



SPRINGFIELD PUBLIC SCHOOLS
ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Springfield Public Schools
Springfield, New Jersey 07081

Health
Grade 2

Curriculum Guide

2022

This curriculum may be modified through varying materials, techniques, and strategies as per an individual student's IEP.

Springfield Board of Education
Approved July 25, 2022



SPRINGFIELD PUBLIC SCHOOLS
ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Springfield Public Schools Springfield, New Jersey

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*Springfield Board of Education
PO Box 210
Springfield, New Jersey 07081*

"Cultivating compassionate and extraordinary learners"

Rachel Goldberg
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Resolution: School Government
Introduced By: Mr. Miller
Seconded By: Mrs. Gamarekian
Adopted: July 25, 2022

Curriculum Adoption

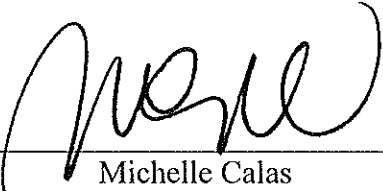
To adopt the following curriculum and courses for the 2022-2023 school year:

- Revised Comprehensive Health and Physical Education *due to new standards in CH/PE (Separate Roll Call Vote)*
 - K-12 Comprehensive Health
 - K-12 Physical Education

I, Michelle Calas, School Business Administrator/Board Secretary of the Springfield Board of Education, hereby certify that the extract from the minutes of a meeting of the Board of Education duly called and held on July 25, 2022 has been compared by me with the original minute book of said Board of Education, and is a true, complete and exact copy therefor, as far as the same relates to the subject matter referred to said contract.

IN WITNESS THEREOF, I have hereunto set my hand and seal of the Springfield Board of Education, this 26th of July 2022.

SEAL



Michelle Calas
School Business Administrator/Board Secretary



Unit Overview Template

Content Area: Health **Grade Level:** 2 **Unit Title:** Emotions and Feelings

Unit Summary: This unit on feelings allows students to express needs, wants, and emotions in appropriate ways. They will also discuss ways to demonstrate respectful communication and getting along with others.

Primary Interdisciplinary Connections: Language Arts, Writing

21st Century Themes ☐ Creativity and Innovation **X** Critical Thinking and Problem Solving ☐ ICT Literacy
☐ Information Literacy ☐ Life and Career Skills **X** Communication and Collaboration ☐ Media Literacy

Unit Rationale: Second grade students should learn about feelings because they need to practice expressing their feelings in appropriate ways.

Learning Targets

Standards: 2.1 Personal and Mental Health
8.1 Computer Science
8.2 Design Thinking
9.4 Life Literacies and Key Skills

Statutes: Mental Health C.18A:40A-2.1

Core Idea:

Emotional Health: **2.1.2.EH-** Many factors influence how we think about ourselves and others.

Social and Sexual Health **2.1.2.SSH** Communication is the basis for strengthening relationships and resolving conflict between people.

Community Health Services and Support **2.1.2.CHSS** People in the community work to keep us safe.

Algorithms and Programming: **8.1.2.AP** Complex tasks can be broken down into simpler instructions, some of which can be broken down even further.

Engineering Design: **8.2.2.ED** Engineering design is a creative process for meeting human needs or wants that can result in multiple solutions.

Interactions of Technology and Human: **8.2.2.ITH** Human needs and desires determine which new tools are developed.



Digital Citizenship: **9.4.2.DC** Digital communities allow for social interactions that can result in positive or negative outcomes.

CPI#:	Performance Expectations:
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.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
2.1.2.SSH.7	Explain healthy ways for friends to express feelings for and to one another.
2.1.2.CHSS.5	Identify situations that might result in individuals feeling sad, angry, frustrated, or scared.
8.1.2.AP.4	Break down a task into a sequence of steps
8.2.2.ED.2	Collaborate to solve a simple problem, or to illustrate how to build a product using the design process
8.2.2.ITH.1	Identify products that are designed to meet human wants or needs
9.4.2.DC.6	Identify respectful and responsible ways to communicate in digital environments.
SEL.PK.12.1.1	Recognize one's feelings and thoughts.
SEL.PK-12.2.1	Understand and practice strategies for managing one's own emotions, thoughts, and behaviors.
SEL.PK-12.3.1	Recognize and identify the thoughts, feelings, and perspectives of others.

Unit Essential Questions:

- Why is talking about feelings and how to express them important to our health?
- What are some healthy ways to cope with stress?
- What are some healthy ways people can express their feelings to others?

Unit Enduring Understandings:

- A healthy person would be able to express their feelings and emotions in an appropriate manner through the use of various techniques.

Unit Learning Targets:

Students will....

- Demonstrate strategies for managing one's own emotions, thoughts and behaviors.
- Identify healthy ways of coping with stressful situations
- Identify situations that might result in individuals feeling sad, angry, frustrated, or scared.
- Identify healthy ways to express feelings to others.



Evidence of Learning

Summative Assessment: 1 day

Equipment Needed: Harcourt Health Grade 2 Book, Writing Prompt

Teacher Resources: Harcourt Health Grade 2 Teacher's Manual

Formative Assessments:

- Question and Response
- Think Pair Share
- Student Discussion
- Writing Samples
- Stress Poster



Lesson Plans

Lesson	Time Frame
Lesson 1 Intro to Health	40 minutes/ 1 day
Lesson 2 Feelings	40 minutes/ 1 day
Lesson 3 Stress	40 minutes/ 1 day

Teacher Notes:

Review classroom procedures and add some new ones.

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

Harcourt Health Grade 2 Book

Projector

Brainpop Jr.

youtube.com



Lesson Plan 1 Template

Content Area: Health Lesson Title: Intro. to Health Time Frame: 40 minutes/ 1 day

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections:

Language Arts

Integration of Technology:

laptop, elmo, projector

Equipment Needed:

assessment bins, resource table, sharpened pencils, unsharpened pencils cups, bathroom white board

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify their seating placement - Gain knowledge on the layout and expectations in the classroom - Gain knowledge of the Recess Runners program.	Lesson Sequence - Welcome Back - Review Seating - Safety Procedures - Class Rules - Review Do Now Board - Review Sign Out Board - Review Objective Board - Pencil Buckets/Table Buckets	Question and Response
Differentiation: Teachers will repeat and rephrase for students who may have difficulty understanding the expectations and new programs. Teacher will reiterate various points with individual students as needed.		
Resources Provided: - Assessment Bins - Supply Buckets		



Lesson Plan 2 Template

Content Area: Health Lesson Title: Feelings Time Frame: 40 minutes/ 1 day

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections:

Language Arts

Integration of Technology:

projector

Equipment Needed:

toothpaste, paper plate, Coloring Utensils, Video link, Paper

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify how to properly express our feelings to others - Demonstrate strategies for managing one's own emotions, thoughts and behaviors. - Identify situations that might result in individuals feeling sad, angry, frustrated, or scared	Lesson Sequence - What are some examples of emotions? - Words: Explain to the students that they need to be careful what they say to other people or friends. Explain that words are very hard to take back once they are said. - Out Of My Mouth: The theme of this activity is to watch what you say because you can't take it	- Exit Slip: List 2 emotions; - List one strategy to calm yourself down when experiencing negative emotions



back. Select a volunteer to come up to the front and ask them to squeeze all of the toothpaste out of the tube onto the plate. Ask another volunteer to come up front. Once your volunteer is in place, ask them to carefully put all of the toothpaste back into the tube. Soon they will give up and respond that it is impossible. Explain to the class that getting the toothpaste out was much easier than putting it back in. Our words can be just like that. Once they come out of our mouths, we can't put them back in. This is why we should always take care to use kind words and speak respectfully to others. Thoughtless, mean, and angry words really hurt. Remember: The toothpaste was caught on a plate so it would not make a mess. Unkind words can't be caught this way, and what we say can make a big mess. Always take care to use kind and respectful words.

4. Negative Emotions: If we are frustrated, upset or mad we often act without thinking. What are some ways we can calm ourselves down to think first?



- | | | |
|--|---|--|
| | <ol style="list-style-type: none">5. Breathing Exercise: Have students practice deep breathing6. If you did say something mean to someone and now you realize you want to take it back and can't, how would you feel? What can you do to help make the situation better? Discuss as a class. | |
|--|---|--|

Differentiation:

AL: List 2 emotions.

BL: List one emotion.

Resources Provided:

Kids Health



Lesson Plan 3 Template

Content Area: Health Lesson Title: Stress Time Frame: 40 minutes/ 1 day

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections:

Language Arts, Writing

Integration of Technology:

projector, Jar of Stress YouTube video

Equipment Needed:

Projector, Stress poster, Jar of Stress Video, crayons, paper

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify what stress is. - Identify things that can cause stress - Explain healthy ways of coping with stressful situations	Lesson Sequence 1. Write the word stress on the board. What is stress? Play short video clip https://www.youtube.com/watch?v=YbDqSbTZ1Jw 2. Can anyone think of a time they felt stressed? What caused the stress? 3. Share 4. WATCH: https://www.youtube.com/watch?v=6_N_uvq41Pg Pause video to discuss how to prioritize the minor things vs. important things.	Stress Poster



5. When you are stressed there are many things you can do to make yourself feel better.
6. Stress Poster: Students will draw what stresses them out on one half of the paper. On the other half will be what soothes your stress.

Differentiation:

AL: Draw 3 ways to cope with stress on the poster .

BL: Draw 2 ways to cope with stress on the poster.

Resources Provided:

- youtube.com



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	X		
Allow for student choice	X		
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives		X	
Integrate 21st century skills		X	
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	X		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills		X	
Are varied to address different student learning styles and preferences	X		
Are differentiated based on student needs	X		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	X		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self- assessment	X		
Provide data to inform and adjust instruction to better meet the varying needs of learners	X		

Curriculum Design Template

Content Area: Health	Grade Level: 2	Unit Title: Emotions and Feelings
Created: February 2022	Board Approved on:	Type Here



Unit Overview Template

Content Area:	Health	Grade Level:	Grade 2	Unit Title:	Safety
Unit Summary: Students will be able to identify various ways to stay safe. Students will recognize the importance of staying safe around water and sun as well as safety procedures during a fire and while ride a bicycle.					
Primary Interdisciplinary Connections: Science, Social Studies, Writing, Language Arts					
21st Century Themes ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ ICT Literacy ☐ Information Literacy ☒ Life and Career Skills ☐ Communication and Collaboration ☐ Media Literacy					
Unit Rationale: Second grade students are becoming more independent. Therefore, it is important for them to know how to stay safe in various situations.					

Learning Targets

Standards:	2.3 Safety 8.2 Design Thinking 9.4 Life Literacies and Key Skills
Statutes:	Accident and Fire Prevention N.J.S.A. 18A:6-2
Core Idea:	
Community Health Services and Support:	2.1.2.CHSS People in the community work to keep us safe.
Personal Safety:	2.3.2.PS.: Potential hazards exist in personal space, in the school, in the community, and globally.
Engineering Design:	8.2.2.ED: Engineering design is a creative process for meeting human needs or wants that can result in multiple solutions
Critical Thinking and Problem Solving:	9.4.2.CT.3: Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem
Digital Citizenship:	9.4.2.DC: Individuals should practice safe behaviors when using the Internet.
CPI#:	Performance Expectations:



2.1.2.CHSS.4	Describe how climate change affects the health of individuals, plants and animals.
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).
8.2.2.ED.2	Collaborate to solve a simple problem, or to illustrate how to build a product using the design process.
9.4.2.CT.3	Use a variety of types of thinking to solve problems (e.g., inductive, deductive)
9.4.2.DC.3	Explain how to be safe online and follow safe practices when using the internet
9.4.2.DC.4	Compare information that should be kept private to information that might be made public.
SEL.PK-12.4.3	Evaluate personal, ethical, safety, and civic impact of decisions.
SEL.PK-12.5.5	Identify who, when, where, or how to seek help for oneself or others when needed.

Unit Essential Questions:

- What are some ways I can stay healthy indoors and outdoors?
- How can I practice safety strategies to avoid accidents?

Unit Enduring Understandings:

- Recognizing risk factors and applying risk reducing strategies can prevent health consequences.

Unit Learning Targets:

Students will....

- Identify and create a fire safety plan for their home.
- Identify ways to stay safe on a bicycle.
- Identify ways to stay safe in the sun and water.

