Sayreville Public Schools

Grade Two Health

Revised: August 2022

Course Description

The Grade Two Health Curriculum is based on the three comprehensive health standards, mental health: social and emotional wellness, physical wellness, and safety. Students will learn how to apply health-related concepts to situations outside of the school experience to build a base for life-long health and wellness. Age and developmentally appropriate concepts and skills covered in this Grade 2 curriculum may include but are not limited to: personal growth and development, mental health, social/emotional awareness, the benefits of physical activity, how to access health and wellness resources, how to make informed health-related decisions as a consumer and user of health related services, nutrition, safety and environment, health conditions, diseases and medicines, alcohol, tobacco and other drugs, practices for communication and conflict resolution, healthy relationships, tolerance and respect for cultural differences, and the ability to advocate for personal, family, community, and global wellness and climate change issues.

Unit One– Social and Emotional Health

Content Area: **Comprehensive Health & Physical Education**
Course(s):   Grade Two Health
Time Period:
Length:
Status: **Not Published**

Summary of the Unit

Social Health is a person's ability to communicate and interact with others efficiently. Individuals are able to form meaningful relationships with others and interact in healthy, appropriate ways. They encompass respect and accept differences of an individual's race, religion, gender identity, gender expression, ethnicity, disability, socioeconomic background, and perspectives of health-related decisions. The extent to which people connect with others in different environments, adapt to various social, feel supported by individuals, institutions, and experience a sense of belonging, all contribute to social and sexual health.

Emotional Health encompasses the views, feelings, and expressions about oneself. Emotional health includes a person's emotional, mental, psychological, and social well-being. It also helps determine how to handle stress and make choices related to others. Emotionally healthy people consciously develop coping mechanisms that are situationally appropriate to resolve and gather positive outcomes, develop strategies for mental health emergencies, respond to situations in a positive and appropriate manner, connect with resources and trusted individuals to assist, communicate feelings with confidence, and recognize support systems.

Enduring Understandings

Families shape the way we think about our bodies, our health and our behaviors.
People have relationships with others in the local community and beyond.
Communication is the basis for strengthening relationships and resolving conflict between people.
 Conflicts between people occur, and there are effective ways to resolve them.
 Many factors influence how we think about ourselves and others.

Essential Questions

What do the words family mean?
What are some family rules and what job does each family member do for the family?
What are two factors that are essential for a healthy family relationship?
What are factors that contribute to healthy relationships?
What are feelings and how are they expressed?
How can we get along with others?
What is one way you can settle a disagreement or conflict?

What is bullying and why is it wrong or harmful?

Who can I go to for help is I am being bullied?

What does it mean to have character? How is character reflected in the thoughts, feelings and actions of oneself and others?

What is responsibility? What are some responsibilities you may have around the house?

How do you express your feelings in a healthy way?

How can you deal with a stressful situation?

Who can you go to for help when mad or sad?

Summative Assessment and/or Summative Criteria

- Timelines, Maps, Charts, Graphic Organizers
- Unit Assessments, Chapter Assessments, Quizzes
- Short Answer
- Accountable Talk, Debate, Oral Report, Role Playing, Think Pair, and Share
- Projects, Portfolio, Presentations
- Homework
- Concept Mapping
- Primary and Secondary Source analysis

Resources

Internet/You Tube

Kidshealth.org https://classroom.kidshealth.org/classroom/

https://newpathworksheets.com/science/kindergarten/me-and-my-family-0

Everfi Health Resources https://everfi.com/courses/k-12/health-curriculum-elementary-school/

BrainPop/BrainPop Jr.

