

Springfield Township School District
Physical Education Curriculum
Grade: Two
BOE Approval PENDING

Second Grade	
Unit of Study: Personal Health (Family Life)	Pacing: 3 Lessons
Unit Focus: <ul style="list-style-type: none">• A study in a person's body in relation to self, others and their environment, and its contribution to overall wellness.	
<p style="text-align: center;">New Jersey Student Learning Standards</p> <p>2.1.2.PGD.4: Use correct terminology to identify body parts and explain how body parts work together to support wellness.</p> <p>2.1.2.PGD.5: List medically accurate names for body parts, including the genitals.</p> <p>2.1.2.SSH.2: Discuss the range of ways people express their gender and how gender-role stereotypes may limit behavior.</p> <p>2.3.2.PS.1: Demonstrate personal habits and behaviors that contribute to keeping oneself and others healthy and the environment clean and safe.</p> <p>2.3.2.PS.5: Define bodily autonomy and personal boundaries.</p> <p>2.3.2.PS.6: Demonstrate how to communicate personal boundaries and show respect for someone else's personal boundaries including friends and family.</p> <p>2.3.2.PS.7: Identify behaviors that would be considered child abuse (e.g., emotional, physical, sexual).</p> <p>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).</p>	
<p style="text-align: center;">Interdisciplinary Connections</p> <p>Science, Social Studies, ELA, Technology</p>	
<p><u>21st Century Skills (9.1, 9.2)</u></p> <ul style="list-style-type: none">• External factors can influence the items that an individual wants or needs.(Financial Psychology)	

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- There are actions an individual can take to help make this world a better place.(Civic Financial Responsibility)
- There are ways to keep the things we value safely at home and other places (Risk Management and Insurance)
- Brainstorming can create new, innovative ideas. (Creativity and Innovation)
- Critical thinkers must first identify a problem then develop a plan to address it in order to effectively solve a problem. (Critical Thinking and Problem-solving)
- Individuals from different cultures may have different points of view and experiences. (Global and Cultural Awareness)
- Act as a responsible and contributing community members and employee. (Career Readiness, Life Literacies, and Key Skills Practices)
- Consider the environmental, social and economic impacts of decisions.(Career Readiness, Life Literacies, and Key Skills Practices)
- Demonstrate creativity and innovation.(Career Readiness, Life Literacies, and Key Skills Practices)
- Utilize critical thinking to make sense of problems and persevere in solving them.(Career Readiness, Life Literacies, and Key Skills Practices)
- Work productively in teams while using cultural/global competence (Career Readiness, Life Literacies, and Key Skills Practices)

Career Education 9.3

- 9.3.HL-HI.2 Describe the content and diverse uses of health information.

Technology (including 9.4 of CLKS)

- 8.1.2.DA.1: Collect and present data, including climate change data, in various visual formats.
- 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.CI.1: Demonstrate openness to new ideas and perspectives
- 9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems

Enduring Understandings	Essential Questions
<i>What specifically do you want students to understand? What inferences should they make? Students will understand that...</i>	<i>What thought-provoking questions will foster inquiry, meaning-making, and transfer? Students will keep</i>

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<ul style="list-style-type: none"> • They are entitled to feel safe with their bodies • They can advocate for themselves when they feel unsafe • There is specific terminology for commonly used slang terms for anatomy • Stereotypes do not shape gender 	<p><i>considering...</i></p> <ul style="list-style-type: none"> • Why should we set boundaries? • Why is it important to get help when needed? • What should boys and girls play with? • Why is it important to know my body?
Key Terms and Vocabulary	Skills
<p><i>What facts and basic concepts should students know and be able to recall? Students will know...</i></p> <ul style="list-style-type: none"> • Boundary • "SAFE" acronym • Bodily autonomy • Arms • Legs • Skin • Hair • Ears • Nose • Mouth • Eyes • Penis • Testicles • Vagina • Anus • Nipples • Gender 	<p><i>What skills and processes should students be able to use? Students will be skilled at...</i></p> <ul style="list-style-type: none"> • Self- advocating personal boundaries • Compare and contrast similarities and differences (Including gender stereotypes) • Identifying grade level appropriate anatomy using correct body terminology • Implementing scenarios using an acronym • Understanding Gender Stereotypes