Summative Assessment:

Equipment Needed: Safety Town Videos, Sun and Water Safety Assessment, Whiteboards and markers, Crayons, Paper, Fire Safety Plan Map

Teacher Resources: Harcourt Health Grade 2 Teacher's Manual

Formative Assessments:

- Student Discussion
- Question and Response
- Think Pair Share



- Writing Samples
- Sun and Water Safety Posters

Lesson Plan 1 Template			
Content Area:	Health	Lesson Title:	Bicycle Safety
		Time Frame:	40 minutes/ 1 day
Lesson Components			
<u>21st Century Themes</u>			
☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy ☐ Civic Literacy ☒ Health Literacy			
<u>21st Century Skills</u>			
☐ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ Information Literacy ☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy			
Interdisciplinary Connections: Science, Social Studies, Writing, Language Arts			
Integration of Technology: projector, laptop			
Equipment Needed: Bike safety writing prompt, Safety Town Video			

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Identify ways to stay safe on a bicycle.	Lesson Sequence 1. How many of you have a bike? Tell your group where you ride and when. Then share out loud. 2. Here are some vocabulary words that you will hear today: helmet, traffic rules, hand signals, brakes, reflectors, fluorescent/bright	• Bike Safety Writing Prompt



clothing. Vocabulary words will be written on the board.

3. Review with students bike safety checklist and Safety Tips WS
4. Show Safety Town video <https://www.youtube.com/watch?v=bIEqqw2Vg-c>
5. Bike Safety Writing Prompt. Students will write about going bike riding and include the vocabulary words learned.

Differentiation:

AL: Above level students will need to write at least 5 vocab words in their paragraph.

BL: Below level students will need to write at least 3 vocab words in their paragraph.

Resources Provided:

- Harcourt Health Grade 2 Book



Lesson Plan 2 Template		
Content Area: Health	Lesson Title: Sun and Water Safety	Time Frame: 40 minutes/ 1 day
Lesson Components		
<u>21st Century Themes</u>		
☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy ☐ Civic Literacy ☒ Health Literacy		
<u>21st Century Skills</u>		
☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy ☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy		
Interdisciplinary Connections: Science, Social Studies, Writing, Language Arts		
Integration of Technology: projector, laptop, Safety Smart Video		
Equipment Needed: Sun and Water Safety poster assessment		

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: Identify ways to stay safe in the water and sun.	Lesson Sequence - Think of things that you do to stay safe in the sun and water? - Why is it important to know how to do these things? - Sun and Water Safety Video: Safety Smart: youtube https://www.youtube.com/watch?v=iNO18rEMR10 - Activity/Assessment: Students will make a sun and water safety scene.	Sun and Water Safety Poster



They will draw themselves in the sun as well as create a background with water (ocean, pool, lake). They will show various safety procedures they are following in their drawings.

5. They will also make a sign with water safety rules.

Differentiation:

AL: Above level students will include at least 4 sun and water safety tips.

BL: Below level students will include at least one water and sun safety tip.

Resources Provided:

- Harcourt Health Grade 2 Book



Lesson Plan 2 Template

Content Area: Health Lesson Title: Fire Safety Time Frame: 40 minutes/ 1 day

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections:

Science, Social Studies, Writing, Language Arts

Integration of Technology:

projector, laptop, Safety Town Video, Fire Safety Escape Plan Map

Equipment Needed:

Sun and Water Safety poster assessment

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify ways to stay safe in a fire. - Create a fire safety plan for home.	Lesson Sequence - Ask students what they know about fire safety. - Here are some vocabulary words that you will hear today: - FireEscape plan - Firefighter smoke detector stop drop and roll Meeting place - Ask students if they have an escape plan from their house with a meeting spot. Have students give examples of where their family's meeting spot is. Show students an	Fire Escape Plan



	example of a fire escape plan from a home. Discuss how it is important to know all of the exits, staircases and windows in the home. 6. Review with students fire safety stop drop and roll 7. Safety Town fire safety video https://www.youtube.com/watch?v=V2vGsyiZi6Y 8. Escape Plan: Have students draw their own maps of their homes, highlighting the possible exits, stairs and windows.	
Differentiation: AL: Above level students will include smoke detector and fire extinguisher locations in their plans. BL: Below level students will include all exit points in their plans.		

Resources Provided:

- Harcourt Health Grade 2 Book



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	X		
Allow for student choice	X		
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives	X		
Integrate 21st century skills	X		
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	X		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	X		
Are varied to address different student learning styles and preferences	X		
Are differentiated based on student needs	X		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	X		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self- assessment	X		
Provide data to inform and adjust instruction to better meet the varying needs of learners	X		

Curriculum Design Template

Content Area: Health	Grade Level: 2	Unit Title: Safety
Created: February 2022	Board Approved on: Type Here	



Unit Overview Template

Content Area:	Health	Grade Level:	2	Unit Title:	Our Bodies
Unit Summary: The students will recognize that their bodies are growing and changing, and identify the various names for body parts. They will also use correct terminology to identify various body parts..					
Primary Interdisciplinary Connections: Science, Writing, Language Arts					
21st Century Themes ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ ICT Literacy ☒ Information Literacy ☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy					
Unit Rationale: Second grade students should be aware of the correct way to refer to some of their body parts. This way, they can make decisions to keep themselves healthy for a lifetime.					

Learning Targets

Standards: 2.1 Personal and Mental Health 8.2 Design Thinking	
Core Idea:	
Personal Growth and Development:	2.1.2.PGD- Personal hygiene and self-help skills promote healthy habits.
Interaction of Technology and Humans:	8.2.2.ITH- Human needs and desires determine which new tools are developed.
	8.2.2.ITH- Technology has changed the way people live and work.
	8.2.2.ITH- Various tools can improve daily tasks and quality of life.
CPI#:	Performance Expectations:
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.
8.2.2.ITH.1	Identify products that are designed to meet human wants or needs.
8.2.2.ITH.3	Identify how technology impacts or improves life.
Unit Essential Questions:	
What can I do to avoid or reduce health risks?	



- How can assertive communication skills help me to develop a healthy lifestyle?
- What do I need to know to make good decisions and stay healthy?
- How can I make good decisions and stay healthy?

Unit Enduring Understandings:

- Personal choices impact current and long term outcomes on individuals, family and society.
- Assertive communication skills enhance health by avoiding and/or reducing health risks.
- Recognizing risk factors and applying risk reducing strategies can prevent health consequences.

Unit Learning Targets:

Students will....

- List medically accurate names of body parts.
- Use correct terminology to identify various body parts.
- Identify the parts of the skeletal system.
- Describe the functions of the skeletal system.
- Identify the parts of the muscular system.
- Describe the functions of the muscular system.
- Identify the parts of the digestive system.
- Describe the functions of the digestive system.

Evidence of Learning

Summative Assessment: 1 day

Equipment Needed: projector, diagrams of body systems, Harcourt Health Grade 2 book, brainpopjr.com, body systems flip book

Teacher Resources: Harcourt Health Grade 2 Book, teacherpayteachers.com

Formative Assessments:

- Student Discussion
- Question and Response
- Teacher Observation
- Body Labeling Worksheet

Lesson Plans

Lesson	Time Frame
Lesson 1 Body Parts	40 minutes/ 1 day
Lesson 2 The Skeletal System	40 minutes/ 1 day
Lesson 3 The Muscular System	40 minutes/ 1 day
Lesson 4 The Digestive System	40 minutes/ 1 day

Teacher Notes:

Collect students' WS/drawings each week.



Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

Harcourt Health Grade 2 book

YouTube

Lesson Plan 1 Template

Content Area: Health	Lesson Title: Body Parts	Time Frame: 1 day/ 40 minutes
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Lesson Components

21st Century Themes

- | | |
|---|---|
| ☐ Global Awareness | ☐ Financial, Economic, Business and Entrepreneurial Literacy |
| ☐ Civic Literacy | ☒ Health Literacy |

21st Century Skills

- | | | |
|---|---|---|
| ☒ Creativity and Innovation | ☒ Critical Thinking and Problem Solving | ☐ Information Literacy |
| ☐ Life and Career Skills | ☒ Communication and Collaboration | ☐ Media Literacy ☐ ICT Literacy |

Interdisciplinary Connections:

Science, Writing, Language Arts

Integration of Technology:

laptops, projector

Equipment Needed:

Body Parts WS, projector, laptops

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - List medically accurate names for body parts - Use correct terminology to identify various body parts	Lesson Sequence - Brainpop Jr: The Human Body - Students will be asked what body parts they know the names of. Students should recognize arms, legs, chest, stomach, head. - Teacher will point to some body parts and ask	Body Part WS



	students what the name of that body part is. • Teacher will point to the elbow, shin, neck, hands, toes, feet, fingers. • Give students body part handout. Students will label all the body parts that were previously discussed.	
Differentiation: AL: These students can label more than 3 body parts. BL: These students can label at less than 3 body parts.		
Resources Provided: • Harcourt Health Grade 2 Book • Human body diagram • Brainpopjr.com		



Lesson Plan 1 Template

Content Area: Health Lesson Title: Skeletal System Time Frame: 1 day/ 40 minutes

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections:

Science, Writing, Language Arts

Integration of Technology:

laptops, projector

Equipment Needed:

The Skeletal System diagram, projector, laptops

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify the parts of the Skeletal System. - Describe the functions of the Skeletal System.	Lesson Sequence - Teacher will ask students what they know about the bones in their body. - Teacher will go over some facts. Did you know – Fun facts (babies are born with more bones than adults? Your skeleton comprises 30-40% of your body weight? How many bones do you think you have in your feet? (26) The femur is the longest and strongest bone in your body. The smallest bone	Skeleton diagram



is in your ear. Your bones can repair themselves and regrow)

- Show skeleton model. Ask the class if they know any names of the bones. Make sure the skull, Ribcage and spine are vocabulary words on the word wall. Discuss what they think each protects. That would be the function. (Skull protects the brain, rib cage protects the heart and lungs and spine (backbone) protects the spinal cord and helps you sit, stand and move)..
- Teacher will show Chloe and the Nerb Bones YouTube video: <https://www.youtube.com/watch?v=i42FSNA9bAY>.
- Students will create a human skeleton on construction paper. You must label the 3 important parts we discussed, on the bottom of the poster write a sentence that tells why each of the 3 parts is important to the body.

Differentiation:

AL: These students can label more than 3 bones.
BL: These students can label at less than 3 bones.

Resources Provided:

- Harcourt Health Grade 2 Book
- Skeletal System diagram
- Chloe and the Nerb YouTube video



Lesson Plan 1 Template

Content Area: Health Lesson Title: Muscular System Time Frame: 1 day/ 40 minutes

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections:

Science, Writing, Language Arts

Integration of Technology:

laptops, projector

Equipment Needed:

The muscular System diagram, projector, laptops

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify the parts of the muscular System. - Describe the functions of the muscular System.	Lesson Sequence - The teacher will ask the class what part of their body reminds them of rubber bands. MUSCLES! - Explain to the children then muscles are all different sizes depending on where they are in the body. As we grow and change and exercise our muscles will get bigger and stronger. - Show a short video clip of how the muscle works.	Activity picture



https://www.youtube.com/watch?v=f_F5UwtdPOc

- At your tables think of some of the muscles that we stretch in PE. Just like bones, muscles have names. Can anyone name some muscles? deltoid, quadricep, tricep are all muscle names. Where are they located? Have them stretch those muscles to remind them where they are.
- Have students play Simon says- muscles. The teacher will say Simon says move your wrist, touch your abs, bend your knee, ect. Make sure the students know where the muscles are.
- Muscles need exercise to stay healthy and grow strong. Think about ways that you exercise your muscles. Draw a picture of your favorite activity, game, or sport that makes you move your bones, muscles, and joints a lot.

Differentiation:

AL: These students can label more than 3 bones.

BL: These students can label at less than 3 bones.

Resources Provided:

- Harcourt Health Grade 2 Book
- Muscular System diagram
- Chloe and the Nurb YouTube video



Lesson Plan 2 Template

Content Area: Health	Lesson Title: The Digestive System	Time Frame: 40 minutes/ 1 day
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Lesson Components

21st Century Themes

- | | |
|---|---|
| ☐ Global Awareness | ☐ Financial, Economic, Business and Entrepreneurial Literacy |
| ☐ Civic Literacy | ☒ Health Literacy |

21st Century Skills

- | | | |
|--|---|---|
| ☐ Creativity and Innovation | ☒ Critical Thinking and Problem Solving | ☐ Information Literacy |
| ☐ Life and Career Skills | ☒ Communication and Collaboration | ☐ Media Literacy ☐ ICT Literacy |

Interdisciplinary Connections:

Science, Writing, Language Arts

Integration of Technology:

projector, Chloe and the Nurb video

Equipment Needed:

projector, Digestive System diagram,



Students will:

- Identify the parts of the Digestive System.
- Describe the functions of the Digestive System.