EDPuzzles

DiscoveryEd.com

Reading A to Z/Raz Kids

Unit Plan

Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/Assessments	Standards
Families **1 – 2 Days**	Identify different types of families and	Identify types of families: 2 parents (mom/dad, dad/dad. mom/mom, etc); 1 parent: biological parents vs non-biological (adopted, foster, step, etc.);	Students will list their family members and their responsibilities (grocery shopping, cooking, paying bills, etc.).	2.1.2.SSH.3 9.4.2.CI.1 9.4.2.IML.2

distinguish responsibilities family members may assume.	immediate vs extended family. Roles of family members	Discuss roles and how they might differ based on circumstances	W.1.8 SL.1.5 L.1.4
Determine the factors that contribute to healthy relationships within a family.	Identify positive ways in which families and friends show love, affection, respect and appreciation for each other.	Create a poster with one thing that makes each child unique.	2.1.2.SSH.4 9.4.2.IML.2

Self Expression Acceptance 2 Days	Identify each individual's uniqueness and how they should be accepted regardless of how they look, act, etc	Video: Help Kids Learn About Gender https://www.youtube.com/watch?v=St6t1WvbysU		2.1.2SSH.1 2.1.1.SSH.2
		What are some things that make you unique?		
	Understand that individuals make their own choices about how to express themselves.	Discuss how individuals make their own choices about how to express themselves (clothing, activities, hairstyle, etc.).	Draw a picture of something that makes you feel good and write one sentences describing your picture and why it makes you feel good.	2.1.2SSH.1
Social Needs/ Relationships 2 Days	Define social skills	All About Social Skills for Kids Video: https://www.youtube.com/watch?v=Myf2CUx9E60		
	Differentiate between good and poor social skills			
	Determine the factors that contribute to healthy relationships.	Discuss what makes a good friend. Students may provide examples	Draw a "friend," including 3 qualities of a good friend	2.1.2.SSH.6 9.4.2.IML.2 W.I.8
	Explain healthy ways for friends to express feelings for and to one another.		Roleplay and allow students to turn and talk to practice "I" messages with a partner.	2.1.2.SSH.7

	Demonstrate healthy ways to respond to disagreements or conflicts with others (e.g., leave, talk to trusted adults, tell a sibling or peer)	Read article to class. https://kidshealth.org/en/kids/sorry.html Raz Kids Calming Down Book: https://www.raz-plus.com/books/leveled-books/book/?id=1877&langId=1	Have students complete What Might Happen Next worksheet https://kidshealth.org/classroom/prekto2/personal/growing/conflict_resolution.pdf	2.1.2.SSH.8 R.I.1.1
	Define bullying and teasing and explain why they are wrong and harmful.	Define bullying and teasing. Provide examples.	Students will draw their own picture of what a bullying situation looks like and write 2 sentences starting with "Bullying is…"	2.1.2.SSH.9 SL.1.5 W.1.8
	Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others.	Define character. Brainstorm and list the six pillars of character (trustworthiness, respect, responsibility, fairness, caring, citizenship). Discuss and list examples of each. Character Counts website: https://charactercounts.org/	Students will select one pillar and draw a picture illustrating an example.	2.1.2.EH1 SL.1.5 2.1.2.EH.2
Character Traits 2 Days		Building on previous lesson, list positive and negative character traits. Provide the students with a worksheet that includes a list of positive and negative character traits and have them cut them out.	Using a graphic organizer, have the students paste the traits into the positive or negative side of the chart.	

Responsibility 1 Day	Identify what it means to be responsible and list personal responsibilities.	Define responsibility.	Draw a picture and write 2 sentences describing a chore you do at home. (Examples: feed pet, make bed, clean toys)	2.1.2.EH.3 W.1.2 L.1.1 L.1.2
Emotions and Self Control 1 Day	Demonstrate self-control in a variety of settings (e.g., in the classroom, on the playground and in an assembly) Demonstrate strategies for managing one's own emotions, thoughts and behaviors.	View and discuss Brain Pop Jr. video "Anger" School counselor or guest speaker discuss how to seek assistance when they are involved in a stressful situation		2.1.2.EH.4

Coping with Stress 1 Day	Explain healthy ways of coping with stressful situations.	Write or draw a picture of what makes you feel stressed in the left- hand column. Then write or draw a picture of what can make you feel better in the right-hand column using the following worksheet Breathing and Yoga activity. https://www.moshikids.com/articles/deep-breathing-exercises-for-kids/		2.1.2.EH.5

Suggested Modifications for Special Education, ELL, At-Risk and Gifted Students

- Extra time for assigned tasks
- Adjust length of assignment
- Timeline with due dates for reports and projects
- Communication system between home and school
- Provide lecture notes/outline
- Graphic Organizer
- Anchor charts to model concepts/skills/life progressions
- Chart academic vocabulary with visual representations
- Translation dictionary
- Teacher modeling
- Utilize technological programs which provide verbal and visual instruction in native and/or second language (site specific)
- Use interactive technology
- Independent assignments
- Modifications/accommodations included in 504 or IEP

Suggested Technological Innovations/Use

- Chromebooks
- OnCourse Classroom

- PowerPoint, Google Slides

Comprehensive Health Standards

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

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

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.

