

# BISD Health Education – Grade 2

## Integration into the Current Curriculum

Key:

Daily reinforcement

PE - Physical Education

HLAY – Here’s Looking at You

SC – Science

SS – Social Studies

Music

LA– Language Arts

RE - Reading

Campus Counselor/Nurse Program

Health TEK	Student Expectation	Integration	Documented
2.1A	Explain actions an individual can take when not feeling well		
2.1B	Describe and demonstrate personal health habits such as brushing and flossing teeth and exercise	Daily reinforcement Brush teeth, eat breakfast, wash hands, cover mouth when coughing	
2.1C	Identify food groups and describe the effects of eating too much sugar and fat such as knowing that sugar causes dental cavities	PE 2.4D Explain the need for foods as a source of nutrients that provide energy for physical activity	
2.1D	Identify healthy and unhealthy food choices such as a healthy breakfast and snacks and fast food choices	PE 2.4C Identify foods that enhance a healthy heart PE 2.4D Explain the need for foods as a source of nutrients that provide energy for physical activity	
2.1E	Define stress and describe healthy behaviors that reduce stress such as exercise	PE 2.3A Describe and select physical activities that provide opportunities for enjoyment and challenge	
2.1F	Describe the importance of individual health maintenance activities such as regular medical and dental checkups	PE 2.4A Identify how regular physical activity strengthens the heart, lungs, and muscular system PE 2.4F Describe the need for rest and sleep in caring for the body	

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Prepared by Office of Curriculum Facilitators – 6/15/05

S. Speir & A. Artley

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Health TEK	Student Expectation	Integration	Documente
2.1G	Describe how a healthy diet can help protect the body against some diseases	PE 2.4C Identify foods that enhance a healthy heart	
2.2A	Identify and describe the harmful effects of alcohol, tobacco, and other drugs on the body	PE 2.4E Describe the negative effects of smoking on the lungs and the ability to exercise HLAY #1 Define drug as any substance that effects the way the mind or body works. Describe the subjects they'll be learning about in the unit and identify key helping resources in their school. Use Ground Rules in classroom discussions HLAY #5 Identify and describe the functions f the brain, heart, liver and lungs and describe the effects of nicotine and alcohol on the body HLAY #3 Describe the physiological and behavioral effects of nicotine HLAY #12 Identify alcoholism as a treatable disease. State the effects of alcohol on the individual and on the family and locate a resource available to help people affected by alcoholism. State that children should not drink alcohol	
2.2B	Identify ways to avoid deliberate and accidental injuries		
2.2C	Explain the need to use protective equipment when engaging in certain recreational activities such as skateboarding, rollerblading, cycling, and swimming	PE 2.5A Use equipment and space safely and properly PE 2.5B Select and use appropriate protective equipment in preventing injuries such as helmets, elbow/knee pads, wrist guards, proper shoes, and clothing	

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Health TEK	Student Expectation	Integration	Documented
2.2D	Explain the importance of avoiding dangerous substances	<p><b>HLAY #5</b> Identify and describe the functions of the brain, heart, liver and lungs and describe the effects of nicotine and alcohol on the body</p> <p><b>HLAY #12</b> Identify alcoholism as a treatable disease. State the effects of alcohol on the individual and on the family and locate a resource available to help people affected by alcoholism. State that children should not drink alcohol</p> <p><b>HLAY #3</b> Describe the physiological and behavioral effects of nicotine</p>	
2.2E	Explain ways to avoid weapons and report the presence of weapons to an adult		
2.2F	Identify a trusted adult such as a parent, teacher, or law enforcement officer and identify ways to react when approached and made to feel uncomfortable or unsafe by another person/adult	<p><b>HLAY #1</b> Define drug as any substance that effects the way the mind or body works. Describe the subjects they'll be learning about in the unit and identify key helping resources in their school. Use Ground Rules in classroom discussions</p> <p><b>HLAY #12</b> Identify alcoholism as a treatable disease. State the effects of alcohol on the individual and on the family and locate a resource available to help people affected by alcoholism. State that children should not drink alcohol</p>	