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Learning Activities	Resources/Websites
<ul style="list-style-type: none">• Student engage in large group discussion, and define the term “Boundary”• In discussion, students will define boundaries in relation to self and other people• Students discuss “SAFE” acronym, sequencing steps to self advocate• Students will role-play scenarios using “SAFE” method, in which it can be implemented effectively• Identify various body parts• Compare and contrast body parts of the different sexes• Students view bathing suit diagrams, and identify vocabulary related to specific sexes• Students Identify correct body terminology, in relation to family used slang terms.• Students compare and contrast colors as they relate to gender.• Define the word Gender• Students will compare and contrast gender stereotypes (toys to play with) using venn diagrams.	<ul style="list-style-type: none">•  Grade 2 FeelingSafe_2021 (updated)•  Gr 2 UnderstandingOurBodies Updated•  Gr 2 Pink, Blue, Purple Updated• 2nd Grade BrainPop Video Transcripts

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Assessment Evidence	
Performance Tasks <ul style="list-style-type: none"> • Venn Diagram • Scenario Role-Play 	Other Evidence <ul style="list-style-type: none"> • Group Discussion • Teacher Checklists • Teacher Observation • Informal Rubrics • Self Assessment

Accommodations for Different Learners		
Students with Disabilities	Gifted and Talented Students	ELL Students
<ul style="list-style-type: none"> • preferential seating • repeat and clarify Instructions • Provide a peer for support • break long term projects into shorter chunks • check in frequently with students 	<ul style="list-style-type: none"> • modify content to extend skills to a higher level • provided additional independent projects • allow structured student choice for skill extension or topic 	<ul style="list-style-type: none"> • provide visual supports • provide definitions and examples of new vocabulary • repeat, reword, and clarify directions • provide visual supports and diagrams to support skills /content • preferential seating • provide short, concise directions • provide extended time • modify assignments to support vocabulary • check in frequently with students • provide study guides • provide concrete examples when
At Risk Students	504 Plan Students	
<ul style="list-style-type: none"> • preferential seating • repeat and clarify Instructions • provide word bank of vocabulary words • extend deadlines and time for tests 	<ul style="list-style-type: none"> • preferential seating • repeat and clarify Instructions • provide word bank of vocabulary words • extend deadlines and time for 	

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<ul style="list-style-type: none"> • provide a copy of notes • provide graphic organizers/scaffold projects • highlight important information • Provide a peer for support break long term projects into shorter chunks • check in frequently with students • provide study guides/visual supports • use of assistive technology (eg. speech to text) 	<p>tests</p> <ul style="list-style-type: none"> • provide a copy of notes • provide graphic organizers/scaffold projects • highlight important information • Provide a peer for support • break long term projects into shorter chunks • check in frequently with students • provide study guides/visual supports • use of assistive technology (eg. speech to text) 	<p>possible</p>
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Second Grade	
Unit of Study: Character and Emotions	Pacing: 1 Lesson
Unit Focus: <ul style="list-style-type: none"> • A unit of study focusing on character and ways to recognize and help express emotions 	
<p style="text-align: center;">New Jersey Student Learning Standards</p> <p>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.</p> <p>2.1.2.CHSS.5: Identify situations that might result in individuals feeling sad, angry, frustrated, or scared.</p> <p>2.1.2.CHSS.6: Identify individuals who can assist with expressing one's feelings (e.g., family members, teachers, counselors, medical professionals).</p>	

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Interdisciplinary Connections

Science, Social Studies, ELA

21st Century Skills (9.1, 9.2)

- External factors can influence the items that an individual wants or needs.(Financial Psychology)
- There are actions an individual can take to help make this world a better place.(Civic Financial Responsibility)
- There are ways to keep the things we value safely at home and other places (Risk Management and Insurance)
- Brainstorming can create new, innovative ideas. (Creativity and Innovation)
- Critical thinkers must first identify a problem then develop a plan to address it in order to effectively solve a problem. (Critical Thinking and Problem-solving)
- Individuals from different cultures may have different points of view and experiences. (Global and Cultural Awareness)
- Act as a responsible and contributing community members and employee. (Career Readiness, Life Literacies, and Key Skills Practices)
- Consider the environmental, social and economic impacts of decisions.(Career Readiness, Life Literacies, and Key Skills Practices)
- Demonstrate creativity and innovation.(Career Readiness, Life Literacies, and Key Skills Practices)
- Utilize critical thinking to make sense of problems and persevere in solving them.(Career Readiness, Life Literacies, and Key Skills Practices)
- Work productively in teams while using cultural/global competence (Career Readiness, Life Literacies, and Key Skills Practices)

Career Education 9.3

- 9.3.HL-HI.2 Describe the content and diverse uses of health information.