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

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

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

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

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

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

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

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

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

Cross Curricular Standards/Career Ready Practices
Computer Science and Design Thinking
- **8.1.2.A.4   Technology Operations and Concepts**
  Create a document with text using a word processing program.
- **8.1.2.F.1   Creativity and Innovation**
  Illustrate and communicate original ideas and stories using digital tools and media-rich resources.

- **8.2.2.D.1   Research and Information Literacy**
  Collect and post the results of a digital classroom survey about a problem or issue and predict consequences based on claims and reasons.

Career Readiness, Life Literacies and Key Skills
- **9.4.2.CI.1:   Creativity and Innovation**
  Demonstrate openness to new ideas and perspectives
- **9.4.2.CT.1: Critical Thinking and Problem Solving**
  Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem
- **9.4.2.IML.2: Information and Media Literacy**
  Represent data in a visual format to tell a story about the data

English Language Arts
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.
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.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
RI.2.4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
RI.2.5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
RI.2.6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
RI.2.7. Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
RI.2.8. Describe and identify the logical connections of how reasons support specific points the author makes in a text.
RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.

RF.2.4. Read with sufficient accuracy and fluency to support comprehension

W.2.1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a conclusion.

W.2.2. Write informative/explanatory texts in which they introduce a topic, use evidence-based facts and definitions to develop points, and provide a conclusion.

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.

SL.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

SL.2.5. Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

SL.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing

Career Ready Practices

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP3. Attend to personal health and financial well-being.

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP6. Demonstrate creativity and innovation.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence**.**

Unit Two - Personal Growth and Development, Wellness, Heallth Conditions

Content Area: **Comprehensive Health & Physical Education**
Course(s): Grade Two Health
Time Period:
Length:
Status: **Not Published**

Summary of the Unit

Personal Growth and Development are lifelong processes of physical, behavioral, emotional and cognitive change throughout one's lifetime. Personal Growth and Development pertains to keeping your body healthy and understanding hormonal changes (all body systems). It encompasses the human condition: who we are, how we grow or evolve, and how interaction with others affects the process of growth physically, mentally, socially, and emotionally from infancy through advanced age.

Health conditions are acute or chronic illnesses and diseases, which can be either controllable or life threatening. People contract different types of diseases, such as communicable diseases. Access to care and facilities affect the conditions of health. Health-enhancing behaviors help a person avoid and reduce health risks, and diseases. Early detection, treatment, screenings, and vaccines assist in preventing (personal, community and global) illnesses and outbreaks.

Enduring Understandings

The body is made up of many parts working together.
Illness can occur if we don't take care of our body.
Many factors influence how we think about ourselves and others.
Understanding and sharing our feelings can help with coping and stress.
There are different ways that people handle stress, and some are healthier than others.
Nutritious food choices promote wellness and are the basis for healthy eating habits.

Essential Questions

How does moving your body make you feel?
What can you do to keep yourself safe from germs?
What does it mean to be well?
What type of care do babies and young children require?
What are the correct names for my body parts?
What are the five basic food groups?

What are some healthy foods to eat? What are some unhealthy ones?

Summative Assessment and/or Summative Criteria

- Timelines, Maps, Charts, Graphic Organizers
- Unit Assessments, Chapter Assessments, Quizzes
- Short Answer
- Accountable Talk, Debate, Oral Report, Role Playing, Think Pair, and Share
- Projects, Portfolio, Presentations
- Homework
- Concept Mapping
- Primary and Secondary Source analysis

Resources

Internet/You Tube
Kidshealth.org https://classroom.kidshealth.org/classroom/
https://newpathworksheets.com/science/kindergarten/me-and-my-family-0
Everfi Health Resources https://everfi.com/courses/k-12/health-curriculum-elementary-school/
Center for Disease Control: https://www.cdc.gov/cancer/dcpc/resources/index.htm
BrainPop/BrainPop Jr.
EDPuzzles
DiscoveryEd.com
Reading A to Z/Raz Kids