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2.3A	Describe behaviors that protect the body structure and organs such as wearing a seat belt and wearing a bicycle helmet	<p><b>PE 2.5B</b> Select and use appropriate protective equipment in preventing injuries such as helmets, elbow/knee pads, wrist guards, proper shoes, and clothing;</p> <p><b>HLAY #5</b> Identify and describe the functions of the brain, heart, liver and lungs and describe the effects of nicotine and alcohol on the body</p>	
2.3B	Identify the major organs of the body such as the heart, lungs, and brain and describe their primary function	<p><b>PE 2.4A</b> Identify how regular physical activity strengthens the heart, lungs, and muscular system</p> <p><b>PE 2.4B</b> Describe how the blood carries oxygen and nutrients through the body</p> <p><b>HLAY #5</b> Identify and describe the functions of the brain, heart, liver and lungs and describe the effects of nicotine and alcohol on the body</p>	
2.3C	Identify the major systems of the body	<p><b>PE 2.4A</b> Identify how regular physical activity strengthens the heart, lungs, and muscular system</p> <p><b>HLAY #5</b> Identify and describe the functions of the brain, heart, liver and lungs and describe the effects of nicotine and alcohol on the body</p>	
2.4A	Explain ways in which germs are transmitted, methods of preventing the spread of germs, and the importance of immunization		
2.4B	Identify causes of disease other than germs such as allergies and heart disease	<p><b>HLAY #12</b> Identify alcoholism as a treatable disease. State the effects of alcohol on the individual and on the family and locate a resource available to help people affected by</p>	

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		alcoholism. State that children should not drink alcohol	
2.4C	Explain how the body provides protection from disease		
2.4D	Apply practices to control spread of germs in daily life such as hand washing and skin care	<b>Daily reinforcement</b> Wash hands, cover your mouth when coughing, do not share drinks	
2.5A	Identify hazards in the environment that affect health and safety such as having loaded guns in the home and drinking untreated water		
2.5B	Describe strategies for protecting the environment and the relationship between the environment and individual health such as air pollution and ultra-violet rays	<b>SS 2.8C</b> Identify consequences of human modification of the physical environment such as the use of irrigation to improve crop yields <b>SS 2.8D</b> Identify ways people can conserve and replenish natural resources <b>SC 2.1B</b> Learn how to use and conserve resources and dispose of materials	
2.5C	Identify personal responsibilities as a family member in promoting and practicing health behaviors	<b>HLAY #12</b> Identify alcoholism as a treatable disease. State the effects of alcohol on the individual and on the family and locate a resource available to help people affected by alcoholism. State that children should not drink alcohol	
2.6A	Identify people who can provide health information	<b>HLAY #1</b> Define drug as any substance that effects the way the mind or body works. Describe the subjects they'll be learning about in the unit and identify key helping resources in their school. Use Ground Rules in classroom discussions <b>HLAY #12</b> Identify alcoholism as a treatable disease. State	

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		the effects of alcohol on the individual and on the family and locate a resource available to help people affected by alcoholism. State that children should not drink alcohol <b>HLAY #14</b> Sell a toy by using some of the techniques of advertising and identify how to get truthful information about products advertised on commercials	
2.6B	Identify various media that provide health information	<b>SS 2.17B</b> Obtain information about a topic using a variety of visual sources such as pictures, graphics, television, maps, computer software, literature, reference sources, and artifacts <b>HLAY #1</b> Define drug as any substance that effects the way the mind or body works. Describe the subjects they'll be learning about in the unit and identify key helping resources in their school. Use Ground Rules in classroom discussions <b>HLAY #12</b> Identify alcoholism as a treatable disease. State the effects of alcohol on the individual and on the family and locate a resource available to help people affected by alcoholism. State that children should not drink alcohol <b>HLAY #14</b> Sell a toy by using some of the techniques of advertising and identify how to get truthful information about products advertised on commercials	
2.7A	Describe how the media can influence an individual's health choices such as television ads for fast foods and breakfast cereals	<b>HLAY #14</b> Sell a toy by using some of the techniques of advertising and identify how to get truthful information about products advertised on commercials	
2.7B	Discuss how personal health care products have been improved by technology such as sunblock and	<b>PE 2.5C</b> List the effects the sun has on the body and describe protective measures such as sunscreen, hat, and long sleeves	

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	safety equipment	<b>HLAY #14</b> Sell a toy by using some of the techniques of advertising and identify how to get truthful information about products advertised on commercials	
2.8A	Describe how friends can influence a person's health	<b>HLAY #6</b> Discuss how to approach a friend and discuss the qualities of friendships <b>HLAY #10</b> Ask someone to do something with them and wait, look around or ask for help if the person says no	
2.8B	Recognize unsafe requests made by friends such as playing in the streets	<b>HLAY #6</b> Discuss how to approach a friend and discuss the qualities of friendships <b>HLAY #10</b> Ask someone to do something with them and wait, look around or ask for help if the person says no	
2.9A	Identify characteristics needed to be a responsible family member or friend	<b>HLAY #6</b> Discuss how to approach a friend and discuss the qualities of friendships <b>HLAY #10</b> Ask someone to do something with them and wait, look around or ask for help if the person says no <b>HLAY #2</b> Identify themselves as unique individuals <b>HLAY #11</b> Describe different types of families and explain why their families are special	
2.9B	List and demonstrate good listening skills	<b>RE 2.1A</b> Determine the purpose(s) for listening such as to get information, to solve problems, and to enjoy and appreciate <b>RE 2.1D</b> Listen critically to interpret and evaluate <b>HLAY #10</b> Ask someone to do something with them and wait, look around or ask for help if the person says no	
2.9C	Demonstrate refusal skills	<b>HLAY #10</b> Ask someone to do something with them and wait, look around or ask for help if the person says no	
2.10A	Describe how to effectively	<b>RE 2.3B</b> Use verbal and nonverbal communication in	

