

Comprehensive Health

Grade 2

Unit: Healthy Body and a Healthy Life

Overview: Students will learn about the physical characteristics of the human body and how it works. They will also learn about different families from around the world and the importance of getting along with one another.

Time Frame: One Marking Period

Enduring Understandings:

- Wellness is a way of life.
- There are physical, emotional and social aspects to every human relationship.

Essential Questions:

- What are the parts of the human body?
- What are the different functions of the human body?
- What do families look like in my town, country, and world?
- What is my role in my family?
- What is a healthy relationship?

Standards	Topics and Objectives	Activities	Resources	Assessments
Comprehensive Health 2.1.2.A.1 Explain what being “well” means and identify self-care practices that support wellness. 2.1.2.A.2 Use correct terminology to identify body parts, and explain how body parts work together to support wellness.	<p>Topics</p> <p>Understanding my Body</p> <p>Physical Differences and Similarities</p> <p>Objectives</p> <p>Students will recall and employ appropriate terminology to name body parts.</p>	<p>Following a teacher led lesson and class discussion about bones, muscles, and joints, students will understand how bones, muscles and joints work together to keep us moving (NJSEL SL2.1)</p> <p>Students will complete a puzzle of the human skeleton.</p>	<p>Bones, Muscles, and Joints, Kids Health http://classroom.kidshealth.org/classroom/prekto2/body/parts/bones.pdf</p> <p>Hearing, Kids Health http://classroom.kidshealth.org/classroom/prekto2/body/functions/hearing.pdf</p> <p>Teaching Children About Their Bodies by Mary S.</p>	<p>Formative Assessments:</p> <p>Class discussions and participation in class</p> <p>Benchmark Assessment:</p> <p>Common Formative Assessment</p> <p>Summative Assessments:</p> <p>Bones, Muscles, and Joints Quiz</p>

2.4.2.B.1 Compare and contrast the physical differences and similarities of the genders.

2.4.2.C.1 Explain the factors that contribute to a mother having a healthy baby.

Students will explain the function of body parts.

Students will compare and contrast the physical differences and similarities between the sexes.

Students will explain the factors that contribute to a mother having a healthy baby.

Following a teacher lesson and whole class discussion, students will learn about human ears and the importance of hearing. **(NJSLIS SL 2.1)**

Following a teacher-led lesson about the human body and the names of all the body parts, students will work in pairs to draw and label an outline of a human body.

Following teacher-led lessons on body systems and functions, students will participate in stations with activities on each of the body systems.

Following a teacher lead lesson, students will be able to list the differences and similarities between boys and girls. **(NJSLIS SL 2.2)**

Following a teacher-led lesson about what mothers should do to have a healthy baby. Students will create group collages of healthy foods and activities pregnant mothers should have in order to have healthy babies.

Rivkin, Scholastic
<https://www.scholastic.com/teachers/articles/teaching-content/teaching-children-about-their-bodies/>

Explore Human Body Systems, Schools Ideas, and More!, Pinterest
<https://www.pinterest.com/pin/303148618644438038>

Body Parts, Systems and Functions
<https://classroom.kidshealth.org/index.jsp?Grade=pk&Section=body>

Sex and Relationship Education, Lesson 1: Differences Boys and Girls, Worcestershire Healthy Schools
<http://www.holywellschool.org/wp-content/uploads/2013/10/Y2-Lesson-plans-2.pdf>

Staying Healthy During Pregnancy, Kids Health
<http://kidshealth.org/en/pregnancy/pregn.html#catsafe-play>

Completion of projects and worksheets

Alternative Assessments:
Small group and individual activities

Comprehensive Health

2.4.2.A.2 Distinguish the roles and responsibilities of different family members

2.4.2.A.1 Compare and contrast different kinds of families locally and globally.

Topics

Family Life

Healthy Relationships

Objectives

Students will compare and contrast different kinds of families locally and globally.

Students will distinguish the roles and responsibilities of different family members.

Students will determine the factors that contribute to healthy relationships.

Following teacher read-alouds, students will discuss the different types of families that students have and how families are the same and different in the classroom and around the world. (NJSL RI 2.1)(NJSL RI 2.2)(NJSL RI 2.7)

Class will create a T-chart listing how families are different and the same around the world. (6.1.4.D.13)

Following teacher modeling of their own family and the roles each member has, students will create individual family trees representing their own families. Students will describe what each person's role and responsibility is. (6.1.4.D.13)

Students will participate in a teacher-led discussion about positive relations and getting along with others. (NJSL SL2.1)(NJSL SL 2.2)

Students will explore ways to get along with each other. They will create a class list of things that make it hard to get along

Family by Otobook, Teaching Kids Books <http://www.teachingkidsbooks.com/k-2nd-grade/family>

Getting Along, Kids Health https://classroom.kidshealth.org/classroom/prekto2/personal/growing/getting_along.pdf

Families (activities) <https://www.scholastic.com/teachers/lesson-plans/teaching-content/we-are-family-grades-23/>

The Keeping Quilt (activities) <https://drive.google.com/file/d/0B21fDEmxaIZFT3ZRbHM0VGZzMms/view>

Global Families (images, activities) <https://globaleducation.edu.au/teaching-activity/who-are-the-families-of-the-world-f-2.html>

Formative Assessments:

Class discussions and participation in class, small group and individual activities

Summative Assessments: Completion of projects and worksheets

Getting Along Quiz

Alternative Assessments: Small group and individual activities

with one another and rules to help us have positive relationships with one another.
(6.1.4.A.1)(6.3.4.A.1)

Vocabulary:

Human Body – The human body is the entire structure of a human being.