Technology (including 9.4 of CLKS)

- 8.1.2.DA.1: Collect and present data, including climate change data, in various visual formats.
- 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.CI.1: Demonstrate openness to new ideas and perspectives
- 9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the

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problem <ul style="list-style-type: none"> 9.4.2.CT.3: Use a variety of types of thinking to solve problems 	
Enduring Understandings	Essential Questions
<i>What specifically do you want students to understand? What inferences should they make? Students will understand that...</i> <ul style="list-style-type: none"> Character is reflected in thoughts, feelings and actions Situations can have a variety of effects on different people People experience emotions in different ways When you are experiencing emotions there are people you can go to 	<i>What thought-provoking questions will foster inquiry, meaning-making, and transfer? Students will keep considering...</i> <ul style="list-style-type: none"> Why is character so important? Why do people show emotions in different ways? Why is it important to find a safe person who can assist in expressing emotions?
Key Terms and Vocabulary	Skills
<i>What facts and basic concepts should students know and be able to recall? Students will know...</i> <ul style="list-style-type: none"> Character Emotions Feelings 	<i>What skills and processes should students be able to use? Students will be skilled at...</i> <ul style="list-style-type: none"> Expressing emotions Understanding that people experience emotions in different ways Understanding who to go to when they need help with emotions Explaining the meaning of character Understanding how character is reflected in feelings, thoughts and actions
Learning Activities	Resources/Websites

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<ul style="list-style-type: none"> • Students engage in group discussion about character • Students relate different character traits to themselves • Students relate videos to emotions they may face • Students collaborate to create ways to deal with various emotions • Students create lists of people to go to in order to help express emotions 	<ul style="list-style-type: none"> • https://jr.brainpop.com/health/feelingsandsel/emotions/ • https://jr.brainpop.com/health/feelingsandsel/anger/ • https://jr.brainpop.com/health/feelingsandsel/empathy/ • https://jr.brainpop.com/health/feelingsandsel/friends/ •  2nd Grade Character Lessons
Assessment Evidence	
Performance Tasks <ul style="list-style-type: none"> • Class Lists • Class Discussion 	Other Evidence <ul style="list-style-type: none"> • Group Discussion • Teacher Checklists • Teacher Observation • Informal Rubrics • Self Assessment

Accommodations for Different Learners		
Students with Disabilities	Gifted and Talented Students	ELL Students
<ul style="list-style-type: none"> • preferential seating • repeat and clarify Instructions • Provide a peer for support • break long term projects into shorter chunks 	<ul style="list-style-type: none"> • modify content to extend skills to a higher level • provided additional independent projects • allow structured student choice 	<ul style="list-style-type: none"> • provide visual supports • provide definitions and examples of new vocabulary • repeat, reword, and clarify directions • provide visual supports and

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<ul style="list-style-type: none"> • check in frequently with students 	for skill extension or topic	diagrams to support skills /content <ul style="list-style-type: none"> • preferential seating • provide short, concise directions • provide extended time • modify assignments to support vocabulary • check in frequently with students • provide study guides • provide concrete examples when possible
At Risk Students	504 Plan Students	
<ul style="list-style-type: none"> • preferential seating • repeat and clarify Instructions • provide word bank of vocabulary words • extend deadlines and time for tests • provide a copy of notes • provide graphic organizers/scaffold projects • highlight important information • Provide a peer for support break long term projects into shorter chunks • check in frequently with students • provide study guides/visual supports • use of assistive technology (eg. speech to text) 	<ul style="list-style-type: none"> • preferential seating • repeat and clarify Instructions • provide word bank of vocabulary words • extend deadlines and time for tests • provide a copy of notes • provide graphic organizers/scaffold projects • highlight important information • Provide a peer for support break long term projects into shorter chunks • check in frequently with students • provide study guides/visual supports • use of assistive technology (eg. speech to text) 	

Second Grade	
Unit of Study: Drugs	Pacing: 2 Lessons

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Unit Focus:

- A study in the effects of drugs and tobacco as well as the issues that can come from abuse.

