2nd Grade Health

Content Area: **Health and Physical Education**
Course(s):
Time Period: **Trimester 1**
Length: **Full Year**
Status: **Published**

Course Pacing Guide

Unit	Trimester	Cycles
Personal Growth & Development	1	4
Nutrition	1	2
Diseases and Health Conditions	2	2
Safety	1	4
Social and Emotional Health	2	2
Interpersonal Communication	2	1
Decision Making and Goal Setting	2	1
Character Development	2	1
Advocacy and Service	2	3
Health Services and Information	1	3
Medicines	3	1
Alcohol, Tobacco, and Other Drugs	3	3
Dependency, Addiction, and Treatment	3	taught with ATOD
Relationships	3	1
Sexuality	3	1
Pregnancy and Parenting	3	1

New Jersey Student Learning Standards (No CCS)

P.1	Acting as responsible and contributing member of society
P.2	Building and maintaining healthy relationships
P.3	Communicating clearly and effectively (verbal and nonverbal)
P.4	Resolving conflict
P.5	Attending to personal health, emotional, social and physical well-being
P.6	Engaging in an active lifestyle
P.7	Making decisions
P.8	Managing-self
P.9	Setting goals
P.10	Using technology tools responsibly

Amistad Integration

Holocaust/Genocide Education

Interdisciplinary Connections

Interdisciplinary Connections			
ELA	**Math**	**Science**	**Social Studies**
Reading RI..1 Ask and answer questions about key details in a text. Writing W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. W.K.5 With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g., adding details). Speaking and Listening SL.4.5. Add audio recordings and visual displays to	K.OA.A.1. Represent addition and subtraction up to 10with objects, fingers, mental images, drawings1, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. 5.1.OA.B.3. Apply properties of operations as strategies to add and subtract.2Examples: If 8 + 3 = 11 is known, then 3 + 8 = 11 is also known. (Commutative property of addition.) To add 2 + 6 + 4, the second two numbers can be added to make a ten, so 2 + 6 + 4 = 2 + 10 = 12. (Associative property of addition.) (Students need not useformal terms for these properties	5.1.P.C.1 Interacting with peers and adults to share questions and explorations about the natural world builds young learners' scientific knowledge. 5.3.4.A.3 Essential functions of the human body are carried out by specialized systems; Digestive, Circulatory, Respiratory, Nervous, Skeletal, Muscular, & Reproductive.	6.3 Active citizenship in the 21st century: at the preschool level, students participate in interdisciplinary activities that promote cultural awareness, sensitivity to individual differences, and respect for diversity.

presentations when appropriate to enhance the development of main ideas or themes.			

Technology Standards

TECH.8.1.2.A.1	Identify the basic features of a digital device and explain its purpose.
TECH.8.1.2.A.2	Create a document using a word processing application.
TECH.8.1.2.A.3	Compare the common uses of at least two different digital applications and identify the advantages and disadvantages of using each.
TECH.8.1.2.A.4	Demonstrate developmentally appropriate navigation skills in virtual environments (i.e., games, museums).
TECH.8.1.2.B.1	Illustrate and communicate original ideas and stories using multiple digital tools and resources.
TECH.8.1.2.D.1	Develop an understanding of ownership of print and nonprint information.
TECH.8.1.2.E.1	Use digital tools and online resources to explore a problem or issue.
TECH.8.2.2.A.1	Define products produced as a result of technology or of nature.
TECH.8.2.2.A.2	Describe how designed products and systems are useful at school, home and work.
TECH.8.2.2.A.3	Identify a system and the components that work together to accomplish its purpose.
TECH.8.2.2.A.4	Choose a product to make and plan the tools and materials needed.
TECH.8.2.2.A.5	Collaborate to design a solution to a problem affecting the community.
TECH.8.2.2.B.1	Identify how technology impacts or improves life.
TECH.8.2.2.B.2	Demonstrate how reusing a product affects the local and global environment.
TECH.8.2.2.B.3	Identify products or systems that are designed to meet human needs.
TECH.8.2.2.B.4	Identify how the ways people live and work has changed because of technology.
TECH.8.2.2.C.1	Brainstorm ideas on how to solve a problem or build a product.
TECH.8.2.2.C.2	Create a drawing of a product or device that communicates its function to peers and discuss.
TECH.8.2.2.C.3	Explain why we need to make new products.
TECH.8.2.2.C.4	Identify designed products and brainstorm how to improve one used in the classroom.
TECH.8.2.2.C.5	Describe how the parts of a common toy or tool interact and work as part of a system.
TECH.8.2.2.C.6	Investigate a product that has stopped working and brainstorm ideas to correct the problem.
TECH.8.2.2.E.1	List and demonstrate the steps to an everyday task.

21st Century Themes/Careers

CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP2	Apply appropriate academic and technical skills.

