Elementary Health Core

Second Grade

Standard 1
Objective 1: PD d
Objective 2: Teachers Resource Manual
Objective 3: Teachers Resource Manual

Standard 2
Objective 1: Counselors PD c,e
Objective 2: Teachers Resource Manual
Objective 3: Teachers Resource Manual

Standard 3
Objective 1: Teachers Resource Manual
Objective 2: Teachers Resource Manual
Objective 3: Teachers Resource Manual
# Second Grade Core Curriculum

## Standard 1

<table>
<thead>
<tr>
<th>Grade</th>
<th>Standard</th>
<th>Objective</th>
<th>Resources</th>
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| 2nd   | Standard 1: Students will develop a sense of self. | Objective 1: Describe and adopt behaviors for health and safety.  
   a. Explain the importance of balance in a diet  
   b. Distinguish communicable from noncommunicable diseases (e.g., chicken pox, common cold, flu; asthma, cancer, diabetes).  
   c. Relate behaviors that can help prevent disease (e.g., hand washing, good nutrition, fitness, universal precautions).  
   d. Identify the harmful effects of tobacco on self and others (e.g., death, heart and lung disease, shortness of breath).  
   e. Adopt basic safety habits (e.g., wear a seatbelt, practice bicycle safety, find adult help in an emergency). | [http://www.uen.org/Lessonplan/preview.cgi?LPid=14455](http://www.uen.org/Lessonplan/preview.cgi?LPid=14455)  
[http://www.uen.org/Lessonplan/preview.cgi?LPid=10801](http://www.uen.org/Lessonplan/preview.cgi?LPid=10801)  
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Gregory, The Terrible Eater by Mitchell Sharmat  
Sweet Tooth by Margie Palatini  
Oh, The things You Can Do That are Good for You! By Tish Rabe  
Bernstein Bears Learn About Strangers by Stan Berstain  
Officer Buckle by Peggy Rathmann  
Where’s Your Tooth by Rozanne Lanczank Williams  
I Love Mud and Mud Loves Me by Vicki Stephens  
Your Body by Margie Burton  
The Human Body by Melvin Berger  
Why I Sneeze, Shiver, Hicup and Yawn by Melvin Berger |
| 2nd   | Standard 1: Students will develop a sense of self. | Objective 2: Develop and apply skills in fine and gross motor movement.  
   a. Participate daily in sustained periods of physical activity that requires exertion (e.g., one to five* minutes of walking, jogging, jump roping).  
   b. Perform fundamental locomoter and nonlocomoter skills in movement sequences and game applications (e.g., walk-hop-skip, run-stretch-skate, run-hop-lay up).  
   c. Perform manipulative skills exhibiting a majority of correct technique components (e.g., soccer kick: eyes on ball, step with foot opposite to kicking foot, contact ball with inside of foot, follow through).  
   d. Identify components of physical fitness (i.e., strength endurance, flexibility) and corresponding activities.  
Create and perform unique dance movements and sequences that expand physical skills while demonstrating personal and spatial awareness. | [http://www.uen.org/Lessonplan/preview.cgi?LPid=16271](http://www.uen.org/Lessonplan/preview.cgi?LPid=16271)  
[http://www.uen.org/Lessonplan/preview.cgi?LPid=16259](http://www.uen.org/Lessonplan/preview.cgi?LPid=16259)  
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[http://www.uen.org/Lessonplan/preview.cgi?LPid=16270](http://www.uen.org/Lessonplan/preview.cgi?LPid=16270)  
Miss Mary Mack by Joanna Cole and Stephanie Calmenson  
Giraffes Can’t Dance by Andreae Giles  
From Head to Toe by Eric Carle  
Get Up and Go by Nancy L. Carlson |
<table>
<thead>
<tr>
<th>2nd Grade</th>
<th><strong>Standard 1:</strong> Students will develop a sense of self.</th>
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<tr>
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<td>Objective 3: Develop and use skills to communicate ideas, information, and feelings.</td>
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<td>a. Express personal experiences and imagination through dance, storytelling, music, and visual art.</td>
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<td>b. Create, with improving accuracy, works of art depicting depth (e.g., close objects large, distant objects small) using secondary and tertiary colors.</td>
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<td>c. Develop ability to sing in tune with relaxed strength and clarity.</td>
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<td>d. Develop consistency in rhythmic accuracy of body percussion and instrument playing.</td>
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<td><strong>My Many Colored Days</strong> by Dr. Suess</td>
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<td></td>
<td><strong>Feelings</strong> by Aliki</td>
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<td></td>
<td><strong>How are you Peeling?: Foods with Moods</strong> by Saxton Freymann</td>
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<td><strong>The Deaf Musicians</strong> by Pete &amp; Jacobs Seeger &amp; Paul Dubois</td>
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<td><strong>Knockin’ on Wood, Staring Peg Leg Bates</strong> by Lynne Barasch</td>
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<td><strong>The Red book</strong> by Barbara Lehman</td>
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<td><strong>Shaper Capers</strong> by Cathryn Falwell</td>
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</tbody>
</table>
## Standard 2