New Jersey Student Learning Standards

- 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.

Interdisciplinary Connections

Science, ELA, Technology

21st Century Skills (9.1, 9.2)

- External factors can influence the items that an individual wants or needs.(Financial Psychology)
- There are actions an individual can take to help make this world a better place.(Civic Financial Responsibility)
- There are ways to keep the things we value safely at home and other places (Risk Management and Insurance)
- Brainstorming can create new, innovative ideas. (Creativity and Innovation)
- Critical thinkers must first identify a problem then develop a plan to address it in order to effectively solve a problem. (Critical Thinking and Problem-solving)
- Individuals from different cultures may have different points of view and experiences. (Global and Cultural Awareness)
- Act as a responsible and contributing community members and employee. (Career Readiness, Life Literacies, and Key Skills Practices)
- Consider the environmental, social and economic impacts of decisions.(Career Readiness, Life Literacies, and Key Skills Practices)
- Demonstrate creativity and innovation.(Career Readiness, Life Literacies, and Key Skills Practices)
- Utilize critical thinking to make sense of problems and persevere in solving them.(Career Readiness, Life Literacies, and Key Skills Practices)

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- Work productively in teams while using cultural/global competence (Career Readiness, Life Literacies, and Key Skills Practices)

Career Education 9.3

- 9.3.HL-HI.2 Describe the content and diverse uses of health information.

Technology (including 9.4 of CLKS)

- 8.1.2.DA.1: Collect and present data, including climate change data, in various visual formats.
- 8.2.2.ED.2: Collaborate to solve a simple problem, or to illustrate how to build a product using the design process.
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- 9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems

Enduring Understandings	Essential Questions
<p><i>What specifically do you want students to understand? What inferences should they make? Students will understand that...</i></p> <ul style="list-style-type: none"> • The side effects that drugs have on the body • How different drugs affect the body differently • How and why drugs are harmful • The difficulty people experience when it comes to using drugs and alcohol • Where people can go to get help in regards to drugs and alcohol 	<p><i>What thought-provoking questions will foster inquiry, meaning-making, and transfer? Students will keep considering...</i></p> <ul style="list-style-type: none"> • Why do people get addicted to drugs? • How could the side effects from drugs hurt you long term? • What are some ways you can stay away from drugs? • What should you do if someone needs help with drugs or alcohol? • Where can you go to help someone who may be addicted to drugs?
Key Terms and Vocabulary	Skills

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<p><i>What facts and basic concepts should students know and be able to recall? Students will know...</i></p> <ul style="list-style-type: none"> • Drugs • Alcohol • Cigarettes • Abuse 	<p><i>What skills and processes should students be able to use? Students will be skilled at...</i></p> <ul style="list-style-type: none"> • Explaining how medicines can be harmful • Using good reasons to refuse drugs • Understanding the side effects of drugs • Explaining what abuse is • Understanding that some people struggle with the use of drugs and alcohol • Explaining where people can get help with abuse
Learning Activities	Resources/Websites
<ul style="list-style-type: none"> • Student engage in large group discussion, and define the term "Drug" • Students give examples of different side effects of drugs relating back to the videos • Students explain how cigarettes hurt the body • Students engage in large group discussion about the struggles someone can have with drugs and alcohol • Students define the term "Abuse" • Students give examples of places that people can go to for help with abuse • Students role-play saying no to drugs 	<ul style="list-style-type: none"> • https://jr.brainpop.com/health/drugs/illegaldrugs/ • https://jr.brainpop.com/health/drugs/smoking/ • https://www.pillsvscandy.com/ •  Medicine •  2nd Grade Drug Lessons
Assessment Evidence	

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Performance Tasks	Other Evidence
<ul style="list-style-type: none"> • Scenario Role-Play • Student created list 	<ul style="list-style-type: none"> • Group Discussion • Teacher Checklists • Teacher Observation • Informal Rubrics • Self Assessment

