

**HEALTH (Grade 2) | Curriculum Map**

**SUMMARY:** The goal of health education is to support students in making health decisions through learning experiences that help build self-awareness, critical thinking and problem-solving, goal setting, and confidence. Curriculum and instruction seek to help students develop positive resiliency and life skills that will benefit their overall health as they progress through the district and beyond. By the end of the grade level, students should be able to explain why the concept of study is relevant to a healthy lifestyle. Health curriculum is taught explicitly and often is integrated with other instruction by the classroom teacher (i.e., English language arts, math, social studies, and science). Health instruction also is provided by the P.E. teacher, school counselor, and school nurse.

KEY CONCEPTS	National Standards <for grade band of K-2>	Ohio Legislation <for grade band of K-6>	Student Learning Targets
<b>Healthy Choices</b>	<p><b>National Health Education Standards (2007):</b>  <b>1.2.1.</b> Identify that healthy behaviors affect personal health.  <b>3.2.1.</b> Identify trusted adults and professional who can help promote health.  <b>3.2.2.</b> Identify ways to locate school and community health helpers.</p>	<p>Harmful effects of drugs                       Prescription opioid abuse prevention</p>	<ul style="list-style-type: none"> <li>▪ Know that a medicine is not food or water and that it changes the way your body works.</li> <li>▪ Identify the effects of alcohol, tobacco, and medicine as drugs.</li> <li>▪ Demonstrate how to say no.</li> <li>▪ Identify safe adults who kids can trust to give them medicine.</li> </ul>
<b>Wellness (Nutrition, Physical)</b>	<p><b>National Health Education Standards (2007):</b>  <b>1.2.2.</b> Recognize that there are multiple dimensions of health.  <b>1.2.3.</b> Describe ways to prevent communicable diseases.  <b>1.2.4.</b> List ways to prevent common childhood injuries.  <b>1.2.5.</b> Describe why it is important to seek health care.  <b>7.2.1.</b> Demonstrate healthy practices and behaviors to maintain or improve personal health.</p>	<p>Nutritive value of foods</p>	<ul style="list-style-type: none"> <li>▪ Know how to wash hands and why this is important.</li> <li>▪ Identify meal choices to help maintain or improve personal health (e.g., ChooseMyPlate.gov).</li> <li>▪ Know the effect of exercise on growth and development of bones and muscles.</li> <li>▪ Know the difference between primary and permanent teeth.</li> <li>▪ Explain how cavities develop and how they can be prevented (i.e., healthy diet, tooth brushing, flossing).</li> </ul>
<b>Personal Safety</b>	<p><b>National Health Education Standards (2007):</b>  <b>4.2.3.</b> Demonstrate ways to respond when in an unwanted, threatening, or dangerous situation.</p>	<p>Personal safety and assault prevention</p>	<ul style="list-style-type: none"> <li>▪ Know and follow correct procedures/protocols for fire, tornado and safety drills.</li> <li>▪ Know school safety rules, including rules regarding weapons on school property.</li> </ul>

BEXLEY CITY SCHOOLS

KEY CONCEPTS	National Standards <for grade band of K-2>	Ohio Legislation <for grade band of K-6>	Student Learning Targets
	<p><b>4.2.4.</b> Demonstrate ways to tell a trusted adult if threatened or harmed.</p> <p><b>7.2.1.</b> Demonstrate healthy practices and behaviors to maintain or improve personal health.</p> <p><b>7.2.2.</b> Demonstrate behaviors that avoid or reduce health risks.</p>	<p><i>Note: ORC 3313.60 states that a student in grades K-6 may be excused from taking instruction in personal safety and assault prevention upon written request from the student's parent or guardian.</i></p>	<ul style="list-style-type: none"> <li>▪ Know the definition of stranger.</li> <li>▪ Understand never to go with a stranger.</li> <li>▪ Differentiate between words or touching that is comfortable and uncomfortable.</li> <li>▪ Know personal safety strategies (i.e., walk away from strangers; avoid playing in deserted places; inform parents of whereabouts).</li> <li>▪ Understand that strangers can interact with kids through the Internet.</li> <li>▪ Identify Internet safety behaviors (i.e., never give personal information without parent permission; never agree to meet someone in person whom you met online).</li> <li>▪ Know the important of knowing who to call if an emergency.</li> </ul>
<b>Bullying</b>	<p><b>National Health Education Standards (2007):</b></p> <p><b>4.2.4.</b> Demonstrate ways to tell a trusted adult if threatened or harmed.</p> <p><b>5.2.1.</b> Identify situations when a health-related decision is needed.</p> <p><b>5.2.2.</b> Differentiate between situations when a health-related decision can be made individually or when assistance is needed.</p>	<p>Personal safety and assault prevention</p>	<ul style="list-style-type: none"> <li>▪ Define bullying.</li> <li>▪ Tell the difference between teasing and bullying behavior.</li> <li>▪ Know what to do if being bullied (i.e., coping strategies – ignore and walk away, go to trusted adult for help, choose safe friends).</li> <li>▪ Name trusted adults who can help in bullying situations.</li> <li>▪ Know how to be a positive bystander to teasing and bullying.</li> </ul>
<b>Healthy Relationships</b>	<p><b>National Health Education Standards (2007):</b></p> <p><b>4.2.1.</b> Demonstrate healthy ways to express needs, wants, and feelings.</p> <p><b>4.2.2.</b> Demonstrate listening skills to enhance health.</p>	<p>Personal safety and assault prevention</p>	<ul style="list-style-type: none"> <li>▪ Appreciate and accept individual differences</li> <li>▪ Identify and share interests and talents.</li> <li>▪ Know that words have both positive and negative effects.</li> <li>▪ Practice active listening skills and communicating in a group.</li> <li>▪ Tell why it is important to tell the truth.</li> </ul>

