



## JC Schools 2nd Grade Health Yearly Standards

*\*\*Units may be taught in any order, as long as all units are taught throughout the school year.*

*\*\*Social and emotional embedded throughout all of the units.*

Unit	Priority Standards	Supporting Standards
<b>Unit 1</b>  Nutrition	<b>2.ME.2.A.a</b> Identify healthy food choices (see <del>MyPyramid.gov</del> ) in each of the five food groups (sorting play food or pictures into food groups)	<b>2.ME.2.A.b</b> Compare and contrast the effects of nutrient-dense and empty calorie foods on the body (e.g., soda/skim milk, chips/apple; cookies/carrots)  <b>2.ME.2.B.a</b> Identify a healthy snack from each food group (see <del>MyPyramid.gov</del> )  <b>2.ME.2.B.b</b> Recognize that eating healthy and being active will help maintain a healthy body composition  <b>2.ME.2.C</b> Identify the basic parts of the Nutrition Facts label (e.g., serving size, fat, sugar, ingredients)  <b>2.ME.2.E</b> Select foods that are nutrient-dense to provide the body with long lasting energy for thinking and physical activity (e.g., eating fruits/vegetables versus candy/chips)
<b>Unit 2</b>	<b>2.FS.1.B</b> Describe the functions of the muscular systems and provide examples (e.g., muscles pull on bones to move the joints, move food through the body)	

<p>Structure/ Function of Body</p>	<p><b>2.FS.1.C</b> Describe the functions of the skeletal system (e.g., protects body parts, supports the framework, works with muscles)</p> <p><b>2.FS.1.E.a</b> Identify the major components (i.e., blood vessels, heart) and functions (e.g., transport blood throughout the body) of the <del>cardiorespiratory</del> <i>circulatory</i> system</p> <p><b>2.FS.1.F</b> Identify additional components of the respiratory system (e.g., trachea, bronchial tubes, diaphragm, alveoli)</p> <p><b>2.ME.1.A</b> Identify and show good oral hygiene (e.g., brushing, flossing, dental exams)</p>	
<p><b>Unit 3</b></p> <p>Preventative Care</p>	<p><b>2.RA.1.A.a</b> Define communicable and noncommunicable diseases</p> <p><b>2.RA.2.A.b</b> List common emergencies and steps to take in each situation</p>	<p><b>2.ME.2.D</b> Recognize the four basic rules of food handling (i.e., clean, cook, chill, separate)</p> <p><b>2.RA.1.A.b</b> Identify how germs are spread and apply practices which help reduce germs in our community (e.g., cover mouth when sneezing, wash hands)</p> <p><b>2.RA.1.E</b> Identify safe practices for reducing a person's risk for disease (e.g., syringes and needles, sneezing, coughing, hand washing)</p> <p><b>2.RA.2.A.a</b> Describe common safety rules and laws (e.g., playground, bicycle, pedestrian, vehicle)</p>

		<p><b>2.RA.2.B</b> Recognize what to do for minor injuries under adult supervision (e.g., scrape, cut, nosebleed)</p> <p><b>2.RA.2.C</b> Explain the use and purpose of safety equipment</p>
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