

Second Grade Health Standards

Grade Level Skill Focus	→ Students analyze the influence of family, peers, culture, social media, technology, and other determinants on health behaviors. (Skill 2) → Students demonstrate effective interpersonal communication skills to enhance health. (Skill 4)
--------------------------------	---

Wellness and Health Promotion (WHP)

- 2.WHP.1** Discuss how many of our personal values come from families, communities, and culture.
- 2.WHP.2** Identify practices that reduce illness.
- 2.WHP.3** Describe ways to protect vision, hearing, and teeth.
- 2.WHP.4** Describe the benefits of getting enough sleep and potential problems associated with not getting enough sleep.
- 2.WHP.5** Locate a trusted adult in the school building to help access valid and reliable health information and services.
- 2.WHP.6** Describe ways in which schools and neighborhoods influence health behaviors.

Safety and First Aid (SFA)

- 2.SFA.1** Demonstrate the importance of wearing helmets, pads, mouth guards, personal flotation devices, and other safety equipment during athletic and outdoor activities.
- 2.SFA.2** List examples of dangerous behaviors that might lead to injuries.
- 2.SFA.3** Identify trusted adults that help keep people safe at home, at school, and in the community.
- 2.SFA.4** Identify why it is important that people of all abilities can safely access school and other buildings.
- 2.SFA.5** Discuss threats of safety or harm and protective procedures, including those related to dangerous objects and firearms.
- 2.SFA.6** Explain why it is important to ask a trusted adult before using online devices.

Substance Use, Misuse, and Abuse (SUB)

- 2.SUB.1** Identify the difference between medicine to help people who are sick and other types of substances that can be harmful to the body.
- 2.SUB.2** Describe how tobacco and secondhand smoke harms the body.
- 2.SUB.3** Describe safety rules for over-the-counter and prescription drug use.
- 2.SUB.4** List steps to take when offered substances.

Food, Nutrition, and Physical Activity (FNP)

- 2.FNP.1** Identify a variety of places and sources that food can come from and how it gets to people.

- 2.FNP.2** Identify the five major food groups and give an example of foods in each group.
- 2.FNP.3** Describe the importance of eating a variety of fruits and vegetables and identify foods that provide the nutrients required to help the body grow, learn, and develop.
- 2.FNP.4** Develop a plan and set a goal to keep hydrated and limit sugary beverages.
- 2.FNP.5** Explain how physical activity and eating patterns can affect a person's health.
- 2.FNP.6** Recognize how the foods that people eat can reflect cultural backgrounds and the area in which people live.
- 2.FNP.7** Recognize some people have intolerances and allergies to foods including nuts, wheat, eggs, shellfish, and dairy products.
- 2.FNP.8** Identify how people have different levels of access to foods.

Social, Emotional, and Mental Health (SEM)

- 2.SEM.1** *TSEL Practice 1B* Understand the stress response system (regulation and dysregulation) and what environments and experiences activate those responses.
- 2.SEM.2** *TSEL Practice 1C* Reflect on and evaluate how one's emotions, thoughts, and perspectives (including values, biases, and prejudices) can influence behavior.
- 2.SEM.3** Describe the different ways that people can experience or exhibit stress, anxiety, social isolation, and sadness.

Healthy Relationships and Violence/Abuse Prevention (HRVP)

- 2.HRVP.1** *TSEL Practice 4C* Recognize and acknowledge when there is harm to self and others and identify when support, agency, and practices to repair and restore are needed.
- 2.HRVP.2** Demonstrate how to effectively identify and communicate needs, wants, and feelings in healthy ways.
- 2.HRVP.3** Discuss how diversity in race, gender, and ability enrich relationships and communities.
- 2.HRVP.4** Define bodily autonomy, personal boundaries, and consent.
- 2.HRVP.5** Recognize that friends, family, teachers, and community members can help each other.
- 2.HRVP.6** Recognize bullying, cyberbullying, and teasing in multiple types of relationships and the need to tell a trusted source that can help.
- 2.HRVP.7** Define and identify different forms of violence and abuse, including physical, verbal, sexual, and emotional.
- 2.HRVP.8** Identify that abuse is never a child's fault and describe how to communicate personal boundaries and report unsafe or unwanted touch.

Growth and Development (GD)

- 2.GD.1** Recognize that humans grow and mature at different ages and in different ways.
- 2.GD.2** Recognize that there are many different types of families that may or may not be genetically related, including blended, adopted, and foster families.