Lesson Sequence

- Ask the children if they know what the water in their mouth is called?
Saliva
- Tell them that it is the start of the process of digestion.
- Tell students that it is the start of the process of digestion.
- Activity: Divide the class so that a group of students will form the mouth, another will be the esophagus, another will be the stomach, the small intestine, and the large intestine. The teacher will be the “food.” As the food walks into the mouth, the students will have their hands clasped up and down. The food will then be twirled down the esophagus, the students line up in two lines and high five the “food” as it passes (like basketball players running onto the court before the game). The students representing the stomach will surround the food and walk in a circle as the food is bumped around. When the teacher says, “Ready” the students will pass the food into the small intestine, where the food is tugged on (representing the small intestine pulling out the nutrients).

- Digestive System Flip Book Page



Finally what is left of the food is pushed to the large intestine, and pushed OUT! You may do this several times by allowing each group to rotate as the different organs

- YouTube video on the digestive system:
<https://www.youtube.com/watch?v=VwrsL-lCZY0>.
- Have students draw the path of the digestive system.

Differentiation:

AL: These students will label the 5 parts of the Digestive System

BL: These students will label at least 3 parts of the Digestive System



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	X		
Allow for student choice	X		
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives	X		
Integrate 21st century skills	X		
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	X		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	X		
Are varied to address different student learning styles and preferences	X		
Are differentiated based on student needs	X		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	X		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self- assessment	X		
Provide data to inform and adjust instruction to better meet the varying needs of learners	X		

Curriculum Design Template

Content Area: Health	Grade Level: 2	Unit Title: Our Bodies
Created: February 2022	Board Approved on:	Type Here



Unit Overview Template

Content Area: Health **Grade Level:** 2 **Unit Title:** Our Bodies Cont.

Unit Summary: The students will recognize that their bodies are growing and changing, identify the various body systems and the organs involved. They will also describe behaviors that will keep their body systems safe.

Primary Interdisciplinary Connections: Science, Writing, Language Arts

21st Century Themes ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ ICT Literacy
☒ Information Literacy ☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy

Unit Rationale: Second grade students are becoming more independent, therefore they should be aware of how their body works and ways they can make decisions to keep themselves healthy for a lifetime.

Learning Targets

Standards: 2.1 Personal and Mental Health
8.2 Design Thinking

Core Idea:

Personal Growth and Development: **2.1.2.PGD-** Personal hygiene and self-help skills promote healthy habits.

Interaction of Technology and Humans:

8.2.2.ITH- Human needs and desires determine which new tools are developed.

8.2.2.ITH- Technology has changed the way people live and work.

8.2.2.ITH- Various tools can improve daily tasks and quality of life.

CPI#: **Performance Expectations:**

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.

8.2.2.ITH.1 Identify products that are designed to meet human wants or needs.

8.2.2.ITH.3 Identify how technology impacts or improves life.

Unit Essential Questions:

- What can I do to avoid or reduce health risks?
- How can assertive communication skills help me to develop a healthy lifestyle?
- What do I need to know to make good decisions and stay healthy?



- How can I make good decisions and stay healthy?

Unit Enduring Understandings:

- Personal choices impact current and long term outcomes on individuals, family and society.
- Assertive communication skills enhance health by avoiding and/or reducing health risks.
- Recognizing risk factors and applying risk reducing strategies can prevent health consequences.

Unit Learning Targets:

Students will....

- Identify the parts of the circulatory and respiratory systems.
- Describe the functions of the respiratory and circulatory systems.
- Identify the parts of the nervous system.
- Describe the functions of the nervous system.
- Identify all six human body systems

Evidence of Learning

Summative Assessment: 1 day

Equipment Needed: projector, elmo, diagrams of body systems, Harcourt Health Grade 2 book, brainpopjr.com, body systems flip book

Teacher Resources: Harcourt Health Grade 2 Book, teacherpayteachers.com

Formative Assessments:

- Student Discussion
- Question and Response
- Teacher Observation
- Body Systems Assessment Pages

Lesson Plans

Lesson	Time Frame
Lesson 1 The Circulatory and Respiratory System	40 minutes/ 1 day
Lesson 2 The Nervous System	40 minutes/ 1 day
Lesson 3 The Body Systems	40 minutes/ 1 day

Teacher Notes:

Collect students work each week.

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

Harcourt Health Grade 2 book

Chloe and the Nurb video



Lesson Plan 3 Template

Content Area: Health	Lesson Title: Circulatory and Respiratory Systems	Time Frame: 40 minutes/ 1 day
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Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections:

Science, Language Arts, Writing

Integration of Technology:

projector

Equipment Needed:

Circulatory flip book page, heart model page, blue and red string

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify the parts of the Circulatory and Respiratory Systems. - Describe the functions of the Circulatory and respiratory Systems.	Lesson Sequence - Ask students what body system we use to breathe. (Respiratory System) - Discussion - Play Chloe and the Nurb respiratory system video. - Ask students what system is used to transport blood to the body. What are the main organs of the system? (heart, veins, and arteries) - Discuss with students that arteries carry blood to the body and veins	Circulatory System and respiratory



carry blood back to the heart.

6. Activity: The children will be making their own respiratory and circulatory systems. They will look at a picture of the lungs, heart, and the rib cage. They will draw and color it as time allows. They must add and label at least the mouth, nose, lungs, heart, arteries, and veins.

Differentiation:

AL: These students will help other students fill out flip book pages and create the heart model.

BL: These students can work with a partner to complete their book pages and heart model.

Resources Provided:

- Harcourt Health Grade 2
- Brainpopjr.com



Lesson Plan 1 Template

Content Area: Health Lesson Title: Nervous System Time Frame: 1 day/ 40 minutes

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections:

Science, Writing, Language Arts

Integration of Technology:

laptops, projector

Equipment Needed:

projector, laptop

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify the parts of the nervous system. - Describe the functions of the nervous systems	Lesson Sequence - Discuss the nervous system with students. Go over the parts of the brain. Discuss how we use our brains for everything (thinking, senses, balance and movement, etc.) - Discuss what each part of the brain is responsible for. - Cerebrum (say: suh-REE-brum) - Cerebellum (say: sair-uh-BELL-um) - Brain stem	Nervous system WS



- Pituitary (say: puh-TOO-uh-ter-ee) gland
- Hypothalamus (say: hy-po-THAL-uh-mus)
- Students will learn about the brain by watching a nervous system video.

<https://www.youtube.com/watch?v=-nH4MRvO-10>

- Students will complete a nervous system WS

Differentiation:

AL: These students can label brain and spinal cord.

BL: These students can only label the brain or spinal cord.

Resources Provided:

- Harcourt Health Grade 2 Book
- Nervous System diagram
- Chloe and the Nurb



Lesson Plan 2 Template

Content Area: Health Lesson Title: The Body Systems Time Frame: 40 minutes/ 1 day

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections:

Science, Writing, Language Arts

Integration of Technology:

projector, laptop

Equipment Needed:

projector, chart paper, crayons, laptop

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify the six human body systems. - Demonstrate where the systems are located in the body..	Lesson Sequence - Teacher will review the 6 different body systems that we talked about. - Teacher will put the students into groups - One student in the group will lay down on chart paper and get their body traced. - Once the trace is complete, the group will fill in the different body systems they learn about. - The systems that will be used are the skeletal system, muscular system,	Digestive System Flip Book Page



	digestive system, nervous system, circulatory system, and respiratory system.	
Differentiation: AL: These students will label the 6 human body Systems BL: These students will label at least 3 human body systems		
Resources Provided: • Harcourt Health Grade 2 Book • Brainpopjr.com • Digestive System cards and diagrams		

Lesson Reflection			
Reflect on the lesson you have developed and rate the degree to which the lesson <i>Strongly, Moderately</i> or <i>Weakly</i> meets the criteria below.			
Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	X		
Allow for student choice	X		
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives	X		
Integrate 21st century skills	X		
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	X		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	X		
Are varied to address different student learning styles and preferences	X		
Are differentiated based on student needs	X		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	X		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self- assessment	X		
Provide data to inform and adjust instruction to better meet the varying needs of learners	X		



Unit Overview Template

Content Area:	Health	Grade Level:	2	Unit Title:	Taking Care of Our Bodies
Unit Summary: The students will learn ways to prevent head lice from spreading as well as how to take care of various parts of our bodies, including their eyes and teeth.					
Primary Interdisciplinary Connections: Science, Writing, Language Arts					
21st Century Themes ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ ICT Literacy ☐ Information Literacy ☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy					
Unit Rationale: Second grade students should begin to learn more about the insides and outsides of their bodies and the way they work so that they can keep themselves healthy.					

Learning Targets

Standards:		2.1 Personal and Mental Health 2.3 Safety 8.1 Computer Science
Core Idea:		
Personal Growth and Development:	2.1.2.PGD- Personal hygiene and self-help skills promote healthy habits.	
Health Conditions, Diseases and Medicines	2.3.2.HCDM- People need food, water, air, waste removal, and a particular range of temperatures in their environment to stay healthy.	
Algorithms and Programming:	8.1.2.AP- Complex tasks can be broken down into simpler instructions, some of which can be broken down even further.	
CPI#:	Performance Expectations:	
2.1.2.PGD.2	Develop an awareness of healthy habits (e.g., wash hands, cough in arm, brush teeth).	
2.3.2.HCD M.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).	
8.1.2.AP.4	Break down a task into a sequence of steps.	
Unit Essential Questions:		
• What can I do to avoid or reduce health risks? • What do I need to know to make good decisions and stay healthy? • How can I make good decisions and stay healthy?		
Unit Enduring Understandings:		
• Personal choices impact current and long term outcomes on individuals, family and society.		



- Recognizing risk factors and applying risk reducing strategies can prevent health consequences.

Unit Learning Targets:

Students will....

- Describe symptoms of head lice.
- Identify ways to prevent transmission of head lice.
- Identify the iris, pupil, eyebrows, and eyelashes.
- Explain ways to care for your eyes.
- Identify the types of teeth we have.
- Explain how to care for our teeth.

Evidence of Learning

Summative Assessment: 1 days

Equipment Needed: laptops, projector elmo, eye charts, optical illusions, head lice books

Teacher Resources: Harcourt Health Grade 2 Teacher Guide

Formative Assessments:

- Student discussion
- Teacher Observation
- Question and Response
- Think Pair Share
- Student Work Samples

Lesson Plans

Lesson	Time Frame
Lesson 1 Head Lice	40 minutes/ 1 day
Lesson 2 The Human Eye	40 minutes/ 1 day
Lesson 3 Taking Care of Your Teeth	40 minutes/ 1 day

Teacher Notes:

Display students eye diagrams.

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

brainpopjr.com

headlice.org

Harcourt Health Grade 2 Book



Lesson Plan 1 Template

Content Area: Health Lesson Title: Head Lice Time Frame: 40 minutes/ 1 day

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy **X** Health Literacy

21st Century Skills

- ☐ Creativity and Innovation **X** Critical Thinking and Problem Solving ☐ Information Literacy
Life and Career Skills **X** Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections:

Science, Language Arts, Writing

Integration of Technology:

Brainpop Jr.
Headlice.org

Equipment Needed:

laptops, projector, elmo, head lice books, head lice writing prompt, Harcourt Health Grade 2 Book

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Describe symptoms of head lice. - Identify ways to prevent transmission of head lice.	Lesson Sequence - Do Now: A child in your class has head lice. What can you do to keep head lice from spreading? - GROUP ACTIVITY: Show the Brain Pop Jr on Head Lice. - Choice Board Centers: The centers will be projected on the board for the children to see. - Must Do Choices: Pick One. - Don't Share/Can Share	- Head Lice Writing Prompt - Can Share/Don't Share Activity



Head Lice: Write at least 2 sentences about Head Lice

- If you complete one of the must do activities then you can choose one of these:
- Head Lice Hat
- Read head Lice books
- Read from Grade 2 Health Book about Head Lice D. Head Lice quiz in <http://www.headlice.org/kids/headgames/index.ht>

Differentiation:

AL: These students will need to write a paragraph about head lice.

BL: These students will write 2 sentences or less about head lice.