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<thead>
<tr>
<th>Grade</th>
<th>Standard</th>
<th>Objective</th>
<th>Resources</th>
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| 2nd Grade | **Standard 2:** Students will develop a sense of self in relation to families and community. | Objective 1: Describe behaviors that influence relationships with family and friends.  
 a. Describe characteristics of healthy relationships (e.g., caring, responsibility, trust, respect).  
 b. Identify benefits of cooperating and sharing.  
 c. Explain how families and communities change over time.  
 d. Recognize how choices and consequences affect self, peers, and family.  
 e. Identify behaviors that might create conflict situations and ways to resolve them. | Counselors will teach these lessons.  
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 http://www.uen.org/Lessonplan/preview.cgi?LPid=5708  
 http://www.uen.org/Lessonplan/preview.cgi?LPid=10965  
 You Can Choose:  
 Cooperation-video  
 Being Responsible-video  
 Appreciating Self-video  
 Resolving Conflicts-video  
 Being Friends-video  
 How to Get Along- Book & Songs program  
 Book: Charlie the Caterpillar  
 Book: The Very Greedy Bug by Steve Smallman  
 Book: The Wizard the Fairy and the Magic Chicken by Helen Lester  
 Tales that Teach-curriculum-Contact Teresa Winkler for more info  
 30 Minute Miracles- IMC curriculum  
 Book: How to lose all your friends by Nancy Carlson  
 Book: The Rainbow Fish by Marcus Pfister  
 Book: The Giving Tree by Shel Silverstein  
 Book: It’s Mine by Leo Lionni  
 A series of books by the Young People’s Press covers several character education values – One value per book  
 My Friend is Sad by Mo Willems  
 Best Friends by Stephen Kellogg  
 Friends by Helme Heine  
 Berenstain Bears & Baby Makes Five by Stan Berenstain  
 Berenstain Bears Count Their Blessing by Stan Berenstain  
 The Relatives Came by Cynthia Rylant  
 Lully’s Purple Plastic Purse by Kevin Henkes  
 Julius the Baby of the World by Kevin Henkes  
 Elizabeth and Larry by Marilyn Sadler |
| 2nd Grade | **Standard 2:** Students will develop a sense of self in relation to families and community. | Objective 2: Examine important aspects of the community and culture that strengthen relationships.  
 a. Explain why families, schools, and communities have rules.  
 b. Compare rural, suburban, and urban communities.  
 c. Relate goods and services to resources within the community.  
 d. Participate in activities that promote public good (e.g., respect cultural and ethnic differences, identify community needs) and recite the Pledge of Allegiance.  
 e. Recognize the positive and negative impact of media. |  
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 http://www.uen.org/Lessonplan/preview.cgi?LPid=5704  
 http://www.uen.org/Lessonplan/preview.cgi?LPid=5708  
 Come On, Rain by Jon J. Muth  
 Berenstain Bears’ New Neighbor by Stan Berenstain  
 I Pledge Allegiance by Bill Martin Jr.  
 Old Henry by Joan W. Blos  
 Celebrate: Connections Among Cultures by Jan Reynolds |
| 2nd Grade | **Standard 2:** Students will develop a sense of self in relation to families and community. | Objective 3: Express relationships in a variety of ways.  
 a. Describe traditions, music, dances, artwork, poems, rhymes, and stories that distinguish cultures.  
 b. Develop an acting ability to relate to characters’ thoughts and feelings. |  
 Tomie DePaola’s Mother Goose by Tomie DePaola  
 The Lemonade Club by Patricia Palacco  
 Goose and Duck by Jean Craighead George  
 Slippers at Home by Andrew Clements  
 Our Tree Named Stevy by Alan Zweibel  
 American Tall Tales by Mary Pope Osborne  
 http://www.uen.org/Lessonplan/preview.cgi?LPid=10965 |
feelings (e.g., needs, hopes, frustrations, fears) in stories and plays.