Unit Plan

Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/ Assessments	Standards
Staying He althy 4 - 5 Days	Explore how activity helps all human bodies stay healthy.	What do you do to stay active and healthy? "Exercise and Our Bodies" PowerPoint (See Resource Packet)		2.1.2.PGD.1 2.3.2.HCDM.2
	Develop an awareness of healthy habits (e.g., wash hands, brush teeth).	Discuss and demonstrate proper hand washing techniques and discuss reasons why it is important in disease prevention.	Washing Hands Sentence Writing Activity (See Resource Packet)	2.1.2.PGD. 2 2.3.2.HCDM.2 W.I.2 L.1.1 L.1.2
	Explain what being "well" means and identify self-care practices that support wellness.	Define "well" and provide examples. Brainstorm things we can do to support wellness. Raz Kids Book – "Healthy Me": https://www.raz-plus.com/books/leveled-books/book/?id=116&langId=4	Students draw a picture and write 2 sentences about a time when they made a healthy decision.	2.1.2.PGD.3 2.3.2.HCDM.2 W.I.2 L.1.1 L.1.2
	Use correct terminology to identify body parts and explain how body parts work together to support wellness.	Use a diagram and have the students use proper terminology to identify and label the body parts.	Completed diagram with body parts labelled. (See Resource Packet)	2.1.2.PGD.4 SL.1.5
Reproduction & Caring for Offspring **1 Day**	Define reproduction as it relates to animals and humans.	Read the book: "Lift the Flap First Questions and Answers: Where Do Babies Come From?" Usborne Publishers Discuss examples of the type of care animal and human babies, as well as young children need.		2.1.2.PP1. 2.1.2.PP2

Food Groups 1 – 2 Days	Explore different types of foods and food groups.	Display food pyramid poster. Discuss the five food groups. My food group sort. Provide the students with pictures of various foods, have them cut them out and use a graphic organizer to chart what food group each food is in. Brain Pop Jr. video "Food Groups": **https://jr.brainpop.com/health/food/foodgroups/**	Each student will have a paper plate with lines drawn to separate the four main food groups; dairy represented as a small circle in the middle. Using ads from grocery stores, students will cut out pictures of the foods and glue them in the proper section of the paper plate	2.2.2.N.1 2.2.2.N.2
Healthy/ Unhealthy Foods 2 Days	Explain why some foods are healthier to eat than others. Understand how to read a nutritional label to determine the nutritional components of foods.	Discussion Questions: • What kinds of foods are healthy to eat? • What drinks are healthy? • Why is it important to eat healthy foods? "Figuring Out Food Labels" (See Resource Packet) Students should bring in some food items with nutritional labels. Working in small groups, students will compare food items and their nutritional label. Compare to items on My Plate. Discuss why some food choices are better for us than others.	Using My Plate, have the students draw something they can have for lunch that fits in each food group.	2.2.2.N.2 2.2.2.N.3
Healthy Eating Habits 3 - 4 Days	Differentiate between healthy and unhealthy eating habits.	Breakfast: https://classroom.kidshealth.org/classroom/prekto2/personal/nutrition/breakfast.pdf School Lunch: https://classroom.kidshealth.org/classroom/prekto2/personal/nutrition/school_		2.2.2.N.1 2.2.2.N.2 2.2.2.N.3

		lunch.pdf		
		Healthy Snacking: https://classroom.kidshealth.org/classroom/prekto2/personal/nutrition/healthy_snacking.pdf		
		BrainPop Jr video: "Eating Right" https://jr.brainpop.com/health/food/eatingright/		
		Healthy Eating for Kids Video: https://www.youtube.com/watch?v=a-084pqI05U		

Suggested Modifications for Special Education, ELL, Academically At Risk, and Gifted Students

- Extra time for assigned tasks
- Adjust length of assignment
- Timeline with due dates for reports and projects
- Communication system between home and school
- Provide lecture notes/outline
- Graphic Organizer
- Anchor charts to model concepts/skills/life progressions
- Chart academic vocabulary with visual representations
- Translation dictionary
- Teacher modeling
- Utilize technological programs which provide verbal and visual instruction in native and/or second language (site specific)
- Use interactive technology
- Independent assignments
- Modifications/accommodations included in 504 or IEP

Comprehensive Health Standards

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

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

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

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

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

2.1.2.PP.1: Define reproduction.

