

Health Standards

Second Grade Curriculum Guide & Resources

NJSLS 2020	Disciplinary Concept	Core Idea	Performance Expectation	Approved Resources
<u>2.1 Personal and Mental Health</u> <u>K-2</u>	Personal Growth and Development	Personal hygiene and self-help skills promote healthy habits.	2.1.2.PGD.3: Explain what being “well” means and identify self-care practices that support wellness. 2.1.2.PGD.4: Use correct terminology to identify body parts and explain how body parts work together to support wellness. 2.1.2.PGD.5: List medically accurate names for body parts including the genitals.	Lesson: Human Body <u>Rock and Learn</u>: Video Body Systems, Skeletal System, Nervous System, Muscular System, Circulatory System, Urinary System, Respiratory System, Digestive System <u>Body Safety- Adrian Lauret</u>: Read Aloud <u>Me and My Amazing Body</u>: Read Aloud <u>My Body Part</u>: Seesaw Activity <i>*This lesson will be co-taught with the school nurse.</i>
	Pregnancy & Parenting	People have relationships with others in the local community and beyond.	2.1.2.SSH.5: Identify basic social needs of all people. 2.1.2.SSH.7: Explain healthy ways for friends to express feelings for and to one another. 2.1.2.SSH.8: Demonstrate healthy ways to respond to disagreements or conflicts with others (e.g., leave, talk to trusted adults, tell a sibling or peer).	Lesson: Conflicts <u>Bullying- BrainPOP Jr.</u>: Video <u>Conflict-BrainPOP Jr.</u>: Video Students will learn how to use an “I message” and have them practice using them with one another. The teacher can create scenarios for the students

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			2.1.2.SSH.9: Define bullying and teasing and explain why they are wrong and harmful	to act out. Choose Love Curriculum
	Emotional Health	Many factors influence how we think about ourselves and others.	2.1.2.EH.1: Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others. 2.1.2.EH.2: Identify what it means to be responsible and list personal responsibilities. 2.1.2.EH.3: Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs).	Lesson: Dealing with Emotions Inside Out Read Aloud and Emotions Reflection: Seesaw Activity Students draw how their faces look when happy, sad, angry, excited, silly, surprised.
		There are different ways that individuals handle stress, and some are healthier than others	2.1.2.EH.4 Demonstrate strategies for managing one's own emotions, thoughts, and behaviors. 2.1.2.EH.5: Explain healthy ways of coping with stressful situations	
	Social & Sexual Health	Every individual has unique skills and qualities, which can include the activities they enjoy things such as how they may dress, their mannerisms, things they like to do.	2.1.2.SSH.1: Discuss how individuals make their own choices about how to express themselves. 2.1.2.SSH.2: Discuss the range of ways people express their gender and how gender-role stereotypes may limit behavior.	Lesson: Unique Qualities What are stereotypes? Video - Students will explore the idea that everyone can be whoever they want to be regardless of stereotypes that they may hear. (e.g. All students regardless of gender can play sports, can be engineers, etc.). - Create an <u>Identity Star</u> by

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				adding details about yourself! What do you like? (sports, clothing, arts etc) Who are you? What things would you like others to know about you?
		Families shape the way we think about our bodies, our health and our behaviors.	2.1.2.SSH.3: Describe different kinds of families locally, nationally and globally and note similarities in the ways in which they keep their children safe. 2.1.2.SSH.4: Determine the factors that contribute to healthy relationships within a family	Lesson: Families <u>The Family Book- Todd Parr:</u> Read Aloud - Students will identify the roles that certain family members assume and the responsibilities that accompany that role. - Assessment Activity: Students will draw an illustration of their own family that identifies different family roles and the responsibilities that accompany them. <u>Advocates for Youth, 3Rs</u> - Different kinds of Families <i>Note: This site contains a variety of lessons. Haddon Township Teachers will only be utilizing this lesson for this topic.</i>
	Community Health Services and Support	Individuals face a variety of situations that may result in different type of feelings and learning how to talk about their feelings is important.	2.1.2.CHSS.5: Identify situations that might result in individuals feeling sad, angry, frustrated, or scared. 2.1.2.CHSS.6: Identify individuals who can assist with expressing one's feelings (e.g., family members, teachers, counselors, medical	Lesson: Trusted Adults <u>Who Are Your Trusted Adults</u> Discuss that we can have a circle of adults we trust. A trusted adult is someone who listens to your feelings and makes you