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	communicate	<p>effective ways such as making announcements, giving directions, or making introductions</p> <p><b>HLAY #7,8,9</b> Ask for something they want and wait, look around, or ask for help if they can't get what they want</p> <p><b>HLAY #10</b> Ask someone to do something with them and wait, look around or ask for help if the person says no</p> <p><b>HLAY #13</b> Cope with their problems by asking to talk to someone about them and write happy thoughts to tell themselves when they're sad</p> <p><b>HLAY #2</b> Identify themselves as unique individuals</p> <p><b>HLAY #15</b> Identify themselves as special individuals</p>	
2.10B	Express needs, wants, and emotions in healthy ways	<p><b>HLAY #7,8,9</b> Ask for something they want and wait, look around, or ask for help if they can't get what they want</p> <p><b>HLAY #10</b> Ask someone to do something with them and wait, look around or ask for help if the person says no</p> <p><b>HLAY #13</b> Cope with their problems by asking to talk to someone about them and write happy thoughts to tell themselves when they're sad</p> <p><b>HLAY #2</b> Identify themselves as unique individuals</p> <p><b>HLAY #15</b> Identify themselves as special individuals</p>	
2.10C	Explain the benefits of practicing self-control	<p><b>PE 2.7A</b> Display good sportsmanship</p> <p><b>PE 2.7B</b> Treat others with respect during play</p>	

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		<p><b>HLAY #7,8,9</b> Ask for something they want and wait, look around, or ask for help if they can't get what they want</p> <p><b>HLAY #10</b> Ask someone to do something with them and wait, look around or ask for help if the person says no</p> <p><b>HLAY #13</b> Cope with their problems by asking to talk to someone about them and write happy thoughts to tell themselves when they're sad</p> <p><b>HLAY #2</b> Identify themselves as unique individuals</p> <p><b>HLAY #15</b> Identify themselves as special individuals</p>	
2.11A	Explain steps in the decision-making process and the importance of following the steps	<p><b>SS 2.19A</b> Use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution</p> <p><b>SS 2.19B</b> Use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision</p> <p><b>SC 2.3C</b> Explain a problem in his/her own words and identify a task and solution related to the problem</p> <p><b>SC 2.2E</b> Construct reasonable explanations and draw conclusions using information and prior knowledge</p>	

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		<p><b>HLAY #7,8,9</b> Ask for something they want and wait, look around, or ask for help if they can't get what they want</p> <p><b>HLAY #10</b> Ask someone to do something with them and wait, look around or ask for help if the person says no</p> <p><b>HLAY #13</b> Cope with their problems by asking to talk to someone about them and write happy thoughts to tell themselves when they're sad</p>	
2.11B	Describe how personal-health decisions affect self and others	<p><b>HLAY #7,8,9</b> Ask for something they want and wait, look around, or ask for help if they can't get what they want</p> <p><b>HLAY #10</b> Ask someone to do something with them and wait, look around or ask for help if the person says no</p> <p><b>HLAY #13</b> Cope with their problems by asking to talk to someone about them and write happy thoughts to tell themselves when they're sad</p> <p><b>HLAY #12</b> Identify alcoholism as a treatable disease. State the effects of alcohol on the individual and on the family and locate a resource available to help people affected by alcoholism. State that children should not drink alcohol</p>	
2.11C	List the steps and describe the importance of task completion and goal setting	<p><b>HLAY #2</b> Identify themselves as unique individuals</p> <p><b>HLAY #3</b> Describe the physiological and behavioral effects of nicotine</p> <p><b>HLAY #13</b> Cope with their problems by asking to talk to</p>	

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		someone about them and write happy thoughts to tell themselves when they're sad	
2.11D	Explain why obtaining help, especially from parents/trusted adults, can be helpful when making decisions about personal health	<p><b>HLAY #7,8,9</b> Ask for something they want and wait, look around, or ask for help if they can't get what they want</p> <p><b>HLAY #10</b> Ask someone to do something with them and wait, look around or ask for help if the person says no</p> <p><b>HLAY #13</b> Cope with their problems by asking to talk to someone about them and write happy thoughts to tell themselves when they're sad</p> <p><b>HLAY #12</b> Identify alcoholism as a treatable disease. State the effects of alcohol on the individual and on the family and locate a resource available to help people affected by alcoholism. State that children should not drink alcohol</p>	

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