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

2.3.2.HCDM.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.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.3: Explain strategies and develop skills to prevent the spread of communicable diseases and health conditions (e.g., Lyme disease, influenza, cardiovascular diseases).

Cross Curricular Standards/Career Ready Practices

Computer Science and Design Thinking
- **8.1.2.A.4   Technology Operations and Concepts**
  Create a document with text using a word processing program.
- **8.1.2.F.1   Creativity and Innovation**
  Illustrate and communicate original ideas and stories using digital tools and media-rich resources.
- **8.2.2.D.1   Research and Information Literacy**
  Collect and post the results of a digital classroom survey about a problem or issue and predict consequences based on claims and reasons.

Career Readiness, Life Literacies and Key Skills
- **9.4.2.CI.1:   Creativity and Innovation**
  Demonstrate openness to new ideas and perspectives
- **9.4.2.CT.1: Critical Thinking and Problem Solving**
  Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem
- **9.4.2.IML.2: Information and Media Literacy**

Represent data in a visual format to tell a story about the data

English Language Arts

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.

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.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

RI.2.4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

RI.2.5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

RI.2.6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

RI.2.7. Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

RI.2.8. Describe and identify the logical connections of how reasons support specific points the author makes in a text.

RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.

RF.2.4. Read with sufficient accuracy and fluency to support comprehension

W.2.1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a conclusion.

W.2.2. Write informative/explanatory texts in which they introduce a topic, use evidence-based facts and definitions to develop points, and provide a conclusion.

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.

SL.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

SL.2.5. Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

SL.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing

Career Ready Practices

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP3. Attend to personal health and financial well-being.

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9. Model integrity, ethical leadership and effective management.

CRP10. Plan education and career paths aligned to personal goals.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence**.**

Unit Three – Personal Safety, Community Services and Support

Content Area: Comprehensive Health & Physical Education
Course(s):   Health Grade Two
Time Period:
Length:
Status: **Not Published**

Summary of the Unit

Personal Safety involves being aware of your surroundings and understanding of how certain situations and/or unhealthy behaviors can lead to injury, illness or death. The ability to identify potential risks and an awareness of the steps that can likely prevent injuries and diseases are key to being safe. In addition, it is essential that students understand that there are circumstances that may make them feel uncomfortable or are unsafe/dangerous that are beyond their control. It is essential that students know where and how to seek help and do not blame themselves.

Community Health Services provide informational resources and assistance to communities and individuals to support disease and injury prevention, disaster relief, and improve the quality of services provided to all individuals. Community Health Services promote public health, health equity, healthy lifestyles and reduce health disparities.

Enduring Understandings

People in the community work to keep us safe.
Potential hazards exist in personal space, in the school, in the community, and globally.
Individuals face a variety of situations that may result in different type of feelings and learning how to talk about their feelings is important.
It is important to be aware of potential dangers around us.
The environment can impact personal health and safety in different ways.

Essential Questions

Can you name a person from school who can help you with a health emergency?
Do you know how to access school and community health helpers?
What are some reasons to call 911?
How can we prevent the spread of germs? Why is it important to wash your hands?
Who can name a kind of germ? What can germs do to your body? Why do you think that germs are bad for you?
How do germs get into your body? What parts of your body help to protect you from getting sick?
What are some safety rules you need to remember when you play outside? When you play inside?
What is climate change? What are some affects climate change has on individuals, plants and animals?
What situations may cause you to feel sad, angry, frustrated or scared?
Do you know who you can go to when you need to talk to someone about your feelings?

What do I need to know about sexual abuse and assault prevention and awareness to stay safe?

