

# Grade 2 Health Course Overview

Content Area: **Health**  
Course(s): **HEALTH-2**  
Time Period:  
Length: **Full Year**  
Status: **Published**

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## Cover

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### EAST BRUNSWICK PUBLIC SCHOOLS

East Brunswick New Jersey

Superintendent of Schools

Dr. Victor P. Valeski

**Health**

**Grade- Second**

Course Number: 4702

### BOARD OF EDUCATION

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Course Adoption: 4/21/1086

Curriculum Adoption:

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## **Course Overview**

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**COURSE DESCRIPTION** The second grade health curriculum was designed to teach students how to keep themselves healthy and prevent the spread of disease through self-care practices, good habits, and healthy foods. They will learn ways to keep themselves safe at home, school and in their community through the awareness of strangers, traffic and fire safety, as well as through the review of calling 911. Throughout the curriculum students will be taught about the social and emotional needs of all people and discover a number of ways to deal with conflict and cope with stress. Students will learn ways to make good decisions and be able to apply what they learned to making healthy decisions about medications, drugs, and alcohol. They will be able to identify the ways that alcohol, tobacco, and medications affect one's health and how the use of them can become a habit. This curriculum will also help students develop an acceptance to different kinds of families and understand the roles and the importance of the family unit.

Any student whose parent or guardian presents to the school a signed statement that any part of instruction in health, family life education or sex education is in conflict with his conscience or sincerely held moral or religious beliefs shall be excused from that portion of the course. The student will be given an alternative health project to complete the requirement of the course. A parent letter explaining this process can be found on the district website under the health curriculum.

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## **Textbooks and Other Resources**

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### **COURSE RESOURCES**

#### **a. READ ALOUDS:**

First Quarter:

Bullies Never Win by Margery Cuyler

Tattle Tongue by: Julia Cook

My Mouth is a Volcano by: Julia Cook

The Way I feel by Janan Cain

Wemberly Worried by Kevin Henkes

Who is a Stranger and What Should I Do? By Linda Gerard

How to Lose All Your Friends by Nancy Carlson

The Dot by Peter Reynolds

Second Quarter:

Scholastic My Body informational text

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Good Enough To Eat by Lizzy Rockwell

Bad Case of the Stripes by: David Shannon

The Berenstain Bears Too much Junk Food by: Jan and Stan Berenstain

Third Quarter:

Germes Are Not For Sharing by Elizabeth Verdick

Berenstain Bears Go to the Doctor By Jan and Stan Berenstain

Franklin's Bad Day Paulette Bourgeois

Alexander and the Terrible, Horrible, No Good, Very Bad Day by Judith Viorst

## **TEXTBOOKS:**

### **Second Step Kit**

### **Brain Pop**

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## **Standards**

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2.1.2.PGD.1	Explore how activity helps all human bodies stay healthy.
2.1.2.PGD.2	Develop an awareness of healthy habits (e.g., wash hands, cough in arm, brush teeth).
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.
2.1.2.PP.1	Define reproduction.
2.1.2.PP.2	Explain the ways in which parents may care for their offspring (e.g., animals, people, fish)..
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).
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.
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.
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.

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2.1.2.SSH.5	Identify basic social needs of all people.
2.1.2.SSH.6	Determine the factors that contribute to healthy relationships.
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).
2.1.2.SSH.9	Define bullying and teasing and explain why they are wrong and harmful.
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.2	Determine where to access home, school and community health professionals.
2.1.2.CHSS.3	Demonstrate how to dial and text 911 in case of an emergency.
2.1.2.CHSS.4	Describe how climate change affects the health of individuals, plants and animals.
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 professionals).
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.
2.3.2.PS.1	Demonstrate personal habits and behaviors that contribute to keeping oneself and others healthy and the environment clean and safe.
2.3.2.PS.2	Discuss healthy and safe choices both indoors and outdoors (e.g., using equipment, wearing bike helmets, vehicle, water, weather safety).
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).
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 (e.g., emotional, physical, sexual).
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).
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).
2.3.2.ATD.1	Explain what medicines are, how they are used, and the importance of utilizing medications properly.
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, health, and safety.
2.3.2.DSDT.1	Recognize that some people may have difficulty controlling their use of alcohol, tobacco, and other drugs
2.3.2.DSDT.2	Explain that individuals who abuse alcohol, tobacco, and other drugs can get help.
2.1.2.PGD.1	Explore how activity helps all human bodies stay healthy.
2.1.2.PGD.2	Develop an awareness of healthy habits (e.g., wash hands, cough in arm, brush teeth).
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2.1.2.EH.3	Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs).
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2.2.2.N.3	Differentiate between healthy and unhealthy eating habits.
2.3.2.PS.1	Demonstrate personal habits and behaviors that contribute to keeping oneself and others healthy and the environment clean and safe.
2.3.2.PS.2	Discuss healthy and safe choices both indoors and outdoors (e.g., using equipment, wearing bike helmets, vehicle, water, weather safety).
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).
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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).
2.3.2.ATD.1	Explain what medicines are, how they are used, and the importance of utilizing medications properly.
2.3.2.ATD.2	Identify ways in which drugs, including some medicines, can be harmful.