Resources Provided:

- Harcourt Health Grade 2 Teacher Guide
- Headlice.org
- Brainpopjr.com



Lesson Plan 2 Template

Content Area: Health Lesson Title: The Human Eye Time Frame: 40 minutes/ 1 day

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections:

Science, Language Arts, Writing

Integration of Technology:

iPads, laptops, elmo, projector, neuroscience for kids

Equipment Needed:

iPads, laptops, elmo, projector, eye index cards, Human Eye Assessment page, Harcourt Health Grade 2 book

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify the iris, pupil, eyelashes, and eyebrows. - Explain ways to care for their eyes.	Lesson Sequence - Do Now: Each child will be handed an index card with the word iris, pupil, eyebrow, or eyelashes written on it. When the students come in, they must find the other 3 pieces of the eye to make one complete eye. - The students will use various resources from the resource table to learn about the eye. There will be books with	Collection of Eye Diagram



	pictures and information to read. They can also look at each other's eyes. • They will be constructing an eye and labeling the eyebrows, eyelashes, iris and pupil. • If they finish, they may go to the following centers: • Center 1: GOING TO THE EYE DOCTOR: Read the short paragraph about going to the eye doctor and answer the questions. You may then use the eye chart like you are at the doctor's office. • Center 2: SEE ALL YOU CAN SEE website The children can learn more about the eye as well as look at some optical illusions and eye safety activities. • Center 3: EYE SAFETY: (Google Neuroscience for kids eye safety) Project the list of ways you can protect your eyes or have them view it on the iPads. The children can read about this.	
Differentiation: AL: These students will write a paragraph about how to care for the eyes. BL: These students will write at least two sentences about how to care for the eye.		
Resources Provided: • Harcourt Health Grade 2 Book • Neuroscience for Kids Eye Safety		



Lesson Plan 3 Template			
Content Area:	Health	Lesson Title:	Taking Care of Your Teeth
		Time Frame:	40 minutes/ 1 day
Lesson Components			
<u>21st Century Themes</u>			
☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy ☐ Civic Literacy ☒ Health Literacy			
<u>21st Century Skills</u>			
☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy ☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy			
Interdisciplinary Connections: Art, Science, Language Arts, Writing			
Integration of Technology: projector, elmo			
Equipment Needed: parts of the tooth posters, projector, elmo, parts of the tooth assessment			

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Explain ways to care for their teeth. • Identify parts of the tooth.	Lesson Sequence 1. Do Now: Sit with a partner and look at each other's teeth. What do you notice? 2. Discuss with students what they notice about each other's teeth. 3. How do you think your teeth are able to feel cold? How do you think you are able to bite, chew and tear food? 4. There is more to our teeth than we can see. There are nerves and	• Parts of the Tooth Assessment Page • Parts of the Tooth Relay



	blood in our teeth and a very hard part called enamel. 5. Read from Grade 2 Health book about parts of the teeth. 6. ACTIVITY: Parts of the Tooth Relay 7. Students will be placed in groups. On GO, students will velcro the parts of the tooth to the poster. 8. Each group will walk around and observe each other's answers. Are we correct? 9. Parts of the Tooth assessment.	
Differentiation: AL: Help other students on their team while labeling the parts of the tooth. BL: These students can work with a partner to help identify the parts of the tooth.		
Resources Provided: ● Harcourt Health Grade 2 Book ● Tooth Models ● Parts of the Tooth Posters		



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	X		
Allow for student choice	X		
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives		X	
Integrate 21st century skills	X		
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	X		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	X		
Are varied to address different student learning styles and preferences	X		
Are differentiated based on student needs	X		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	X		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self- assessment	X		
Provide data to inform and adjust instruction to better meet the varying needs of learners	X		

Curriculum Design Template

Content Area: Health	Grade Level: 2	Unit Title: Taking Care of Our Bodies
Created: February 2022	Board Approved on: Type Here	



Unit Overview Template		
Content Area: Health	Grade Level: 2	Unit Title: Wellness
Unit Summary: Students will recognize the symptoms of illness and describe what to do when they are ill. They will also identify that diseases spread from germs and ways to keep them from spreading. Recognize that there are two types of germs, Virus and Bacteria. They will understand why we do not always get sick because of the white blood cells in our bodies.		
Primary Interdisciplinary Connections: Science, Language Arts, Writing		
21st Century Themes ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ ICT Literacy ☐ Information Literacy ☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy		
Unit Rationale: Students will recognize the symptoms of illness and describe what to do when they are ill. They will also identify that diseases spread from germs and ways to keep them from spreading. Recognize that there are two types of germs, Virus and Bacteria. They will understand why we do not always get sick because of the white blood cells in our bodies.		

Learning Targets	
Standards:	2.1 Personal and Mental Health 8.2 Design Thinking 9.4 Life Literacies and Key Skills
Core Idea:	
Personal Growth and Development:	2.1.2.PGD- Personal hygiene and self-help skills promote healthy habits.
Health Conditions, Diseases and Medicines	2.3.2.HCDM- People need food, water, air, waste removal, and a particular range of temperatures in their environment to stay healthy.
Algorithms and Programming:	8.1.2.AP- Complex tasks can be broken down into simpler instructions, some of which can be broken down even further.



CPI#:	Performance Expectations:
2.1.2.PGD.3	Explain what being “well” means and identify self-care practices that support wellness.
2.3.2.HCD M.3	Explain strategies and develop skills to prevent the spread of communicable diseases and health conditions (e.g., Lyme disease, influenza, cardiovascular diseases).
8.1.2.AP.4	Break down a task into a sequence of steps.
Unit Essential Questions: • What can I do to avoid or reduce health risks? • What do I need to know to make good decisions and stay healthy? • How can I make good decisions and stay healthy?	
Unit Enduring Understandings: • Personal choices impact current and long term outcomes on individuals, family and society. • Recognizing risk factors and applying risk reducing strategies can prevent health consequences.	
Unit Learning Targets: Students will.... • Describe symptoms of common illness. • Describe ways in which germs are transmitted and methods of preventing the spread of germs. • Describe the importance of vaccines and regular medical check-ups. • Identify and apply practices for staying well.	



Evidence of Learning

Summative Assessment: 1 day

Equipment Needed: Harcourt Health Grade 2 book, germs and white blood cell signs, computers, ticket out the door, construction paper, germ tracer, A Germ of My Very Own Assessment Page

Teacher Resources: Harcourt Grade 2 Health teacher manual

Formative Assessments:

- Student Discussion
- Question and Response
- Think Pair Share
- A Germ of My Very Own
- Staying Well Assessment Page



Lesson Plans

Lesson	Time Frame
Lesson 1 White Blood Cells	40 minutes/ 1 day
Lesson 2 Virus and Bacteria	40 minutes/ 1 day
Lesson 3 Feeling Ill	40 minutes/ 1 day

Teacher Notes:

Display students germ creations.

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

Harcourt Health Grade 2 teacher manual

pbskids.org

brainpopjr.com

youtube.com Feeling Sick

<http://www.freddiesville.com/videos/feeling-sick-lesson/>



Lesson Plan 1 Template

Content Area: Health Lesson Title: White Blood Cells Time Frame: 40 minutes/ 1 day

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy **X** Health Literacy

21st Century Skills

- ☐ Creativity and Innovation **X** Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills **X** Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections:

Science, Writing, Language Arts

Integration of Technology:

elmo, projector, laptop

Equipment Needed:

white blood cell sign, virus and bacteria signs, exit ticket, Harcourt Health Grade 2 book

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: Recognize that white blood cells inside the body fight off germs.	Lesson Sequence - Take out your health books and read from page 152-155. - Activity: The children will each get a card. Some children will have the words for different symptoms or good and bad hygiene and others will have a picture. The children with the words must find the picture match and the children with the picture must find the word match.	Exit Ticket (What inside our bodies helps to keep us from getting sick all of the time)?



3. Explain that all these things help keep us healthy and from spreading germs.
4. How come we do not get sick all the time though? For example, someone sneezes on me and I don't get sick. Why not?
5. Explain to the children that there are white blood cells in their body. If the white blood cell sees a germ, it begins fighting it off. If the germ is too strong then the white blood cells cannot fight it off and you will get sick,
6. Germs on the Move: Pick only a few kids to participate in activity. Pick 2 children to be the germs. They will wear the Germ signs. Pick 1 child to be the white blood cells. They will wear the WBC sign. Pick a few children to stand up with them. The germs will be making the children sick by tagging or tapping them. If they get tapped by a germ they need to sit down, and if a WBC taps them they can get up and be back in the game. If time allows, have other children participate.
7. Closure

Differentiation:

AL: These students will help the teacher explain various vocabulary terms to better assist in student understanding.

BL: These students will be able to work with a partner to complete health related activities.



Resources Provided:

- Harcourt Health Grade 2 teacher manual



Lesson Plan 2 Template

Content Area: Health Lesson Title: Bacteria and Virus Time Frame: 40 minutes/ 1 day

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections:

Science, Writing, Language Arts

Integration of Technology:

projector, elmo, laptop

Equipment Needed:

construction paper, germ tracer, A Germ of My Very Own assessment page

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify that bacteria can also be a helpful germ. - Identify two types of germs; bacteria and virus.	Lesson Sequence - Do Now: Think about what we talked about last week. What is inside our body that fights off germs? The children should say, "White Blood Cells". - Raise your hand if you think there are bad germs. Raise your hand if you think there are good germs. - Explain to the children that there are good and bad germs.	A Germ of My Very Own Assessment



4. Can anyone name a kind of germ? Bacteria and Virus.
5. Bacteria: Good germs are found in our digestive system and in certain yogurts and cheese that we eat.
6. Virus: Viruses are always bad germs. They make us very sick. Bad Germs are inside our bodies and on the things we touch everyday.
7. A Germ of My Very Own activity: The children will get a web. They will write in each circle what kind of germ they are going to be (fungus, bacteria, virus). Is it good or bad? Where can you find it? What does it do?
8. They will then make a germ out of construction paper and glue their web circles onto its body.

Differentiation:

AL: These students will help the teacher explain various vocabulary terms to better assist in student understanding.

BL: These students will be able to work with a partner or teacher to complete the health related activities.

Resources Provided:

- Harcourt Health Grade 2 teacher manual



Lesson Plan 3 Template		
Content Area: Health	Lesson Title: Feeling Ill	Time Frame: 40 minutes/ 1 day
Lesson Components		
<u>21st Century Themes</u>		
☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy ☐ Civic Literacy ☒ Health Literacy		
<u>21st Century Skills</u>		
☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy ☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy		
Interdisciplinary Connections: Science, Language Arts, Writing		
Integration of Technology: projector, elmo, http://www.freddiesville.com/videos/feeling-sick-lesson/		
Equipment Needed: laptop, projector, elmo, Staying Well Activity Book		

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Recognize the difference between sickness and health. - Explain actions that one can take when feeling ill.	Lesson Sequence - Do Now: Feeling Sick Video http://www.freddiesville.com/videos/feeling-sick-lesson/ - Discuss with the children what illness is. How do you know that you are sick? - What did the child do when they thought they might feel sick? - When you are sick, you have symptoms. Symptoms are signs that	Staying Well Activity Book



	you are sick. Can anyone name a symptom that you have had when you were sick? 6. Staying Well WS (activity book)	
Differentiation: AL: They will add at least 2 more sentences in their activity book. BL: A classmate can read it to them or the teacher will work with them in small groups.		
Resources Provided: • Harcourt Health Grade 2 teacher manual		



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	X		
Allow for student choice	X		
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives	X		
Integrate 21st century skills	X		
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	X		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	X		
Are varied to address different student learning styles and preferences	X		
Are differentiated based on student needs	X		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	X		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self- assessment	X		
Provide data to inform and adjust instruction to better meet the varying needs of learners	X		

Curriculum Design Template

Content Area: Health	Grade Level: 2	Unit Title: Wellness
Created: February 2022	Board Approved on:	Type Here



Unit Overview Template

Content Area:	Health	Grade Level:	Grade 2	Unit Title:	Medicine and Drugs
Unit Summary: Students will be able to identify and demonstrate proper ways to handle and take medicines. They will also understand that if medicines are taken the wrong way, they can be dangerous. Identify that alcohol, nicotine, and caffeine are drugs.					
Primary Interdisciplinary Connections: Science, Language Arts, Writing					
21st Century Themes ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ ICT Literacy ☐ Information Literacy ☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy					
Unit Rationale: Second grade students need to be aware that medicines are drugs and they should never take them without an adult. In second grade, students may be around someone who smokes. They need to be aware that second hand smoke is just as harmful and that they have the right to ask someone to stop. Caffeine is a legal drug that can change the way the body works, and alcohol is illegal up to a certain age and can change the way the body works.					

