

Unit 1: 2nd Grade Health

Content Area: **Template**
Course(s):
Time Period: **Full Year**
Length: **Full Year**
Status: **Published**

UNIT RATIONALE

Students will independently use their learning to create an emotionally and healthy lifestyle. Through age appropriate activities students will grow their knowledge, in lue providing more opportunities for the building blocks of a lifetime of health and well-being. In this unit, second graders will not only develop their cognitive health and wellbeing, but their physical safety and development.

ESSENTIAL QUESTIONS

How do I know when to slow down when approaching an intersection?
What happens if my bike helmet doesn't fit properly?
What should I do if I see someone getting bullied?
Can I stand up to someone if they're bullying a classmate?
Why should I not go near electrical outlets?
Why is it important to wear a seatbelt when in a car?
What are ways to cope with stress on a daily basis?
Does everyone endure stressful times?
What is the purpose of the bones in my body?
What is the purpose of the muscles in my body?
How do I know I've had a well rounded meal?
Is it expensive to eat healthy?
What are genders?
What is different about my body compared to others?

STANDARDS

NEW JERSEY STUDENT LEARNING STANDARDS: CONTENT AREA

New Jersey (NJSL) - Grades K-2 - Comprehensive Health and Physical Education (2020)

HE.K-2.2.1.2.EH.2

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

HE.K-2.2.1.2.EH.3

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

HE.K-2.2.1.2.EH.4	Demonstrate strategies for managing one's own emotions, thoughts and behaviors.
HE.K-2.2.1.2.EH.5	Explain healthy ways of coping with stressful situations.
HE.K-2.2.1.2.PGD.1	Explore how activity helps all human bodies stay healthy.
HE.K-2.2.1.2.PGD.2	Develop an awareness of healthy habits (e.g., wash hands, cough in arm, brush teeth).
HE.K-2.2.1.2.SSH.1	Discuss how individuals make their own choices about how to express themselves.
HE.K-2.2.1.2.SSH.2	Discuss the range of ways people express their gender and how gender-role stereotypes may limit behavior.
HE.K-2.2.1.2.SSH.3	Describe different kinds of families locally, nationally and globally and note similarities in the ways in which they keep their children safe.
HE.K-2.2.1.2.CHSS.2	Determine where to access home, school and community health professionals.
HE.K-2.2.1.2.CHSS.5	Identify situations that might result in individuals feeling sad, angry, frustrated, or scared.
HE.K-2.2.2.2.N.1	Explore different types of foods and food groups.
HE.K-2.2.2.2.N.2	Explain why some foods are healthier to eat than others.

NEW JERSEY STUDENT LEARNING STANDARDS: CAREER READINESS, LIFE LITERACIES AND KEY SKILLS

TECH.9.4.2.CI.1	Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
TECH.9.4.2.CI.2	Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).

NEW JERSEY STUDENT LEARNING STANDARDS: COMPUTER SCIENCE AND DESIGN THINKING

TECH.8.2.2.B.1	Identify how technology impacts or improves life.
----------------	---

PRE-ASSESSMENTS

Each lesson will begin with a peer discussion to gather an understanding of students' knowledge on each topic. The peer discussion may include vocabulary words, scripted questions, video, or diagrams. This will provide a general baseline to further develop a post assessment.

INSTRUCTIONAL PLAN

MODULE 1

Student Learning Intentions (SLI) WALT: (We are learning to...)	<p>Today I will be learning the importance of wearing safety equipment while riding a bike.</p> <p>Today I will be learning the meaning of certain traffic signs to aid my safety.</p>
Student Learning Strategies	<p>Peer Discussion Teacher Lecture Teacher Developed Materials Age appropriate video(s) Self Assessment</p>
Success Criteria	
Formative Assessment (drives instructional decisions)	<p>Teacher observations will be made throughout the lesson. Students participation and responses will aid assessment growth.</p> <p>Encourage questions to promote learning for those less likely to ask questions.</p> <div data-bbox="570 1184 992 1352" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Students will be asked to list five things to improve overall bike safety.</p> </div>
Activities and Resources	<p>Group discussion the importance of protecting the brain and body Group discussion the importance of obeying traffic signs Powerpoint</p>
Suggested Modifications	<p>Click for Suggested Modifications</p>

MODULE 2

Student Learning Intentions (SLI) WALT: (We are learning to...)	<p>Today I will be learning the ways bullying can become present inside and outside of school.</p> <p>Today I will be learning what to do if I see bullying or am being bullied.</p>
Student Learning Strategies	<p>Peer Discussion Teacher Lecture Teacher Developed Materials Age appropriate video(s) Self Assessment</p>
Success Criteria	<p>Students will be asked to appropriately respond to a theoretical bullying scenario.</p>
Formative Assessment (drives instructional decisions)	<p>The teacher will observe students throughout the lesson. Assessment will be based on the students' responses during classroom discussion, activities, and related worksheets.</p>
Activities and Resources	<p>Group discussion on what bullying looks like in the school setting Group discussion on someone bullying vs someone being rude. Anti-Bullying pledge card Bullying PDF</p>

