



## Grade 2 Health Expectations

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### **Functions and Interrelationships of Systems**

#### **1. Structures and Functions of the Body**

##### *B. Muscular System*

Describe the functions of the muscular systems and provide examples (e.g., muscles pull on bones to move the joints, move food through the body)

##### *C. Skeletal System*

Describe the functions of the skeletal system (e.g., protects body parts, supports the framework, works with muscles)

##### *D. Integumentary System (Skin)*

Describe the function of the skin (e.g., protection)

#### **2. Social, Emotional and Mental Health**

##### *A. Influence of Family and Peers*

Recognize the influence peers have on people ( shared interest, goals, and values)

##### *B. Responsibilities in Society*

Identify the cause and effect of one's actions on others

##### *C. Communication Skills*

Identify appropriate ways to express needs, wants, and feelings (e.g., dealing with anger, model attentive listening skills)

### **Health Maintenance and Enhancement**

#### **1. Personal and Family Health**

##### *D. Health and Skill Related Fitness*

Describe how physical activity makes a person's body stronger (e.g., helps develop strength, endurance, flexibility, and body composition)

## **2. Nutrition**

### *A. Essential Nutrients and Food Groupings*

Identify healthy food choices (see MyFoodPlate) in each of the five food groups (sorting play food or pictures into food groups)

Compare and contrast the effects of nutrient-dense and empty-calorie foods on the body (e.g., soda/skim milk, chips/apple; cookies/carrots)

### *B. Balance, Variety and Moderation*

Identify a healthy snack from each food group (see MyFoodPlate)

Recognize that eating healthy and being active will help maintain a healthy body composition

### *C. Food Labels*

Identify the basic parts of the Nutrition Facts label (e.g., serving size, fat, sugar, ingredients)

## **4. Life Management Skills**

### *A. Decision Making and Problem Solving*

Identify positive ways to solve or prevent problems (e.g., verbal communication skills, non-verbal, and “I” messages)

### *C. Goal Setting and Asset Development*

Identify positive influences in a person’s life (e.g., school, community, family)

### *D. Stress Management and Coping Skills*

Identify healthy activities that can relieve uncomfortable feelings and emotions

### *E. Harassment/Bullying and Violence Prevention*

Identify resources in the community that can provide safety (e.g., police, safe houses, school, counselor, mall security)

## **Risk Assessment and Reduction**

### **1. Disease Prevention and Control**

Identify how germs are spread and apply practices which help reduce germs in our community (e.g., cover mouth when sneezing, wash hands)

### **2. Injury Prevention and Safety**

#### *A. Safety for Home, School, and Communities*

Describe common safety rules and laws (e.g., playground, bicycle, pedestrian, vehicle)

List common emergencies and steps to take in each situation

#### *B. First Aid Procedures*

Recognize what to do for minor injuries under adult supervision (e.g., scrape, cut, nosebleed)

#### *C. Activity Related Injuries and Environmental Conditions*

Explain the use and purpose of safety equipment