Bones – One of the structures composing the skeleton of a vertebrate.

Muscles – A tissue composed of cells or fibers, the contraction of which produces movement in the body.

Joints – The point of contact between elements of an animal skeleton with parts that surround and support it.

Family – A basic social unit consisting of parents and their children, considered as a group, whether dwelling together or not.

Relationships – The way in which two or more people are connected.

Integration of 21st Century Standards NJSL 9:

9.2.4.A.2 Identify various life roles and civic and work related activities in the school, home, and community.

Accommodations and Modifications:

Students with special needs: Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered. Additional safety precautions will be made along with additional staff so all student can fully participate in the standards associated with this curriculum.

ELL/ESL students: Students will be supported according to the recommendations for “can do’s” as outlined by WIDA - https://www.wida.us/standards/CAN_DOs/

Students at risk of school failure: Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support this may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time and will be made available with a certified instructor to aid students in reaching the standards.

Gifted and Talented Students: Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity of the requirements.

English Language Learners	Special Education	At-Risk	Gifted and Talented
<ul style="list-style-type: none"> Students will share information about families in their culture Speak and display terminology and movement Look for children’s books in student’s native languages Teacher modeling Peer modeling 	<ul style="list-style-type: none"> Provide a mat to sit on to teach boundaries Utilize modifications & accommodations delineated in the student’s IEP Work with paraprofessional Use multi-sensory teaching approaches: Pictures, scarves, hula hoops, and other props 	<ul style="list-style-type: none"> Using visual demonstrations, illustrations, and models Give directions/instructions verbally and in simple written format. Peer Support Increase one on one time Teachers may modify instructions by modeling 	<ul style="list-style-type: none"> Students that can read can read the book aloud to peers Curriculum compacting Inquiry-based instruction Independent study Higher order thinking skills Adjusting the pace of lessons Interest based content Real world scenarios

<ul style="list-style-type: none"> • Develop and post routines • Label classroom materials • Word walls 	<p>provide helpful visual, auditory, and tactile reinforcement of ideas.</p> <ul style="list-style-type: none"> • Work with a partner • Provide concrete examples and relate all new movements to previously learned moves (i.e., walking on a balance beam, kicking a ball). • Solidify and refine concepts through repetition. • Change movement requirements to reduce activity time 	<p>what the student is expected to do</p> <ul style="list-style-type: none"> • Instructions may be printed out in large print and hung up for the student to see during the time of the lesson. • Review behavior expectations and make adjustments for personal space or other behaviors as needed. 	<ul style="list-style-type: none"> • Student Driven Instruction
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Interdisciplinary Connections:

ELA - NJSL/ELA:

- RI.2.1. Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.
- RI.2.2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
- RI.2.7. Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
- SL.2.1. Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.

SL.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

Social Studies:

- 6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people.
- 6.1.4.A.1 Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.
- 6.3.4.A.1 Determine what makes a good rule or law and apply this understanding to rules and laws in your school or community (e.g., bike helmet, recycling)

Integration of Technology Standards NJSL/8:

8.2.2.E.1: List and demonstrate the steps to an everyday task.

Career Ready Practices:

- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

Comprehensive Health

Grade 2

Unit: Healthy Food

Overview: Students will learn about nutritious food choices, exercising, positive life choices, and making a healthy difference in your school community.

Time Frame: One Marking Period

Enduring Understandings:

- Kids can make informed decisions about taking care of themselves.
- Health-enhancing behaviors contribute to wellness.
- Physical activity enhances personal health.
- Every health-related decision has short and long-term consequences.

Essential Questions:

- What is the role of food in good health?
- Why is it important to eat healthy foods?
- What would happen to your body if you didn't eat healthy food?
- What is the relationship between food and exercise?
- Why is it important to display good sportsmanship?

Standards	Topics and Objectives	Activities	Resources	Assessments
Comprehensive Health 2.1.2.A.1 Explain what being "well" means and identify self-care practices that support wellness. 2.1.2.B.1 Explain why some foods are healthier to eat than others.	Topics Role of food Effects of healthy and unhealthy foods Path of food through the body Food Pyramid rules	As an introduction to the unit students will watch a short video about healthy and unhealthy foods.	Healthy Foods: https://www.youtube.com/watch?v=S677E-OAP7o Lunch Lab Live-Food Pyramid http://www.youtube.com/watch?v=BS05CAsh_5c Junk Food Ads and Kids, Common Sense Media	Formative Assessments: Group activities, work during projects, role plays. Benchmark Assessment: Common Formative Assessment Summative Assessments: Teacher made quiz healthy vs. unhealthy food

