

Summit Public Schools
Summit, New Jersey
Grade Level: 2
Content Area: Health
Summer 2022

Unit 1: Personal Wellness

Unit 2: Safety

Unit 1: Personal Wellness	
Big Ideas: Students will be able to understand that... ● Personal hygiene and self-help skills promote healthy habits. ● Many factors influence how we think about ourselves and others. ● There are different ways that individuals handle stress, and some are healthier than others. ● 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. ● People have relationships with others in the local community and beyond. ● People in the community work to keep us safe. ● Resources that support physical activity are all around you. ● Nutritious food choices promote wellness and are the basis for healthy eating habits. ● The environment can impact personal health and safety in different ways.	
Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>
● What is personal wellness? ● How nutritious food can promote a healthy lifestyle. ● What are examples of good hygiene practices? ● What are the names of your body parts and why are they important? ● What living things can reproduce? ● How do we think about and care for others? ● What are positive and negative character traits and emotions? ● What are some effective ways to solve conflict with people? ● What are the different ways that individuals can handle their emotions (stress)? ● How can an individual express and show their unique qualities? ● How does climate change affect our health? ● Who are some of the community professionals	Some lessons and standards will taught during Social Studies, SEL, and Thrive) Students will understand that: ● How to balance a healthy diet and exercise. ● Identify different types of foods and food groups. ● Differentiate and explain healthy and unhealthy eating. ● The importance of personal hygiene. ● Identify body parts and explain why they are important (heart, lungs, liver, brain etc). ● Understand the importance of being a responsible citizen ● Identify ways to handle stress in a variety of settings (classroom, playground, home) ● Identify ways that people express their gender and how gender-role stereotypes may limit behavior. ● Identify ways that people make choices about how

Summit Public Schools
Summit, New Jersey
Grade Level: 2
Content Area: Health
Summer 2022

who provide reliable health information to us? Who can we reach out to when we have a conflict at school? (Counselors, teachers, etc.)	to express themselves (clothing, hobbies, etc.). - Describe how climate change affects the health of individuals, plants and animals. - Identify community professionals and school personnel who address health emergencies and provide reliable health information to us.
Areas of Focus: Proficiencies (New Jersey Student Learning Standards)	Lessons
Students will: 2.1.2.PP.2: Explain the ways in which parents may care for their offspring (e.g., animals, people, fish). 2.1.2.PGD.5: List medically accurate names for body parts, including the genitals. 2.1.2.PP.1: Define reproduction. 2.1.2.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.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.3: Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs). 2.1.2.EH.5: Explain healthy ways of coping with stressful situations. 2.1.2.SSH.1: Discuss how individuals make their own choices about how to express themselves. 2.1.2.SSH.2: Discuss the range of ways people express their gender and how gender-role stereotypes may limit behavior. 2.1.2.SSH.5: Identify basic social needs of all people. 2.1.2.SSH.7: Explain healthy ways for friends to express feelings for and to one another. 2.1.2.SSH.8: Demonstrate healthy ways to respond to disagreements or conflicts with others (e.g., leave, talk to trusted adults, tell a sibling or peer). 2.1.2.SSH.9: Define bullying and teasing and explain why they are wrong and harmful.	Lesson: Healthy Foods Healthy Foods Activities Identify Food Groups - Students can keep a daily journal to track the types of foods they are eating for a week. They can also sort their foods into different food groups. Identifying the healthy and unhealthy choices they have made throughout the week. Lesson: Human Body Rock and Learn video (38 minutes long) Students should jot down what they have learned about the human body as they watch the videos. - Discuss the different body parts and why they are important. - In small groups have them draw the human body labeling the different body parts. Then have them write how the different parts of the body work together. Safety School- Body Parts- - Body parts/Body Safety Lesson video with voice over by Summit School Nurses and taught in a single sex classroom setting by the district nurses. https://youtu.be/E5uoLhzlDfc  Good Touch VS Bad Touch  My Body Safety Rules - 5 things every chi... Lesson: Unique Qualities Pink is For Boys

Summit Public Schools
Summit, New Jersey
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Summer 2022

- 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.4: Describe how climate change affects the health of individuals, plants and animals.
- 2.1.2.CHSS.5: Identify situations that might result in individuals feeling sad, angry, frustrated, or scared.
- 2.1.2.CHSS.6: Identify individuals who can assist with expressing one's feelings (e.g., family members, teachers, counselors, medical professionals).
- 2.2.2.LF.4: Identify physical activities available outside of school that are in the community.
- 2.2.2.N.1: Explore different types of foods and food groups.
- 2.2.2.N.2: Explain why some foods are healthier to eat than others.
- 2.2.2.N.3: Differentiate between healthy and unhealthy eating habits.

