

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. 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

- 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.
- Identify structures that form body systems, to include the heart and lungs (cardiorespiratory system), bones (skeletal system), and muscles (muscular system).
 - Identify foods that come from plants and animals.
 - Name a variety of healthy foods, and recognize the benefits of eating a healthy breakfast.
 - Identify characteristics of foods that should be consumed in limited quantities.
 - Identify foods and beverages that contain sugar and caffeine.
 - Recognize that germs cause colds and flu and can be spread from person to person (communicable).
 - 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.
 - Explain the importance of assuming responsibility for personal safety.
 - Explain emotions associated with disappointment, loss, and grief.
 - Explain the difference between teasing and bullying.
 - Describe situations in which conflict may occur.
 - Define self-image, and identify that individuals are unique.
 - Explain how media (e.g., television, movies, Internet) influences behavior.

Healthy Decisions

- 2.2 The student will identify personal health decisions and health habits that influence health and wellness throughout life.
- Identify possible consequences of not caring for cardiorespiratory, skeletal, and muscular systems.
 - Describe how food choices, regular physical activity, and getting enough sleep are essential components of a healthy lifestyle.
 - Explain how regular physical activity and healthy eating habits and food choices keep the cardiorespiratory, skeletal, and muscular systems healthy.
 - Use a decision-making process to select healthy foods.
 - Identify ways to increase physical activity.
 - Explain the need for regular health checkups and screenings.
 - Explain why parents/guardians keep health records for their children.
 - Recognize the harmful effects of drugs, alcohol, and tobacco.
 - Recognize that tobacco smoke is harmful to health and should be avoided.
 - Describe the use of refusal skills to make good decisions.
 - Identify why medicines should only be taken under the supervision of an adult.
 - Explain healthy ways to express the emotions associated with disappointment, loss, and grief.
 - Discuss how to express needs and wants appropriately.
 - Use appropriate strategies to object to teasing and bullying.
 - Describe the use of nonviolent strategies to resolve conflicts.
 - Describe characteristics of a trusted friend and a trusted adult.
 - Describe how to work and play cooperatively.

- r) Describe how self-image influences personal success.

Advocacy and Health Promotion

- 2.3 The student will describe the influences and factors that impact health and wellness.
 - a) Describe how heredity influences health and wellness.
 - b) Design a meal with food from each food group.
 - c) Explain how different dietary customs and traditions influence health.
 - d) Describe how to keep food safe from harmful germs.
 - e) Demonstrate techniques for reducing or preventing the spread of germs and communicable diseases.
 - f) Explain why it is dangerous to sniff, taste, or swallow unknown substances.
 - g) Identify emergency resources, services, and health care professionals in the community that influence health and wellness.
 - h) Identify adults who can help with disappointment, loss, and grief.
 - i) Develop a plan to use appropriate strategies to object to teasing and bullying.
 - j) Demonstrate nonviolent strategies to resolve conflicts and support peers in school and in the community.
 - k) Identify and discuss how to show respect for similarities and differences between and among individuals.
 - l) Describe how the environment influences health and how to protect the environment.