

Grade 2

2020 Health Standards and Health Smart Virginia Lesson Crosswalk

The Virginia Standards of Learning (SOLs) address several overarching health topic areas (Body Systems; Nutrition; Physical Health; Disease Prevention and Health Promotion; Substance Abuse Prevention; Safety and Injury Prevention; Mental Wellness and Social Emotional Skills; Violence Prevention; Community and Environmental Health) and catalyze outcomes across the 3 following areas:

1. Essential Health Concepts

Demonstrate the knowledge and skills to make healthy decisions that reduce health risks and enhance the health of oneself and others.

2. Healthy Decisions

Demonstrate the ability to access, evaluate, and use health information, products, and services that influence health and wellness in a positive manner.

3. Advocacy and Health Promotion

Demonstrate the use of appropriate health practices and behaviors to promote a safe and healthy community when alone, with family, at school, and in other group settings.

Essential Health Concepts	Healthy Decisions	Advocacy and Health Promotion	Related Health Smart Virginia Lessons
<p>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.</p>	<p>2.2 The student will identify personal health decisions and health habits that influence health and wellness throughout life.</p>	<p>2.3 The student will describe the influences and factors that impact health and wellness.</p>	
Body Systems SOLs			Locate a Lesson Plan
<p>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.</p>	<p>a) Identify possible consequences of not caring for cardiorespiratory, skeletal, and muscular systems.</p>	<p>a) Explain how daily physical activity and healthy eating habits contribute to healthy cardiorespiratory, skeletal, and muscular systems.</p>	
Nutrition SOLs			Locate a Lesson Plan
<p>b) Identify where and how fruits and vegetables are grown.</p>	<p>b. Describe why fruits and vegetables are essential components of a healthy lifestyle</p>	<p>b. Identify ways to incorporate fruits and vegetables into daily food choices (i.e., breakfast, lunch, dinner, snacks).</p>	
Physical Health/Disease Prevention/Health Promotion SOLs			Locate a Lesson Plan
<p>c. Describe correct posture for sitting, standing, and walking d) Recognize that germs cause colds and flu and define communicable as something that can be spread from person to person.</p>	<p>c) Practice correct posture for sitting, standing, and walking. d) Explain why it is important to cover the mouth and nose when sneezing and to wash hands to stay free of communicable disease.</p>	<p>c. Demonstrate proper lifting and carrying techniques for handling backpacks and book bags. d) Demonstrate techniques for reducing or preventing the spread of germs and communicable diseases.</p>	

Substance Abuse Prevention SOLs			Locate a Lesson Plan
<p>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.</p> <p>f) Identify refusal skills.</p> <p>g) Explain differences between prescription and nonprescription medications.</p>	<p>e. Recognize that tobacco smoke and nicotine products (e.g., electronic smoking devices) are harmful to one’s health and should be avoided.</p> <p>f. Describe the use of refusal skills based on good decisions.</p> <p>g. Identify why medicines should only be taken under the supervision of an adult and the importance of childproof caps on medicines.</p>	<p>e) Explain why it is dangerous to sniff, taste, or swallow unknown substances.</p> <p>f) Demonstrate refusal skills in situations that involve harmful substances with peers and adults.</p> <p>g) Conduct an assessment of harmful substances in the home with a parent/guardian.</p>	
Safety/Injury Prevention SOLs			Locate a Lesson Plan
<p>h) Explain the importance of assuming responsibility for personal safety.</p>	<p>h. Identify ways that students can take responsibility for personal safety at home, at school, and in the community.</p>	<p>i. Identify emergency resources, services, and healthcare professionals in the community that influence health, safety, and wellness.</p>	
Mental Wellness/Social Emotional Skills SOLs			Locate a Lesson Plan
<p>j. Identify feelings associated with disappointment, loss, and grief.</p> <p>k. Describe personal strengths and identify how individuals are unique.</p> <p>l. Describe characteristics of a trusted friend and a trusted adult.</p>	<p>i) Explain healthy ways to express feelings associated with disappointment, loss, and grief.</p> <p>j) Discuss how empathy, compassion, and acceptance help one understand others.</p> <p>k) Identify trusted adults at school and at home.</p>	<p>i. Identify adults who can help with disappointment, loss, and grief.</p> <p>j. Identify and discuss how to show respect for similarities and differences between individuals.</p> <p>k. Identify situations where trusted friends and adults can help.</p>	

Violence Prevention SOLs			Locate a Lesson Plan
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	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 conflicts.	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 SOLs			Locate a Lesson Plan
n. Describe how the environment influences health.	n) Describe ways to protect the environment.	n.Promote a strategy to protect the environment.	

Legend:

BOD = Body Systems

NUTR = Nutrition

DPHP= Physical Health, Disease Prevention, Health Promotion

SAP = Substance Abuse Prevention

SAF= Safety/Injury Prevention

SES = Mental Wellness/Social Emotional Skills

VP = Violence Prevention

CEH = Community/Environmental Health