Missouri Health

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).

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).

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).

Skip to main content

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).

Skip to main content

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).

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**

Skip to main content

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.