Learning Targets

Standards: 2.3 Safety 8.2 Design Thinking	
Statutes: Drugs, Alcohol, Tobacco, Controlled Dangerous Substances, and Anabolic Steroids N.J.S.A. 18A:40A-1	
Core Idea:	
Alcohol, Tobacco and Other Drugs:	2.3.2.ADT- The use of alcohol, tobacco, and other drugs in unsafe ways is harmful to one's health.
Dependency, Substances Disorder and Treatment:	2.3.2.DSDT- Substance abuse is caused by a variety of factors. 2.3.2.DSDT- There are many ways to obtain help for treatment of alcohol, tobacco, and other substance abuse problems.
Interaction of Technology and Humans:	8.2.2.ITH- Human needs and desires determine which new tools are developed.
CPI#:	Performance Expectations:
2.3.2.ADT.1	Explain what medicines are, how they are used, and the importance of utilizing medications properly.
2.3.2.ADT.2	Identify ways in which drugs, including some medicines, can be harmful.
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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8.2.2.ITH.1	Identify products that are designed to meet human wants or needs.
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Unit Essential Questions:

- What can I do to avoid or reduce health risks?
- What influences my behaviors and decisions?
- How can assertive communication skills help me to develop a healthy lifestyle?
- What do I need to know to make good decisions and stay healthy?
- How and where can I seek help?
- How can communication enhance my personal health and develop positive relationships?

Unit Enduring Understandings:

- Personal choices impact current and long term outcomes on individuals, family and society.
- Assertive communication skills enhance health by avoiding and/or reducing health risks.
- Accessing and evaluating health information, products and services will improve a person's ability to make healthy decisions and one's quality of life.
- Recognizing risk factors and applying risk reducing strategies can prevent health consequences.

Unit Learning Targets:

Students will....

- Identify medicines and what they are used for.
- Describe how medicines can be used safely.
- Identify who should dispense medicine.
- Identify key information on a medicine label.
- Describe the effects of alcohol and tobacco on the body.
- Identify what second hand smoke is and how it is harmful to them.
- Identify foods and drinks with caffeine and alcohol and describe their effects on the body.
- Demonstrate strategies for refusing and avoiding drugs.
- Identify inhalants.
- Develop an awareness for diseases caused by tobacco and alcohol.
- Recognize that people who abuse drugs can receive help.



Evidence of Learning

Summative Assessment: 1 day

Equipment Needed: Projector, Elmo, Role Play Scenario Cards, No Smoking Word Search, No Smoking Advertisement WS, Card to a Smoker, Soda Cans, Coffee Cup

Teacher Resources: Harcourt Health Grade 2 Teacher Guide, Empty prescription medicine bottles, Medicines, Whiteboards and Markers, Medicines and Drugs Pamphlet .

Formative Assessments:

- Teacher Observation
- Question and Response
- Student Discussion
- Prescription Assessment Page



SPRINGFIELD PUBLIC SCHOOLS
ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Lesson Plans

Lesson	Time Frame
Lesson 1 Medicine	40 minutes/ 1 day
Lesson 2 Nicotine	40 minutes/ 1 day
Lesson 3 Alcohol	40 minutes/ 1 day

Teacher Notes:

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

brainpopjr.com

Harcourt Health Grade 2 Teacher Guide



Lesson Plan 1 Template

Content Area: Health Lesson Title: Medicine Time Frame: 40 minute/ 1 day

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections:

Science, Language Arts, Writing

Integration of Technology:

elmo, projector, laptop

Equipment Needed:

Harcourt Health Grade 2 Health Book, Empty Medicine Bottles

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Compare and contrast prescription and over-the-counter medicines. - Explain that medicine is a drug that can help or hurt us if not taken properly.	Lesson Sequence - Do Now: Think about what makes us feel better when we are already sick. - Have the children turn to pages 168-171 in the health book. Have them read out loud about medicines and illness. - Ask the children questions about the reading. - In each group, the children will get a prescription medicine bottle in a baggie and an over the counter	Prescription Assessment Page



	medicine in a baggy. Have the children compare and contrast the medicines. 5. Have them make a list of similarities and differences on a whiteboard for each kind of medicine. 6. Where should medicine safely be stored in your house? Why? 7. Explain to children if you do not follow the directions of how to take the medicine, it can poison you. 8. Closure/Assessment	
Differentiation: AL: Can write a story about medicines and medicine safety. BL: Can tell where prescriptions should be stored and the difference between over the counter and prescription medicines.		
Resources Provided: • Harcourt Health Grade 2 Teacher Guide, Empty Medicine Bottles		



Lesson Plan 2 Template		
Content Area: Health	Lesson Title: Nicotine	Time Frame: 40 minute/ 1 day
Lesson Components		
<u>21st Century Themes</u>		
☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy ☐ Civic Literacy ☒ Health Literacy		
<u>21st Century Skills</u>		
☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy ☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy		
Interdisciplinary Connections: Science, Language Arts, Writing		
Integration of Technology: elmo, laptop, projector, brainpopjr.com		
Equipment Needed: laptops, role play scenario cards, no smoking word search, smoking advertisement ws, card to a smoker		

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify the harmful effects of nicotine on the body. - Define the word addicted and explain that nicotine can be addictive. - explain what second hand smoke is.	Lesson Sequence - DO NOW: There is a drug that makes people addicted? What does the word addicted mean? Tell a friend. - Question and Response - Show Brain Pop Jr video clip. - Give the children the harmful effects page while they are watching the brain pop. They can list any harmful effects	Collection of Activities



	that they hear about or already know while watching the brain pop. 5. Once the must do is completed, students will have choice activities to work on. 6. Choice 1: BrainPop Jr Puzzle Game on the laptops 7. Choice 2: Role Play: Students will write a short skit related to smoking and perform it. 8. Choice 3: Create an ad on a cigarette box to stop people from wanting to buy them. Example: skull and cross bones, death, etc. 9. Choice 4: No Smoking word search 10. Choice 5: Write a card to someone at home who smokes asking them to please stop and why.	
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Differentiation:

AL: These students will help the teacher explain various vocabulary terms to better assist in student understanding.

BL: These students will be able to work with a partner or teacher to complete health related activities.

Resources Provided:

- Harcourt Health Grade 2 Health Book
- Cigarette Ad Page
- Word Search
- Card to a Smoker Page



Lesson Plan 3 Template		
Content Area: Health	Lesson Title: Alcohol	Time Frame: 40 minutes/ 1 day
Lesson Components		
<u>21st Century Themes</u>		
☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy ☐ Civic Literacy X Health Literacy		
<u>21st Century Skills</u>		
☐ Creativity and Innovation X Critical Thinking and Problem Solving ☐ Information Literacy ☐ Life and Career Skills X Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy		
Interdisciplinary Connections: Science, Language Arts, Writing		
Integration of Technology: laptop, projector, elmo		
Equipment Needed: Grade 2 Health Book, soda cans, coffee cup, pictures of different types of alcohol		

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: Identify that caffeine is considered a drug because it can be addictive.	Lesson Sequence - DO NOW: What is the name of the drug that is found in cigarettes, cigars, and pipes? (Think pair share) - Review with students the effects of nicotine on the body. - Health Books page 174-175 - Discussion about alcohol and how it affects the body. What kinds of alcohol are there?	Alcohol No Alcohol Assessment Page



- | | | |
|--|---|--|
| | <ol style="list-style-type: none">3. At what age is alcohol legal? Why is it okay for adults to drink it? Discuss what legal and illegal means.4. Show them pictures of things that contain alcohol.5. Alcohol No Alcohol WS If they finish they can color the Say No to Drugs WS | |
|--|---|--|

Differentiation:

AL: These students will help the teacher explain various vocabulary terms to better assist in student understanding.

BL: These students will be able to work with a partner or teacher to complete health related activities.

Resources Provided:

- Harcourt Health Grade 2 Book



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	X		
Allow for student choice	X		
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives	X		
Integrate 21st century skills	X		
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	X		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	X		
Are varied to address different student learning styles and preferences	X		
Are differentiated based on student needs	X		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	X		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self- assessment	X		
Provide data to inform and adjust instruction to better meet the varying needs of learners	X		

Curriculum Design Template

Content Area: Health	Grade Level: 2	Unit Title: Medicines and Drugs
Created: February 2022	Board Approved on:	Type Here



Unit Overview Template

Content Area:	Health	Grade Level:	2	Unit Title:	Bullying
Unit Summary: The students will identify how the body uses food and review where the foods belong on MYPLATE and the food pyramid. They will identify a balanced meal and analyze a food label.					
Primary Interdisciplinary Connections: Science, Language Arts, Writing					
21st Century Themes Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ ICT Literacy ☐ Information Literacy ☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy					
Unit Rationale: Second grade students will begin to understand how to read a food label allowing them to make better food choices for their hearts and bodies.					

Learning Targets

Standards:	2.1 Personal and Mental Health 8.1 Computer Science 8.2 Design Thinking 9.4 Life Literacies and Key Skills
Statutes:	Bullying Prevention Programs N.J.S.A. 18A:37- 17
Core Idea:	
Emotional Health:	2.1.2.EH- There are different ways that individuals handle stress, and some are healthier than others.
Emotional Health:	
Social and Sexual Health:	2.1.2.SSH- Conflicts between people occur, and there are effective ways to resolve them.
Community Health Services and Support:	2.1.2.CHSS- Individuals face a variety of situations that may result in different types of feelings and learning how to talk about their feelings is important.
Personal Safety:	2.3.2.PS- Any time children feel uncomfortable or in an unsafe situation, they should reach out to a trusted adult for help.
Algorithms and Programming:	8.1.2.AP- Complex tasks can be broken down into simpler instructions, some of which can be broken down even further.
Engineering Design:	8.2.2.ED- Engineering design is a creative process for meeting human needs or wants that can result in multiple solutions.



Technology Literacy:

9.4.2.TL- Digital tools have a purpose.

CPI#:	Performance Expectations:
2.1.2.EH.5	Explain healthy ways of coping with stressful situations.
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.CHSS.6	Identify individuals who can assist with expressing one's feelings (e.g., family members, teachers, counselors, medical professionals).
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).
8.1.2.AP.4	Break down a task into a sequence of steps.
8.2.2.ED.2	Collaborate to solve a simple problem, or to illustrate how to build a product using the design process.
9.4.2.TL.6	Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).
SEL.PK-12.5.3	Identify ways to resist inappropriate social pressure.
SEL.PK-12.5.4	Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways.
SEL.PK-12.5.5	Identify who, when, where, or how to seek help for oneself or others when needed.

Unit Essential Questions:

- What is bullying?
- How do I identify bullying?
- How do I safely stand up to bullying?
- How can you spread the word to stand against bullying across your community?
- How might becoming aware of the world around us (especially in our classrooms), and how every person is different, affect how we treat people?
- How is cyber-bullying just as dangerous as bullying in person?
- What can I do when I see someone being bullied?
- What are some of the long term effects bullying can have on a person's life?

Unit Enduring Understandings:

- Accessing and evaluating the world around us and how it will improve how we treat other people and a person's ability to make healthy decisions.
- Recognizing risk factors of bullying and cyber-bullying and safe ways to stand up to it.

Unit Learning Targets:

Students will....

- Identify what bullying is.
- Identify and explain how to safely stand up to bullying.



- Describe the effects of bullying in the schools.
- Identify what cyberbullying is.
- Identify what to do if you see someone getting bullied.



Evidence of Learning

Summative Assessment: 1 day

Equipment Needed: Computer, bully books, paper, crayons, glue sticks, scissors, projector, YouTube

Teacher Resources: The Juice Box Bully book, Bullies Never Win book

Formative Assessments:

- Student Discussion
- Question and Response
- Think Pair Share
- Writing Samples



Lesson Plans

Lesson	Time Frame
Lesson 1 What is Bullying?	40 minutes/ 1 day
Lesson 2 Cyberbullying	40 minutes/ 1 day
Lesson 3 Bystander/Upstander	40 minutes/ 1 day

Teacher Notes:

Have students understand what bullying is and what to do if you witness bullying.