- Listen to the book and have a class discussion identifying the lesson the author is trying to teach us.
- [Create an Identity Star by adding details about yourself!](#)
 - What do you like? (sports, clothing, arts etc)
 - Who are you?
 - What things would you like others to know about you?
- [Gender debate](#)
 - The purpose of the friendly debate is for the students to realize that their gender should not limit their behavior.

Lesson: Community Helpers

- Create a class list of professionals who address health emergencies or provide support. (Doctor, nurse, teacher, counselor, etc)
 - Students can create a slideshow or book representing the different community helpers and how they support them

Lesson: Dealing with Emotions

- [Stress Management Project](#) - video is for teacher
- [Stress Management](#)
- [Feelings Thermometer](#)
 - Students create an action plan to help them deal with their emotions and how they can relieve stress.

Celebration: Family Vacation Project

- Students research a vacation. The goal is that they plan different physical activities for each day, plan each meal covering the various food groups, and find activities that relieve stress. The students will also want to plan what they bring in their suitcases that represent their unique individual qualities.
 - Project can be:
 - Google Slides Presentation

Summit Public Schools
Summit, New Jersey
Grade Level: 2
Content Area: Health
Summer 2022

	■ Buncee ■ Flip Grid ■ Book									
Differentiation	Assessments									
Interdisciplinary Connections: ● Sciences through life cycle of a butterfly and plants ● Language arts: Persuasive writing, critical reading ● SEL ● Social Studies Unit 1 Making a Difference in my Communities Technology Integration ● Google Slides ● YouTube informational videos ● BrainPOP ● Google Classroom ● Teacher Pay Teacher Lesson- Can be found in the lessons ● Teachers Pay Teachers Lessons - extra ideas for the health standards Global Perspectives ● Understanding how we are all unique and we like to eat and participate in healthy activities differently to stay healthy. <table><tr><th colspan="3">Supports for English Language Learners</th></tr><tr><th>Sensory Supports</th><th>Graphic Supports</th><th>Interactive Supports</th></tr><tr><td>Real-life objects</td><td>Charts</td><td>In pairs or partners</td></tr></table>	Supports for English Language Learners			Sensory Supports	Graphic Supports	Interactive Supports	Real-life objects	Charts	In pairs or partners	Formative Assessments: ● Post assessment ● BrainPop ● Guided notes Summative Assessments, Projects, and Celebrations: ● Guided notes ● BrainPop ● Family Vacation Project
Supports for English Language Learners										
Sensory Supports	Graphic Supports	Interactive Supports								
Real-life objects	Charts	In pairs or partners								

Summit Public Schools
Summit, New Jersey
Grade Level: 2
Content Area: Health
Summer 2022

Manipulatives	Graphic Organizers	In triads or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

Intervention Strategies		
Accommodations	Interventions	Modifications
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need
Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading

Summit Public Schools
Summit, New Jersey
Grade Level: 2
Content Area: Health
Summer 2022

Allow for extended time on long term projects, tests, quizzes, etc.		Provide choices for projects	
Provide visual resources (posters, pictures, etc.)			

Unit 2: Safety	
Big Ideas: - Potential hazards and warning signs exist in personal, in school, in the community, and globally. - Anytime children feel uncomfortable or unsafe, they should reach out to a trusted adult. - People need food, water, air, waste removal, and a particular range of temperatures in their environment to stay healthy. - Medication can be harmful if not used correctly. - People need to recognize safety strategies to prevent injuries.	
Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>
- What are some important traffic safety tips to remember when out in our community? - How can we safely ride our bicycles and scooters? - What is fire safety and poison safety? - What are the various warning symbols and their meaning? (Traffic signs, poison symbols, etc.) - How can we define bodily autonomy? - How can we express our personal boundaries with friends and family? - How do we show respect for our friends and family in regards to their personal space? - What are some behaviors that would be considered child abuse? - Who are some trusted adults that you can talk to when you are in a dangerous or uncomfortable	Students will: - Recognize and demonstrate safety strategies to prevent injuries at home, school, and the community (Traffic safety, bicycle, fire safety, poison safety, accident prevention). - Identify and define warning symbols and their meaning (red light, stop sign, poison symbol, etc.). - Define the term bodily autonomy and personal boundaries and personal space. - Identify ways to communicate personal boundaries and show respect for someone else's personal boundaries. - Explain and identify the importance of having adequate food and water. - Demonstrate personal hygiene and the

