

Curriculum

Content Area: Health

Unit Title: Personal Growth and Development

Duration: 5 - 6 days

Grade Level: 2nd Grade

Essential Questions

- What can I do to reduce or avoid health risks?
- What do I need to know to make good decisions and stay healthy?
- How do the different body systems impact and affect one another?
- How do decisions we make each day influence our health and wellness?

Enduring Understandings

- Individuals enjoy different activities and grow at different rates.
- Personal hygiene and self-help skills promote healthy habits.
- Healthy lifestyle choices are directly related to how well the body systems function.
- Everyone has special and unique qualities.

Student Learning Targets (Objectives):

Students will be able to...

- Define wellness and its physical and mental aspects
- Brainstorm self-care practices that support wellness
- Explain what healthy habits are and list examples
- Identify ways to stop germs from spreading
- Correctly identify body parts and how they work together (for example, the heart pumps blood throughout your body to send nutrients to your body)
- List and identify medically accurate names for body parts (digestive system, skeletal system, nervous system, circulatory system)

Focus Standards (Major 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

New Jersey Student Learning Standards: Interdisciplinary Connections

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.

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.

W.2.8. Recall information from experiences or gather information from provided sources to answer a question.

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.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

New Jersey Student Learning Standards: College and Career Readiness

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

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

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

CRP9. Model integrity, ethical leadership and effective management.

New Jersey Student Learning Standards: Computer Science and Design Thinking

9.4.2.IML.3: Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults

9.4.2.CT.2: Identify possible approaches and resources to execute a plan.

Instructional Plan

Identify what germs are and how they spread. Introduce immune system and how that can help protect you from germs.

Discuss healthy habits such as hand washing brushing teeth, covering your mouth/nose when coughing/sneezing, etc. as ways to prevent the spread of germs.

Talk about ways to appropriately cope with feelings and emotions and identify self-care practices. For example, talking to friends, writing in a journal, etc.

Basic anatomy and functions of specific body parts. Kidneys, brains, lungs, heart, liver. Intestines, stomach. Bones and how they are used.

Incorporate how body systems work together in order to support wellness. For example lungs allow us to breath and bring oxygen to bodies and send carbon dioxide out of our bodies. How muscle support functions in the body. How the body digests food. The heart as a part of the circulatory system.

Evidence of Student Learning

Formative Assessments

- Do Now
- Exit Ticket
- I believe ____ because _____
- Teacher Observation Checklist
- 5 Words - Write five words to describe _____

Summative Assessments

- So What? Journal
- 3-2-1 Three things you learned, Two interesting facts, One question you still have
- 60 Second Paper - Write down all you know about the topic in 60 seconds

Benchmark Assessments

- K-W-L Chart
- 60 Second Paper - Write down all you know about the topic in 60 seconds

Suggested Options for Differentiation

Modifications (ELLs, Special Education, 504, Students at risk of failure, Gifted and Talented)

Special Education & 504

- Supply students with visual aides.
- Introduce new vocabulary to the student in advance of the lesson.
- Allow student to demonstrate understanding in a variety of ways.
- Eliminate information that is unnecessary.
- Highlight important information for student.
- Chunk material
- Check-in with student to ensure understanding prior to teaching more material.
- Be consistent.
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Gifted and Talented:

- Project based learning activities
- Allow students to explore topics in more depth

ELL:

- Provide materials in students native language
- Assess students at their Can Do Indicator Level

Suggested Materials & Resources

- www.kidshealth.org
- www.brainpopjr.com
- www.discoveryed.com
- www.pebblego.com
- www.scholastic.com

Curriculum

Content Area: Health

Unit Title: Pregnancy & Parenting

Duration: 1 Day

Grade Level: 2nd Grade

Essential Questions

- How can a mom grow a healthy baby?
- What foods will make the baby grow to be healthy?
- Is sleep important for the mom when she's pregnant?
- How long does it take the baby to grow?

Enduring Understandings

- Learn that the baby grows for 9 months
- Understand the nutritional value that goes into producing a healthy baby
- Explain the importance of proper sleep, physical activity, and nutrition for pregnant woman.

Student Learning Targets (Objectives):

Students will be able to...

- All living things may have the capacity to reproduce.
- Recall the stages of pregnancy
- Understand the importance of the mother eating healthy foods and taking care of herself

Focus Standards (Major Standards)

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

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Instructional Plan

Introduce the stages of pregnancy, embryo, fetus, baby. These stages take 9 months in total.

During pregnancy it is important the mother gets proper rest and practices healthy habits.

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Summative Assessments

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Curriculum

Content Area: Health

Unit Title: Social and Emotional Health

Duration: 6-7 Days

Grade Level: 2nd Grade

Essential Questions

- What are some different emotions that people have?
- How can we express our emotions in a positive way?
- Why do people have different emotions towards the same situation?
- What are some characteristics of a healthy relationship?
- Why is it important to express your feelings?