Suggested Modifications	Click for Suggested Modifications

[bullying.pdf](#)

MODULE 3

Student Learning Intentions (SLI) WALT: (We are learning to...)	<p>Today I will learn the importance of wearing a seatbelt while in a car.</p> <p>Today I will learn the importance of staying away from electrical outlets.</p>
Student Learning Strategies	<p>Peer Discussion Teacher Lecture Teacher Developed Materials Self Assessment</p>
Success Criteria	<p>Students will be asked to list three reasons to wear a seatbelt and three reasons to avoid going near electrical outlets.</p>
Formative Assessment (drives instructional decisions)	<p>The teacher will observe students throughout the lesson. Assessment will be based on the students' responses during classroom discussion, activities, and related worksheets.</p>
Activities and Resources	<p>Group discussions Age appropriate video(s)</p>

	Vehicle safety worksheet
Suggested Modifications	Click for Suggested Modifications

[2nd_Grade_Car_Safety_Video_-_https.docx](#)

MODULE 4

Student Learning Intentions (SLI) WALT: (We are learning to...)	<p>Today I will learn strategies to cope with stress.</p> <p>Today I will learn why stress is caused to the human body.</p>
Student Learning Strategies	<p>Peer Discussion Teacher Lecture Teacher Developed Materials Self Assessment</p>
Success Criteria	<p>Students will be asked to list three coping strategies for stress.</p>
Formative Assessment (drives instructional decisions)	<p>The teacher will observe students throughout the lesson. Assessment will be based on the students' responses during classroom discussion, activities, and related worksheets.</p>
Activities and Resources	<p>Peer discussion on what cause them stress Powerpoint Stress management worksheet</p>

Suggested Modifications

[Click for Suggested Modifications](#)

[stress.docx](#)

[stress.pdf](#)

MODULE 5

Student Learning Intentions (SLI) WALT: (We are learning to...)	<p>Today I will learn the function and importance of bones.</p> <p>Today I will learn the function and importance of muscles.</p> <p>Today I will learn how muscles and bones work together.</p>
Student Learning Strategies	<p>Peer Discussion Teacher Lecture Teacher Developed Materials Age Appropriate Videos Self Assessment</p>
Success Criteria	<p>Students will be asked to write the function of both bones and muscles.</p>
Formative Assessment (drives instructional decisions)	<p>The teacher will observe students throughout the lesson. Assessment will be based on the students' responses during classroom discussion, activities, and related worksheets.</p>
Activities and Resources	<p>Age appropriate video Group discussion on what bones and muscles do for a</p>

	<p>human</p> <p>Group discussion on ways to grow and develop your bones and muscles.</p>
Suggested Modifications	<p>Click for Suggested Modifications</p>

[Bones_and_Muscles_2nd_Grade.docx](#)

MODULE 6

Student Learning Intentions (SLI) WALT: (We are learning to...)	<p>Today I will learn what genders are and the different types of them.</p> <p>Today I will learn what is different about my body compared to others.</p>
Student Learning Strategies	<p>Peer Discussion</p> <p>Teacher Lecture</p> <p>Teacher Developed Materials</p> <p>Age appropriate video(s)</p> <p>Self Assessment</p>
Success Criteria	<p>Students will be asked to define the term "gender".</p>
Formative Assessment (drives instructional decisions)	<p>The teacher will observe students throughout the lesson. Assessment will be based on the students' responses during classroom discussion, activities, and related</p>

Activities and Resources	Group discussions My Body Worksheet
Suggested Modifications	Click for Suggested Modifications

MODULE 7

Student Learning Intentions (SLI) WALT: (We are learning to...)	<p>Today I will be learning portion management through MyPlate.</p> <p>Today I will be learning the importance of eating a well-balanced meal.</p>
Student Learning Strategies	<p>Peer Discussion Teacher Lecture Teacher Developed Materials Age appropriate video(s) Self Assessment</p>
Success Criteria	<p>Students will be asked to name the five MyPlate categories.</p>
Formative Assessment (drives instructional decisions)	<p>The teacher will observe students throughout the lesson. Assessment will be based on the students' responses during classroom discussion, activities, and related worksheets.</p>
Activities and Resources	<p>MyPlate video MyPlate worksheet Powerpoint</p>
Suggested Modifications	Click for Suggested Modifications

[2nd_nutrition_pt.pptx](#)

[Nutrition_2nd_Grade_-_https.docx](#)

REFLECTIONS

INTERDISCIPLINARY CONNECTIONS: NEW JERSEY STUDENT LEARNING STANDARDS FOR ELA, SOCIAL STUDIES, SCIENCE AND/OR MATHEMATICS

LA.RL.1.1	Ask and answer questions about key details in a text.
LA.SL.1.1	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
LA.SL.1.3	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.