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**Coal City Unit District #1**  
**Second Grade**  
**Health Curriculum**

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**HE.2:1 Students will identify positive and negative behavior choices. (IL 24A)**

- HE.2:1-1 Differentiate between reporting and tattling.
- HE.2:1-2 Identify some positive and negative behaviors.

**HE.2:2 Students will identify or articulate some components of the human skeletal system. (IL 23A, 23B, 23C)**

- HE.2:2-1 Identify or label some bones on human body or human skeleton.
- HE.2:2-2 Identify some movable joints in the body.

**HE.2:3 Students will articulate some components of the human muscular system. (IL 23A, 23B, 23C)**

- HE.2:3-1 Identify or label some muscles on the human body or poster.
- HE.2:3-2 Determine that exercise makes muscles bigger and stronger.

**HE.2:4 Students will articulate some components of the human circulatory and respiratory systems. (IL 22A, 22B, 22C, 23A)**

- HE.2:4-1 Identify “RED” as the color of blood.
- HE.2:4-2 Determine the job of the heart.
- HE.2:4-3 Determine the job of the lungs.
- HE.2:4-4 Identify the artery on the neck as the best place to check heart rate in PE class.
- HE.2:4-5 Determine that playing or exercising will make heart rate speed up.
- HE.2:4-6 Articulate or identify “smoking & not doing cardio” as the two most dangerous risk factors for heart disease.

**HE.2:5 Students will identify or describe the principles of healthy decisions that apply to illness and safety as well as mental and physical health. (IL 22A, 22B, 22C, 23B, 23C, 24B, 24C)**

- HE.2:5-1 Identify body cleanliness as a way to reduce illness and increase health.
- HE.2:5-2 Identify ways to keep their body clean, including proper dental care.
- HE.2:5-3 Discuss or explain how negative words or actions can affect a person’s mental and physical well being.

**HE.2:6 Students will articulate some components of nutrition. (IL 23B, 23C, 24B)**

- HE.2:6-1 Organize foods in their correct FOOD GROUP according to the chooseMyPlate.gov nutrition website.
- HE.2:6-2 Identify the meaning of the word “nutrient”.