<p>2.1.2.B.2 Explain how foods on MyPlate differ in nutritional content and value.</p>	<p>Objectives</p>	<p>Students will work in small groups to go on a healthy and unhealthy foods scavenger hunt on the internet and in magazine/newspaper advertisements.</p>	<p>https://www.commonsensemedia.org/videos/junk-food-ads-and-kids#</p>	<p>Meal Plan</p>
<p>2.1.2.B.3 Summarize information about food found on product labels.</p>	<p>Students will differentiate between healthy and unhealthy foods and eating practices.</p>	<p>Students will work in small groups to create T-Chart posters using the scavenger hunt pictures of healthy vs. unhealthy foods.</p>	<p>One World: Connecting Communities, Cultures, and Classrooms, <i>Around the World with Food</i>, Scholastic http://teacher.scholastic.com/scholasticnews/indepth/one_world/lesson_plans/index.asp?article=lessonx5</p>	<p>Completed Projects Alternative Assessment: Class participation and discussions</p>
<p>2.2.2.B.2 Relate decision-making by self and others to one's health.</p>	<p>Students will identify influences that affect food choices (e.g., the media, advertising, peers).</p>	<p>Students will learn how junk food companies advertise on television and the internet. Students will then have a teacher led discussion about how to avoid junk food advertisements. (NJSLA SL2.1)(NJSLA SL 2.2)</p>	<p>Menu and Meal Planning Printables, Nourish Interactive http://www.nourishinteractve.com/nutrition-education-printables/category/16-printable-kids-healthy-menu-plans-daily-meal-planner-childrens-healthy-food-groups-balanced-meals</p>	
<p>2.2.2.B.3 Determine ways parents, peers, technology, culture, and the media influence health decisions.</p>	<p>Students will compare and contrast foods in the food pyramid for nutritional value and content.</p>	<p>Students will investigate the cultural impact on food choices and options.</p>	<p>Following a short video, students will learn how junk food companies advertise on television and the internet. Students will then have a teacher led discussion about how to avoid junk food advertisements. (NJSLA SL2.1)(NJSLA SL 2.2)</p>	
<p>2.2.2.B.4 Select a personal health goal and explain why setting a goal is important.</p>	<p>Students will create and present a healthy meal plan for self and family.</p>	<p>Students will create and present a healthy meal plan for self and family.</p>	<p>Students will create and present a healthy meal plan for self and family.</p>	

Following a teacher led lesson about food and geography, students will learn cultural connections to foods, while also learning about the health benefits of food from around the world. Students will brainstorm different foods from different cultures and create a class list of different foods. (NJSLSL RI 2.1)(NJSLSL RI2.2)(NJSLSL RI 2.7)(6.1.4.D.13)

Following teacher modeling, students will work in small groups to find and create healthy meal plans for students ages 4-8 years old. (NJSLSL SL2.1)

Topics
 Relationship between exercise and nutrition

Students will identify slow, go, and Whoa! Foods to help them make healthy choices.

Obesity, Kids Health
<https://classroom.kidshealth.org/classroom/prekto2/problems/conditions/obesity.pdf>

Formative Assessment:
 Discussions, Role Plays, Teacher questioning

Benefits of exercise throughout life

Following a teacher led lesson about health consequences of over eating and lack of exercise, students will identify games and activities that can keep them healthy and develop a list of ten things they can do besides screen time. (NJSLSL SL2.1)

It only Takes a Little to be Big!: Service Learning Planning Guide, Scholastic
https://www.scholastic.com/cliffordbebig/printables/service_guide.pdf

Summative Assessment:
 Obesity Quiz

Good sportsmanship and anger management

Students will relate the implementation of proper diet to the maintenance of a

Service Learning Project completion

Illustration of Cooling Down
Alternative Assessment:

Objectives

Students will relate the implementation of proper diet to the maintenance of a

Good Sports

Illustration of Cooling Down

Alternative Assessment:

Comprehensive Health

2.1.2.A.1 Explain what being "well" means and identify self-care practices that support wellness.

2.2.2.D.1 Determine the benefits for oneself and others of participating in a class or school service activity.

2.2.2.E.1 Determine where to access home, school, and community health professionals.

healthy body.

Students will work cooperatively to select a service-learning project related to health and nutrition that will help their class, school, or community.

<https://kidshealth.org/classroom/prekto2/personal/fitness/sportsmanship.pdf>

Participation, Self-Assessment

Students will discuss the health benefits of participating in class, school, or community service projects.

Once they choose a project, students will write down the plan and implement it to completion.

Good Sportsmanship
<https://kidshealth.org/en/kids/good-sport.html>

Students will identify ways to demonstrate how to be a “good sport”.

Students will hear ways to be a good sport. They will then work in groups to act out scenario playing charades, where they can demonstrate the “do’s and don’ts”.

Train your Temper
<https://kidshealth.org/en/kids/temper.html>

Students will describe how to deal with anger by taking steps to “cool down”.

Students will brainstorm ways to “cool down”.

Angry Birds deal with Anger
<https://www.youtube.com/watch?v=pFKRbUKy19g>

They will practice each technique (taking deep breathes, walking away, talking to an adult, etc.) in small groups.

Students will choose 1 way to “cool down” that they think will work for them and draw a picture of how they would use it.

Key Vocabulary:

Nutrition – The act or process of nourishing or being nourished.

Exercise – Bodily or mental exertion, especially for the sake of training or improvement of health.

Diet – The kinds of food that a person, animal, or community habitually eats.

Service Learning – Under which students or participants learn through active participation in thoughtfully organized service.