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2.3.2.ATD.3	Explain effects of tobacco use on personal hygiene, health, and safety.
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2.3.2.DSDT.2	Explain that individuals who abuse alcohol, tobacco, and other drugs can get help.
2.1.2.PGD.1	Explore how activity helps all human bodies stay healthy.
2.1.2.PGD.2	Develop an awareness of healthy habits (e.g., wash hands, cough in arm, brush teeth).
2.1.2.PGD.3	Explain what being “well” means and identify self-care practices that support wellness.

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## Grading Guidelines

**+ = Special Commendation**

**√ = Steady Progress**

**- = Needs Improvement**

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## Scope and Sequence

### COURSE SCOPE AND SEQUENCE

Sequential Unit Description:	Associated CPI's to be Achieved	Marking Period Guide	Other Pacing Guide References	Proficiency (Summative) Assessments
<p><b>UNIT I: <u>Character Development</u></b></p> <p>Essential THEME: The Big Picture: When interacting with others, students will be able to identify character traits that are evident in behaviors exhibited by others through their thoughts, feelings, and actions.</p> <p>Essential Question: Name some character traits. How do you know when someone is happy, sad, angry, etc.? Is everyone different? <b>Is it</b> okay to be different? Name some differences someone might have? If I see someone who is different, how should I act around them?</p>	<p>2.1.2.EH.1 2.1.2.EH.2 2.1.2.EH.3  6.2.2.A.6 6.3.4.D  NJSLSA.SL1 NJSLS.SL.2.2.  NJSLSA.SL3. NJSLSA.SL4.</p>	1	8 days	Role Play and quarter 1 rubric will be used to determine student achievement.

<p><b>UNIT II: <u>Social and Emotional Health</u></b></p> <p>Essential THEME: The Big Picture: students need to understand that everyone has social and emotional needs. They need to have appropriate methods for preventing and dealing with conflict. Students should develop several coping methods for dealing with stressful situations.</p> <p>Essential Question: What makes you special? What are some ways you can make a friend? What are the steps to resolve a conflict? What are some things you can do to help you deal with a stressful situation? Students should be able to give an I-message for a given situation.</p>	<p>2.1.2.PGD.1 2.1.2.PGD.2 2.1.2.PGD.3 2.1.2.PGD.4 2.1.2.PGD.5 2.1.2.EH.1 2.1.2.EH.2 2.1.2.EH.3 2.1.2.SSH.1 2.1.2.SSH.2 2.1.2.SSH.3 2.1.2.SSH.4 2.1.2.SSH.5 2.1.2.SSH.6 2.1.2.SSH.7 2.1.2.SSH.8</p> <p>6.1.P.D.4 NJSLS.SL.2.2. NJSLS.RI.2.1</p>	<p>1</p>	<p>16 days</p>	<p>Role Play and quarter 1 rubric will be used to determine student achievement.</p>
<p><b>UNIT III: <u>Safety and Interpersonal Communications</u></b></p> <p>Essential THEME: The Big Picture: Students need to identify ways to stay safe. They need to differentiate between strangers, acquaintances, and trusted adults, as well as the differences between appropriate and inappropriate touches. They need to know ways to stay safe when playing outside, riding a bike and riding in a car. Students need to understand fire safety and be able to dial 911 in case of an emergency. Students need to develop appropriate ways to express their needs, wants, and feelings in health and safety situations. They need to be able to keep themselves safe and stand up for themselves.</p> <p>Essential Question: Name ways you can prevent injuries at home and in the community setting. How can you tell the difference between strangers, acquaintances, and the adults you trust? What are some signs that can keep us safe when we are riding our bike or going for a walk? Create a list of fire safety procedures. What number</p>	<p>2.3.2.PS.1 2.3.2.PS.2 2.3.2.PS.3 2.3.2.PS.4 2.3.2.PS.5 2.3.2.PS.6 2.3.2.PS.7 2.3.2.PS.8</p> <p>6.5.2.B.1 9.2.4.A.3 NJSLSA.SL1. NJSLSA.SL2. NJSLS.SL.2.2. NJSLS.RI.2.1</p>	<p>1</p>	<p>8 days</p>	<p>Safety and “Help Wanted” poster Quarter 2 rubric</p>