Summative Assessment and/or Summative Criteria

- Timelines, Maps, Charts, Graphic Organizers
- Unit Assessments, Chapter Assessments, Quizzes
- Short Answer
- Accountable Talk, Debate, Oral Report, Role Playing, Think Pair, and Share
- Projects, Portfolio, Presentations
- Homework
- Concept Mapping
- Primary and Secondary Source analysis

Resources

Internet/You Tube
Kidshealth.org https://classroom.kidshealth.org/classroom/
https://newpathworksheets.com/science/kindergarten/me-and-my-family-0
Everfi Health Resources https://everfi.com/courses/k-12/health-curriculum-elementary-school/
BrainPop/BrainPop Jr.
EDPuzzles
DiscoveryEd.com
Reading A to Z/Raz Kids

Unit Plan

Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/Assessments	Standards
Finding Help in an Emergency 2 Days	Identify community professionals and school personnel who address health emergencies and provide reliable health information to us	Have the school nurse, anti-bulling specialist, and/or social worker come to class to explain their role in addressing emergencies and how they provide reliable health information to students Brain Pop Jr. "Community Helpers" https://jr.brainpop.com/socialstudies/communities/communityhelpers/		2.1.2.CHSS.1
	Determine where to access home, school and community health professionals.	Generate a list with the students who the home, school and community health professionals are and have a nurse, doctor, dental provided, etc. come to speak to the class		2.1.2.CHSS.2
	Demonstrate how to dial and text 911 in case of an emergency.	Strangers and 911: https://classroom.kidshealth.org/classroom/prekto2/personal/safety/strangers_911.pdf	List the steps to follow in an emergency	2.1.2.CHSS.3
Environmental Impact on Health 1 Day	Describe how climate change affects the health of individuals, plants and animals.	Brain Pop Jr: Reduce, Reuse, Recycle: https://jr.brainpop.com/science/conservation/reducereuserecycle/	Complete one of the activities/quizzes.	2.1.2.CHSS.4
Feelings 1 Day	Identify situations that might result in individuals feeling sad, angry, frustrated, or scared.	Share the different kinds of feelings that people experience (happy, angry, sad, scared, and excited). Raz Kids Calming Down Book: https://www.raz-plus.com/books/leveled-books/book/?id=1877&langId=1 "Everyone Feels Angry Sometimes" Book https://www.youtube.com/watch?v=8gf7OFp6fvM 4	Draw a picture of ways to deal with anger and frustration; write two sentences to explain. Discuss with class.	2.1.2.CHSS.5

		levels of anger ways to deal with anger		
Trusted Adults 1 Day	Identify individuals who can assist with expressing one's feelings (e.g., family members, teachers, counselors, medical professionals).	Invite school counselor to speak to class. Brainstorm people who can help you talk about your feelings and help you solve problems.	Students will draw that person/persons with detail and write 2 sentences as to why they feel they can go to that person for help.	2.1.2.CHSS.6 2.3.2.PS.8 Suicide Prevention (N.J.S.A. 18A: 6- 111)
Sexual Assault Prevention (N.J.S.A. 18A:35-4.3) 1 Day	Understand there are parts of our bodies that are private.	"I Can Say No" activity – identify situations when it is appropriate to say "no" to someone. (See Resource Packet)	Consent worksheet – identify parts of the body that you are comfortable with others touch and parts that only you should touch. (See Resource Packet) choices and solve problems.	2.3.2.PS.5 2.3.2.PS.6 2.3.2.PS.7
Mental Health 1 Day	Mental Health (N.J.S.A. 18A:35-4.39)	Resource Guide: Kids' Heath "Stress" https://classroom.kidshealth.org/classroom/prekto2/problems/emotions/stress.pdf	Complete "Relaxing Reminders" activity (See Resource Packet).	2.1.2.CHSS.6 2.3.2.PS.8