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

brainpop jr.com

YouTube

Bully Books



Lesson Plan 1 Template

Content Area: Health Lesson Title: What is Bullying Time Frame: 40 minutes/ 1 day

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections:

Science, Language Arts, Writing

Integration of Technology:

projector, laptop, bully book

Equipment Needed:

Bully book, laptop, projector

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify what bullying is. - Explain how to identify bullying. - Describe ways to safely stand up to bullying..	Lesson Sequence - Ask students what is bullying?. - Now that we know what bullying is, how do we identify it? - Read to the class the book, Bullies Never Win. - What is the main point of the book? - What are the forms of bullying? (physical, verbal, social, and cyber). - Describe ways to safely stand up to bullying. - Writing prompt- Have students create a comic	Writing Prompt



	strip on what to do if they witness bullying.	
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Differentiation:

AL: These students will need to write 4 or more sentences.

BL: These students will need to write at least 2-3 sentences. Teacher will assist as needed.

Resources Provided:

- Harcourt Grade 2 Health Book
- Bullies never win book
- Writing Prompt



Lesson Plan 2 Template

Content Area: Health Lesson Title: Cyberbullying Time Frame: 40 minutes/ 1 day

Lesson Components

21st Century Themes

☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections:

Science, Language Arts, Writing

Integration of Technology:

projector, laptop

Equipment Needed:

Computer, projector, YouTube

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify what cyberbullying is. - Describe the difference between cyberbullying and bullying in person. - Identify ways to not be cyberbullied. - Identify what to do if you know someone who is getting cyberbullied.	Lesson Sequence - Review what bullying is. - Ask students if they know what cyberbullying is. - explain why becoming aware of the world around us (especially in our classrooms), and how every person is different, affect how we treat people. - Ask students if cyber-bullying is just as dangerous as bullying in person?	Wrinkled Wanda activity



5. Explain why cyberbullying is just as dangerous as in person bullying
6. Activity- Wrinkled Wanda... In this activity, students will be separated into groups of three people. They will then be instructed to spread out throughout the room, with only a pen and scissors. They will then come up to my desk and ask for a piece of chart paper. On the chart paper, one student will have their full body traced. Once the outline has been traced, the group will write unkind, rude, and disrespectful statements all over the outline. These can be comments like, you're a loser, nobody likes you, you are dumb. Identify the drawing as a girl named Wrinkled Wanda. After Wanda is completely filled with a variety of negative comments, have the students crumple the drawing, and then uncrumple it. Post the wrinkled drawings around the room. Teacher will explain to the class that these drawings are examples of what of what negative comments can do to a person who is bullied. Bullying comments can



destroy a person's self-image and often leads to a defeated body language in the victim. Next, have the students do the drawing again with new paper. This time write as many positive comments on the drawing. Statements like, you did such a nice job, I enjoy our friendship. Cut the drawing out but don't wrinkle it. Post the drawings around the room. This person is called Wanda. What is the difference between the two? Have a class discussion. Ask students how you would stand up to bullying.

Differentiation:

AL: Write at least 5 statements in the drawing.

BL: Write at least 2 statements in the drawing.

Resources Provided:

- Harcourt Health Grade 2
- Wrinkled Wanda Poster



Lesson Plan 3 Template

Content Area: Health Lesson Title: Bystander/Upstan Time Frame: 40 minutes/ 1
 der day

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections:

Science, Language Arts, Writing

Integration of Technology:

projector, laptop

Equipment Needed:

Laptop, The Juice Box Bully book

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify and explain the difference between bystanding and upstanding. - Explain that you are a good person and should accept yourself for who you are.	Lesson Sequence - Review Wrinkled Wanda. - Explain what a bystander is and what an upstander is. - Read the book, The Juice Box Bully to the class. Explain that the book is to empower kids to stand up for others. - Activity- Building Yourself - Students will list on paper messages (positive or negative) they have received from other	Center Activity Pages



people in their lives. Students will determine whether or not they adopted those messages and still believe them today. Students will answer discussion questions. What is self-acceptance? What is the difference between self-acceptance and self esteem? How can I build my self acceptance? Once students are done, they will fill in their own answers individually to build their self-talk in a positive manner.

6. I am a brave person. An example of a time when I was brave is_____.
7. I am capable of being happy. A time when I was happy was_____.
8. I am a good friend. The time I was there for a friend was_____.
9. I am capable of making decisions for myself. The time I made a good decision was_____.
10. I am loved and cared about. People who care about me are_____.
11. I am talented. Two things I am really good at are_____.

Differentiation:

AL: These students will have more than one answer to the activity questions.

BL: These students will be able answer two of the self reflecting questions.



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	X		
Allow for student choice	X		
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives		X	
Integrate 21st century skills	X		
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	X		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills		X	
Are varied to address different student learning styles and preferences	X		
Are differentiated based on student needs	X		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	X		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self- assessment	X		
Provide data to inform and adjust instruction to better meet the varying needs of learners	X		

Curriculum Design Template

Content Area: Health	Grade Level: 2	Unit Title: Bullying
Created: February 2022	Board Approved on:	Type Here



Unit Overview Template

Content Area:	Health	Grade Level:	2	Unit Title:	Family
Unit Summary: The students will describe the titles and descriptions of their extended family and identify how families can change.					
Primary Interdisciplinary Connections: Social Studies, Writing, Language Arts					
21st Century Themes ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ ICT Literacy ☐ Information Literacy ☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy					
Unit Rationale: Second grade students should begin to understand the dynamics of a family in which they contribute so that they can express needs, wants, and emotions in a healthy way. They should also understand that families are there to keep them safe and help them when needed.					

Learning Targets

Standards:	2.1 Personal and Mental Health 2.3 Safety 8.2 Design Thinking 9.4 Life Literacies and Key Skills
Core Idea:	
Emotional Health:	2.1.2.EH- There are different ways that individuals handle stress, and some are healthier than others.
Social and Sexual Health:	2.1.2.SSH- Every individual has unique skills and qualities, which can include the activities they enjoy such as how they may dress, their mannerisms, things they like to do. 2.1.2.SSH- Families shape the way we think about our bodies, our health and our behaviors.
Personal Safety:	2.3.2.PS.7- Anytime children feel uncomfortable or in an unsafe situation, they should reach out to a trusted adult for help.
Ethics and Culture:	8.2.2.EC.1- The availability of technology for essential tasks varies in different parts of the world.
Global and Cultural Awareness:	9.4.2.GCA- Individuals from different cultures may have different points of view and experiences.
CPI#:	Performance Expectations:



2.1.2.EH.5	Explain healthy ways of coping with stressful situations
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.
2.3.2.PS.7	Identify behaviors that would be considered child abuse (e.g., emotional, physical, sexual).
8.2.2.EC.1	Identify and compare technology used in different schools, communities, regions, and parts of the world.
9.4.2.GCA:1	Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).
SEL.PK-12.3.2	Demonstrate and awareness of the differences among individuals, groups, and others' cultural backgrounds.

Unit Essential Questions:

- In what ways are families from other cultures different/similar?
- What can I do to prevent and resolve conflict?
- What are some things that make a family closer?

Unit Enduring Understandings:

- Personal choices impact current and long term outcomes on individuals, family and society.
- Everyone has special and unique qualities.
- Individuals embrace diversity as contributing members of a larger community.

Unit Learning Targets:

Students will....

- Describe the titles and descriptions of their extended family.
- Describe how families may change.
- Describe how we help in our families.
- Identify and explain how some families are the same and some are different.



Evidence of Learning

Summative Assessment: 1 day

Equipment Needed: Family Name Cards, Family Tree Page, youtube video Berenstain Bears, My Chores Page, Grade 2 Health Book

Teacher Resources: Harcourt Health Grade 2 Teacher's Manual

Formative Assessments:

- Student Discussion
- Question and Response
- Think Pair Share
- Family Tree Page
- Activity Book Page
- My Chores Assessment Page



Lesson Plans

Lesson	Time Frame
Lesson 1 My Family Tree	40 minutes/ 1 day
Lesson 2 Getting Along with Family Members	40 minutes/ 1 day
Lesson 3 Family Changes	40 minutes/ 1 day
Teacher Notes: Have students take their family trees home if they are unsure of some family members.	
Curriculum Development Resources/Technology Resources: <i>Click the links below to access additional resources used to design this unit:</i> Harcourt Health Grade 2 book youtube.com	



Lesson Plan 1 Template

Content Area: Health Lesson Title: My Family Tree Time Frame: 40 minutes/ 1 day

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections:

Social Studies, Writing, Language Arts

Integration of Technology:

projector, elmo, laptop

Equipment Needed:

family name cards, My Family Tree assessment page

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: Describe the titles and descriptions of their extended family.	Lesson Sequence DO NOW: In your groups, name the different people in your family. Think of everyone, not just who lives in your house. - Call on some children to come up and write some answers on the board that they came up with. Explain to the children that the people who live in your house are your immediate family. Your other family members who do not live with you	My Family Tree page



- are your extended family:
Aunt, Uncle, Cousin,
Niece, Nephew,
Grandma, Grandpa.
3. Write one unit of a family on the board. For example: Siblings. Ask the children to tell how we know who our siblings are. They should say they are my brother or sister. How about your uncle? How would you be related? It could be my parent's brother. Do a few examples on the board.
 4. Activity: A few children will stand around the room holding a card that says: aunt, uncle, siblings, mom, dad, grandma, grandpa, niece, nephew, etc.
 5. The rest of the children will get a card that says the definition of what a certain family unit is. See examples discussed earlier with children.
 6. Closure

Differentiation:

AL: Above level students will add cousins and great grandparents.

BL: Below level students will add siblings, parents.

Resources Provided:

- Grade 2 Health Teacher's Manual



Lesson Plan 2 Template

Content Area: Health	Lesson Title: Getting Along with Family Members	Time Frame: 40 minutes/ 1 day
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Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections:

Social Studies, Writing, Language Arts

Integration of Technology:

Horrid Henry Chores video laptop, elmo, projector

Equipment Needed:

My Chores page

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: Describe how we help in our families.	Lesson Sequence - Have the students watch the video. What chores did Henry do? - Do Now: Horrid Henry Chores video. - In your family what chores are you responsible for? - My Chores page - Write about the chores you're responsible for at home. How do you help? - Walk around the classroom and ask others	My Chores page



	what chores they do. Have the students write their name next to the chore they do. 6. Graph the chores together to see what chore is done the most by the class.	
Differentiation: AL: These students will add other chores to their chart and graph all of them. BL: These students will graph at least three chores.		
Resources Provided: • Harcourt Health Grade 2 Book		



Lesson Plan 3 Template

Content Area: Health Lesson Title: Family Changes Time Frame: 40 minutes/ 1 day

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections:

Social Studies, Language Arts, Writing

Integration of Technology:

laptop, elmo, projector

Equipment Needed:

Grade 2 Health book, activity book page

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: Describe how families change.	Lesson Sequence - Do Now: Read pages 220-223 from the Health book. - How can families change? - Divorce, someone dying, moving to a new home, a new brother or sister, etc. - Has anyone experienced any of these things? - Sometimes these things can cause stress. Have the students recall what stress is.	Activity Book Page



	6. Students will complete Activity Book page 55.	
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Differentiation:

AL: Above level students can read activity page and book pages to below level students.

BL: Below level students can partner with an above level students to read the book and complete the activity page.

Resources Provided:

- Harcourt Health Grade 2 Book



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	X		
Allow for student choice	X		
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives		X	
Integrate 21st century skills		X	
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	X		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills		X	
Are varied to address different student learning styles and preferences	X		
Are differentiated based on student needs	X		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	X		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self- assessment	X		
Provide data to inform and adjust instruction to better meet the varying needs of learners	X		

Curriculum Design Template

Content Area: Health	Grade Level: 2	Unit Title: Family
Created: February 2022	Board Approved on:	Type Here



Unit Overview Template

Content Area: Health **Grade Level:** Grade 2 **Unit Title:** Avoiding Danger

Unit Summary: The students will describe the difference between strangers, acquaintances, and friends as well as how to avoid dangers with strangers. Students will also discuss motor vehicle, pedestrian, safety, fall prevention, fire and burn prevention, choking prevention and dog bite prevention.

Primary Interdisciplinary Connections: Science, Social Studies, Language Arts, Writing

21st Century Themes ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ ICT Literacy
☐ Information Literacy ☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy

Unit Rationale: Second grade students may encounter a stranger at anytime. It is important that they know what to do if someone they do not know approaches them. In this unit, several other topics related to avoiding danger will be taught as well. Second grade students need to be aware of situations where they may get hurt so that they can make healthier and safer choices.

