

Curriculum Sequence
Health
Second Grade

Units/Chapters	TEKS/SE and Alignment Objectives
1 Hygiene/Habits - Germs/Illness	1A - Explain actions one can take when not feeling well 1F - describe the importance of individual health maintenance activities such as regular medical and dental checkups 4A - Explain ways in which germs are transmitted, methods of preventing the spread of germs, and the importance of immunization 4B - Identify causes of disease other than germs such as allergies and heart disease 4C - Explain how the body provides protection from disease 4D - Apply practices to control spread of germs in daily life such as hand washing and skin care 5C - Identify personal responsibilities as a family member in promoting and practicing health behaviors 1G - Describe how a healthy diet can help protect the body against some diseases 1E - Define stress and describe healthy behaviors that reduce stress such as exercise 5B - Describe strategies for protecting the environment and the relationship between the environment and individual health such as air pollution and ultra-violet rays
2 Emotional Health/Family/ Friendships	9A - Identify characteristics needed to be responsible family member or friend 9B - List and demonstrate good listening skills

- 10A - Describe how to effectively communicate
- 10B - Express needs, wants, and emotions in healthy ways
- 10C - Explain the benefits of practicing self-control
- 11A - Explain steps in the decision making process and the importance of following the steps
- 11B - Describe how personal health decisions affect self and others
- 11C - List the steps and describe the importance of task completion and goal setting
- 11D - Explain why obtaining help, especially from parents/trusted adults, can be helpful when making decisions about personal health
- 8A - Describe how friends can influence a person's health

3 Drugs/Alcohol/Tobacco/ Medicines 2A - Identify and describe the harmful effects of alcohol, tobacco, and other drugs on the body

- 2D - Explain the importance of avoiding dangerous substances
- 9C - Demonstrate refusal skills
- 8B - Recognize unsafe requests made by friends such as playing in the street
- 2B - Identify ways to avoid deliberate or accidental injuries
- 6A - Identify people who can provide health information
- 6B - Identify various media that provide health information

4 Nutrition/Dental/Food Guide Pyramid

- 1C - Identify food groups and describe the effects of eating too much sugar and fat such as knowing that sugar causes dental cavities
- 1D - Identify healthy and unhealthy food choices such as a healthy breakfast and snacks and fast food choices
- 1B - Describe and demonstrate personal health habits such as brushing and flossing teeth and exercise
- 5A - Identify hazards in the environment that affect health and safety such as having loaded guns in the home and drinking untreated water

7A - Describe how the media can influence an individual's health choices such as television ads for fast foods and breakfast cereals

5 Heart/Lungs/Brain/
Respiratory/Five Senses

3A - Describe behaviors that protect the body structure and organs such as wearing a seat belt and wearing a bicycle helmet

3B - Identify the major organs of the body such as the heart, lungs, and brain and describe their primary function

3C - Identify the major systems of the body

6 Safety -
Playground/Fire/Bicycle/
Sun/Water/Tricky People

2C - Explain the need to use protective equipment when engaging in certain recreational activities such as skateboarding, rollerblading, cycling and swimming

2E - Explain ways to avoid weapons and report the presence of weapons to an adult

2F - Identify a trusted adult such as parent, teacher, or law enforcement officer and identify ways to react when approached and made to feel uncomfortable or unsafe by another person/adult

7B - Discuss how personal health care products have been improved by technology such as sun block and safety equipment