Integration of 21st Century Standards NJSL 9:

9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.

Accommodations and Modifications:

Students with special needs: Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered. Additional safety precautions will be made along with additional staff so all student can fully participate in the standards associated with this curriculum.

ELL/ESL students: Students will be supported according to the recommendations for “can do’s” as outlined by WIDA - https://www.wida.us/standards/CAN_DOs/

Students at risk of school failure: Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support this may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time and will be made available with a certified instructor to aid students in reaching the standards.

Gifted and Talented Students: Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity of the requirements.

English Language Learners	Special Education	At-Risk	Gifted and Talented
<ul style="list-style-type: none"> • Students will share foods from their own culture • Students will share information about families in their culture • Speak and display terminology and movement • Look for children’s books in student’s native languages • Teacher modeling • Peer modeling • Develop and post routines • Label classroom materials • Word walls 	<ul style="list-style-type: none"> • Students will bring in pictures of their own family • Provide a mat to sit on to teach boundaries • Utilize modifications & accommodations delineated in the student’s IEP • Work with paraprofessional • Use multi-sensory teaching approaches. Pictures, scarves, hula hoops, and other props provide helpful visual, auditory, and tactile reinforcement of ideas. • Work with a partner • Provide concrete examples and relate all new movements to previously learned moves (i.e., walking on a balance beam, kicking a ball). 	<ul style="list-style-type: none"> • Using visual demonstrations, illustrations, and models • Give directions/instructions verbally and in simple written format. • Peer Support • Increase one on one time • Teachers may modify instructions by modeling what the student is expected to do • Instructions may be printed out in large print and hung up for the student to see during the time of the lesson. • Review behavior expectations and make adjustments for personal space or other behaviors as needed. 	<ul style="list-style-type: none"> • Students that can read can read the book aloud to peers • Students can plan meals for their families for a week • Curriculum compacting • Inquiry-based instruction • Independent study • Higher order thinking skills • Adjusting the pace of lessons • Interest based content • Real world scenarios • Student Driven Instruction

- Solidify and refine concepts through repetition.

Interdisciplinary Connections:

EIA - NJSLS/EIA:

- RI.2.1. Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.
- RI.2.2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
- RI.2.7. Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
- SL.2.1. Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.
- SL.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

Social Studies:

6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people.

Integration of Technology Standards NJSLS 8:

- 8.2.2.E.1: List and demonstrate the steps to an everyday task.
- 8.1.2.E.1 Use digital tools and online resources to explore a problem or issue.

Career Ready Practices:

- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

Comprehensive Health

Grade 2

Unit: Preventing Illness

Overview: Students will learn about personal safety at school and around the community as well as good hygiene and basic first aid. Students will also learn about safely taking medications and the dangers of illegal drugs.

Time Frame: One Marking Period

Enduring Understandings:

- Being consistently aware of the environment and taking safety precautions can reduce the risk of injury.
- Wellness is a way of life.
- People can protect themselves from germs.
- Just because it's medicine doesn't mean it's good for you.
- Only a trusted adult can give you medicine.

Essential Questions:

- How can knowing prevention save your life?
- How can our bodies support good health?
- What self-care practices support wellness and stop the spread of germs?
- Is there anything we can do to protect ourselves from germs?
- Why should we floss our teeth?
- Why must medicines be used correctly?

Standards	Topics and Objectives	Activities	Resources	Assessments
<p>Comprehensive Health 2.1.2.D.2 Differentiate among the characteristics of strangers, acquaintances, and trusted adults and describe safe and appropriate behaviors/touches.</p>	<p>Topics</p> <p>Careful and Careless Behavior</p> <p>Bike safety</p> <p>Fire safety</p>	<p>Following a read aloud on stranger danger, students will learn how to use the buddy system to stay safe by creating stick buddy puppets and role-playing the buddy system.</p>	<p>Strangers, A to Z Teacher Stuff http://www.atozteacherstuff.com/pages/429.shtml</p> <p>Community Helpers (Images, Video)</p>	<p>Formative Assessments: Class discussion, participation in group and individual activities, Q & A, role-playing</p> <p>Benchmark</p>

2.1.2.D.3 Identify procedures associated with pedestrian, bicycle, and traffic safety.

2.2.2.B.1 Explain what a decision is and why it is advantageous to think before acting.

2.1.2.D.1 Identify ways to prevent injuries at home, school, and in the community (e.g., fire safety, poison safety, accident prevention).

Keeping your body safe

Rules for safe play

Objectives

Students will recognize, identify and alert adults to potentially harmful conditions/situations.

Students will explain and/or demonstrate the proper way to cross the street.

Students will explain what we wear while riding in a car, and why we wear it.

Students will explain what we wear while riding a bicycle or skateboard and why we wear it.

(NJSEL SL 2.1)
(NJSEL SL 2.2)

Following a teacher led discussion, students will learn that unknown adults do not need help from a child. Students will role play and practice saying, "No, but I can get another adult to help you!" (NJSEL SL 2.1)

Students will watch a video about community helpers and create a class list of harmful or unsafe situations where they may need to alert a community helper. (NJSEL SL 2.7)

Students will discuss with peers how to cross a street safely following a teacher-led lesson and a following directions activity. (NJSEL SL 2.1)

Students will work in pairs to learn about seat belts and booster seats. They will create a class book about safety.

http://guides.rlinkschools.org/CRF_2community

Assessment:
Common Formative Assessment

Safety Lesson About Street Crossing, Bright Hub Education
<http://www.brighthubeducation.com/lesson-plans-grades-1-2/108197-crossing-the-street-safety-lesson-plan/>

Summative Assessments:
Teacher made quiz on personal safety.