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			professionals).	feel safe and respected List trusted adults in school, home, etc.
<u>2.3 Safety</u> <u>K-2</u>	Personal Safety	Any time children feel uncomfortable or in an unsafe situation, they should reach out to a trusted adult for help.	• 2.3.2.PS.5: Define bodily autonomy and personal boundaries. • 2.3.2.PS.6: Demonstrate how to communicate personal boundaries and show respect for someone else's personal boundaries including friends and family. • 2.3.2.PS.7: Identify behaviors that would be considered child abuse. • 2.3.2.PS.8: Identify trusted adults, including family members, caregivers, and school staff, that you can talk to about situations which may be uncomfortable or dangerous (e.g., bullying, teasing, child sexual abuse).	Lesson: Personal Space <u>Harrison P. Spader Personal Space Invader: Read Aloud</u> by Christianne C. Jones and Cale Atkinson-Harrison P. Spader • Bodily Autonomy Discuss that your body belongs to you and only you. You can make decisions about your body. You can decide how you want to greet people. What are some different ways we can say hello with our bodies that make us comfortable? Fist bump, high five, hug, etc. <i>*This lesson will be co-taught with school counselor.</i>
<u>2.1 Personal and Mental Health</u>	Community Health Services and Support	People in the community work to keep us safe.	• 2.1.2.CHSS.1: Identify community professionals and school personnel who address health emergencies and provide reliable health information to us. • 2.1.2.CHSS.4: Describe how climate change affects the health of individuals, plants and animals.	Lesson: Community Helpers/Community Government Services <u>BrainPOP Jr. Video.: Community Helpers</u> • Students identify governmental services in the community such as police and fire protection, libraries, schools, and

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				parks, and explain their value to the community.
2.3 Safety	Personal Safety	Potential hazards exist in personal space, in the school, in the community, and globally.	2.3.2. PS.3: Recognize and demonstrate safety strategies to prevent injuries at home, school, in the community (e.g., traffic safety, bicycle/scooter safety, fire safety, poison safety, accident prevention). 2.3.2. PS.4: Develop an awareness of warning symbols and their meaning (e.g., red light, stop sign, poison symbol).	Lesson: Safety <u>Bike Safety</u>: Video <u>Bicycle Rules of the Road</u>: Read Aloud Students can write about their favorite activity and how they can do it safely (bike, scooter, electric scooter, skateboard)
	Health Conditions, Diseases and Medicines	People need food, water, air, waste removal, and a particular range of temperatures in their environment to stay healthy.	2.3.2.HCDM.1: Explain the consequences on a person's health if he or she does not have adequate food and a clean environment. 2.3.2.HCDM.2: Demonstrate personal hygiene and the use of necessary and appropriate health-enhancing behaviors that can keep a person healthy (e.g., precautions to avoid illnesses, handle food hygienically, brush teeth, regular physical activity, adequate sleep, appropriate dress for various weather conditions). 2.3.2.HCDM.3: Explain strategies and develop skills to prevent the spread of communicable diseases and health conditions (e.g., Lyme disease, influenza, cardiovascular diseases).	Lesson: Preventing the Spread of Diseases <u>Ways to Prevent Illness</u>: Seesaw Activity <u>Kids Health: Safety</u> <u>EPA: Recipes for Healthy Kids and a Healthy Environment</u>
	Alcohol, Tobacco, and Other Drugs	The use of alcohol, tobacco, and other drugs in unsafe ways is harmful to one's health.	2.3.2.ATD.2: Identify ways in which drugs, including some medicines, can be harmful. 2.3.2.ATD.3: Explain effects of tobacco use on personal hygiene,	Lesson: Proper Use of Medication <u>Safely Using Medicine</u>: Seesaw Activity Identify that medicines

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			health, and safety	can be harmful if not used correctly Identify over the counter/prescription
2.2 Physical Wellness <u>K-2</u>	Nutrition	Nutritious food choices promote wellness and are the basis for healthy eating habits.	2.2.2.N.1: Explore different types of foods and food groups. 2.2.2.N.2: Explain why some foods are healthier to eat than others. 2.2.2.N.3: Differentiate between healthy and unhealthy eating habits.	Lesson: Fun With Food Groups <u>Serving My Plate: A Yummy Curriculum</u> <u>My Plate</u>

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