

HOLLAND TOWNSHIP SCHOOL DISTRICT

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2nd Grade Health Education

Health Education provides students with the knowledge and skills they need to be healthy throughout their lifetime. New Jersey law requires the teaching of Comprehensive Health Education in grades K-8. The intent of a comprehensive health education program is to motivate students to maintain and improve their health, prevent disease, and avoid or reduce health related risk behaviors.

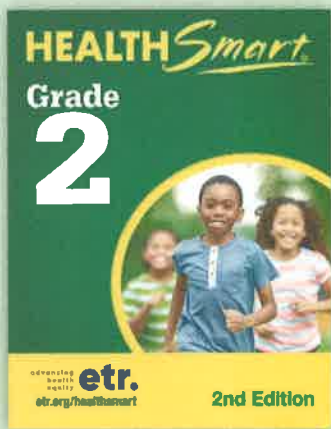
The Comprehensive health education curriculum for Holland Township School will cover the following content areas:

- Emotional & Mental Health
- Personal Health & Wellness
- Injury and Violence Prevention
- Nutrition
- Tobacco & Alcohol Prevention
- Character Education

Parental/guardian involvement is a very important component when covering health-related topics. Such involvement can help make the information, skills, and strategies more personal and meaningful to the child. These lessons encourage parent/guardian-child dialogue to provide an opportunity for discussion of the family's values and beliefs. The dialogue can be a catalyst to enhance overall parent/guardian-child communication.

Information regarding the 2020 New Jersey Student Learning Standards can be found at <https://www.nj.gov/education/cccs/2020/2020%20NJSL-CHPE.pdf>

Grade 2



Lesson 1: How Do Families Grow and Change?

1. Compare their family size and shape to others. (SH1.2.3)
2. Describe how families grow and change.
3. Identify the benefits of healthy family relationships. (MEH1.2.10)
4. Illustrate how their family helps them be healthy. (MEH2.2.1)

NHES Performance Indicators: 1.2.1; 2.2.1

Lesson 2: How Do We Grow and Change?

1. Describe how their bodies have changed and grown since they were babies.
2. Describe thoughts and feelings that go with growing and changing.
3. Explain that people grow and change in their own ways.
4. Explain why it is important to accept differences in others.

NHES Performance Indicators: 1.2.1, 1.2.2

Lesson 3: Troublesome Feelings

1. Identify examples of troublesome feelings and situations that can influence these feelings. (MEH1.2.1, MEH1.2.2)
2. Explain the relationship between feelings and behavior. (MEH1.2.3)
3. Identify appropriate ways to express and deal with feelings. (MEH1.2.4)
4. Demonstrate self-control strategies for dealing with troublesome feelings. (MEH1.2.11, MEH7.2.2)

NHES Performance Indicators: 1.2.1; 7.2.2

Lesson 4: Getting Help with Troublesome Feelings

1. Explain the importance of talking with parents and other trusted adults about feelings. (MEH1.2.5)
2. Identify trusted adults at home who can help with troublesome feelings. (MEH3.2.1)
3. Identify trusted adults in school and the community who can help with troublesome feelings. (MEH3.2.2, MEH3.2.3)
4. Demonstrate asking for help when they have troublesome feelings. (MEH4.2.1)

NHES Performance Indicators: 1.2.1; 2.2.2; 3.2.1; 4.2.1

Lesson 5: Preventing Colds and Fighting Germs

1. Identify different ways that disease-causing germs are transmitted. (PHW1.2.9)
2. Identify ways to prevent the spread of germs that cause common infectious diseases. (PHW1.2.10)
3. Demonstrate the steps for proper handwashing. (PHW1.2.4, PHW7.2.2)

NHES Performance Indicators: 1.2.1, 1.2.3; 7.2.1

Lesson 6: Using Medicines Safely

1. Explain the harmful effects of medicines when used incorrectly. (AOD1.2.5)
2. Describe the potential risks associated with use of over-the-counter medicines. (AOD1.2.6)
3. Describe how to use medicines correctly (AOD1.2.3)

