

Grade 2 Crosswalk – Virginia 2015 Health Standards of Learning						
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. 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.						
Essential Health Concepts <i>What Students Should Know</i>			Healthy Decisions <i>What Students Should Understand</i>		Advocacy and Health Promotion <i>What Students Should be Able to Do to Advocate for Their Health and the Health of Others</i>	
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.		Lesson (Grade Topic-#)	2.2 The student will identify personal health decisions and health habits that influence health and wellness throughout life.	Lesson (Grade Topic-#)	2.3 The student will describe the influences and factors that impact health and wellness.	Lesson (Grade Topic-#)
Alcohol, Tobacco and Drug Use Prevention	g) Describe the harmful effects of medicine, alcohol, and tobacco, to include 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.	2 ATOD-1	h) Recognize the harmful effects of drugs, alcohol, and tobacco.	2 ATOD-1 2 SAF-2	f) Explain why it is dangerous to sniff, taste, or swallow unknown substances.	2 ATOD-1
			i) Recognize that tobacco smoke is harmful to health and should be avoided.	2 ATOD-1		
			j) Describe the use of refusal skills to make good decisions.	2 ATOD-1		
Body Systems	a) Identify structures that form body systems, to include the heart and lungs (cardiorespiratory system), bones (skeletal system), and muscles (muscular system).	2 BOD-1 2 BOD-2 2 BOD-3 2 HP-3	a) Identify possible consequences of not caring for cardiorespiratory, skeletal, and muscular systems.	2 BOD-1 2 BOD-2 2 BOD-3 2 HP-3	a) Describe how heredity influences health and wellness.	2 BOD-1
			f) Explain the need for regular health checkups and screenings.	2 BOD-1		
			g) Explain why parents/guardians keep health records for their children.	2 BOD-1		
Healthy Environment					l) Describe how the environment influences health and how to protect the environment.	2 HE-1
Health Promotion including	b) Identify foods that come from plants and animals.	2 HP-1 2 HP-2	b) Describe how food choices, regular physical activity, and getting enough sleep are essential components of a healthy lifestyle.	2 BOD-2 2 BOD-3 2 HP-1 2 HP-3	b) Design a meal with food from each food group.	2 HP-1 2 HP-2

Nutrition and Physical Activity	c) Name a variety of healthy foods, and recognize the benefits of eating a healthy breakfast.	2 HP-1 2 HP-2	c) Explain how regular physical activity and healthy eating habits and food choices keep the cardiorespiratory, skeletal, and muscular systems healthy.	2 BOD-2 2 BOD-3 2 HP-1 2 HP-3	c) Explain how different dietary customs and traditions influence health.	2 BOD-1 2 HP-1
	d) Identify characteristics of foods that should be consumed in limited quantities.	2 HP-1 2 HP-2	d) Use a decision-making process to select healthy foods.	2 HP-1	d) Describe how to keep food safe from harmful germs.	2 HP-1
	e) Identify foods and beverages that contain sugar and caffeine.	2 HP-1 2 HP-2	e) Identify ways to increase physical activity.	2 HP-1		
	f) Recognize that germs cause colds and flu and can be spread from person to person (communicable).	2 HP-1			e) Demonstrate techniques for reducing or preventing the spread of germs and communicable diseases.	2 HP-1
Safety and Injury Prevention	h) Explain the importance of assuming responsibility for personal safety.	2 SAF-1 2 SAF-2	k) Identify why medicines should only be taken under the supervision of an adult.	2 SAF-1 2 SAF-2	g) Identify emergency resources, services, and health care professionals in the community that influence health and wellness.	2 SAF-1 2 SAF-2
Social Emotional Health	i) Explain emotions associated with disappointment, loss, and grief.	2 SAF-2 2 VP-1 2 SE-2 2 SE-3	l) Explain healthy ways to express the emotions associated with disappointment, loss, and grief.	2 SAF-2 2 VP-1 2 SE-1 2 SE-2	h) Identify adults who can help with disappointment, loss, and grief.	2 SAF-2 2 VP-1 2 SE-1 2 SE-2
			m) Discuss how to express needs and wants appropriately.	2 SAF-2 2 VP-1 2 VP-3 2 SE-1		
			r) Describe how self-image influences personal success.	2 SAF-2 2 VP-1 2 SE-1 2 SE-3		
Violence Prevention and Healthy Relationships	j) Explain the difference between teasing and bullying.	2 SE-1 2 VP-1 2 VP-2	n) Use appropriate strategies to object to teasing and bullying.	2 VP-1 2 VP-2	i) Develop a plan to use appropriate strategies to object to teasing and bullying.	2 VP-1 2 VP-2
	k) Describe situations in which conflict may occur.	2 VP-1 2 VP-2 2 VP-4	o) Describe the use of nonviolent strategies to resolve conflicts.	2 VP-1 2 VP-2 2 VP-4	j) Demonstrate nonviolent strategies to resolve conflicts and support peers in school and in the community.	2 VP-1 2 VP-2
	l) Define self-image, and identify that individuals are unique.	2 VP-1 2 VP-5 2 VP-6	p) Describe characteristics of a trusted friend and a trusted adult.	2 VP-1 2 VP-5	k) Identify and discuss how to show respect for similarities and differences between and among individuals.	2 VP-1 2 VP-6
	m) Explain how media (e.g., television, movies, Internet) influences behavior.	2 VP-1 2 VP-2	q) Describe how to work and play cooperatively.	2 VP-1 2 VP-4 2 VP-5		

ATOD = Alcohol, Tobacco, or Other Drugs

BOD = Body Systems

HE = Healthy Environment

HP = Health Promotion

SAF = Safety and Injury Prevention

SE = Social Emotional

VP = Violence Prevention and Healthy Relationships