Medicine Quiz

Keep Alabama's Kids Safe: Child Restraint Activity Book, Alabama Department of Public Health
<https://www.adph.org/injury-prevention/assets/BoosterActivityBook.pdf>

Alternative Assessment:
Self-Assessment Peer Assessment

Bike Safety, Kids Health
http://classroom.kidshealth.org/prekto2/personal/safety/bike_safety.pdf

Students will participate in a teacher-led discussion about bike and skateboard safety and the importance of wearing a helmet. All students will work together to create a class list of important reasons as to why we wear helmets. (NJSL SL 2.1)

Topics

Dental Care

Objectives

Students will demonstrate how to properly floss. Students will tell how often to floss.

2nd-3rd Grade Lesson Plan, Kool Smiles

<https://www.mykoolsmiles.com/downloads/Kool-Smiles-2nd-and-3rd-Grade-Lesson-Plan.PDF>

Dental Care lessons

<https://www.dentalcare.com/en-us/patient-education/childrens-dental-health/lesson-plans>

Formative Assessment: Class discussion, participation in group and individual activities

Summative Assessment: Presentation of flossing

Alternative Assessment: Self-Assessment Peer Assessment

Comprehensive Health
 2.1.2.A.1 Explain what being "well" means and identify self-care practices that support wellness.
 2.1.2.C.2 Summarize strategies to prevent the spread of common diseases and health conditions.
 2.1.2.C.1 Summarize symptoms of common diseases and health conditions.

Topics

Disease Prevention

First aid

Students will learn how to floss by creating a model of teeth using play-doh or paper and pipe cleaners to floss in between teeth. Students will present these to their small groups. (NJSL SL.1)

Glitter Germs, A to Z

Teacher Stuff <http://lessons.atotzteacherstuff.com/682/glitter-germs/>

Hand Washing for young

Formative

Assessments: Class discussion, participation in group and individual activities, Q & A, role-playing.

Comprehensive Health
 2.1.2.A.1 Explain what being "well" means and identify self-care practices that support wellness.

2.1.2.A.2 Use correct terminology to identify body parts, and explain how body parts work together to support wellness.

2.1.2.D.1 Identify ways to prevent injuries at home, school, and in the community (e.g., fire safety, poison safety, accident prevention).

Objectives

Students will explain and show that germs are everywhere.

Students will identify ways in which germs can be spread.

Students will discuss ways to prevent spreading germs when coughing and sneezing.

Students will model how to take care of a nosebleed, scratch, insect bite and other common injuries.

to represent germs. Students will also learn how to prevent germs from spreading by washing their hands properly.

Following a video about hand washing and germ prevention, students will have a class discussion about the importance of hand washing before eating, after using the restroom, after outside play, and whenever they sneeze or cough. Students will work in groups to create hand-washing posters. (NJSL SL2.1)

Students will watch a video to learn about first aid and how to use a first aid kit. Students will then pair-share about what needs to be in a first aid kit. Students will ask parents at home if they have these items. (NJSL SL 2.1)(NJSL SL 2.2)

Following a teacher-led lesson and modeling about first aid for a nosebleed, students will role play the steps for nose bleed care.

Children, You Tube
<https://youtu.be/TCBoDZfTn>
eg

Summative Assessment:
Teacher made hand washing quiz

Alternative Assessment:
Self-Assessment
Peer Assessment

The Busy World of Richard Scarry- Play It Safe First Aid, Watch Know Learn
<http://www.watchknowlearn.org/Video.aspx?VideoID=27478&CategoryID=311>

First-Aid Kit, Kids Health
<http://kidshealth.org/en/parents/firstaid-kit.html#catsafe-play>

Nose-bleeds, Kids Health
<http://kidshealth.org/en/parents/nosebleeds-sheet.html#catsafe-play>

Health Curriculum
http://pe.dadeschools.net/healthliteracy/healthlit_curriculum/elementaryk-5healthcurriculum.pdf

Comprehensive Health

2.3.2.A.2 Explain why medicines should be administered as directed

2.3.2.A.1 Explain what medicines are and when some types of medicines are used

2.3.2.B.1 Identify ways that drugs can be abused

Topics

Medicines

Objectives

Students will discuss the purpose and administration of medicines.

Students will answer the following questions:

1. What are medicines?
2. How do medicines help the body?
3. What is the difference between a medicine and a drug?
4. Who can give a child medicine?

Students will identify how drugs can be abused.

As an introduction to medicines and drug safety students will watch a video then have a teacher-led class discussion about what medicines are and how they should be used. (NJSL S 2.2)

Students will learn about different types of medicines by working in small groups to create a medicine collage and index card emergency student files listing the type of medicine to use when they do not feel well.

Students will learn dangers of illegal drugs. They will discuss how telling a trusted adult is the best solution.

