Coal City Unit District #1
Second Grade
Health Curriculum

HE.2:1 The health-literate student will understand the parts of the human brain that coincide with the "upstairs brain" and the "downstairs brain". (IL 22A, 23D, 24B)

HE.2:1-1	Understand how your "upstairs brain" helps you.
HE.2:1-2	Understand how your "downstairs brain" helps you.
HE.2:1-3	Identify differences between the "upstairs brain" and the "downstairs brain".
HE.2:1-4	Learn and demonstrate hand signals that identify how students are feeling.
HE.2:1-5	Understand how stress affects your brain.
HE.2:1-6	Label five areas of the brain: survival, emotional, thinking, upstairs and downstairs

HE.2:2 The health-literate student will demonstrate procedures for positive social-emotional well-being. (IL 23C, 23D, 24A)

HE.2:2-1	Identify feelings and emotions that can trigger poor decision making by using a "feelings thermometer".
HE.2:2-2	Learn and demonstrate ways to move from the "downstairs brain" back into the "upstairs brain" when they are feeling stressed, upset or frustrated.
HE.2:2-3	List the ways the "upstairs brain" and "downstairs brain" benefits from exercise.
HE.2:2-4	Learn and practice good communication skills and body language to resolve conflicts.
HE.2:2-5	Understand the definition of mental health and illness and identify resources for help online, in the state, and the community.

HE.2:3 The health-literate student will identify or describe decisions and situations that apply to safety. (IL 22A, 22B, 22D, 24B, 24C)

HE.2:3-1	Practice procedures to follow during tornado, fire, and lock-down drills.
HE.2:3-2	Give examples or identify how to be a safe pedestrian and bicyclist to prevent injury.
HE.2:3-3	Identify or compile a list of uncomfortable and dangerous situations.
HE.2:3-4	Discuss safe places to go for help in various situations.
HE.2:3-5	Define "good touch" and "bad touch" (Erin's Law).

HE.2:3-6 Understand the definition of abduction and identify resources for help online, and in the community.

HE.2:3-7 Recognize when to ask a trusted adult for help.

HE.2:4 The health-literate student will explore human body systems and factors that influence growth and development. (IL 22C, 23A, 23B)

HE.2:4-1 Identify or list some positive health choices to reduce illness such as dental care, handwashing, body and clothes cleanliness, minimizing pollution, and avoiding drug/substance abuse.

HE.2:4-2 Define the term "drug" and determine the difference between medical (prescription) drugs and illegal (against the law) drugs.

HE.2:4-3 Determine the basic function of a muscle.

HE.2:4-4 Determine that exercise makes muscles bigger and stronger.

HE.2:4-5 Identify or explain 2 reasons that it is important to be physically active.

HE.2:4-6 Define the job of the heart and lungs.

HE.2:4-7 Identify the color of blood as red.

HE.2:4-8 Identify that the color of blood changes shades and not colors.

HE.2:4-9 Describe or identify smoking and vaping as the most dangerous risk factor for heart disease.