Enduring Understandings

- Developing strategies to be able to cope with different types of people is beneficial when handling a conflict.
- Understand how feelings/emotions are different for everyone and
- Understand how various situations can affect feelings and emotions
- Identifying trusted adults can help us make difficult decisions or when reporting a bully.
- People live a healthier life when they reduce outside stressors.
- Relate to the idea that families shape the way we think about our health and our behaviors.
- Identify healthy and appropriate ways to interact with other people.
- Understand the importance of communication between people.

Student Learning Targets (Objectives):

Students will be able to...

- Describe how people express different emotions
- Recognize various emotions and demonstrate sympathy and empathy.
- Describe and demonstrate appropriate ways to express emotions.
- Identifying a family's impact of an individual, for example how a the way a family eats affects children's eating habits later in their lives
- Utilizing the skills within communication and applying them to everyday life.

Focus Standards (Major Standards)

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

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

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

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New Jersey Student Learning Standards: Computer Science and Design Thinking

9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource.

Instructional Plan

Differentiate Help students understand the difference between needs and wants.

Compose a letter to a family member thanking them for the things they do to keep them healthy

Have students write about a time they were upset but must use the word I and not the word you.

Discuss various emotions and ways to appropriately handle emotions and how to react to other people's emotions.

Give students different scenarios in groups and report to others how stress can affect different people and situations.

Evidence of Student Learning

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Gifted and Talented:

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ELL:

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Curriculum

Content Area: Health

Unit Title: Community Health Services and Support

Duration: 2 days

Grade Level: 2nd Grade

Essential Questions

- Who are trusted community workers that help keep us safe?
- Who can support me to live and maintain a healthy lifestyle?
- Who can help if I am not feeling well?
- When does a want look like or feel like a need?

Enduring Understandings

- Grasping the importance of personal health and the services and resources available.
- Identifying the different sources that can provide health information and care at home, school, and in the community.
- Identifying who are reliable trusted professionals in the community that help keep one healthy and safe.
- Distinguishing the difference of common needs and wants and directly relating to one's health.

Student Learning Targets (Objectives):

Students will be able to...

- Developing an awareness of potential hazards in the environment impacts personal health and safety.
- Knowing how to locate health related assistance at home, at school, and in the community assists in addressing health emergencies and obtaining reliable information.
- Knowing who to ask for help when not feeling well at home, school, and community.
- Express needs, wants, and feelings in health- and safety-related situations.

Focus Standards (Major Standards)

2.2.P.E.: Knowing how to locate health professionals in the home, at school, and in the community assists in addressing health emergencies and obtaining reliable information.

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

2.1.P.D: Developing an awareness of potential hazards in the environment impacts personal health and safety

2.2.2.A: Effective communication may be a determining factor in the outcome of health and safety-related situations

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

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Instructional Plan

Discuss different types of emergency situations at home, school, and in the community and how to handle and seek potential solutions.

Provide students with a list of health related emergencies situations and ask students to name trusted professionals and people that can assist and help.

Discuss and emphasize trusted adults and professionals that can help when not feeling well at home, school, and community.

Create a classroom anchor chart and seek the opinions and views of students regarding essential needs and wants that are vital to their overall health and maintaining a healthy lifestyle.

Evidence of Student Learning

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Curriculum

Content Area: Health

Unit Title: Nutrition

Duration: 3-4 days

Grade Level: 2nd Grade

Essential Questions

- How can I choose nutritious foods for each meal?
- Why are some foods healthier than others?
- What makes healthy and unhealthy eating habits?

Enduring Understandings

- Nutritious food choices promote wellness and are the basis for healthy eating habits
- Lifestyle choices have an impact on all aspects of health and wellness
- Culture and personal preferences can impact an individual's nutritional choices

Student Learning Targets (Objectives):

Students will be able to...

- Identify healthy and unhealthy foods
- Identify which foods belong in each of the food groups

- Explain why some foods are healthier than others
- Summarize information found on food labels
- Examine the role of food choices in staying healthy throughout life

Focus Standards (Major Standards)

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

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

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

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Instructional Plan

Learn what a calorie is and can total their calories for a day using website listing calorie counts for various foods.

MyPlate helps to create balanced meals and that each food group should represent a portion of the plate during a meal.

We can chart our food intake and determine what food groups we receive enough of and which ones we lack on a daily basis.

Compare foods and groups to determine what nutrients are provided in each group.

Organic foods are made without genetic modification or changes and are generally considered to be healthier options.

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Suggested Materials & Resources

- myplate.org
- kidshealth.org
- Discovery Education
- BrainPop

Curriculum

Content Area: Health

Unit Title: Personal Safety

Duration: 8 -10 days

Grade Level: 2nd Grade

Essential Questions

- How do hazards in the environment impact personal health and safety?
- Why are emergency drills /Rules important?
- Why is it important to follow the correct bike safety procedures?
- Why do we need to be safe while using the internet?

Enduring Understandings

- We conduct emergency drills and Fire Safety Procedures to practice what would happen in an emergency and to learn how we should act to help make sure everyone is safe.
- Practice the correct bike safety measures.
- Why car seats and seatbelts are used.
- How to be safe while using the internet.
- Being safe while participating in seasonal activities.

