health decisions and health habits that influence health and wellness throughout life.

Body Systems

- a) Identify possible consequences of not caring for cardiorespiratory, skeletal, and muscular systems.

Nutrition

- b) Describe why fruits and vegetables are essential components of a healthy lifestyle.

Physical Health

- c) Practice correct posture for sitting, standing, and walking.

Disease Prevention/Health Promotion

- d) Explain why it is important to cover the mouth and nose when sneezing and to wash hands to stay free of communicable disease.

Substance Abuse Prevention

- e) Recognize that tobacco smoke and nicotine products (e.g., electronic smoking devices) are harmful to one's health and should be avoided.
- f) Describe the use of refusal skills based on good decisions.
- g) Identify why medicines should only be taken under the supervision of an adult and the importance of childproof caps on medicines.

Safety/Injury Prevention

- h) Identify ways that students can take responsibility for personal safety at home, at school, and in the community.

Mental Wellness/Social and Emotional Skills

- i) Explain healthy ways to express feelings associated with disappointment, loss, and grief.
- j) Discuss how empathy, compassion, and acceptance help one understand others.
- k) Identify trusted adults at school and at home.

Violence Prevention

- l) Identify ways to respond appropriately to joking, teasing, and bullying.
- m) Describe how to work and play cooperatively and how to use nonviolent strategies to resolve conflict.

Community/Environmental Health

- n) Describe ways to protect the environment.

Advocacy and Health Promotion

- 2.3 The student will describe the influences and factors that impact health and wellness.

Body Systems

- a) Explain how daily physical activity and healthy eating habits contribute to healthy cardiorespiratory, skeletal, and muscular systems.

Nutrition

- b) Identify ways to incorporate fruits and vegetables into daily food choices (i.e., breakfast, lunch, dinner, snacks).

Physical Health

- c) Demonstrate proper lifting and carrying techniques for handling backpacks and book bags.

Disease Prevention/Health Promotion

- d) Demonstrate techniques for reducing or preventing the spread of germs and communicable diseases.

Substance Abuse Prevention

- e) Explain why it is dangerous to sniff, taste, or swallow unknown substances.
- f) Demonstrate refusal skills in situations that involve harmful substances with peers and adults.
- g) Conduct an assessment of harmful substances in the home with a parent/guardian.

Safety/Injury Prevention

- h) Identify emergency resources, services, and healthcare professionals in the community that influence health, safety, and wellness.

Mental Wellness/Social and Emotional Skills

- i) Identify adults who can help with disappointment, loss, and grief.
- j) Identify and discuss how to show respect for similarities and differences between individuals.
- k) Identify situations where trusted friends and adults can help.

Violence Prevention

- l) Use appropriate strategies to safely stand up to teasing and to report bullying.
- m) Demonstrate nonviolent strategies to resolve conflict and support peers in school and in the community.

Community/Environmental Health

- n) Promote a strategy to protect the environment.