

Virginia Health

Grade 2

Essential Health Concepts

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. 2.1

Body Systems

- a Identify structures that form body systems, including the heart and lungs (cardiorespiratory system), bones (skeletal system), and muscles (muscular system) and how the systems work together. 2.1.A

Nutrition

- b Identify where and how fruits and vegetables are grown. 2.1.B

Physical Health

- c Describe correct posture for sitting, standing, and walking 2.1.C

Disease Prevention/Health Promotion

- d Recognize that germs cause colds and flu, and define communicable as something that can be spread from person to person. 2.1.D

Substance Abuse Prevention

- e Describe the harmful effects of medicine, alcohol, and tobacco, including 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. 2.1.E
- f Identify refusal skills. 2.1.F
- g Explain differences between prescription and nonprescription medications. 2.1.G

Safety

- h Explain the importance of assuming responsibility for personal safety. 2.1.H

Mental Wellness/Social and Emotional Skills

- i Identify feelings associated with disappointment, loss, and grief. 2.1.I
- j Describe personal strengths and identify how individuals are unique. 2.1.J
- k Describe characteristics of a trusted friend and a trusted adult. 2.1.K

Violence Prevention

- l Explain the difference between joking, teasing, and bullying, and identify how each may impact the recipient. 2.1.L
- m Define conflict and describe situations in which conflict may occur. 2.1.M

Community/Environmental Health

- n Describe how the environment influences health. 2.1.N
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Healthy Decisions

2 The student will identify personal health decisions and health habits that influence health and wellness throughout life. 2.2

Body Systems

- a Identify possible consequences of not caring for cardiorespiratory, skeletal, and muscular systems. 2.2.A

Nutrition

- b Physical Health 2.2.B
- c Practice correct posture for sitting, standing, and walking. 2.2.C

Disease Prevention/Health Promotion

- d Explain why it is important to cover the mouth and nose when sneezing and to wash hands to stay free of communicable disease. 2.2.D

Substance Abuse Prevention

- e Recognize that tobacco smoke and nicotine products (e.g., electronic smoking devices) are harmful to one's health and should be avoided. 2.2.E
- f Describe the use of refusal skills based on good decisions. 2.2.F
- g Identify why medicines should only be taken under the supervision of an adult and the importance of childproof caps on medicines. 2.2.G

Safety/Injury Prevention

- h Identify ways that students can take responsibility for personal safety at home, at school, and in the community. 2.2.H

Mental Wellness/Social and Emotional Skills

- i Explain healthy ways to express feelings associated with disappointment, loss, and grief. 2.2.I
- j Discuss how empathy, compassion, and acceptance help one understand others. 2.2.J
- k Identify trusted adults at school and at home. 2.2.K

Violence Prevention

- l Identify ways to respond appropriately to joking, teasing, and bullying. 2.2.L
- m Describe how to work and play cooperatively and how to use nonviolent strategies to resolve conflict. 2.2.M

Community/Environmental Health

- n Describe ways to protect the environment. 2.2.N
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Advocacy and Health Promotion

3 Advocacy and Health Promotion 2.3

Body Systems

- a Explain how daily physical activity and healthy eating habits contribute to healthy cardiorespiratory, skeletal, and muscular systems. 2.3.A

Nutrition

- b Identify ways to incorporate fruits and vegetables into daily food choices (i.e., breakfast, lunch, dinner, snacks). 2.3.B

Physical Health

- c Demonstrate proper lifting and carrying techniques for handling backpacks and book bags. 2.3.C

Disease Prevention/Health Promotion

- d Demonstrate techniques for reducing or preventing the spread of germs and communicable diseases. 2.3.D

Substance Abuse Prevention

- e Explain why it is dangerous to sniff, taste, or swallow unknown substances. 2.3.E
- f Demonstrate refusal skills in situations that involve harmful substances with peers and adults. 2.3.F
- g Conduct an assessment of harmful substances in the home with a parent/guardian. 2.3.G

Safety/Injury Prevention

- h Identify emergency resources, services, and healthcare professionals in the community that influence health, safety, and wellness. 2.3.H

Mental Wellness/Social and Emotional Skills

- i Identify adults who can help with disappointment, loss, and grief 2.3.I
- j Identify and discuss how to show respect for similarities and differences between individuals. 2.3.J
- k Identify situations where trusted friends and adults can help. 2.3.K

Violence Prevention

- l Use appropriate strategies to safely stand up to teasing and to report bullying. 2.3.L
- m Demonstrate nonviolent strategies to resolve conflict and support peers in school and in the community. 2.3.M

Community/Environmental Health

- n Promote a strategy to protect the environment. 2.3.N
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