Grade 2 Crosswalk – Virginia 2015 Health Standards of Learning

Students in grade two continue to learn about the basic structures and functions of the human body systems. Focusing on preventing illness and disease, the students begin to understand the relationship between health behaviors, choices, and consequences. They learn about food sources, healthy food and beverage choices, the factors that influence health decisions, the harmful effects of drugs, and how to communicate consideration and respect for others.

<table>
<thead>
<tr>
<th>Essential Health Concepts</th>
<th>Healthy Decisions</th>
<th>Advocacy and Health Promotion</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What Students Should Know</strong></td>
<td><strong>What Students Should Understand</strong></td>
<td><strong>What Students Should be Able to Do to Advocate for Their Health and the Health of Others</strong></td>
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<tr>
<td>Lesson</td>
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### Alcohol, Tobacco and Drug Use Prevention

- **g)** Describe the harmful effects of medicine, alcohol, and tobacco, to include 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.
- **h)** Recognize the harmful effects of drugs, alcohol, and tobacco.
- **i)** Recognize that tobacco smoke is harmful to health and should be avoided.
- **j)** Describe the use of refusal skills to make good decisions.
- **2 ATOD-1**
  - **2 ATOD-2**
  - **2 ATOD-3**
  - **2 SAF-2**
  - **2 ATOD-1**

### Body Systems

- **a)** Identify structures that form body systems, to include the heart and lungs (cardiorespiratory system), bones (skeletal system), and muscles (muscular system).
- **2 BOD-1**
  - **2 BOD-2**
  - **2 BOD-3**
  - **2 HP-3**
  - **2 BOD-2**
  - **2 BOD-3**
  - **2 HP-3**
- **a)** Identify possible consequences of not caring for cardiorespiratory, skeletal, and muscular systems.
- **2 BOD-1**
  - **2 BOD-2**
  - **2 BOD-3**
  - **2 HP-3**
  - **2 BOD-1**
  - **2 BOD-2**
  - **2 BOD-3**
  - **2 HP-3**
- **a)** Describe how heredity influences health and wellness.
- **2 BOD-1**
  - **2 BOD-2**
  - **2 BOD-3**
  - **2 HP-3**
  - **2 BOD-1**
  - **2 BOD-2**
  - **2 BOD-3**
  - **2 HP-3**

### Healthy Environment

- **f)** Explain the need for regular health checkups and screenings.
- **2 BOD-1**
- **g)** Explain why parents/guardians keep health records for their children.
- **2 BOD-1**

### Health Promotion including

- **b)** Identify foods that come from plants and animals.
- **2 HP-1**
  - **2 HP-2**
- **b)** Describe how food choices, regular physical activity, and getting enough sleep are essential components of a healthy lifestyle.
- **2 BOD-2**
  - **2 BOD-3**
  - **2 HP-1**
  - **2 HP-3**
  - **2 BOD-2**
  - **2 BOD-3**
  - **2 HP-1**
  - **2 HP-3**
- **b)** Design a meal with food from each food group.
- **2 HP-1**
  - **2 HP-2**

### Lesson

- **2 ATOD-1**
- **2 ATOD-2**
- **2 ATOD-3**
- **2 SAF-2**
- **2 HP-1**
- **2 HP-2**
- **2 HE-1**
<table>
<thead>
<tr>
<th>Nutrition and Physical Activity</th>
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<tbody>
<tr>
<td>c) Name a variety of healthy foods, and recognize the benefits of eating a healthy breakfast.</td>
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<tr>
<td>d) Identify characteristics of foods that should be consumed in limited quantities.</td>
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<tr>
<td>e) Identify foods and beverages that contain sugar and caffeine.</td>
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<tr>
<td>f) Recognize that germs cause colds and flu and can be spread from person to person (communicable).</td>
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<tr>
<td>g) Explain how regular physical activity and healthy eating habits and food choices keep the cardiorespiratory, skeletal, and muscular systems healthy.</td>
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<tr>
<td>h) Use a decision-making process to select healthy foods.</td>
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<tr>
<td>i) Identify ways to increase physical activity.</td>
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<th>Safety and Injury Prevention</th>
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<tr>
<td>h) Explain the importance of assuming responsibility for personal safety.</td>
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<tr>
<td>k) Identify why medicines should only be taken under the supervision of an adult.</td>
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<tr>
<td>l) Explain how self-image influences personal success.</td>
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<td>j) Explain emotions associated with disappointment, loss, and grief.</td>
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<tr>
<td>l) Explain healthy ways to express the emotions associated with disappointment, loss, and grief.</td>
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<tr>
<td>m) Discuss how to express needs and wants appropriately.</td>
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<th>Violence Prevention and Healthy Relationships</th>
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<td>j) Explain the difference between teasing and bullying.</td>
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<tr>
<td>k) Describe situations in which conflict may occur.</td>
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<tr>
<td>l) Define self-image, and identify that individuals are unique.</td>
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<tr>
<td>m) Explain how media (e.g., television, movies, Internet) influences behavior.</td>
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</table>
HP = Health Promotion
SAF = Safety and Injury Prevention
SE = Social Emotional
VP = Violence Prevention and Healthy Relationships