## BEXLEY CITY SCHOOLS

KEY CONCEPTS	National Standards <for grade band of K-2>	Ohio Legislation <for grade band of K-6>	Student Learning Targets
			<ul style="list-style-type: none"> <li>▪ Use decision-making skills to support cooperation and responsibility (i.e., sharing, taking turns, patience, compromise, positive attitude, doing your part of the job).</li> <li>▪ Use empathy when understanding another’s point of view.</li> <li>▪ Know strategies to deal with feelings, such as anger, sadness and anxiety.</li> </ul>

### District Instructional Resources:

*Health Promotion Wave / Ultimate Teacher Resource* (ISBN 1-57239-400-5). Includes teacher manual and curriculum CD in PDF format:

- Student and Parent Component Activities
- Evaluations and Assessments
- Color Slides/Transparencies
- Skill-Based Activity Game Cards

Heroin and Opioid-Abuse Prevention Education (HOPE) – Start talking! Building a drug-free future (elementary lessons) – retrieved April 17, 2019 from <https://starttalking.ohio.gov/Schools/The-HOPE-Curriculum#60430-3---5>

### Suggested Literature for Health Education Integrations:

- Alexander and the Terrible, Horrible, No Good, Very Bad Day* by Judith Viorst and Ray Cruz
- The Ant and the Elephant* by Bill Peet
- Berenstain Bears and the Truth* by Stan Berenstain and Jan Berenstain
- A Book of Mistakes* by Corinna Luyken
- Enemy Pie* by Derek Munson
- Frog and Toad All Year* by Arnold Lobel
- The Invisible Boy* by Trudy Ludwig
- I Was So Mad* by Mercer Mayer
- Jonathan James and the What If Monster* by Michelle Nelson-Schmitt
- Knots on a Counting Rope* by Bill Martin Jr. and John Archambault

*My Name Is Jonathan and I Have AIDS* by Sharon Schilling  
*No One Else Like You* by Siska Goemmine  
*Say Something* by Peggy Moss  
*The Skeleton Inside You* by Philip Balestrino and True Kelley  
*Stand Tall Molly Lou Mellon* by Patty Lovell and David Catrow  
*Through Grandpa's Eyes* by Patricia MacLachlan and Deborah Kogan Ray  
*Wilma Jean and the Worry Machine* by Julie Cook

**Alignment Documents:**

Joint Committee on National Health Standards. (2007). *National health education standards: Achieving excellence* (2<sup>nd</sup> Ed.). Washington, DC: The American Cancer Society. Retrieved March 21, 2019 from <https://www.cdc.gov/healthyschools/sher/standards/index.htm>

Ohio Department of Education (ODE). K-6 Health education curriculum/Ohio legislative requirements – retrieved Jan. 8, 2019 from <http://education.ohio.gov/getattachment/Topics/Ohios-Learning-Standards/Health-Education/K-6-Health-Education-Curriculum.pdf.aspx>

**Other Resources:**

Duckworth, A. (2016). *Grit: The power of passion and perseverance*. New York: Scribner.

Dweck, C. S. (2016). *Mindset: The new psychology of success*. New York: Ballantine.

Loy, M. (2011). *Children and stress: 100+ creative activities to help kids manage stress*. Duluth, MN: Whole Person Associates.