Learning Targets

Standards: 2.1 Personal and Mental Health
 2.3 Safety
 8.1 Computer Science
 9.4 Life Literacies and Key Skills

Statutes: Sexual Abuse and Prevention Act N.J.S.A 18A:35-4.5a.

Core Idea:

**Community Health
 Services and
 Support:**

2.1.2.CHSS- People in the community work to keep us safe.

**Personal Safety:
 Networks and the
 Internet:**

2.3.2.PS- Computer networks can be used to connect individuals to other individuals, places, information, and ideas. The Internet enables individuals to connect with others worldwide.

**Algorithms and
 Programming:**

8.1.2.AP- Real world information can be stored and manipulated in programs as data (e.g., numbers, words, colors, images).

Digital Citizenship:

9.4.2.DC- Young people can have a positive impact on the natural world in the fight against climate change.

**Information and
 Media Literacy:**

9.4.2.IML- A variety of diverse sources, contexts, disciplines, and cultures provide valuable and necessary information that can be used for different purposes.



CPI#:	Performance Expectations:
2.1.2.CHSS.1	Identify community professionals and school personnel who address health emergencies and 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.4	Describe how climate change affects the health of individuals, plants and animals.
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.
8.1.2.AP.2	Model the way programs store and manipulate data by using numbers or other symbols to represent information.
9.4.2.DC.7	Describe actions peers can take to positively impact climate change (e.g., 6.3.2.CivicsPD.1).
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 (e.g., 6.3.2.GeoGI.2, 6.1.2.HistorySE.3, W.2.6, 1-LSI-2).
SEL.PK-12.4.1	Develop, implement and model effective problem-solving, and critical thinking skills.
Unit Essential Questions: • What can I do to avoid or reduce health risks? • How can I make good decisions and stay healthy?	
Unit Enduring Understandings: • Personal choices impact current and long term outcomes on individuals, family and society. • Recognizing risk factors and applying risk reducing strategies can prevent health consequences.	
Unit Learning Targets: Students will.... • Describe what a stranger and an acquaintance are. • Describe what they can do if they encounter a stranger. • Identify what a decision is and why we think before acting. • Describe ways to avoid danger as a pedestrian, around dogs, and fires. • Recall information about health topics discussed throughout the school year.	



Evidence of Learning

Summative Assessment: 1 day

Equipment Needed: Stranger Danger Packet, Harcourt Health Grade 2 Book, Be Cool, Play It Safe Video, Trivia Question Cards

Teacher Resources: Harcourt Health Grade 2 Book

Formative Assessments:

- Question and Response
- Discussion
- Think Pair Share



Lesson Plans

Lesson	Time Frame
Lesson 1 Stranger Danger	40 minutes/ 1 day
Lesson 2 End of Year Assessment	40 minutes/ 1 day
Lesson 3 Be Cool, Play It Safe	40 minutes. 1 day

Teacher Notes: Read assessment questions out loud and display it on the elmo.

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

Harcourt Health Grade 2 Book

Be Cool Play It Safe Video



Lesson Plan 1 Template

Content Area: Health Lesson Title: Stranger Danger Time Frame: 40 minutes/ 1 day

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy **X** Health Literacy

21st Century Skills

- ☐ Creativity and Innovation **X** Critical Thinking and Problem Solving ☐ Information Literacy
X Life and Career Skills **X** Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: T

Science and Social Studies, Writing, Language Arts

Integration of Technology:

Stranger Danger video: <https://www.youtube.com/watch?v=Psp9cj9LsQs>, projector, laptop, elmo

Equipment Needed:

Harcourt Health Grade 2 books, Stranger Danger activity packet

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Describe what a stranger and an acquaintance are. - Describe what they can do if they encounter a stranger.	Lesson Sequence - DO NOW: Read health books pages 116 and 117. - Discuss the information in the books about strangers. Write the words stranger, acquaintance, and trusted adult on the board. What are appropriate ways to behave or talk with these people? - Should you tell someone if a stranger comes up to you? YES, always tell someone you know about	Stranger Danger Packet



	what happened so that it does not happen to someone else. 4. Activity: Have each child go with a partner. Distribute stranger danger scenarios for students to role play and act out. Example: A stranger comes up to you in a car. A stranger comes up to you on the playground. A stranger offers to buy you ice cream. A stranger knocks on your door, etc. Give each partner group a scenario. One child will be the stranger, the other child will be trying to walk away from the stranger. Have various groups come up to demonstrate their role play. 5. Briefly discuss good touches and bad touches. 6. Exit activity: Students will write about what they should do should a stranger approach them. 7. Stranger Danger Packet	
Differentiation: AL: Above level students can work alone or with a partner. BL: Below level students can work with a partner.		
Resources Provided: • Harcourt Health Grade 2 Book		



Lesson Plan 2 Template

Content Area: Health	Lesson Title: Grade 2 End of the Year Assessment	Time Frame: 40 minutes/ 1 day
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Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills ☐ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections:

Science, Social Studies, Writing, Language Arts

Integration of Technology:

projector, elmo, laptop

Equipment Needed:

End of the Year Assessment

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: Recall information about health topics discussed throughout the school year.	Lesson Sequence - The students will have the entire period to work on the end of year assessment. - There will be fill in the blanks, matching, circle the correct answer, etc.	End of the Year Assessment
Differentiation: AL: Above level students will work on their own. BL: Above level students will work with the teacher in a small group.		
Resources Provided: Harcourt Health Grade 2 Book		



Lesson Plan 3 Template

Content Area: Health Lesson Title: Be Cool, Play It Safe Time Frame: 40 minutes/ 1 day

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections:

Science, Social Studies, Writing, Language Arts

Integration of Technology:

Be Cool, Play It Safe Video, projector, laptop

Equipment Needed:

whiteboards and markers, trivia cards

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: Describe ways to avoid danger as a pedestrian, around fire and around dogs.	Lesson Sequence - Students will watch the video Be Cool, Play It Safe. - Teacher will ask questions related to the video in the format of a trivia game.	Trivia
Differentiation: AL: Above level students will record the answers. BL: Below level students will contribute to answers and communicate the answers to the class.		
Resources Provided: Harcourt Health Grade		



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly, Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	X		
Allow for student choice	X		
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives	X		
Integrate 21st century skills		X	
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	X		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills		X	
Are varied to address different student learning styles and preferences	X		
Are differentiated based on student needs	X		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	X		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self- assessment	X		
Provide data to inform and adjust instruction to better meet the varying needs of learners	X		

Curriculum Design Template

Content Area: Health	Grade Level: 2	Unit Title: Avoiding Danger
Created: February 2022	Board Approved on:	Type Here



SPRINGFIELD PUBLIC SCHOOLS

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS

IEP AND 504 ACCOMMODATIONS AND MODIFICATIONS FOR EARLY CHILDHOOD AND ELEMENTARY SCHOOL STUDENTS:

Large print textbooks
Textbooks for at-home use
Additional time for assignments
Review of directions
Use of mnemonics
Have student restate information
Concrete examples
Adaptive writing utensils
Support auditory presentations with visuals
Use of a study carrel
Assistance in maintaining uncluttered space
Weekly home-school communication tools (notebook, daily log, phone calls or email messages)
Space for movement or breaks
Study sheets and teacher outlines
Extra visual and verbal cues and prompts
Math sheets with highlighted instructions
Graph paper to assist in organizing or lining up math problems
Use of computers and calculators
Books on tape
Graphic organizers
Quiet corner or room to calm down and relax when anxious
Preferential seating
Alteration of the classroom arrangement
Reduction of distractions
Answers to be dictated
Hands-on activities
Use of manipulatives
No penalty for spelling errors or sloppy handwriting
Follow a routine/schedule
Alternate quiet and active time
Teach time management skills
Rest breaks
Verbal and visual cues regarding directions and staying on task
Agenda book and checklists
Adjusted assignment timelines
Visual daily schedule



SPRINGFIELD PUBLIC SCHOOLS

**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS**

Varied reinforcement procedures
Immediate feedback
Work-in-progress check
Personalized examples

TESTING AND ASSESSMENT ACCOMMODATIONS AND MODIFICATIONS:

Answers to be dictated
Frequent rest breaks
Additional time
Oral testing
Untimed tests
Choice of test format (multiple-choice, essay, true-false)
Alternate ways to evaluate (projects or oral presentations instead of written tests)
Accept short answers
Open-book tests
Read test and directions to student
Provide study outline prior to tests
Highlight key directions
Test in alternative site
Use of calculator
Extra credit option
Preview test procedures
Simplified test wording; rephrased test questions and/or directions

GENERAL ACCOMMODATIONS AND MODIFICATIONS:

Use of alternative books or materials on the topic being studied
Computerized spell-check support
Word bank of choices for answers to test questions
Provision of calculator and/or number line for math tests
Reworded questions in simpler language
Projects instead of written reports
Highlighting important words or phrases in reading assignments
Modified workload or length of assignments/tests
Modified time demands
Modified grades based on IEP

BEHAVIOR ACCOMMODATIONS MODIFICATIONS:



SPRINGFIELD PUBLIC SCHOOLS

**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS**

Breaks between tasks
Cue expected behavior
Daily feedback to student
Have contingency plans
Use de-escalating strategies
Use positive reinforcement
Use proximity/touch control
Use peer supports and mentoring
Model expected behavior by adults
Have parent sign homework
Have parent sign behavior chart
Set and post class rules
Chart progress and maintain data



SPRINGFIELD PUBLIC SCHOOLS

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS

IEP AND 504 ACCOMODATIONS AND MODIFICATIONS FOR MIDDLE AND HIGH SCHOOL STUDENTS:

Large print textbooks
Textbooks for at-home use
Additional time for assignments
A locker with adapted lock
Review of directions
Review sessions
Use of mnemonics
Have student restate information
Provision of notes or outlines
Concrete examples
Adaptive writing utensils
Support auditory presentations with visuals
Weekly or bi-weekly home-school communication
Space for movement or breaks
Study sheets and teacher outlines
Extra visual and verbal cues and prompts
Lab and math sheets with highlighted instructions
Graph paper to assist in organizing or lining up math problems
Use of tape recorder for lectures
Use of Interactive notebook
Use of a scribe
Use of computers and calculators
Books on tape
Graphic organizers
Quiet corner or room to calm down and relax when anxious
Preferential seating
Alteration of the classroom arrangement
Reduction of distractions
Answers to be dictated
Hands-on activities
Ability to type all assignments
Follow a routine/schedule
Teach time management and organizational skills
Rest breaks
Verbal and visual cues regarding directions and staying on task
Agenda book and checklists
Daily check-in with case manager or special education teacher
Adjusted assignment timelines
Visual daily schedule



SPRINGFIELD PUBLIC SCHOOLS

**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS**

Varied reinforcement procedures
Immediate feedback
Work-in-progress check
Personalized examples

TESTING AND ASSESSMENT ACCOMMODATIONS AND MODIFICATIONS:

Answers to be dictated
Frequent rest breaks
Additional time
Oral testing
Choice of test format (multiple-choice, essay, true-false)
Alternate ways to evaluate (projects or oral presentations instead of written tests)
Accept short answers
Open-book or open-note tests
Read test and directions to student
Provide study guides prior to tests
Highlight key directions
Test in alternative site
Use of calculator
Extra credit option
Pace long-term projects
Preview test procedures
Simplified test wording; rephrased test questions and/or directions

GENERAL ACCOMMODATIONS AND MODIFICATIONS:

Allow outlining, instead of writing for an essay or major project
Use of alternative books or materials on the topic being studied
Computerized spell-check support
Word bank of choices for answers to test questions
Provision of calculator for math tests
Film or video supplements in place of reading text
Reworded questions in simpler language
Projects instead of written reports
Highlighting important words or phrases in reading assignments
Modified workload or length of assignments/tests
Modified time demands



SPRINGFIELD PUBLIC SCHOOLS

**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS**

Pass/no pass option
Modified grades based on IEP

BEHAVIOR ACCOMMODATIONS FOR STUDENTS:

- Breaks between tasks
- Cue expected behavior
- Daily feedback to student
- Have contingency plans
- Use de-escalating strategies
- Use positive reinforcement
- Use proximity/touch control
- Use peer supports and mentoring
- Model expected behavior by adults
- Have parent sign homework
- Set and post class rules
- Chart progress and maintain data



SPRINGFIELD PUBLIC SCHOOLS

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS

Accommodations and Modifications for ESL Students

- Give tests orally
- Give instructions/directions in writing and orally
- Assign a peer tutor, same language or English speaking
- Allow use of bilingual/translation dictionary
- Provide summaries of text or study guides of particular chapters
- Allow errors in speaking
- Allow errors in writing
- Accept writing in first language
- Highlight key vocabulary
- Reduce amount of work required
- Assess comprehension through demonstration or other alternative means (gestures, drawings)
- Rephrase questions, directions, and explanations
- Reduce multiple choices on assessments
- Provide study guides and/ or outlines
- Shorten reading assignments
- Allow extended time for test/project completion
- Use of audio books
- Use of graphic organizers
- Use reduced text, so that print is not dense
- Use visuals/pictures throughout lesson/unit/assignment
- Adapt homework to reflect language proficiency/home support
- Adapt homework to reflect home support
- Provide hands-on activities and explanations
- Allow extended time to answer questions, and permit drawing, as an explanation
- Use of translation dictionaries to locate words in the native language
- Use anecdotal records and portfolio of work as forms of assessment
- Use story retellings to assess comprehension

What Does the Gifted and Talented Experience Look Like? *Springfield Public Schools*

Mission Statement

The Gifted and Talented Program of the Springfield Public Schools aims to provide a meaningful and rigorous education that instills the value of lifelong learning and empowers all students to reach their full potential and become self-fulfilled creative leaders in accordance with the comprehensive standards of our state. We accomplish this by offering challenging, real-world experiences in a student-centered environment.

