

Health Curriculum Overview

GRADE 2

Grade Level: Second Grade

Content Area: Health

Created: August 2022

Board Approved: _____

PACING GUIDE

Coding of Performance Expectations

To promote a unified vision of the NJSLS-CHPE, an abbreviated form of the disciplinary concepts is included in the alphanumeric code. The disciplinary concepts were abbreviated as follows:

- Personal Growth and Development (PGD)
- Social and Sexual Health (SSH)
- Physical Fitness (PF)
- Personal Safety (PS)
- Dependency, Substance Disorder and Treatment (DSDT)
- Pregnancy and Parenting (PP)
- Community Health Services and Support (CHSS)
- Lifelong Fitness (LF)
- Health Conditions, Diseases and Medicines (HCDM)
- Emotional Health (EH)
- Movement Skills and Concepts (MSC)
- Nutrition (N)
- Alcohol, Tobacco and other Drugs (ATD)

EACH LESSON IS ONE CLASS PERIOD (40 MINUTES)

Lesson Title	Lesson Overview	Lesson Objectives	NJSLS Alignment
UNIT: FEELINGS AND HEALTHY RELATIONSHIPS			
Lesson 1: How Do Families Grow and Change	In this lesson, students consider how families grow and change. They complete an activity sheet to create a “quilt” that shows the shape and size of their families. They compare their quilts to show that families are all unique and special. They discuss good things about being part of a family—how their families help them and how they help their families. Then they review some of the ways families may grow and change through the years and in response to life events. They take home a family sheet to help them discuss ways families help their members be healthy.	Compare their family size and shape to others. Describe how families grow and change. Identify the benefits of healthy family relationships. Illustrate how their family helps them be healthy.	2.1.2.EH.2 2.1.2.SSH.3 2.1.2.SSH.4 2.1.2.SSH.6
Lesson 2: How Do We Grow and Change?	In this lesson, students explore how they have changed and grown physically, emotionally and socially. They compare the things a baby can do to the things second graders can do, and draw things they can do now as a result of growing and changing. They affirm that changes	Describe how their bodies have changed and grown since they were babies. Describe thoughts and feelings that go with growing and changing. Explain that people grow and change in their own	2.1.2.PGD.3 2.1.2.EH.2 2.1.2.SSH.1

	happen both inside and outside and talk about some of the feelings that may accompany growing and changing. They discuss how people grow and change in their own ways and at their own pace and how important it is to accept and respect differences.	ways. Explain why it is important to accept differences in others.	
Lesson 3: Troublesome Feelings	This lesson helps students think about different kinds of feelings that may be uncomfortable to experience. They listen to stories about kids who are experiencing feelings of sadness, anger, frustration and disappointment and identify behaviors associated with these feelings. They discuss why these feelings can be troublesome, and identify healthy options for dealing with them, including self-management. They learn that troublesome feelings can be signals that they need to get help from a trusted adult.	Identify examples of troublesome feelings and situations that can influence these feelings. Explain the relationship between feelings and behavior. Identify appropriate ways to express and deal with feelings. Demonstrate self-control strategies for dealing with troublesome feelings.	2.1.2.PGD.3 2.1.2.EH.3 2.1.2.EH.4 2.1.2.EH.5 2.1.2.CHSS.5
Lesson 4: Getting Help with Troublesome Feelings	Students continue the discussion of troublesome feelings, with an emphasis on how these feelings are signals that it is time to get help. They examine the concept of support and identify the people they can talk to who can help them deal with troublesome feelings as their personal circle of support. They are introduced to the concept of using I-statements to express strong feelings and practice using this language to ask for help.	Explain the importance of talking with parents and other trusted adults about feelings. Identify trusted adults at home who can help with troublesome feelings. Identify trusted adults in school and the community who can help with troublesome feelings. Demonstrate asking for help when they have troublesome feelings.	2.1.2.PGD.3 2.1.2.CHSS.1 2.1.2.CHSS.2 2.1.2.CHSS.5 2.1.2.CHSS.6 2.3.2.PS.8
UNIT: KEEPING YOUR BODY HEALTHY			
Lesson 5: Preventing Colds and Fighting Germs	This lesson teaches about preventing colds and other communicable diseases. Students learn about how germs can cause infections by listening to a story. They view a picture of a classroom to identify all the ways germs could spread, and come up with simple rules that can help prevent the spread of germs. The teacher models the steps for proper handwashing and then students work with a partner to practice. They take home a family sheet to help them discuss preventing colds with their parents or guardians.	Identify different ways that disease-causing germs are transmitted. Identify ways to prevent the spread of germs that cause common infectious diseases. Demonstrate the steps for proper handwashing.	2.1.2.PGD.2 2.1.2.PDG.3 2.3.2.HCDM.2 2.3.2.HCDM.3
Lesson 6: Using	Students define medicine and discuss different places	Explain the harmful effects of medicines when	2.1.2.PGD.3