NHES Performance Indicators: 1.2.1, 1.2.5

Lesson 7: Healthy Habits

1. Describe what it means to be healthy.
2. Identify the proper steps for daily brushing and flossing teeth. (PHW1.2.1)
3. Identify the benefits of personal health care practices such as washing hair and bathing regularly. (PHW1.2.3)
4. Explain why sleep and rest are important for proper growth and good health. (PHW1.2.5)
5. Identify ways to protect vision. (PHW1.2.7)
6. Explain how hearing can be damaged by loud noise. (PHW1.2.6)
7. Identify ways to protect hearing. (PHW1.2.7)
8. List ways to prevent harmful effects of the sun. (PHW1.2.8)

NHES Performance Indicators: 1.2.1

Lesson 8: Helping Friends Stay Healthy

1. Demonstrate how to encourage peers to make positive personal health and wellness-related choices. (PHW8.2.2)

NHES Performance Indicators: 1.2.1; 8.2.2

Lesson 9: Being Safety Smart on the Street

1. Describe how to be a safe pedestrian. (S1.2.8)
2. Analyze how emotions can influence safety behaviors. (MEH1.2.3)
3. Identify situations which need a decision related to pedestrian safety. (S5.2.1)
4. Explain the potential positive and negative outcomes from a decision related to pedestrian safety. (S5.2.3)

NHES Performance Indicators: 1.2.4; 5.2.1

Lesson 10: Being Safety Smart as a Passenger

1. State the benefits of riding in the back seat when a passenger in a motor vehicle. (S1.2.1)
2. Describe the importance of using safety belts. (S1.2.2)
3. Identify safe behaviors when riding on a bus. (S1.2.3)
4. Analyze how emotions can influence safety behaviors. (MEH1.2.3)
5. Identify situations which need a decision related to passenger safety. (S5.2.1)
6. Explain the potential positive and negative outcomes from a decision related to passenger safety. (S5.2.3)

NHES Performance Indicators: 1.2.4; 5.2.1

Lesson 11: Being Safety Smart Around Water

1. Identify safety rules for swimming and playing around water. (S1.2.4)
2. Analyze how emotions can influence safety behaviors. (MEH1.2.3)
3. Identify situations which need a decision related to water safety. (S5.2.1)
4. Explain the potential positive and negative outcomes from a decision related to water safety. (S5.2.3)

NHES Performance Indicators: 1.2.4; 5.2.1

Grade 2 (continued)

Lesson 12: Being Safety Smart When You Ride a Bike

1. Identify safety rules for riding a bicycle and other wheeled equipment.
2. Identify activities in which it is important to wear a helmet. (S1.2.5)
3. Identify the proper way to wear a helmet. (S7.2.1)
4. Identify situations which need a decision related to bicycle safety. (S5.2.1)
5. Explain the potential positive and negative outcomes from a decision related to bicycle safety. (S5.2.3)

NHES Performance Indicators: 1.2.4; 5.2.1

Lesson 13: Setting a Goal to Be Safety Smart

1. Describe how injuries can be prevented. (S1.2.6)
2. Identify a realistic personal short-term goal to make safety smart choices to avoid or reduce injury. (S6.2.1)
3. Take steps to achieve a personal goal to avoid or reduce injury. (S6.2.2)
4. Identify people who can help achieve a personal goal to avoid or reduce injury. (S6.2.3)

NHES Performance Indicators: 1.2.4; 6.2.1, 6.2.2

Lesson 14: What We Know About Bullying

1. Describe the difference between bullying and teasing. (V1.2.1)
2. Describe how it feels to be bullied.
3. Explain why it's wrong to bully others. (V1.2.2)
4. Explain what to do if someone is being bullied. (V1.2.3)

NHES Performance Indicators: 1.2.1; 2.2.2; 3.2.1

Lesson 15: Taking a Stand Against Bullying

1. Demonstrate how to effectively tell a trusted adult if they are bullied or witness someone being bullied. (V4.2.4)
2. Make requests to prevent bullying. (V8.2.1)
3. Demonstrate how to encourage peers to prevent bullying. (V8.2.2)

