

COMMUNITY UNIT SCHOOL DISTRICT 200

HEALTH CURRICULUM GRADE 2

**Subject Expectation
(State Goal 22)** **The student will understand principles of health promotion and the prevention and treatment of illness and injury.**

Essential Learning 1 (Learning Standard A)	Explain the basic principles of health promotion, illness prevention and safety
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| Critical Content | 22.A.1a | a. identify methods of health promotion and illness prevention <i>including</i> recognizing the signs of illness <i>such as</i> fevers and congestion |
| | 22.A.1b | b. recognize the benefits of healthy snacks and proper dental hygiene |
| | 22.A.1c | c. identify positive health choices and methods of safety including railroad, fire, bike, helmet and stranger danger rules |

Essential Learning 2 (Learning Standard B)	Describe and explain the factors that influence health among individuals, groups and communities
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| Critical Content | 22.B.1 | a. demonstrate positive health choices <i>such as</i> tooth care, not smoking, proper nutrition and exercising |
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Essential Learning 3 (Learning Standard C)	Explain how the environment can affect health
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| Critical Content | 22.C.1a | a. identify sources and causes of environmental health risks, <i>such as</i> sun exposure and noise pollution |
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Essential Learning 4 *	Understand the health connection to other subjects <i>such as</i> social studies, science, physical education and the understanding of social emotional factors
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Board Approved 5-25-05 Grade Two Health Critical Content
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**Subject Expectation 2
(State Goal 23)**

The student will understand human body systems and factors that influence growth and development.

Essential Learning 1 (Learning Standard A)	Describe and explain the structure and functions of the human body systems and how they interrelate
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| Critical Content | 23.A.1 | a. identify basic parts of sense organs and their functions, <i>including</i> how they gather and send information to the brain |
| | 23.A.1 | b. understand connections between the senses and general well being |
| | 23.A.1 | c. identify basic parts of the respiratory system and their functions, <i>including</i> mouth, breathing, lungs and oxygen in the blood |
| | 23.A.1 | d. describe how oxygen is utilized as energy in the blood |

Essential Learning 2 (Learning Standard B)	Explain the effects of health related actions on the body systems
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| Critical Content | 23.B.1a | a. identify healthy actions that influence the functions of the body, <i>including</i> proper diet and exercise <i>such as</i> warm up and cool down, stretching and building the heart and lungs |
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Essential Learning 3 (Learning Standard C)	Describe factors that affect growth and development
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| Critical Content | 23.C.1 | a. identify individual differences in growth and development among people <i>such as</i> the <i>All About Me Unit</i> |
| | 23.C.1 | b. living things grow and change |
| | 23.C.1 | c. recognize that mammal offspring are born alive |
| | 23.C.1 | d. know that some animal babies do not look like their parents <i>such as</i> caterpillar to butterfly, puppy to dog |
| | * | e. recognize that parents are a resource to consult with questions about reproduction |

Essential Learning 4 *	Understand the health connection to other subjects <i>such as</i> social studies, science, physical education and the understanding of social emotional factors
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| * | a. recognize and identify stages of growth and development in the life cycle <i>such as</i> that of a moth and a butterfly |
| * | b. identify the differences between offspring born alive and offspring hatched from eggs |

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**Subject Expectation 3
(State Goal 24)**

The student will promote and enhance health and well being through the use of effective communication and decision-making skills.

Essential Learning 1 (Learning Standard A)	Demonstrate procedures for communicating in positive ways, resolving differences and preventing conflicts
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| Critical Content | 24.A.1a | a. recognize and demonstrate positive character traits <i>such as</i> citizenship, responsibility, fairness, respect, caring and trustworthiness |
| | 24.A.1b | b. demonstrate positive verbal and nonverbal communication skills <i>such as</i> body language, manners and listening |

Essential Learning 2 (Learning Standard B)	Apply decision-making skills related to the protection and promotion of individual health
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| Critical Content | 24.B.1 | a. identify choices that affect health <i>including</i> recognizing signs of tooth decay as a result of not brushing |
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Essential Learning 3 (Learning Standard C)	Demonstrate skills essential to enhancing health and avoiding dangerous situations
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| Critical Content | 24.C.1 | a. demonstrate basic refusal skills <i>such as</i> avoiding strangers and harmful substances |
| | 22.A.2c, | b. recognize safety procedures for crossing railroad tracks, using the internet, wearing seat belts, bike helmet and bike safety |
| | 24.C.2 | |

Essential Learning 4	*	Understand the health connection to other subjects <i>such as</i> social studies, science, physical education and the understanding of social emotional factors
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