Medicines Safely	medicines can come from. They learn the difference between prescription and over-the-counter medicines and identify risks of using medicines improperly. They work as a class to generate rules for using medicines safely and record the rules on an activity sheet to share with their families.	used incorrectly. Describe the potential risks associated with use of over-the-counter medicines. Describe how to use medicines correctly.	2.3.2.ATD.1 2.3.2.ATD.2
Lesson 7: Healthy Habits	Students define the words healthy habits. They work as a class to review actions that are part of the healthy habits of taking care of teeth, keeping clean, getting enough rest, preventing sun damage, and protecting vision and hearing, and suggest additional strategies to make the practice of the habit more effective. They also discuss rewards and consequences related to the habits and complete activity sheets to summarize their learning.	Describe what it means to be healthy. Identify the proper steps for daily brushing and flossing teeth. Identify the benefits of personal health care practices such as washing hair and bathing regularly. Explain why sleep and rest are important for proper growth and good health. Identify ways to protect vision. Explain how hearing can be damaged by loud noise. Identify ways to protect hearing. List ways to prevent harmful effects of the sun.	2.1.2.PGD.2 2.1.2.PGD.3 2.3.2.HCDM.2 2.3.2.HCDM.3
Lesson 8: Helping Friends Stay Healthy	SKIP		
UNIT: STAYING SAFE			
Lesson 9: Being Safety Smart on the Street	This lesson introduces the idea of being safety smart. Students discuss how being safe means thinking ahead, review questions they can ask to help them make safety smart choices, and then apply this learning to being safe as a pedestrian. They hear stories about kids who are faced with decisions about safety while walking or crossing the street and determine what the safety smart choice would be in each situation. They examine why these actions are safety smart, discuss how different emotions and circumstances can affect decisions about street safety, and complete an activity sheet to summarize street smart actions.	Describe how to be a safe pedestrian. Analyze how emotions can influence safety behaviors. Identify situations which need a decision related to pedestrian safety. Explain the potential positive and negative outcomes from a decision related to pedestrian safety.	2.3.2.PS.2 2.3.2.PS.3

Lesson 10: Being Safety Smart as a Passenger	SKIP		
Lesson 11: Being Safety Smart Around Water	This lesson explores how to be safe around water. After discussing the qualities of water that can make it both fun and potentially dangerous, students hear stories about kids who are faced with decisions about safety around water and determine what the safety smart choice would be in each situation. They examine why these actions are safety smart, discuss how different emotions and circumstances can affect decisions about water safety, and complete an activity sheet to summarize water smart actions.	Identify safety rules for swimming and playing around water. Analyze how emotions can influence safety behaviors. Identify situations which need a decision related to water safety. Explain the potential positive and negative outcomes from a decision related to water safety.	2.3.2.PS.2 2.3.2.PS.3
Lesson 12: Being Safety Smart When You Ride a Bike	In this lesson students learn important rules for being safe when riding a bicycle or other wheeled equipment. They discuss the importance of always wearing a helmet or other protective gear, review the criteria for being sure a helmet fits and is worn correctly, and identify other actions that can help keep them safe when they are on a bike, skateboard or skates. They complete an activity sheet to summarize bike smart actions.	Identify safety rules for riding a bicycle and other wheeled equipment. Identify activities in which it is important to wear a helmet. Identify the proper way to wear a helmet. Identify situations which need a decision related to bicycle safety. Explain the potential positive and negative outcomes from a decision related to bicycle safety.	2.3.2.PS.2 2.3.2.PS.3
Lesson 13: Setting a Goal to Be Safety Smart	SKIP		
Lesson 14: What We Know About Bullying	In this lesson, students learn about bullying. They explore what bullies might do or say and why these things are wrong and not OK. They talk about how targets of bullying feel and receive the message that everyone deserves to be respected and feel safe at school. They identify people they could ask for help with a bullying situation, and identify actions bystanders to bullying can take to help.	Describe the difference between bullying and teasing. Describe how it feels to be bullied. Explain why it's wrong to bully others. Explain what to do if someone is being bullied.	2.1.2.SSH.9 2.3.2.PS.8
Lesson 15: Taking a Stand	In this lesson, students plan an anti-bullying campaign. They review why bullying is wrong and make and wear	Demonstrate how to effectively tell a trusted adult if they are bullied or witness someone	2.1.2.SSH.9 2.3.2.PS.8