We recognize that students come from diverse socioeconomic, cultural, and ethnic backgrounds, and the mission of the gifted and talented program is to provide opportunities for students to explore their intellectual, creative, and artistic gifts and talents within the classroom and with beyond-the-classroom experiences. It is essential to provide diverse, appropriate, and ongoing learning experiences and environments that incorporate students' academic, psychological, and social needs. Our responsibility is to provide students with educational alternatives that teach, challenge, and expand their knowledge, while simultaneously stressing the development of independent and self-directed learners who continuously generate questions, analyze, synthesize, and evaluate information and ideas.

New Jersey Administrative Code 6A:8-3.1 defines students who are gifted and talented as those students who possess or demonstrate high levels of ability in one or more content areas when compared to their chronological peers in the local district and who require modification of their educational program if they are to achieve in accordance with their capabilities.

Goals:

To support our mission, we have established the following goals to guide our work:

- To infuse into the general education program a broad range of activities for high-level learning that will challenge all students to perform at advanced levels, and provide extended opportunities, resources, and support in particular areas where student interest or talent is demonstrated.
- To provide a continuum of gifted education services that will strengthen the total school program, offer enriching and challenging learning opportunities for all students, and provide specialized learning experiences
- To promote achievement of students' best potentials and increased ability.

Through a productive and collaborative relationship among the building principals, classroom teachers, and the Gifted and Talented teacher, our schools can create programming that will enhance the learning experience for every student and serve the unique and specialized needs of students currently demonstrating gifted behaviors.

Elements of the Schoolwide Enrichment Model, W.I.N (What I Need), differentiated instruction, advanced classes, or individual programs into a student's regular instruction program are integral to this overarching framework for gifted education in the Springfield School District.

Reference Board Policy and Regulation 2464 – Gifted and Talented Pupils (M)

Early Childhood Center **Edward V. Walton**

Schoolwide Virtual Enrichment

All first and second grade students have access to the [Gifted and Talented Virtual Classroom](#). This virtual classroom is a space for students to complete various challenges and enrichment opportunities at their own pace. Students can receive feedback and additional adaptable resources to meet their individual learning needs. The virtual classroom design expands accessibility to enrichment resources and allows students to choose learning activities according to their unique interests and abilities. The purpose of the activities is to encourage problem-solving, develop critical thinking

skills, and expand curiosity and imagination. Activities are aligned to the New Jersey Student Learning Standards.

Gifted and Talented Teacher as a Resource

The Gifted and Talented teacher serves as a resource to all teachers within Edward V. Walton School. Teachers seeking resources for their high-ability learners will receive additional support from the Gifted and Talented teacher in various ways. This support may include additional units of study, challenging resources, and student projects.

Elementary Schools **James Caldwell** **Thelma L. Sandmeier**

The goal is to engage small groups of students in intensive learning experiences through standards-based, rigorous, and relevant units of study that supplement, not supplant, the grade-level curriculum and support students' unique learning needs.

Enrichment Experience Grade 3

Beginning in third grade, the G&T teacher will cycle through all classrooms to work on problem-solving and enrichment tasks with students. Driven by assessment data, academic performance, student interest, and teacher observation, small groups of students will meet with the G&T teacher during W.I.N. (What I Need) periods throughout the week that the teacher is assigned to their classroom teacher. Groupings will be flexible and monitored to best meet each student's needs throughout the school year. Activities will include brain teasers, puzzles, strategic thinking, problem-solving, and STEM challenges.

Targeted Gifted and Talented Programing Grades 4-5

Students may become identified as Gifted and Talented in fourth grade. Students that are identified may receive support from the G&T Teacher for up to five periods (200 minutes) a week during W.I.N. (What I Need) periods. Identified students will meet to explore grade-level content while incorporating depth and complexity in a student-centered, problem-based environment. The Gifted and Talented Program aims to provide students with various advanced and challenging learning experiences across content areas to promote independent thinking skills, refine critical thinking and communication skills, cultivate joy in learning, and expand student interests through problem-solving. The instruction that students receive incorporates 21st Century Skills and advanced content that is challenging, hands-on, and relevant to the real world.

Strategies and Practices that Support Gifted and Talented Students

- Adjusted Pace of Lessons
- Inquiry-Based Instruction
- Higher-Order Thinking Activities
- Interest-Based Content
- Real World Problem Solving/Problem Based Learning
- Independent Study/Passion Projects
- Units of Study with Like-Minded Peers

Schoolwide Virtual Enrichment

All JCS and TLS students have access to grade level-specific [Gifted and Talented Virtual Classrooms](#). These virtual classrooms are a space for students to complete various challenges and enrichment opportunities at their own pace. Students are able to receive feedback and additional opportunities based on their needs. The virtual classrooms have expanded the accessibility of enrichment resources directly to the students and allows for students to choose opportunities according to their interests and abilities. The purpose of the activities is to encourage problem solving, develop critical thinking skills, and expand curiosity and imagination in conjunction with the New Jersey Student Learning Standards.

Gifted and Talented Teacher as a Resource

In addition to classroom support, the Gifted and Talented teacher also serves as a resource to all teachers in the building. Teachers that are seeking resources for their high ability learners will receive additional support from the Gifted and Talented teacher in various ways. This may include additional units of study, challenging resources, student projects, and meeting with the G&T teacher as needed.

Additional Enrichment Opportunities

Across all grade levels 3-5, as recommended by the classroom teacher, students exhibiting a need for additional enrichment may have the opportunity to meet with the G&T teacher as the schedule allows. Groupings will be flexible and monitored to best meet the students' needs throughout the school year. Activities will include, brain teasers, puzzles, strategic thinking activities, problem-solving challenges, and STEM challenges. Students engage in an extended process of asking questions, using resources, and developing answers that lead to thinking about what and how they are learning. Students are held accountable for how they work and use their time by demonstrating their learning through products or presentations.

Students self-select to participate in individual and/or group projects based on interest and commitment. The classroom teacher and/or the enrichment teacher will help guide

and monitor student exploration of chosen topics, facilitating their learning with resources and teaching of needed skills.

Secondary Schools
Florence M. Gaudineer Middle School
Jonathan Dayton High School

Grades 6-12: Access to specific content programs with higher levels of academic challenges (i.e. Pre-Algebra, Accelerated Communication Arts, and Advanced Placement Classes)

Dual Credit Courses provide students the opportunity to obtain high school credit, and college credit, simultaneously through partnerships with several institutions.

Project Lead the Way (PLTW) students become builders of technology by engaging in real world activities. Students are empowered as design thinkers collaborating on real world projects.

Gifted and Talented Identification Criteria

The Springfield Schools Gifted and Talented Program recognizes that students require differentiated learning experiences beyond the core curriculum being taught because of their advanced abilities in one or more content areas. These students may also have other cognitive qualities such as curiosity, creativity, motivation, leadership, and passion that require modifications to their academic experience.

Multiple Measures of Eligibility

Kindergarten through grade twelve identification process for gifted and talented students includes multiple measures. Multiple measures may include but are not limited to: achievement test scores; grades; student performance or products; intelligence testing; parent, student, and/or teacher recommendation; and other appropriate measures. The identification methodology is developmentally appropriate, non-discriminatory, and related to the programs and services offered by the Springfield School District. The identification procedures are reviewed annually.

According to N.J.A.C. 6A:8-3.1, all public school districts must have a board-approved gifted and talented identification process and provide services for identified students

enrolled in the grades of that school district. The regulations require that identification and services be made available to students in grades K-12.

When students are recommended for the Gifted and Talented Program there are multiple measures that are considered to determine if services are necessary and appropriate. The assessments used are as follows:

- *Cognitive Abilities Test (CogAT)*
- *Classroom Performance/Student Portfolios*
- *DRA2 Level*
- *iReady Diagnostic Scores*
- *Gifted Indicators Checklist*
- *Start Strong/NJSLA Assessment Data*

The N.J.A.C. requires that students be compared to their chronological peers in the local school district. The New Jersey Department of Education has not established state-level criteria for identifying students who are gifted, such as mandated tests or assessments, grade point averages, or IQ scores. Local school districts must use multiple measures to identify students.

Procedures

<https://www.straussesmay.com/seportal/Public/DistrictPolicy.aspx?policyid=2464&id=b8a33a9f505e4998a6db3fb8e1de778b>

Team meetings present the opportunity to review data and assess the educational needs of all students. Programs for gifted and talented students will be periodically evaluated for their continuing efficacy and adjusted accordingly. The parent of any student identified as gifted or talented shall be consulted regarding any program designed to address the student's particular needs.

NJDOE Fast Facts

<https://www.nj.gov/education/standards/gifted/>

<https://www.nj.gov/education/standards/gifted/legislation.shtml>

Gifted and talented student: The “[*Strengthening Gifted and Talented Education Act*](#)” defines a gifted and talented student as a “student who possesses or demonstrates a high level of ability in one or more content areas when compared to their chronological peers in the school district and who require modifications of their educational program if they are to achieve in accordance with their capabilities.”

Twice-exceptional (2E) students: A twice-exceptional (2E) student is defined as “a student who is both gifted and a student with a disability. These students may also be

referred to as having dual exceptionalities or as being gifted with learning disabilities (GT/LD). This also applies to students who are gifted with ADHD or gifted with autism” (New Jersey Association for Gifted Children, www.nagc.org).

Instructional adaptation: An adjustment or modification to instruction enabling a student who is gifted and talented to participate in, benefit from, and demonstrate knowledge and application of the New Jersey Student Learning Standards in one or more content areas at the instructional level of the student, not just the student’s grade level.

Identifying gifted and talented students: The focus of identification is to provide programming and services in which students' specific learning needs and potential are appropriately addressed and met. In every New Jersey school district, there are students who require modifications to the general education curriculum if they are to achieve in accordance with their abilities. By identifying a student’s general intellectual ability, creativity, or specific academic area aptitudes, we are acknowledging that they need programming and services outside of the general education/grade level curriculum to advance their learning.

Supplemental Resources/Programming for Gifted Students

Edward V. Walton

- PETS Program – Primary Education Thinking Skills
- Group Solutions/Group Solutions 2 – Cooperative Logic Activities
- Lollipop Logic
- Beginning Thinking Skills
- AIMS Education Programming

James Caldwell and Thelma L. Sandmeier

Math/ELA

- Project M3: Mentoring Mathematical Minds
- Junior Great Books
- AIMS Education Programming
- Borenson Hands on Equations
- BizWorld
- Perplexors
- Advanced Math Explorations grade 3-5
- Challenging Units for Gifted Learners (ELA and Math)
- Creative Curriculum Extenders

- Differentiated Lessons & Projects
- Challenge Math Grades 4+
- Differentiating Instruction with Menus (All Content Areas)
- Jacob's Ladder
- Genius Hour/Passion Project
- Spatial Reasoning
- Logic Puzzles, Brain Games, Analogies

STEM

- Engineering is Elementary
- Engineer Throughout the Year
- PBS Design Squad
- DefinedSTEM
- Project Lead the Way (PLTW)

Enrichment Events

Experience for all students to be enriched through events related to the curricular or extracurricular activities. Examples include after school clubs, PTA-sponsored events, leadership opportunities, visual and performing arts, and community service opportunities.