Staying Healthy 1 Day	Demonstrate personal habits and behaviors that contribute to keeping oneself and others healthy and the environment clean and safe.	Raz Kids book and activities "Healthy Me" https://www.raz-plus.com/books/leveled-books/book/?id=116&langId=1	Make a mini poster that shows three things people can do to stop stay healthy.	2.3.2.PS.1
Safe Choices 2 Days	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).	Select from activities on the topics of bike, car, bus, water, cooking and fire safety: https://classroom.kidshealth.org/classroom/index.jsp?Grade=pk&Section=personal	Break the students into small groups. Have each group design a visual cue such as a pamphlet or a poster on safety.	2.3.2.PS.2 2.3.2. PS.3
	Develop an awareness of warning symbols and their meaning. (e.g., red light stop sign, poison symbol).	Display warning symbols and discuss the meaning of each. Some examples are: traffic light; stop sign, railroad crossing, hospital, pedestrian crossing, etc. Brain Pop Jr. Video "Safety Signs" https://jr.brainpop.com/health/besafe/safetysigns/		2.3.2.PS.4

Suggested Modifications for Special Education, At Risk, ELL and Gifted Students

- Extra time for assigned tasks
- Adjust length of assignment
- Timeline with due dates for reports and projects
- Communication system between home and school
- Provide lecture notes/outline
- Graphic Organizer
- Anchor charts to model concepts/skills/life progressions
- Chart academic vocabulary with visual representations
- Translation dictionary
- Teacher modeling
- Utilize technological programs which provide verbal and visual instruction in native and/or second language (site specific)
- Use interactive technology
- Independent assignments
- Modifications/accommodations included in 504 or IEP

Suggested Technological Innovations/Use

- Chromebooks
- OnCourse Classroom
- PowerPoint, Google Slides
- Glogster to make Electronic Posters

Comprehensive Health Standards

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provide reliable health information to us.

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

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

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

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

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

2.3.2.PS.1: Demonstrate personal habits and behaviors that contribute to keeping oneself and others healthy and the environment clean and safe.

2.3.2.PS.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.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.4: Develop an awareness of warning symbols and their meaning (e.g., red light, stop sign, poison symbol).

2.3.2.PS.5: Define bodily autonomy and personal boundaries.

2.3.2.PS.6: Demonstrate how to communicate personal boundaries and show respect for someone else's personal boundaries including friends and family.

2.3.2.PS.7: Identify behaviors that would be considered child abuse (e.g., emotional, physical, sexual).

2.3.2.PS.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).

Cross Curricular Standards/Career Ready Practices

Computer Science and Design Thinking
- **8.1.2.A.4   Technology Operations and Concepts**
  Create a document with text using a word processing program.
- **8.1.2.F.1   Creativity and Innovation**

Illustrate and communicate original ideas and stories using digital tools and media-rich resources.
- **8.2.2.D.1   Researchand Information Literacy**
  Collect and post the results of a digital classroom survey about a problem or issue and predict consequences based on claims and reasons.

Career Readiness, Life Literacies and Key Skills
- **9.4.2.CI.1:   Creativity and Innovation**
  Demonstrate openness to new ideas and perspectives
- **9.4.2.CT.1: Critical Thinking and Problem Solving**
  Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem
- **9.4.2.IML.2: Information and Media Literacy**
  Represent data in a visual format to tell a story about the data

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English Language Arts
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.

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RI.2.2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.

RI.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

RI.2.4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

RI.2.5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

RI.2.6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

RI.2.7. Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

RI.2.8. Describe and identify the logical connections of how reasons support specific points the author makes in a text.

RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.

RF.2.4. Read with sufficient accuracy and fluency to support comprehension

W.2.1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a conclusion.

W.2.2. Write informative/explanatory texts in which they introduce a topic, use evidence-based facts and definitions to develop points, and provide a conclusion.

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.

SL.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

SL.2.5. Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

SL.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing

Career Ready Practices

CRP1. Act as a responsible and contributing citizen and employee.
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to personal health and financial well-being. **CRP4**. Communicate
clearly and effectively and with reason.
CRP5. Consider the environmental, social and economic impacts of decisions.
CRP6. Demonstrate creativity and innovation.
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CRP11. Use technology to enhance productivity.
CRP12. Work productively in teams while using cultural global competence**.**

Unit Four – Alcohol, Tobacco and Other Drugs

Content Area: **Comprehensive Health & Physical Education**
Course(s):   Grade Two Health
Time Period:
Length:
Status: **Not Published**

Summary of the Unit

Alcohol, other drugs and tobacco can be found in a variety of forms. The use of alcohol and other drugs has both short-term and long-term effects. Alcohol and other drugs use refer to all types of legal and illicit drugs. Over the counter medicines and prescription medications, when taken correctly are drugs used to treat pain and illness. These drugs have both benefits and risks. There are many types of tobacco products such as cigarettes, e-cigarettes, and marijuana to name a few that can cause damage both physically and mentally. Tobacco, alcohol, and other illicit drug products can adversely affect the user, family members, and those in the community.

