

# Grade 2

## Wellness and Health Promotion WHP

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

## Safety and First Aid 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.1
- 2 List examples of dangerous behaviors that might lead to injuries. 2.SFA.2
- 3 Identify trusted adults that help keep people safe at home, at school, and in the community. 2.SFA.3
- 4 Identify why it is important that people of all abilities can safely access school and other buildings. 2.SFA.4
- 5 Discuss threats of safety or harm and protective procedures, including those related to dangerous objects and firearms. 2.SFA.5
- 6 Explain why it is important to ask a trusted adult before using online devices. 2.SFA.6

## Substance Use, Misuse, and Abuse 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.1
- 2 Describe how tobacco and secondhand smoke harms the body. 2.SUB.2
- 3 Describe safety rules for over-the-counter and prescription drug use. 2.SUB.3

---

**4 List steps to take when offered substances. 2.SUB.4**

---

**Food, Nutrition, and Physical Activity** FNP

- 1 Identify a variety of places and sources that food can come from and how it gets to people. 2.FNP.1**
  - 2 Identify the five major food groups and give an example of foods in each group. 2.FNP.2**
  - 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.3**
  - 4 Develop a plan and set a goal to keep hydrated and limit sugary beverages. 2.FNP.4**
  - 5 Explain how physical activity and eating patterns can affect a person's health. 2.FNP.5**
  - 6 Recognize how the foods that people eat can reflect cultural backgrounds and the area in which people live. 2.FNP.6**
  - 7 Recognize some people have intolerances and allergies to foods including nuts, wheat, eggs, shellfish, and dairy products. 2.FNP.7**
  - 8 Identify how people have different levels of access to foods. 2.FNP.8**
- 

**Social, Emotional, and Mental Health** SEM

- 1 TSEL Practice 1B Understand the stress response system (regulation and dysregulation) and what environments and experiences activate those responses. 2.SEM.1**
  - 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.2**
  - 3 Describe the different ways that people can experience or exhibit stress, anxiety, social isolation, and sadness. 2.SEM.3**
- 

**Healthy Relationships and Violence/Abuse Prevention** 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.1**
  - 2 Demonstrate how to effectively identify and communicate needs, wants, and feelings in healthy ways. 2.HRVP.2**
  - 3 Discuss how diversity in race, gender, and ability enrich relationships and communities. 2.HRVP.3**
  - 4 Define bodily autonomy, personal boundaries, and consent. 2.HRVP.4**
-

---

**5 Recognize that friends, family, teachers, and community members can help each other.** 2.HRVP.5

---

**6 Recognize bullying, cyberbullying, and teasing in multiple types of relationships and the need to tell a trusted source that can help.** 2.HRVP.6

---

**7 Define and identify different forms of violence and abuse, including physical, verbal, sexual, and emotional.** 2.HRVP.7

---

**8 Identify that abuse is never a child's fault and describe how to communicate personal boundaries and report unsafe or unwanted touch.** 2.HRVP.8

---

**Growth and Development** GD

---

**1 Recognize that humans grow and mature at different ages and in different ways.** 2.GD.1

---

**2 Recognize that there are many different types of families that may or may not be genetically related, including blended, adopted, and foster families.** 2.GD.2

---