

# Grade 2

Adopted 2007

## Functions and Interrelationships of Systems

### 1. Structure and Functions of the Body

#### B. Muscular System

- a. 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

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

#### D. Integumentary System (skin)

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

#### E. Cardio-respiratory/Circulatory System

- a. Identify the major components (i.e., blood vessels, heart) and functions (e.g., transport blood throughout the body) of the cardio-respiratory system.

- b. Name the major functions of the cardio-respiratory system.

#### F. Respiratory System

- a. Identify additional components of the respiratory system (e.g., trachea, bronchial tubes, diaphragm, alveoli).

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### 2. Social, Emotional and Mental Health

#### A. Influence of Family and Peers

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

#### B. Responsibilities in Society

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

#### C. Communication Skills

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

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## Health Maintenance and Enhancement

### 1. Personal and Family Health

#### A. Personal Health

- a. Identify and show good oral hygiene (e.g., brushing, flossing, dental exams).

**C. Growth and Development**

- a. Describe how people grow and change throughout life (physically, mentally, emotionally, and socially).

**D. Health and Skill Related Fitness**

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

**A. Essential Nutrients and Food Groupings**

- a. Identify healthy food choices (see MyPyramid.gov) in each of the five food groups (sorting play food or pictures into food groups).
- b. 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**

- a. Identify a healthy snack from each food group (see MyPyramid.gov).
- b. Recognize that eating healthy and being active will help maintain a healthy body composition.

**C. Food Labels**

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

**D. Food Handling and Safety**

- a. Recognize the four basic rules of food handling (i.e., clean, cook, chill, separate).

**E. Food Energy and Physical Activity**

- a. Select foods that are nutrient-dense to provide the body with long-lasting energy for thinking and physical activity (e.g., eating fruits/vegetables versus candy/chips).
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**3. Consumer Health and Safety**

**A. Media Influence on Health Habits and Decisions**

- a. Identify advertising techniques that target children (e.g., toys in cereal, fast food meals, cartoon characters).
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**4. Life Management Skills**

**A. Decision Making and Problem Solving**

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

**C. Goal Setting and Asset Development**

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

- D. Stress Management and Coping Skills
    - a. Identify healthy activities that can relieve uncomfortable feelings and emotions.
  - E. Harassment/Bullying and Violence Prevention
    - a. Identify resources in the community that can provide safety (e.g., police, safe houses, school, counselor, mall security).
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## **Risk Assessment and Reduction**

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

- A. Communicable vs. Non-Communicable Diseases
    - a. Define communicable and non-communicable diseases.
    - b. Identify how germs are spread and apply practices which help reduce germs in our community (e.g., cover mouth when sneezing, wash hands).
  - E. HIV/AIDS Prevention Education
    - a. Identify safe practices for reducing a person's risk for disease (e.g., syringes and needles, sneezing, coughing, hand washing).
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### **2. Injury Prevention and Safety**

- A. Safety for Home, School, and Communities
    - a. Describe common safety rules and laws (e.g., playground, bicycle, pedestrian, vehicle).
    - b. List common emergencies and steps to take in each situation.
  - B. First Aid Procedures
    - a. Recognize what to do for minor injuries under adult supervision (e.g., scrape, cut, nosebleed).
  - C. Activity Related Injuries and Environmental Conditions
    - a. Explain the use and purpose of safety equipment.
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### **3. Substance Education**

- A. Safe and Unsafe Substances
    - a. Identify various types of drugs (e.g., nicotine, alcohol and street drugs).
    - b. Explain what constitutes a drug free and safe community.
  - B. Purpose and Guidelines for Prescription, OTC Drugs and Natural Substances
    - a. Recognize importance of safely storing medicine in its proper place.
  - C. Substance Use vs. Non-Use
    - a. Describe the effects of TAOD on the body (e.g., lungs, brain, liver).
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### **4. Environmental Health**

**B. Individual Responsibility**

- a.** Recognize the harmful effects of poor air quality or extreme temperature to the body (e.g., asthma, allergies, hypothermia).
- b.** Recognize that littering is against the law and promotes the spreading of pathogens.