c. Create and perform/exhibit dances, visual art, music, and dramatic stories from a variety of cultures expressing the relationship between people and their culture.

Nutrition Education: See

**Fun and Easy Ways to Teach Nutrition**

*New Nutrition Education Curriculum for 2nd and 4th Grades*

Free teacher resources from Utah Dairy Council.

[http://www.utahdairycouncil.com/42.html](http://www.utahdairycouncil.com/42.html)

Enroll at [http://www.nutritionexplorations.org/educators/](http://www.nutritionexplorations.org/educators/)
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| 2nd Grade | Standard 3: Students will develop an understanding of their environment. | Objective 1: Investigate relationships between plants and animals and how living things change during their lives.  
- a. Observe and describe relationships between plants and animals.
- b. Describe the life cycle of local plants and animals using diagrams and pictures.
- c. Create pictures and stories about real animals and compare them to make-believe stories about animals. | http://www.uen.org/Lessonplan/preview.cgi?LPid=10986  
http://www.uen.org/Lessonplan/preview.cgi?LPid=18836  
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http://www.uen.org/Lessonplan/preview.cgi?LPid=16270 |
| 2nd Grade | Standard 3: Students will develop an understanding of their environment. | Objective 2: Observe and describe weather.  
- a. Observe and describe patterns of change in weather.
- b. Measure, record, graph, and report changes in local weather.
- c. Describe how weather affects people and animals.
- d. Draw pictures and create dances and sounds that represent weather features (e.g., clouds, storms, snowfall). | http://www.uen.org/Lessonplan/preview.cgi?LPid=10986  
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http://www.uen.org/Lessonplan/preview.cgi?LPid=1245 |
| 2nd Grade | Standard 3: Students will develop an understanding of their environment. | Objective 3: Investigate the properties and uses of rocks.  
- a. Describe rocks in terms of the parts that make up the rocks.
- b. Sort rocks based upon color, hardness, texture, layering, and particle size.
- c. Identify how the properties of rocks determine how people use them.
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http://www.uen.org/Lessonplan/preview.cgi?LPid=11510 |
| 2nd Grade | Standard 3: Students will develop an understanding of their environment. | Objective 4: Demonstrate how symbols and models are used to represent features of the environment.  
- a. Identify and use information on a map or globe (i.e., map key or legend, compass rose, physical features, continents, oceans).
- b. Use an atlas and globe to locate information.
- c. Locate continents and oceans on a map or globe (i.e., North America, Antarctica, Australia, Africa, Pacific Ocean, Atlantic Ocean). | http://www.uen.org/Lessonplan/preview.cgi?LPid=16267  
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http://www.uen.org/Lessonplan/preview.cgi?LPid=5714  
http://www.uen.org/Lessonplan/preview.cgi?LPid=16261 |
Human Development and Relationships
Standard 2 Grades K-2

Web sites:

Core Academy at USU
http://coreacademy.usu.edu/Materials/

Heart Power Online
http://www.americanheart.org/presenter.jhtml?identifier=3028650
This website has great lesson plan ideas by grade or core on health.

Jordan Educational Media, Inc. You can get video clips for teaching.
http://www.jordaneducationmedia.com/

http://charactercounts.org

www.teachwithmovies.org (may have a fee)

www.uen.org Gives lesson plans that follow core

www.uen.org/dms/ E-media can download materials