New Jersey Comprehensive Health and Physical Education

By the end of grade 2

Personal Growth and Development

Individuals enjoy different activities and grow at different rates.

1 Explore how activity helps all human bodies stay healthy. 2.1.2.PGD.1

Personal hygiene and self-help skills promote healthy habits.

2 Develop an awareness of healthy habits (e.g., wash hands, cough in arm, brush teeth). 2.1.2.PGD.2

3 Explain what being “well” means and identify self-care practices that support wellness. 2.1.2.PGD.3

4 Use correct terminology to identify body parts and explain how body parts work together to support wellness. 2.1.2.PGD.4

5 List medically accurate names for body parts, including the genitals. 2.1.2.PGD.5

Pregnancy and Parenting

All living things may have the capacity to reproduce

1 Define reproduction. 2.1.2.PP.1

2 Explain the ways in which parents may care for their offspring (e.g., animals, people, fish). 2.1.2.PP.2

Emotional Health

Many factors influence how we think about ourselves and others.

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.1

2 Identify what it means to be responsible and list personal responsibilities. 2.1.2.EH.2

3 Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs). 2.1.2.EH.3

There are different ways that individuals handle stress, and some are healthier than others.

4 Demonstrate strategies for managing one's own emotions, thoughts and behaviors. 2.1.2.EH.4

5 Explain healthy ways of coping with stressful situations. 2.1.2.EH.5

Social and Sexual Health

Every individual has unique skills and qualities, which can include the activities ıey enjoy such as how they may dress, their mannerisms, things they like to do.

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1 Discuss how individuals make their own choices about how to express themselves. 2.1.2.SSH.1

2 Discuss the range of ways people express their gender and how gender-role stereotypes may limit behavior. 2.1.2.SSH.2

Families shape the way we think about our bodies, our health and our behaviors.

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.3

4 Determine the factors that contribute to healthy relationships within a family. 2.1.2.SSH.4

People have relationships with others in the local community and beyond.

5 Identify basic social needs of all people. 2.1.2.SSH.5

6 Determine the factors that contribute to healthy relationships. 2.1.2.SSH.6

Communication is the basis for strengthening relationships and resolving conflict between people.

7 Explain healthy ways for friends to express feelings for and to one another 2.1.2.SSH.7

Conflicts between people occur, and there are effective ways to resolve them.

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.8

9 Define bullying and teasing and explain why they are wrong and harmful. 2.1.2.SSH.9

Community Health Services and Support

People in the community work to keep us safe.

1 Identify community professionals and school personnel who address health emergencies and provide reliable health information to us. 2.1.2.CHSS.1

2 Determine where to access home, school and community health professionals 2.1.2.CHSS.2

3 Demonstrate how to dial and text 911 in case of an emergency. 2.1.2.CHSS.3

4 Describe how climate change affects the health of individuals, plants and animals. 2.1.2.CHSS.4

Individuals face a variety of situations that may result in different type of feelings and learning how to talk about their feelings is important.

5 Identify situations that might result in individuals feeling sad, angry, frustrated, or scared. 2.1.2.CHSS.5

6 Identify individuals who can assist with expressing one's feelings (e.g., family members, teachers, counselors, medical professionals) 2.1.2.CHSS.6

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Physical Wellness **Movement Skills and Concepts**

1. Perform a combination of sequences of locomotor movements and rhythmic activities (e.g., walking, balancing, hoping, skipping, running). 2.2.2.MSC.1
2. Differentiate non-locomotor and locomotor movements as well transferring body weight (e.g., stretching, bending, twisting, curling). 2.2.2.MSC.2
3. Demonstrate manipulative movements (e.g., throwing, catching, dribbling, running, kicking) while moving in personal and general space, time, directions, pathways and ranges. 2.2.2.MSC.3
4. Differentiate manipulative movements (e.g., throwing, catching, dribbling). 2.2.2.MSC.4
5. Adjust and correct movements and skill in response to feedback. 2.2.2.MSC.5
6. Execute appropriate behaviors and etiquette while participating in and viewing activities, games, sports, and other events to contribute to a safe environment. 2.2.2.MSC.6
7. Demonstrate kindness towards self and others during physical activity to create a safe and caring environment. 2.2.2.MSC.7
8. Explain the difference between offense and defense. 2.2.2.MSC.8

Physical Fitness

1. Explain the benefits of regular physical activity and what it means to be physically fit in relation to personal health. (e.g., healthy heart, strong bones, increased energy, strong muscles). 2.2.2.PF.1
2. Explore how to move different body parts in a controlled manner. 2.2.2.PF.2
3. Engage in moderate to vigorous age-appropriate physical movement and physical activities that promote movement (e.g., games, challenges, team building). 2.2.2.PF.3
4. Demonstrate strategies and skills that enable team and group members to achieve goals. 2.2.2.PF.4

Lifelong Fitness

1. Express one's feeling and emotions when involved in movement and physical activities to increase positive behaviors. 2.2.2.LF.1
2. Perform movement skills that involve controlling and adapting posture and balance, to successfully negotiate different environments (e.g., mats, turf fields, grass fields, hard surfaces, gym floors, sand, water, snow) during physical activity. 2.2.2.LF.2
3. Explore the body's range of motion through participating in flexibility and breathing exercises (e.g., stretching, mindfulness, yoga). 2.2.2.LF.3
4. Identify physical activities available outside of school that are in the community. 2.2.2.LF.4

Nutrition

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Explore different types of foods and food groups. 2.2.2.N.1

Explain why some foods are healthier to eat than others. 2.2.2.N.2

3. Differentiate between healthy and unhealthy eating habits. 2.2.2.N.3

Personal Safety

1. Demonstrate personal habits and behaviors that contribute to keeping oneself and others healthy and the environment clean and safe. 2.3.2.PS.1
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.2
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.3
4. Develop an awareness of warning symbols and their meaning (e.g., red light, stop sign, poison symbol). 2.3.2.PS.4
5. Define bodily autonomy and personal boundaries. 2.3.2.PS.5
6. Demonstrate how to communicate personal boundaries and show respect for someone else's personal boundaries including friends and family. 2.3.2.PS.6
7. Identify behaviors that would be considered child abuse (e.g., emotional, physical, sexual). 2.3.2.PS.7
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.PS.8

Health Conditions, Diseases and Medicines

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.1
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.2
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.HCDM.3

Alcohol, Tobacco and other Drugs

1. Explain what medicines are, how they are used, and the importance of utilizing medications properly. 2.3.2.ATD.1
2. Identify ways in which drugs, including some medicines, can be harmful. 2.3.2.ATD.2
3. Explain effects of tobacco use on personal hygiene, health, and safety. 2.3.2.ATD.3

Dependency, Substances Disorder and Treatment

- Recognize that some people may have difficulty controlling their use of alcohol, tobacco, and other drugs. 2.3.2.DSDT.1

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2. Explain that individuals who abuse alcohol, tobacco, and other drugs can get help. 2.3.2.DSDT.2