NHES Performance Indicators: 1.2.1; 4.2.3, 4.2.4; 8.2.1, 8.2.2

Lesson 16: Drinking Water to Be Healthy

1. Explain the importance of choosing healthy beverages. (FN1.2.3)
2. Identify the benefits of drinking plenty of water. (FN1.2.6)
3. Describe the types of beverages that should be limited. (FN1.2.7)
4. Make requests to others about preferences for drinking water. (FN8.2.1)
5. Demonstrate how to encourage peers to make healthy beverage choices. (FN8.2.2)

NHES Performance Indicators: 1.2.1; 8.2.1, 8.2.2

Lesson 17: Eating a Healthy Breakfast

1. Describe the benefits of eating breakfast every day. (FN1.2.8)
2. Describe the types of breakfast foods that should be limited. (FN1.2.7)

NHES Performance Indicators: 1.2.1

Lesson 18: Fruits and Vegetables Are Healthy Snacks

1. Identify their 5-a-day favorite fruits and vegetables.
2. Identify a variety of healthy snacks. (FN1.2.5)
3. Describe the types of snack foods and beverages that should be limited. (FN1.2.7)

NHES Performance Indicators: 1.2.1

Lesson 19: Setting a Goal to Eat 5 a Day

1. Identify a realistic personal short-term goal to eat 5 fruits and vegetables a day. (FN6.2.1)
2. Take steps to achieve a personal goal to improve healthy eating. (FN6.2.2)
3. Identify people who can help achieve a personal goal to improve healthy eating. (FN6.2.3)

NHES Performance Indicators: 1.2.1; 6.2.1, 6.2.2

Lesson 20: Liking and Moving Your Body

1. Identify things they like about their bodies to help build a positive body image.
2. Identify the recommended amount of physical activity for children. (PA1.2.1)
3. Explain ways to be active every day. (PA1.2.2)

NHES Performance Indicators: 1.2.1

Lesson 21: Setting a Goal to Move 60 a Day

1. Describe how being physically active can help a person feel better. (PA1.2.4)
2. Describe the benefits of being physically active. (PA1.2.5)
3. Take steps to achieve a personal goal to be physically active for 60 minutes a day. (PA6.2.2)
4. Identify people who can help achieve a personal goal to improve physical activity. (PA6.2.3)

NHES Performance Indicators: 1.2.1; 6.2.1, 6.2.2

Lesson 22: Stretching My Body

1. Describe the benefits of stretching.
2. Demonstrate appropriate stretching activities. (PA7.2.2)

NHES Performance Indicators: 1.2.1; 7.2.1

Lesson 23: Dangers of Tobacco

1. Identify a variety of tobacco products. (T1.2.1)
2. Identify short-term effects of using tobacco. (T1.2.2)
3. Identify short- and long-term physical effects of being exposed to tobacco smoke or aerosol. (T1.2.6)
4. Encourage peers to be tobacco free.

NHES Performance Indicators: 1.2.1; 8.2.2

Lesson 24: Using Tobacco Can Become Addicting

1. Define experimentation and addiction.
2. Describe the dangers of experimenting with tobacco. (T1.2.4)

NHES Performance Indicators: 1.2.1

Lesson 25: Getting Support to Be Tobacco Free

1. Identify trusted adults at home who can help prevent tobacco use. (T3.2.1)
2. Identify trusted adults and professionals in school who can help prevent tobacco use. (T3.2.2)
3. Request adult help in staying tobacco free. (T8.2.1)

NHES Performance Indicators: 2.2.2; 3.2.1; 8.2.1

Lesson 26: Making the Choice to Be Tobacco Free

1. Describe the benefits of not using tobacco. (T1.2.3)
2. Express intentions to be tobacco free.
3. Encourage peers to be tobacco free.

NHES Performance Indicators: 1.2.1; 5.2.1, 5.2.2; 7.2.1; 8.2.2