Summit Public Schools
Summit, New Jersey
Grade Level: 2
Content Area: Health
Summer 2022

situation? • What are some of the consequences of not having adequate food and water? • What are some healthy behaviors to avoid illness? • How can drugs and medicines can be harmful? • What is tobacco and how is it harmful for our bodies?	importance of healthy behaviors (avoiding illness, handling food hygienically, brushing teeth, physical activity, adequate sleep, dressing for weather). • Identify that medicines can be harmful if not used correctly. • Understand the effects of tobacco use on personal hygiene, health, and safety.
Areas of Focus: Proficiencies (New Jersey Student Learning Standards)	Lessons
Students will: • 2.3.2. PS.3: Recognize and demonstrate safety strategies to prevent injuries at home, school, in the community (e.g., traffic safety, bicycle/scooter safety, fire safety, poison safety, accident prevention). 2.3.2. PS.4: Develop an awareness of warning symbols and their meaning (e.g., red light, stop sign, poison symbol). • 2.3.2.PS.5: Define bodily autonomy and personal boundaries. • 2.3.2.PS.6: Demonstrate how to communicate personal boundaries and show respect for someone else's personal boundaries including friends and family. • 2.3.2.PS.7: Identify behaviors that would be considered child abuse (e.g., emotional, physical, sexual). • 2.3.2.PS.8: Identify trusted adults, including family members, caregivers, and school staff, that you can talk to about situations which may be uncomfortable or dangerous (e.g., bullying, teasing, child sexual abuse). • 2.3.2.HCDM.1: Explain the consequences on a person's health if he or she does not have adequate food and a clean environment. • 2.3.2.HCDM.2: Demonstrate personal hygiene and the use of necessary and appropriate health-enhancing	Lesson: Traffic Safety • Safety Signs • Bike Safety • Bicycle Rules of the Road • Students can write about their favorite activity and how they can do it safely (bike, scooter, electric scooter, skateboard) Lesson: Fire Safety • Fire Safety Video Lesson: Poison and Drug Safety • Illegal Drugs • Read Aloud- Poison Safety • Students create a t-chart listing safe/unsafe household items • Students discuss that we have trusted adults that can explain and help us understand more about drugs and its effect on our bodies (peer pressure, addiction, etc.) Lesson: Personal Space • Read Aloud- Personal Space Bubble Lesson: Bodily Autonomy • Discuss that your body belongs to you and only you. You can make decisions about your body. You can decide how you want to greet people. ○ What are some different ways we can say hello with our bodies that make us comfortable? ■ Fist bump, high five, hug, etc.

Summit Public Schools
Summit, New Jersey
Grade Level: 2
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Summer 2022

behaviors that can keep a person healthy (e.g., precautions to avoid illnesses, handle food hygienically, brush teeth, regular physical activity, adequate sleep, appropriate dress for various weather conditions).

- 2.3.2.HCDM.3: Explain strategies and develop skills to prevent the spread of communicable diseases and health conditions (e.g., Lyme disease, influenza, cardiovascular diseases).
- 2.3.2.ATD.2: Identify ways in which drugs, including some medicines, can be harmful.
- 2.3.2.ATD.3: Explain effects of tobacco use on personal hygiene, health, and safety.
- 2.3.2.DSDT.1: Recognize that some people may have difficulty controlling their use of alcohol, tobacco, and other drugs.
- 2.3.2.DSDT.2: Explain that individuals who abuse alcohol, tobacco, and other drugs can get help.

Lesson: Trusted Adults

- Discuss that we can have a circle of adults we trust
- A trusted adult is someone who listens to your feelings and makes you feel safe and respected
 - List trusted adults in school, home, etc.
- Optional Activity: Have students write a thank you note to a trusted adult in their life

Lesson: Preventing the Spread of Diseases

- [Seesaw Lesson](#)

Lesson: Proper Use of Medication

- Identify that medicines can be harmful if not used correctly
- Identify over the counter/prescription

Lesson: Tobacco

- [Smoking- Brain Pop Jr Video](#)
- Students create a persuasive piece explaining the effects of tobacco

CELEBRATION: Students can create a poster, Google Slides presentation, FlipGrid to show the importance of safety (bike, medicine, fire, etc).

Differentiation

Interdisciplinary Connections:

- Scientific teacher led lessons with supporting information and videos.
- Language Arts, critical reading and writing.

Technology Integration

- BrainPOP
- Google Slides
- Google Classroom

Assessments

Formative Assessments:

- Post assessment
- BrainPop
- Guided notes

Summative Assessments, Projects, and Celebrations:

- Pre assessment
- Guided notes
- BrainPop
- Venn diagrams

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Summer 2022

Global Perspectives

- Discussing health and safety can be affected by our environment
- Understand that without proper medications, food, and water, our health can be affected

Intervention Strategies

Accommodations	Interventions	Modifications
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need
Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading
Allow for extended time on long term projects, tests, quizzes, etc.		Provide choices for projects
Provide visual resources (posters, pictures, etc.)		

- Summative Assessment (project)

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