There are many types of treatment facilities for a person to receive help to recovery. Students should know who to see and where to go for resources in the school and in the community (e.g., teacher, coach, school counselor, SAC, school nurse, resource officer, peer leadership individual, mental health specialist, parents, social worker).

Topics in this unit are also part of Red Ribbon Week in October of each school year.

Enduring Understandings

The use of alcohol, tobacco, and other drugs in unsafe ways is harmful to one's health.
Substance abuse is caused by a variety of factors.
There are many ways to obtain help for treatment of alcohol, tobacco, and other substance abuse problems.

Essential Questions

What are the rules to follow for safe use of medicine?

What is a drug and what is the difference between good and bad drugs?

What does cigarette smoking do to your body? Is it good or bad for you?

Why do you think it's illegal for anyone to drink alcohol before they're 21 years old?

Why do some people smoke cigarettes? Why is it so hard for people to stop smoking?

Summative Assessment and/or Summative Criteria

- Timelines, Maps, Charts, Graphic Organizers
- Unit Assessments, Chapter Assessments, Quizzes
- Short Answer
- Accountable Talk, Debate, Oral Report, Role Playing, Think Pair, and Share
- Projects, Portfolio, Presentations
- Homework
- Concept Mapping
- Primary and Secondary Source analysis

Resources

Internet/You Tube
Kidshealth.org https://classroom.kidshealth.org/classroom/
https://newpathworksheets.com/science/kindergarten/me-and-my-family-0
Everfi Health Resources https://everfi.com/courses/k-12/health-curriculum-elementary-school/
BrainPop/BrainPop Jr.
EDPuzzles
DiscoveryEd.com
Reading A to Z/Raz Kids

Unit Plan

Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/Assessments	Standards
Medicine 1 Day	Explain what medicines are, how they are used, and the importance of utilizing medications properly.	Brain Pop Jr. Video "Medicine" https://jr.brainpop.com/health/drugs/medicine/		2.3.2.ATD.1
Potential Harmful Effects of Drugs 1 Day	Identify ways in which drugs, including some medicines, can be harmful.	Distinguish between helpful and harmful drugs. See activities: https://classroom.kidshealth.org/classroom/prekto2/problems/drugs/drugs.pdf	What Should you Do? Activity (See Resource Packet)	2.3.2.ATD.2 2.3.2.ATD.2
Tobacco 1 Day	Explain effects of tobacco use on personal hygiene, health, and safety.	View and discuss Brain Pop Jr. video "Smoking". https://jr.brainpop.com/health/drugs/smoking/ Discuss how your lungs work and their importance. Discuss how smoking can cause them to work less efficiently. Activities ; https://classroom.kidshealth.org/classroom/prekto2/problems/drugs/smoking.pdf	Quiz (See Resource Packet).	2.3.2.ATD.3

Drug Abuse 1 Day	Recognize that some people may have difficulty controlling their use of alcohol, tobacco, and other drugs.	Brain Pop Jr.: "Illegal Drugs" https://jr.brainpop.com/health/drugs/illegaldrugs/		2.3.2.DSDT.1 2.3.2.DSDT.2

Suggested Modifications for Special Education, ELL At Risk, and Gifted Students

- Extra time for assigned tasks
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- Communication system between home and school
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Suggested Technological Innovations/Use

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Comprehensive Health Standards

2.3.2.ATD.1: Explain what medicines are, how they are used, and the importance of utilizing medications properly.
2.3.2.ATD.2: Identify ways in which drugs, including some medicines, can be harmful.
2.3.2.ATD.3: Explain effects of tobacco use on personal hygiene, health, and safety.
2.3.2.DSDT.1: Recognize that some people may have difficulty controlling their use of alcohol, tobacco, and other drugs.
2.3.2.DSDT.2: Explain that individuals who abuse alcohol, tobacco, and other drugs can get help

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