Student Learning Targets (Objectives):

Students will be able to...

- Understand the importance of Practicing fire drills and other emergency drills.
- Understand why it's important to wear a helmet and other protective equipment.
- How to be a good Digital Citizen and know how to be safe while using the internet.
- Recognize the importance of water safety and the basic rules.

Focus Standards (Major Standards)

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

2.1.2.D.2: Differentiate among the characteristics of strangers, acquaintances, and trusted adults and describe safe and appropriate behaviors /touches.

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

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

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

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Instructional Plan

The playground equipment can be very fun, but can also be dangerous if not used properly. Review the proper use of playground equipment and demonstrate how to play several appropriate outdoor games during recess, hopscotch, four square, etc.

List reasons we do safety drills and create their own escape plans for fire drills at home.

Identify fire safety visuals. Fire alarms, smoke detector, fire extinguishers, emergency pulls, sprinklers.

Practice safety drills. Understanding the difference between lockdowns, shelter in place, evacuations, reverse evacuations and why we practice each.

Demonstrate positive behavior on the bus, in the hallways, playgrounds, and lunch room. Review bus safety.

Understand the outcomes of not wearing protective equipment.

Create a list of basic rules on being safe while using the internet, for example not giving out their name to a stranger.

Differentiate between different emergency personnel and also explain with peers about stop signs, crosswalks, red lights etc.

Create a basic list of rules we need to follow when participating in seasonal activities, for example, swimming, snowboarding, etc. Winter weather safety, proper dress, water danger, summer weather safety, sun related, seasonal activities

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Curriculum

Content Area: Health

Unit Title: Health Conditions, Diseases, and Medication

Duration: 1-2 days

Grade Level: 2nd Grade

Essential Questions

- What are good healthy practices and routines that can help prevent illness?

Enduring Understandings

- Good healthy consistent practices can help prevent disease and health conditions.
- Bacteria and germs are all around us and transmitting and spreading can be prevented.
- Medicines are used primarily to treat an illness or disease. Medicines prescribed by a doctor, and given by a parent or trusted adult.

Student Learning Targets (Objectives):

Students will be able to...

- Identify common health conditions and diseases.
- Describe different types of symptoms and changes in the body that occur when someone is sick.
- Identify healthy habits that can help prevent sickness and the potential spread of germs.
- Understand the use of medicine and that it should be given only by a doctor, nurse, parent, or trusted adult.

Focus Standards (Major Standards)

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

2.1.2.C1: Summarize symptoms of common diseases and health conditions

2.1.2.C.2: Summarize strategies to prevent the spread of common diseases and health conditions.

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

2.2.2.A.2: Explain why medicines should be administered as directed.

New Jersey Student Learning Standards: Interdisciplinary Connections

RI.K.1. With prompting and support, ask and answer questions about key details in a text

SL.1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

New Jersey Student Learning Standards: College and Career Readiness

9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.

9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.

9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.

9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

New Jersey Student Learning Standards: Computer Science and Design Thinking

9.4.2.IML.3: Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults

9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource.

Instructional Plan

Create a graphic organizer listing different types of symptoms of common illness and other related health conditions and diseases.

Discuss how germs are all around us and how they can spread from one person to another.

Have students participate in a glitter experiment to illustrate how easily germs can spread

Evidence of Student Learning

Formative Assessments

- Do Now
- Exit Ticket
- I believe _____ because _____
- Teacher Observation Checklist
- 5 Words - Write five words to describe _____

Summative Assessments

- So What? Journal
- 3-2-1 Three things you learned, Two interesting facts, One question you still have
- 60 Second Paper - Write down all you know about the topic in 60 seconds

Benchmark Assessments

- K-W-L Chart
- 60 Second Paper - Write down all you know about the topic in 60 seconds

Suggested Options for Differentiation

Modifications (ELLs, Special Education, 504, Students at risk of failure, Gifted and Talented)

Special Education § 504

- Supply students with visual aides.
- Introduce new vocabulary to the student in advance of the lesson.
- Allow student to demonstrate understanding in a variety of ways.
- Eliminate information that is unnecessary.
- Highlight important information for student.
- Chunk material
- Check-in with student to ensure understanding prior to teaching more material.
- Be consistent.
- Vary the way content is delivered.

Students at Risk for Failure

- Chunk material to make the content more manageable for student. Check for understanding prior to adding more material.
- Introduce students to new topics separately prior to introducing the topic to the class, to allow for a preview.
- When showing videos use closed captioning.
- Provide vocabulary in advance of the lesson.
- Use graphic organizers.
- Eliminate information that is unnecessary.

Gifted and Talented:

- Project based learning activities
- Allow students to explore topics in more depth

ELL:

- Provide materials in students native language
- Assess students at their Can Do Indicator Level

Suggested Materials & Resources

www.kidshealth.org
www.brainpopjr.com
www.discoveryed.com
www.pebblego.com
www.scholastic.com

