Texas Health Education

Grade 2

Adopted 2020

The student examines the structure, function, and relationships of body systems and their relevance to personal health. The student is expected to describe ways to protect the five senses such as wearing sunglasses or using a safe volume setting on audio devices. 2.1	**1. The student examines the structure, function, and relationships of body systems and their relevance to personal health. The student is expected to describe ways to protect the five senses such as wearing sunglasses or using a safe volume setting on audio devices.** 2.1
The student understands health literacy, preventative health behaviors, and how to access and evaluate health care information to make informed decisions. The student is expected to: 2.2	**A. describe the importance of individual health maintenance activities such as regular medical checkups, dental exams, and vision and hearing screenings;** 2.2.A **B. explain actions an individual should take when not feeling well;** 2.2.B **C. discuss the importance of practicing personal hygiene and health habits;** 2.2.C **D. explain ways in which germs are transmitted, methods of preventing the spread of germs, and the importance of immunization;** 2.2.D **E. identify common illnesses and diseases, including asthma, diabetes, and epilepsy, and their symptoms; and** 2.2.E **F. discuss the signs and symptoms of illness that may occur after contact with biting insects, including ticks and mosquitos.** 2.2.F
The student identifies and applies strategies to develop socio-emotional health, self-regulation, and healthy relationships. The student is expected to:	**A. communicate needs, wants, and emotions in healthy ways;** 2.3.A **B. describe and practice calming and self-management strategies;** 2.3.B **C. discuss and explain how thoughts and emotions are related;** 2.3.C **D. explain the effect of peer influence on an individual's social and emotional health;** 2.3.D **E. describe the qualities of a good friend;** 2.3.E

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	F. describe and demonstrate respectful ways to communicate with family members, peers, teachers, and others; 2.3.F
	G. identify the feelings and perspectives of others by interpreting their verbal and nonverbal cues; and 2.3.G
	H. identify ways to prevent and repair broken friendships. 2.3.H
The student develops the capacity for self-assessment and evaluation, goal setting, and decision making in order to develop a healthy self-concept. The student is expected to: 2.4	**A.** discuss ways to be kind to self and others; 2.4.A
	B. define personal growth and identify areas for one's personal growth; and 2.4.B
	C. list the steps and describe the importance of goal setting and task completion. 2.4.C
The student develops and uses appropriate skills to identify and manage conditions related to mental health and wellness. The student is expected to: 2.5	**A.** identify strategies for managing different learning needs of self and others; and 2.5.A
	B. identify positive and negative stressors and how they impact emotions and learning. 2.5.B
The student identifies and explains healthy eating strategies for enhancing and maintaining personal health throughout the lifespan. The student is expected to: 2.6	**A.** identify types of nutrients; 2.6.A
	B. use familiar objects to identify healthy food portions from different food groups; 2.6.B
	C. identify healthy and unhealthy choices within the food groups; and 2.6.C
	D. identify the benefits of making healthy beverage choices, including water and milk, and limiting sweetened beverages such as soda and sports drinks. 2.6.D
The student obtains, processes, and understands basic physical activity and nutrition information needed to make health-promoting decisions. The student is expected to identify various me he how media can influence	**7.** The student obtains, processes, and understands basic physical activity and nutrition information needed to make health-promoting decisions. The student is expected to identify various media that provide health information and how media can influence an individual's health choices such as television advertisements for fast foods and breakfast cereals. 2.7

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an individual's health choices such as television advertisements for fast foods and breakfast cereals. 2.7	
The student identifies and explains risk and protective factors related to healthy eating and physical activity. The student is expected to: 2.8	A. identify signs and symptoms of common food allergies; and 2.8.A B. identify the benefits of establishing healthy eating and physical activity habits that will last a lifetime. 2.8.B
The student identifies and demonstrates safety and first aid knowledge to prevent and treat injuries. The student is expected to describe steps one can take to reduce hazards, avoid accidents, and prevent accidental injuries for self and others. 2.9	9. The student identifies and demonstrates safety and first aid knowledge to prevent and treat injuries. The student is expected to describe steps one can take to reduce hazards, avoid accidents, and prevent accidental injuries for self and others. 2.9
The student differentiates between healthy and unhealthy relationships and demonstrates effective strategies to address conflict. The student is expected to: 2.10	A. demonstrate refusal skills to protect personal space and avoid unsafe situations; and 2.10.A B. discuss the importance of telling a parent or trusted adult when privacy or personal boundaries are not respected or when the student is made to feel unsafe. 2.10.B
The student understands that individual actions and awareness can impact safety, community, and environment. The student is expected to: 2.11	A. describe unsafe situations, including interacting with strangers; 2.11.A B. explain ways to avoid weapons and report the presence of unsupervised weapons to a parent or trusted adult; and 2.11.B C. identify the hazards of unsupervised and improper handling of guns and other weapons. 2.11.C
The student un saf cit	A. identify unsafe requests made in a digital or online environment and how to take appropriate action; 2.12.A

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online environments. The student is expected to: 2.12	**B.** explain why obtaining help, especially from parents or trusted adults, is critical when making decisions regarding digital and online use; and 2.12.B
	C. identify consequences that result from cyberbullying and inappropriate digital and online usage. 2.12.C
The student understands the impact of interpersonal violence and the importance of seeking guidance and help to maintain personal safety. The student is expected to: 2.13	**A.** describe consequences for the bully and the impact of bullying on the victim; 2.13.A
	B. describe the difference between reporting and tattling; and 2.13.B
	C. explain why obtaining assistance, especially from parents or trusted adults, can be helpful when making decisions about personal safety. 2.13.C
The student understands the difference between the use and misuse of different substances and how the use and misuse of substances impacts health. The student is expected to: 2.14	**A.** describe the purposes of prescription and over-the-counter drugs and their intended benefits; and 2.14.A
	B. explain the harmful effects on physical health and how to avoid alcohol, tobacco, other drugs, and dangerous substances such as inhalants, vaping products, and household products. 2.14.B
The student understands how to seek emergency help for self and others in poisoning and overdose situations. The student is expected to describe what poisoning or overdose could look like and identify how to respond, including who to contact for help. 2.15	**15.** The student understands how to seek emergency help for self and others in poisoning and overdose situations. The student is expected to describe what poisoning or overdose could look like and identify how to respond, including who to contact for help. 2.15
The student understands how various factors can influence decisions regarding substance use and the resources available for help. The stu to:	**A.** identify unsafe requests related to alcohol, tobacco, and other drugs made by friends; and 2.16.A
	B. identify a trusted adult such as a parent, teacher, or law enforcement officer. 2.16.B

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The student demonstrates refusal skills to avoid substance use and misuse. The student is expected to identify ways to avoid unsafe situations related to alcohol, tobacco, and other drugs and demonstrate refusal skills. 2.17

17. **The student demonstrates refusal skills to avoid substance use and misuse. The student is expected to identify ways to avoid unsafe situations related to alcohol, tobacco, and other drugs and demonstrate refusal skills.** 2.17