HEALTH CURRICULUM – Grade 2

SAS HEALTH STANDARDS:

1. ***Comprehend health related concepts*** *to enhance physical, social and mental health and avoid or reduce health risks.*
2. *Demonstrate the ability to* ***practice behaviors*** *that enhance physical, social and mental health and avoid or reduce health risks.*
3. *Demonstrate the ability to* ***access valid information, products*** *and* ***services*** *to enhance physical, social and mental health and avoid or reduce health risks.*
4. *Demonstrate the ability to* ***use interpersonal communication skills*** *to enhance physical, social and mental health and avoid or reduce health risks.*

STRAND: PHYSICAL HEALTH

Topics	Integration Model/ Responsibility	Learner Outcomes
Physical Activity	Integrated into **PE program** by PE teachers – see PE Curriculum for specific detail.	▪ Recognize that regular activity can take many forms and build healthy habits. ▪ Identify the components of health-related physical fitness and preferred activities for each. ▪ Recognize the physiological indicators that accompany moderate to vigorous physical activity (e.g., perspiring, increased heart rate, heavy breathing). ▪ Identify the heart as a muscle and that its main purpose is to pump blood throughout the body. ▪ Identify difference in heart rate and breathing rate before and after activity.
Nutrition	Addressed through **classroom** with support from Nutrition Coordinator.	▪ Explain the importance of food to the body e.g., for energy and growth. ▪ Explain the importance of eating a variety of foods from all of the food groups. ▪ Identify foods and beverages that build healthy teeth and reduce the risk of decay. ▪ Demonstrate ability to make healthy and varied food choice for building healthy bodies and teeth.
Disease Prevention[1]	Addressed through **classroom** with support as needed from **nurses, counselors**…	▪ Describe how germs are transmitted and how this relates to personal hygiene. ▪ Demonstrate skills throughout the day to reduce the spread of germs. ▪ Explain ways to ensure healthy teeth e.g., food choices, visits to the dentist. ▪ Know the importance of regular brushing. ▪ Demonstrate the proper way to brush teeth.
Safety	Addressed in various contexts by **classroom teachers, PE teachers, counselors, principals** as relevant**.**	▪ Outline school safety rules and practices e.g., schoolyard rules, bus rules, SAS Super Six, Core Values. ▪ Follow relevant safety procedures e.g., fire and lock-down drills, pool rules, crosswalk procedures, bus safety. ▪ Apply strategies to avoid personally unsafe situation, e.g., SAS Super Six Rule, *"If it's dangerous, I will not do it."* ▪ Identify sun safety awareness issues and how to stay safe in the sun.

[1] The school nurses are available, on request, to talk to students about a range of topics e.g., allergies, germs, personal hygiene.

HEALTH CURRICULUM – Grade 2

STRAND: SOCIAL HEALTH[2]

Topics	Integration Model/ Responsibility	Learner Outcomes
Managing Feelings and Relationships	Integrated into **counselor *Character Education*** program with ongoing support and reinforcement from **counselors, classroom teachers, specials teachers, principals** and **other relevant members of school community.** Friendship specifically addressed in the unit at the beginning of Grade2, ***Me and Being a Good Friend***.	▪ Recognize and express appropriately a variety of personal feelings. ▪ Demonstrate the ability to manage strong feelings, including anger. ▪ Demonstrate effective listening and attending skills. ▪ Demonstrate ways to show respect for feelings, rights, and property of others. ▪ Identify people who can help make decisions and solve problems. ▪ Explain the decision making and problem solving steps. ▪ Describe types of verbal and physical violence e.g., name-calling, kicking. ▪ Understand the SAS Core Values and apply appropriately in various situations.

STRAND: MENTAL HEALTH

At this grade level Mental Health is addressed within the context of the other strands as it arises or on an individual basis as needed.

[2] Social Health, especially as it relates to responsible and respectful personal and social behavior and interaction, is also specifically addressed in Standards 5 and 6 of the SAS Physical Education curriculum.