Against Bullying	badges to help share what they've learned with others. They also take home a family sheet to help them talk about bullying with their parents or guardians.	being bullied. Make requests to prevent bullying. Demonstrate how to encourage peers to prevent bullying.	
Lesson 16: Drinking Water to Be Healthy	SKIP		
UNIT: NUTRITION AND FITNESS			
Lesson 17: Eating a Healthy Breakfast	This lesson teaches the importance of a healthy breakfast. Students learn why breakfast is an important meal and how it contributes to good health. They identify guidelines for choosing healthy breakfast foods and ways to identify foods that are less healthy choices. They examine their own breakfast preferences and illustrate some healthy breakfast food choices.	Describe the benefits of eating breakfast every day. Describe the types of breakfast foods that should be limited.	2.2.2.N.1 2.2.2.N.2 2.2.2.N.3
Lesson 18: Fruits and Vegetables Are Healthy Snacks	This lesson presents the concept of 5 a day and focuses on eating fruits and vegetables as healthy snacks. Students identify a variety of different fruits and vegetables, then interpret the 5-a-day message. They share the names of their favorites and create a drawing to share and explain their choices to others. Then they discuss what snacks are, identify qualities of healthy and less-healthy snacks, and review the benefits of eating fruits and vegetables as snacks. They create a collage of snack choices and categorize these as healthy or less healthy. They take home a family sheet to help them talk about fruit and vegetable favorites with their parents or guardians, and take home a mini-poster to remind them to choose fruits and vegetables as healthy snacks.	Identify their 5-a-day favorite fruits and vegetables. Identify a variety of healthy snacks. Describe the types of snack foods and beverages that should be limited.	2.2.2.N.1 2.2.2.N.3
Lesson 19: Setting a Goal to Eat 5 a Day	SKIP		
Lesson 20: Liking and	This lesson helps build a positive body image and introduces the healthy behavior of being active every day.	Identify things they like about their bodies to help build a positive body image.	2.1.2.PGD.1 2.2.2.PF.1

Moving Your Body	Students view a picture and discuss how kids come in all shapes and sizes, then identify qualities about themselves that they like and feel proud of. They discuss the importance of physical activity for health, and explore things they can do to be active to reach the recommended amount for children their age of 60 minutes of activity per day. They illustrate three ways they like to move their bodies and write a short story about why they like their bodies to accompany the drawings. They put their individual work together to create a classroom book about their great moving bodies to inspire others to move too.	Identify the recommended amount of physical activity for children. Explain ways to be active every day.	2.3.2.HCDM.2
Lesson 21: Setting a Goal to Move 60 a Day	In this lesson, students set a goal to be active for 60 minutes a day. They explore the benefits of being physically active and identify key rewards for themselves. Then they review the steps for setting a goal, and discuss who can help them meet their activity goal.	Describe how being physically active can help a person feel better. Describe the benefits of being physically active. Take steps to achieve a personal goal to be active for 60 minutes a day. Identify people who can help achieve a personal goal to improve physical activity.	2.1.2.PGD.1 2.2.2.PF.1 2.3.2.HCDM.2
Lesson 22: Stretching My Body	This lesson promotes stretching as a form of physical activity that can help keep the body healthy. Students discuss benefits of stretching, then they learn and practice some simple stretches, led by the teacher. They continue to practice the stretching routine throughout the week. They take home a family sheet to help them discuss stretching with their parents or guardians.	Describe the benefits of stretching. Demonstrate appropriate stretching activities.	2.1.2.PGD.1 2.2.2.PF.1 2.3.2.HCDM.2
Lesson 23: Dangers of Tobacco	In this lesson, students review the different ways tobacco and its smoke can hurt the body. They identify different forms of tobacco, including smokeless tobacco and vaping products, and discuss how they know when someone has been smoking. The teacher presents a poem to explain the dangers of both smoking and smokeless tobacco use. Then students compose a letter to a friend explaining why tobacco use is harmful.	Identify a variety of tobacco products. Identify short-term effects of using tobacco. Identify short- and long-term physical effects of being exposed to tobacco smoke or aerosol. Encourage peers to be tobacco free.	2.3.2.ATD.2 2.3.2.ATD.3
Lesson 24: Using Tobacco Can Become	This lesson introduces the concepts of experimentation and addiction in relation to tobacco use. Students hear a story about Bob, an adult who smokes, as a way to	Define experimentation and addiction. Describe the dangers of experimenting with tobacco.	2.3.2.ATD.2 2.3.2.ATD.3 2.3.2.DSDT.1

Addicting	understand how experimentation with tobacco can lead to addiction and many years of use. They discuss what addiction means and how it can feel to care about someone who is addicted to tobacco. They review how important it is to avoid secondhand smoke whenever possible, and take home a family sheet to help them talk about tobacco with their parents or guardians.		2.3.2.DSDT.2
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