Medicine Video

<https://www.youtube.com/watch?v=9OK6OdWxTA>

Medicine lesson

<http://www.scholastic.com/browse/article.jsp?id=3757744>

Formative Assessments:

Class discussion, participation in group and individual activities, Q &A, role-playing.

Drugs

<https://kidshealth.org/classroom/prekto2/problems/drugs/drugs.pdf>

Illegal Drugs-activities

https://d14rmgtwz75a.cloudfront.net/sites/default/files/mo_d4.pdf

Drugs

<https://kidshealth.org/en/kids/know-drugs.html>

Trusted Adults-Drugs

https://classroom.kidshealth.org/classroom/prekto2/problems/drugs/drugs_handout1.pdf?pref=search

Summative Assessments:

Teacher created quiz

Alternative Assessment:

Self-Assessment
Peer Assessment

Key Vocabulary:

Medicine – The science or practice of the diagnosis, treatment, and prevention of disease.

Drugs – A medicine or other substance which has a physiological effect when ingested or otherwise introduced into the body.

First Aid – Help given to a sick or injured person until full medical treatment is available.

Dental Floss – A soft thread of silk or similar material used to clean between the teeth.

Pedestrian – A person walking along a road or in a developed area.

Germ – A microorganism, especially one that causes disease.

Integration of 21st Century Standards NJSL S 9:

9.2.4.A.2 Identify various life roles and civic and work - related activities in the school, home, and community.

Accommodations and Modifications:

Students with special needs: Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered. Additional safety precautions will be made along with additional staff so all student can fully participate in the standards associated with this curriculum.

ELL/ESL students: Students will be supported according to the recommendations for “can do’s” as outlined by WIDA - https://www.wida.us/standards/CAN_DOs/

Students at risk of school failure: Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support this may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time and will be made available with a certified instructor to aid students in reaching the standards.

Gifted and Talented Students: Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity of the requirements.

English Language Learners	Special Education	At-Risk	Gifted and Talented
<ul style="list-style-type: none"> • Students will share information about how families in their culture deal with illness • Speak and display terminology and movement • Look for children’s books in student’s native languages • Teacher modeling • Peer modeling • Develop and post routines • Label classroom materials • Word walls 	<ul style="list-style-type: none"> • Provide a mat to sit on to teach boundaries • Utilize modifications & accommodations delineated in the student’s IEP • Work with paraprofessional • Use multi-sensory teaching approaches. Pictures, scarves, hula hoops, and other props provide helpful visual, auditory, and tactile reinforcement of ideas. • Work with a partner • Provide concrete examples and relate all new movements to previously learned moves (i.e., walking on a balance beam, kicking a ball). • Solidify and refine concepts through repetition. • Change movement 	<ul style="list-style-type: none"> • Using visual demonstrations, illustrations, and models verbally and in simple written format. • Peer Support • Increase one on one time • Teachers may modify instructions by modeling what the student is expected to do • Instructions may be printed out in large print and hung up for the student to see during the time of the lesson. • Review behavior expectations and make adjustments for personal space or other behaviors as needed. 	<ul style="list-style-type: none"> • Students that can read can read the book aloud to peers • Curriculum compacting • Inquiry-based instruction • Independent study • Higher order thinking skills • Adjusting the pace of lessons • Interest based content • Real world scenarios • Student Driven Instruction

requirements to reduce
activity time

Interdisciplinary Connections:

ELA - NJSLS/ELA:

- RL.2.1. Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.
- RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral.
- RL.2.3. Describe how characters in a story respond to major events and challenges using key details.
- RL.2.7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
- SL.2.1. Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.
- SL.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

Integration of Technology Standards NJSLS 8:

- 8.2.2.E.1: List and demonstrate the steps to an everyday task.
- 8.1.2.E.1 Use digital tools and online resources to explore a problem or issue.

Career Ready Practices:

- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

Comprehensive Health

Grade 2

Unit: The Best Me I Can Be

Overview: Students will learn how to live a healthy lifestyle by keeping fit, practicing good hygiene, coping with stress, expressing feelings in a positive manner, and communicating positively.

Time Frame: One Marking Period

Enduring Understandings:

- Developing self-esteem, resiliency, tolerance and coping skills support social and emotional health.
- Stress is a natural part of life, yet everyone has different stressors. The key is to find the methods of dealing with stress that makes you feel better.
- Character is who you are when no one is looking.
- Character can be developed and supported through individual and group activities, the influence of positive role models and involvement in community service.

Essential Questions:

- How can we cope with being angry?
- How can I express myself?
- Who gets stressed out?
- What causes stress?
- How can I maintain a healthy lifestyle?

Standards	Topics and Objectives	Activities	Resources	Assessments
<p>Comprehensive Health 2.1.2.A.1 Explain what being "well" means and identify self-care practices that support wellness.</p> <p>2.2.2.B.2 Relate decision-making by self and others to one's health.</p>	<p>Topics</p> <p>Wellness</p> <p>Good Character</p> <p>Objectives</p> <p>Students will describe a</p>	<p>Following a teacher led class discussion about fitness, students will graph different types of physical activities that make them feel healthy.(2.MD.D.10)</p> <p>Following a teacher lead class discussion, students</p>	<p>Fitness, Kids Health https://classroom.kidshalt.org/classroom/prekto2/peisonal/fitness/fitness.pdf</p> <p>Pictographs: https://www.pinterest.com/pin/174866398009960014/</p> <p>Personal hygiene for kids:</p>	<p>Formative Assessments:</p> <p>Class participation, class discussions</p> <p>Benchmark Assessment:</p> <p>Common Formative Assessment</p> <p>Summative Assessments:</p>

2.1.2.A.1 Explain what being “well” means and identify self-care practices that support wellness.