CRP.K-12.CRP3	Attend to personal health and financial well-being.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP5	Consider the environmental, social and economic impacts of decisions.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP9	Model integrity, ethical leadership and effective management.

Financial Literacy Integration

PFL.9.1.4.A.1	Explain the difference between a career and a job, and identify various jobs in the community and the related earnings.
PFL.9.1.4.A.2	Identify potential sources of income.
PFL.9.1.4.B.1	Differentiate between financial wants and needs.
PFL.9.1.4.B.2	Identify age-appropriate financial goals.
PFL.9.1.4.B.3	Explain what a budget is and why it is important.
PFL.9.1.4.B.5	Identify ways to earn and save.
PFL.9.1.4.D.1	Determine various ways to save.
PFL.9.1.4.E.1	Determine factors that influence consumer decisions related to money.
PFL.9.1.4.E.2	Apply comparison shopping skills to purchasing decisions.
PFL.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.

Instructional Strategies & Learning Activities

Scope and Sequence (Pacing Guide)

2nd Grade Health Marking Period 1

Standard	Topics	Objectives	Resources
• 2.1	• Relationship Skills ○ Care for self and others (personal space) ○ Feelings and emotions ○ Bullying ○ Basic manners (please and thank you) ○ Sharing and taking turns ○ Making friends ○ Self Awareness	Relationship skills • Exhibit positive interactions with other children and other adults. • Exhibit proper social behaviors. • Identify and express feelings • Explain what is considered bullying • Identify feelings,connecting words to feelings • Demonstrate	• www.Casel.org • www.kidshealth.org • www.Youtube.com • www.google.com

	○ Classroom climate (routines and rules) ○ Social Awareness ○ Responsible decision making ○ Listening skills ○ Personal wellness - Stereotypes	responsible decisions as related to certain situations • Demonstrate proper listening skills • Discuss how individuals make their own choices about how to express themselves. • Discuss the range of ways people express their gender and how gender-role stereotypes may limit behavior. • Explain wellness and identify self - care practices		
• 2.1	Personal Hygiene Germs (Virus/Bacteria) ○ How germs are spread (sneezing, coughing) ○ Preventing the spread of infection (using tissues) ○ Washing your hands (soap and water) ○ Water fountain edicate ○ Sleep Habits ○ Grooming	Personal Hygiene • Identify how germs are spread and techniques to limit the spread of infection • Demonstrate appropriate hand washing techniques • Demonstrating hygienic water fountain usage • Understand the importance of a good night's sleep • Identify the importance of daily grooming	• www.kidshealth.org • www.Youtube.com • www.google.com	
2.1	• Dental Care ○ Proper Brushing Technique	Dental Care • Demonstrate good habits of regular tooth brushing	• www.kidshealth.org • www.Youtube.com	

	○ Flossing ○ Cavities ○ Basic parts of the tooth ○ Dental check-ups ○ Foods and how they affect the health of teeth ○ Protective equipment ○ Food and non-food items (Keeping things out of your mouth that don't belong)	• Identify basic parts of the tooth on a model • Understand the importance of having a dentist appointment every six months • Discuss what happens during a dental examination • Discuss protective gear (mouth guard, face masks) • Understand that non- food items should not be placed in your mouth	• www.google.com

Marking Period 2

Standard	Topics	Objectives	Resources
• 2.1	Self-help Skills ○ Getting dressed ○ Tying shoes, buttoning, zippering, snapping ○ Dressing appropriately for the weather situation ○ Classroom organization skills (hanging coats/book bags/routines) ○ Keeping personal areas clean	• Develop the basic skills of self dress • Display procedures involved in tying buttoning, zippering and snapping • Discuss appropriate attire based on weather conditions • Discuss the importance of keeping an organized school and home environment	• www.kidshealth.org • www.Youtube.com • www.google.com
• 2.2	Nutrition ○ Distinguish the food groups ○ MyPlate ○ Portion Control	• Explore food groups through comparing and contrasting foods of cultures, taste, color, texture, smell and shape.	• www.kidshealth.org • www.Youtube.com • www.google.com

	(serving sizes) ○ Nutritious food choices vs. junk food ○ Explore foods (cultures) ○ Provide activities: books, playfood, MyPlate, and cooking experiences ○ Parent information (newsletters, PAC, conferences) ○ Food Safety ○ Food allergies ○ Food Labels ○ Food Ads ○ Food for energy ○ Diseases related to food choices	• Discuss the importance of portion sizes • Make students aware of nutritious food choices through classroom tastings, guest speakers, offering nutritious meals, and snacks • PAC meetings for information regarding food choices • Identify and explain the function of a food label • Recognize the importance associated with food safety and allergies • Explain how food provides energy for our body and mind • Discuss how food advertising influence food choices • Discuss various illnesses associated with food choices (diabetes, blood pressure, cholesterol)	• www.atlantiCarehealthyschools.org • Community food bank • NJ agriculture division website • www.eatright.org
• 2.4	Body Systems ○ Brain ○ Heart and lungs ○ Bones and muscles ○ Stomach	• List medically accurate terms for identifying body parts. • Identify the location of the major body systems • Discuss the	• www.gonoodle.com • www.kidshealth.org • www.healthforkids.com