<p>should I dial if I need help? If someone was hurting your feelings, what would you do? What if someone took your drink for lunch and didn't give it back to you when you asked? If you were playing with a ball at recess and a third grader took it from you what would you do?</p>				
<p><b>UNIT IV: <u>Relationships</u></b></p> <p>Essential THEME: The Big Picture: Family units differ in many ways. Family members have different roles and responsibilities.</p> <p>Essential Question: Compare and contrast families. Name members of a family and explain their roles and responsibilities within the family unit.</p>	<p>2.1.2.EH.1 2.1.2.EH.2 2.1.2.EH.3 2.1.2.SSH.1 2.1.2.SSH.2 2.1.2.SSH.3 2.1.2.SSH.4 2.1.2.SSH.5 2.1.2.SSH.6 2.1.2.SSH.7 2.1.2.SSH.8</p> <p>6.6.6.E.1 6.1.P.D.2 6.1.P.D.4 9.2.4.A.2 3.3.2.A.2 2.4.2.B.1 2.4.2.C.1</p>	2	4 Days	Family tree completion Quarter 2 rubric
<p><b>UNIT V: <u>Personal Growth and Development</u></b></p> <p>Essential THEME: The Big Picture: Students need to know what it means to be well. They need to identify ways to stay healthy and be aware that the systems in a healthy body work together in order to support wellness.</p> <p>Essential Question: What does it mean to be well? What are some ways that you can keep your body well? How do the systems in your body work together to support your well being?</p>	<p>2.1.2.PGD.1 2.1.2.PGD.2 2.1.2.PGD.3 2.1.2.PGD.4 2.1.2.PGD.5 2.3.2.PS.1 2.3.2.PS.2 2.3.2.PS.3 2.3.2.PS.4</p>	2	8 Days	Activity pages Quarter 2 rubric
<p><b>UNIT VI: <u>Nutrition</u></b></p> <p>Essential THEME: The Big Picture: Students need to develop an understanding that some foods are healthier to eat than others and differ in nutritional content and value. They need to be able to read</p>	<p>2.2.2.N.1 2.2.2.N.2 2.2.2.N.3 6.5.2.A.2 6.1.4.C.2</p>	2	4 Days	Plate handout-completion of one meal using MyPlate Quarter 3 rubric



<p>and understand product labels found on food.</p> <p>Essential Question: Are some foods healthier than others? Why? What foods should we eat more of? Which types of food should we avoid eating too much of? Where can I learn about the nutritional content of the food that I'm eating?</p>				
<p><b>UNIT VII: <u>Diseases and Health Conditions</u></b></p> <p>Essential THEME: The Big Picture: Students will be able to identify symptoms of common diseases and health conditions and be able to explain ways to prevent the spread of these diseases and conditions. Students need to understand that their feelings can affect their wellness.</p> <p>Essential Question: What are some symptoms of a common illness? How can I prevent spreading germs that cause diseases? List some important times to wash hands. Explain how personal feelings can affect their wellness</p>	<p>2.3.2.PS.1 2.3.2.PS.2 2.3.2.PS.3 2.3.2.PS.4 2.3.2.PS.5 2.3.2.PS.6 2.3.2.PS.7 2.3.2.PS.8 2.3.2.HCDM.1 2.3.2.HCDM.2 2.3.2.HCDM.3 2.3.2.ATD.1 2.3.2.ATD.2 2.3.2.ATD.3 2.3.2.DSDT.1 2.3.2.DSDT.2</p>	3	5 Days	Quarter 3 rubric
<p><b>UNIT VIII: <u>Decision Making and Goal Setting and Advocacy and Service</u></b></p> <p>Essential THEME: The Big Picture: Students will develop awareness that effective decision-making skills foster lifestyle choices. They will understand how others influence their decisions and how their choices affect them and others around them. Students will also develop an understanding that service projects provide an</p>	<p>2.2.2.B.1 2.2.2.B.2 2.2.2.B.3 2.2.2.B.4 2.2.2.D.1 6.6.2.E.3</p>	3	4 Days	<p>Quarter 3 rubric</p> <p>Have students collaboratively decide on a service activity they can do in class. When the activity is</p>