2.1.2.A.2 Use correct terminology to identify body parts, and explain how body parts work together to support wellness.

healthy child and what it means to make healthy choices.

Students will explain what being “well” means.

Students will understand the importance of being clean.

will individually draw and label a picture of a healthy child. Students will provide details about what makes a person healthy. (NJSL SL2.1)

Students will work in small groups to create their own definition of wellness. (NJSL SL 2.1)

Students will watch a short video about cleanliness and good hygiene. Following the movie, students will work in pairs to create good personal hygiene posters. (NJSL SL2.2)

<https://www.turtlediary.com/video/personal-hygiene.html>

<https://www.turtlediary.com/video/personal-hygiene.html>

Personal Hygiene: <https://educators.brainpop.com/bp-topic/personal-hygiene/>

<https://educators.brainpop.com/bp-topic/personal-hygiene/>

Completion of individual and group projects
Fitness Quiz
Alternative Assessments:
Discussion
Self-Assessment

Companion Texts:
School kids get Daily Exercise
<https://newsela.com/read/schools-exercise/id/1182/>

<https://newsela.com/read/schools-exercise/id/1182/>

Fast Food for Kids:

<https://newsela.com/read/em-happy-meal-cheeseburger-ban/id/40578/>

Feelings, Kids Health

<https://classroom.kidshealth.org/classroom/prekto2/personal/growing/feelings.pdf>

Stress, Kids Health

<https://classroom.kidshealth.org/classroom/prekto2/problems/emotions/stress.pdf>

Stress Lessons:

<http://westernhealth.nl.ca/updates/EducatorsGuide-en.pdf>

Stress-video

<https://www.bing.com/videos/search?q=stress+for+kids>

Topics

Feelings and Emotions

Stress and Coping

Locating trusting adults

Objectives

Students will explain the meaning of character and how it is reflected in the thoughts, feelings, and actions of oneself and others.

Students will explain healthy ways of coping with

Comprehensive Health

2.1.2.E.1 Identify basic social and emotional needs of all people.

2.2.2.A.1 Express needs, wants, and feelings in health- and safety-related situations.

2.1.2.F.3 Explain healthy ways of coping with common stressful situations experienced by children.

2.1.2.E.2 Determine possible causes of conflict between people and appropriate ways to prevent and resolve them.

Formative Assessments:
Class participation, class discussions

Summative Assessments:
Completion of individual and group projects

Feelings Quiz

Alternative Assessments:
Discussion
Self-Assessment

common stressful situations experienced by children.

Students will identify common stressors.

Students will learn to identify feelings based upon different facial expressions and scenarios provided by the teacher. **(6.1.4.D.13)**

[s&&view=detail&mid=93293DBEBBCBC78C2B67793293DBEBBCBC78C2B677&&FORM=VRDGAR](https://www.youtube.com/watch?v=O9noLpCRGBg)

Yoga for Kids:
<https://www.youtube.com/watch?v=O9noLpCRGBg>

Following a teacher led lesson and class discussion, students will be able to identify stressors and learn strategies to cope with stress. **(NJSL SL2.1)**

Taking A Survey:
<http://www.teach-nology.com/worksheets/math/survey/2/>

Following a teacher demonstration, students will work with partners to conduct a survey about what causes stress.

Student Text:
Books about Feelings

Students will then have a class discussion about activities they can do to reduce stress. **(NJSL SL 2.1)**

<https://www.wearteachers.com/15-must-have-picture-books-for-teaching-social-emotional-skills/>

Books about Stress:
<https://laughingkidslearn.com/20-books-to-help-children-who-worry-or-suffer-from-anxiety/>

Following a teacher demonstration, students will learn how activities like yoga and exercise can relieve stress.

Topics

Communication Skills

Expression of Feelings

Getting Along: Kids Health

https://classroom.kidshealth.org/classroom/prekto2/personal/growing/getting_along.pdf

Formative Assessments:

Class participation, class discussions, completion of individual and group projects

Comprehensive Health

2.1.2.E.2 Determine possible causes of conflict between people and appropriate ways to prevent and resolve them.

2.2.2.D.1 Determine the benefits for oneself and others of participating in a class or school service activity.