	- Reproduction	functions of each major system • Define reproduction(two cells joining to create another cell)	

Marking Period 3

Standard	Topics	Objectives	Resources
• 2.3	Safety ○ Fire drill/lockdown/shelter in place ○ Home/community safety ○ Classroom and recess ○ Safety handling and storage of hazardous materials/chemicals/medications ○ Bicycle and pedestrian safety ○ Water safety ○ Stranger Danger (good/bad touch) ○ Poison symbol ○ Transportation/traffic safety ○ Stop, Drop, and Roll ○ First Aid	• Role play safety practices within all environments • Understand what is a hazardous material • Identify bicycle and pedestrian safety precautions • Overall water safety rules • Identify strange/ danger • Identify the poison control symbol • Know the importance of transportation safety (seatbelts)/crossing the street • Identify the reasons for "STOP DROP, and ROLL" • Demonstrate basic first aid procedures • Safe route to school website • www.poison.org	• Safe route to school website • www.poison.org • 1-800-222-1222 • www.kidshealth.org
2.3	• Community Helpers ○ Fireman ○ Policeman ○ Doctors/Nurses	• Identify what the roles of each community helper performs • Distinguish the sounds different emergency vehicles make	• American Red Cross • ACUA.com • Youtube

○ EMT/Ambulance ○ Sanitation workers/recycle,reuse, repurpose ○ Beach Patrol	• Identify where you will find each of these community helpers • Demonstrate how to dial and communicate with a 911 operator • Describe how important our sanitation workers are for our community • Discuss the importance of the beach patrol

Differentiated Instruction

Examples may include:

- Curriculum Map
- Inquiry/Problem-Based Learning
- Learning preferences integration (visual, auditory, kinesthetic)
- Sentence & Discussion Stems
- Tiered Learning Targets
- Learning through play
- Meaningful Student Voice & Choice
- Relationship-Building & Team-Building
- Self-Directed Learning
- Choice Boards
- Debate
- LMS use
- Mock Trial
- The Hot Seat/Role-Play
- Student Data Inventories
- Mastery Learning (feedback toward goal)
- Goal-Setting & Learning Contracts
- Game-Based Learning
- Grouping
- Socratic Seminar
- Genius Hour
- Rubrics
- Learning Menus
- Jigsaws

- Learning Through Workstations
- Concept Attainment
- Flipped Classroom
- Mentoring
- Assessment Design & Backwards Planning
- Student Interest & Inventory Data

*Add or remove any of these as you see fit.

Formative Assessments

OVERVIEW

Throughout the year, student progress is measured and dependent upon the use of a variety of assessment tools. The purpose of assessment is multi-faceted. Interval assessments are systematic and intentional while being authentic in nature. It is the district's stance that high quality, intentional assessments are essential in:

- measuring students' growth
- informing instruction at various points in the school year (formative)

Formative Assessments may include and are not limited to:

- Teacher created assessments
- Strategic Questions
- Classroom Polls
- Observations
- Think-Pair-Share
- Exit tickets

Summative Assessment

OVERVIEW

Throughout the year, student progress is measured and dependent upon the use of a variety of assessment tools. The purpose of assessment is multi-faceted. Interval assessments are systematic and intentional while being authentic in nature. It is the district's stance that high quality, intentional assessments are essential in:

- measuring students' growth
- informing instruction at various points in the school year (formative)

Summative assessments may include but are not limited to:

- Observation
- Projects
- Tests
- Quizzes

Benchmark Assessment

Alternate Assessment

OVERVIEW

Throughout the year, student progress is measured and dependent upon the use of a variety of assessment tools. The purpose of assessment is multi-faceted. Interval assessments are systematic and intentional while being authentic in nature. It is the district's stance that high quality, intentional assessments are essential in:

- measuring students' growth
- informing instruction at various points in the school year (formative)

Alternate assessment may include but isnot limited to:

- modifying tests
- verbal assessment
- pre-skills observation

Resources & Technology

Instructional Materials	
Core Instructional Materials	**Supplemental Materials**
2nd Grade • NJ State Department of Education Teaching and Learning Standards 2014 • Manipulatives • Art Supplies • Books • Puppets/ Stuffed animals	• www.castle.com • www.kidshealth.org • www.youtube.com • www.poison.com • www.atlantiCarehealthyschools.org • Community food bank • NJ agriculture division website • www.eatright.org • www.gonoodle.com • www.healthforkids.com