<p>opportunity to have a positive impact on the lives of themselves and others. They will have an understanding that they can make a difference in someone's life no matter how small the act may be.</p> <p>Essential Question: What is a decision? Why do I need to think about all my choices before I make a decision? Who influences the decisions I make? How do they influence me? Why should I set a health-related goal for myself? What can you do to help someone else? How are you making a difference for this person? How does it make you feel to help others?</p>				<p>complete, students will write about what they did, how they made a difference, and why it was important</p>
<p><b>UNIT IX: <u>Medicines</u></b></p> <p>Essential THEME: The Big Picture: Student will development an understanding that medicine comes in a variety of forms and is used for a number of reasons. They will know that in order to be safe and effective, they should take the medicine as directed by the doctor.</p> <p>Essential Question: What is medicine? What is medicine used for? Should I take medicine that is prescribed for someone else? If I feel better after 4 days, should I stop taking my medicine even if the doctor said to take it for 10 days? Is it okay to take more medicine that my doctor prescribed?</p>	<p>2.3.2.PS.1 2.3.2.PS.2 2.3.2.PS.3 2.3.2.PS.4 2.3.2.PS.5 2.3.2.PS.6 2.3.2.PS.7 2.3.2.PS.8 2.3.2.HCDM.1 2.3.2.HCDM.2 2.3.2.HCDM.3 2.3.2.ATD.1 2.3.2.ATD.2 2.3.2.ATD.3 2.3.2.DSDT.1 2.3.2.DSDT.2</p>	4	2 Days	<p>Activity pages Quarter 4 rubric</p>
<p><b>UNIT X: <u>Alcohol, Tobacco and Other Drugs</u></b></p> <p>Essential THEME: The Big Picture: Student will develop an understanding that the use of drugs in an unsafe way is dangerous and harmful to themselves and others.</p> <p>Essential Question: How can drugs be abused? What are some ways that tobacco is harmful? What products contain alcohol?</p>	<p>2.3.2.ATD.1 2.3.2.ATD.2 2.3.2.ATD.3</p>	4	5 Days	<p>Quarter 4 rubric</p>
<p><b>UNIT XI: <u>Dependency/Addiction and Treatment</u></b></p> <p>Essential THEME: The Big Picture: People who abuse alcohol, tobacco, and other drugs do so for different reasons, but there are ways they can get help.</p>	<p>2.3.2.DSDT.1 2.3.2.DSDT.2</p>	4	2 Days	<p>Quarter 4 rubric</p>

Essential Question: How can alcohol, tobacco, and other drugs hurt the body? What can you do to keep yourself safe from these substances? How can people who have difficulty controlling their use of these substances get help?				
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**Other Details**

**CONTENT FOCUS AREA AND COURSE NAME**

**Health**

Course #	School #'s	Course Level	Grade(s)	Credits	Min. Per Week	Elective/Required	Initial Course Adopted
4702	AE	A	2		70	R	04/21/86

**PRIMARY CONTENT AREA AND SECONDARY AREAS OF FOCUS**

NJCCC Standard		NJCCC Standard		NJCCCS Standard	
1. Visual and Performing Arts		5. Science	S	9. Career Education and Consumer/Family/Life Skills	S
2. Health and Physical Education	P	6. Social Studies	S		
3. Language Arts Literacy	S	7. World Languages			
4. Mathematics		8. Technology Literacy			

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