Helping Others	conflict resolution. (NJSLs RL 2.1)(NJSLs RL 2.2)(NJSLs RL 2.3)(NJSLs RL2.7)	Conflict Resolution: https://proudtobepimary.com/teaching-conflict-resolution-in-the-classroom/	Summative Assessment: Getting Along Quiz
Objectives	Students will explore ways of getting along with one another and place their ideas on chart paper.	Alternative Assessments: Discussion Self-Assessment	
Students will determine possible causes of conflict between people and appropriate ways to prevent and resolve them.	Students will explore ways of getting along with one another and place their ideas on chart paper.	Student Text: Enemy Pie, by Derrick Munson	
Students will determine the benefits for oneself and others of participating in a class or school service activity.	Following teacher modeling, students will maintain a "Happy Day" weekendlong journal indicating an activity they did with a family member or friend, which made them happy.(6.1.4.D.13)	Enemy Pie Activities: http://enemypie.com/blog1/	

Key Vocabulary:

- Conflict** – A serious disagreement or argument, typically a protracted one.
- Resolution** – A firm decision to do or not to do something.
- Wellness** – The state or condition of being in good physical and mental health.
- Emotions** – A natural instinctive state of mind deriving from one's circumstances, mood, or relationships with others.
- Stressors** – Something that makes you worried or anxious.
- Communication** – The imparting or exchanging of information or news.
- Cleanliness** – The state or quality of being clean or being kept clean.

Integration of 21st Century Standards NJSLs 9:

- 9.2.4.A.2 Identify various life roles and civic and work - related activities in the school, home, and community.
- 9.1.4.F.2 Explain the roles of philanthropy, volunteer service, and charitable contributions, and analyze their impact on community development and quality of living.

Accommodations and Modifications:

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	<ul style="list-style-type: none"> • Solidify and refine concepts through repetition. • Change movement requirements to reduce activity time 		
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- SL.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

Math:

- 2.MD.D.10. Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put together, take-apart, and compare problems⁴ using information presented in a bar graph.

Social Studies:

- 6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people.

Integration of Technology Standards NJSL 8:

- 8.2.2.E.1: List and demonstrate the steps to an everyday task.
- 8.1.2.E.1 Use digital tools and online resources to explore a problem or issue.

Career Ready Practices:

- CRP3. Attend to personal health and financial well-being.
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PACING GUIDE
Health: GRADE 2

SEPTEMBER	<p>Healthy Body and a Healthy Life</p> <ul style="list-style-type: none"> - Name body parts - Explain functions of body parts - Compare physical differences and similarities of males and females - Factors that contribute to a mother having a healthy baby. <p>Standards</p> <p>2.1.2.A.1 2.1.2.A.2 2.4.2.B.1 2.4.2.C.1</p>	OCTOBER	<p>Healthy Body and a Healthy Life</p> <ul style="list-style-type: none"> - Different kinds of families locally and globally - Roles of different family members - Factors that contribute to healthy relationships <p>Standards</p> <p>2.4.2.A.2 2.4.2.A.1</p>	NOVEMBER	<p>Healthy Food</p> <ul style="list-style-type: none"> - Differentiate between healthy and unhealthy foods - Health Eating Practices - Influences that affect food choices - Food Pyramid - Cultural impact on food choices and options. - Create an age appropriate meal plan <p>Standards</p> <p>2.1.2.A.1 2.1.2.B.1 2.1.2.B.2 2.1.2.B.3 2.2.2.B.2 2.2.2.B.3 2.2.2.B.4</p>	DECEMBER	<p>Healthy Food</p> <ul style="list-style-type: none"> - Proper Diet and maintenance of a healthy body. - Health benefits to participating in class, school, or community projects - Ways to be a 'good sport' - How to deal with anger <p>Standards</p> <p>2.1.2.A.1 2.2.2.D.1 2.2.2.E.1</p>	JANUARY	<p>Preventing Illness</p> <ul style="list-style-type: none"> - How to recognize, identify, and alert adults of danger - How to cross the street - What do we wear when riding in a car and why? - What do we wear while riding a bicycle and why? <p>Standards</p> <p>2.1.2.D.2 2.1.2.D.3 2.2.2.B.1 2.1.2.D.1</p>
FEBRUARY	<p>Preventing Illness</p> <ul style="list-style-type: none"> - How to properly floss - How often to floss - Germs are everywhere - How are germs spread - How to prevent the spreading of germs - Model how to take care of a nosebleed, scratch, 	MARCH	<p>Preventing Illness</p> <ul style="list-style-type: none"> - Purpose of medicine - What are medicines? - How do medicines help the body? - What is the difference between medicine and a drug? - Who can give a child 	APRIL	<p>The best me I can be</p> <ul style="list-style-type: none"> - Healthy children - What does it mean to make healthy choices. - What does 'being well' mean - Importance of being clean. 	MAY	<p>The Best Me I Can Be</p> <ul style="list-style-type: none"> - Character and how it is reflected in thoughts, feelings, and actions. - Healthy ways to cope with common stressful situations, age appropriate - Identify common stressors, age appropriate 	JUNE	<p>The Best Me I Can Be</p> <ul style="list-style-type: none"> - Possible causes of conflict between people and how to solve them - Benefits to participating in class or school service activities. <p>Standards</p>

insect bite, and other common injuries. <u>Standards</u> 2.1.2.A.1 2.1.2.C.2 2.1.2.C.1 2.1.2.A.1 2.1.2.A.2 2.1.2.D.1	medicine? - How drugs are abused <u>Standards</u> 2.3.2.A.2 2.3.2.A.1 2.3.2.B.1	<u>Standards</u> 2.1.2.A.1 2.2.2.B.2 2.1.2.A.1 2.1.2.A.2	<u>Standards</u> 2.1.2.E.1 2.2.2.A.1 2.1.2.E.3 2.1.2.E.2	2.1.2.E.2 2.2.2.D.1
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