Closure

Such as:

- Snowstorm - Students write down what they learned on a piece of scratch paper and wad it up. Given a signal, they throw their paper snowballs in the air. Then each learner picks up a nearby response and reads it aloud.
- Parent Hotline - Give students an interesting question about the lesson without further discussion. Email their guardians the answer so that the topic can be discussed over dinner.
- DJ Summary - Learners write what they learned in the form of a favorite song. Offer to let one or two sing thier summary.
- Gallery Walk - On chart paper, small groups of students write and draw what they learned. After the completed works are attached to the classroom walls, others students affix post-its to the posters to extend on the ideas, add questions.
- Sequence It - create timelines of major events discussed
- Low-Stakes Quizzes - Give a short quiz using technologies like Kahoot or a Google form.
- Have students write down three quiz questions (to ask at the beginning of the next class).
- Question Stems - Have students write questions about the lesson on cards, using question stems framed around Bloom's Taxonomy. Have students exchange cards and answer the question they have acquired.
- Kids answer the following prompts: "What takeaways from the lesson will be important to know three years from now? Why?
- Have students dramatize a real-life application of a skill.
- Ask a question. Give students ten seconds to confer with peers before you call on a random student to answer. Repeat.
- Have kids orally describe a concept, procedure, or skill in terms so simple that a child in first grade would get it.
- Direct kids to raise their hands if they can answer your questions. Classmates agree (thumbs up) or disagree (thumbs down) with the response.
- Have kids create a cheat sheet of information that would be useful for a quiz on the day's topic.
- Kids write notes to peers describing what they learned from them during class discussions.
- Ask students to summarize the main idea in under 60 seconds to another student acting as a well-known personality who works in your discipline. After summarizing, students should identify why the famous person might find the idea significant.
- Have students complete the following sentence: "The [concept, skill, word] is like _____ because _____."
- Ask students to write what they learned, and any lingering questions on an "exit ticket". Before they leave class, have them put their exit tickets in a folder or bin labeled either "Got It," "More Practice, Please," or "I Need Some Help!"
- After writing down the learning outcome, ask students to take a card, circle one of the following options, and return the card to you before they leave: "Stop (I'm totally confused. Go (I'm ready to move on.)" or "Proceed with caution (I could use some clarification on . . .)"

*Add to or remove any of these as you see fit.

ELL

- Continue practicing vocabulary
- Demonstrate that vocabulary can have multiple meanings
- Encourage bilingual support among students
- Provide visual cues, graphic representations, gestures, and pictures
- Build knowledge from real-world examples
- Provide manipulatives and symbols
- Encourage peer discussions regarding how students are thinking about health.

Special Education

Specific modifications and accommodations for special education students will also be provided according to the students' IEP.

General Modifications / Accommodations

- Use of concrete materials and objects (manipulatives)
- Opportunities for cooperative partner work in small group
- Teach content in smaller segments/steps

- Differentiated center-based small group instruction
- If a manipulative is used during instruction, allow its use on a test
- Provide reteach pages if necessary
- Provide several ways to solve a problem if possible
- Provide visual aids and anchor charts
- Tiered lessons and assignments with visual instructions
- More frequent progress monitoring
- Provide more opportunities for practice

504

Specific modifications and accommodations for students with 504 plans will also be provided according to the students' 504 plans.

General Modifications / Accommodations

- Preferential seating
- Opportunities for cooperative partner work
- Teach content in smaller segments/steps
- Differentiated center-based small group instruction
- Provide several ways to solve a problem if possible
- Provide visual aids and anchor charts
- Tiered lessons and assignments
- More frequent progress monitoring
- Provide more opportunities for practice

At Risk

The possible list of modifications/accommodations identified for Special Education students can be utilized for At- Risk students. Teachers should utilize ongoing methods to provide instruction, assess student needs, and utilize modifications specific to the needs of individual students.

Gifted and Talented

- Pose open-ended questions that require higher-level thinking
- Model thinking strategies, such as decision-making and evaluation
- Accept ideas and suggestions from the student and expand on them
- Facilitating original and independent problems and solutions
- Help students identify rules, principles, and relationships
- Take time to explain the nature of errors
- Content with greater depth and higher levels of complexity
- A discovery approach that encourages students to explore concepts
- Offer opportunities for interdisciplinary connections
- An inquiry approach as active investigation
- Investigate real problems and situations
- Give pre-assessments; if students demonstrate mastery, those students may be provided with instruction and activities that are meaningful.
- Create assessments that allow for differences in understanding, creativity, & accomplishments
- Use multiple resources. No single text will adequately meet the needs of these learners
- Provide units, activities, or problems that extend beyond the general curriculum
- Provide useful concrete experiences
- Provide activities that can be done independently or in groups based on student choice.