Accommodations for Different Learners		
Students with Disabilities	Gifted and Talented Students	ELL Students
<ul style="list-style-type: none"> • preferential seating • repeat and clarify Instructions • Provide a peer for support • break long term projects into shorter chunks • check in frequently with students 	<ul style="list-style-type: none"> • modify content to extend skills to a higher level • provided additional independent projects • allow structured student choice for skill extension or topic 	<ul style="list-style-type: none"> • provide visual supports • provide definitions and examples of new vocabulary • repeat, reword, and clarify directions • provide visual supports and diagrams to support skills /content • preferential seating • provide short, concise directions • provide extended time • modify assignments to support vocabulary • check in frequently with students • provide study guides • provide concrete examples when possible
At Risk Students	504 Plan Students	
<ul style="list-style-type: none"> • preferential seating • repeat and clarify Instructions • provide word bank of vocabulary words • extend deadlines and time for tests • provide a copy of notes • provide graphic organizers/scaffold 	<ul style="list-style-type: none"> • preferential seating • repeat and clarify Instructions • provide word bank of vocabulary words • extend deadlines and time for tests • provide a copy of notes 	

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projects <ul style="list-style-type: none"> highlight important information Provide a peer for support break long term projects into shorter chunks check in frequently with students provide study guides/visual supports use of assistive technology (eg. speech to text) 	<ul style="list-style-type: none"> provide graphic organizers/scaffold projects highlight important information Provide a peer for support break long term projects into shorter chunks check in frequently with students provide study guides/visual supports use of assistive technology (eg. speech to text) 	
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Second Grade	
Unit of Study: Nutrition	Pacing: 1 Lesson
Unit Focus: <ul style="list-style-type: none"> A study in the fact that nutritious food choices promote wellness and are the basis for healthy eating habits. 	
<p style="text-align: center;">New Jersey Student Learning Standards</p> <p>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.</p>	
<p style="text-align: center;">Interdisciplinary Connections</p> <p>Science, ELA, Technology</p>	

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21st Century Skills (9.1, 9.2)

- External factors can influence the items that an individual wants or needs.(Financial Psychology)
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- There are ways to keep the things we value safely at home and other places (Risk Management and Insurance)
- Brainstorming can create new, innovative ideas. (Creativity and Innovation)
- Critical thinkers must first identify a problem then develop a plan to address it in order to effectively solve a problem. (Critical Thinking and Problem-solving)
- Individuals from different cultures may have different points of view and experiences. (Global and Cultural Awareness)
- Act as a responsible and contributing community members and employee. (Career Readiness, Life Literacies, and Key Skills Practices)
- Consider the environmental, social and economic impacts of decisions.(Career Readiness, Life Literacies, and Key Skills Practices)
- Demonstrate creativity and innovation.(Career Readiness, Life Literacies, and Key Skills Practices)
- Utilize critical thinking to make sense of problems and persevere in solving them.(Career Readiness, Life Literacies, and Key Skills Practices)
- Work productively in teams while using cultural/global competence (Career Readiness, Life Literacies, and Key Skills Practices)

Career Education 9.3

- 9.3.HL-HI.2 Describe the content and diverse uses of health information.

Technology (including 9.4 of CLKS)

- 8.1.2.DA.1: Collect and present data, including climate change data, in various visual formats.
- 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.CI.1: Demonstrate openness to new ideas and perspectives
- 9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems

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Enduring Understandings	Essential Questions
<p><i>What specifically do you want students to understand? What inferences should they make? Students will understand that...</i></p> <ul style="list-style-type: none"> • There are different food groups • Each food has their own unique group • Some foods are healthier to eat than others • There are healthy and unhealthy eating habits 	<p><i>What thought-provoking questions will foster inquiry, meaning-making, and transfer? Students will keep considering...</i></p> <ul style="list-style-type: none"> • How can what you eat affect your overall health? • Why is eating healthy food so important? • How does food affect your everyday life?
Key Terms and Vocabulary	Skills
<p><i>What facts and basic concepts should students know and be able to recall? Students will know...</i></p> <ul style="list-style-type: none"> • Fruits • Vegetables • Grains • Proteins • Dairy 	<p><i>What skills and processes should students be able to use? Students will be skilled at...</i></p> <ul style="list-style-type: none"> • Explaining the 5 food groups and which food fits into each one • Explaining what makes a food healthier than another food • Explaining the difference between healthy and unhealthy eating habits
Learning Activities	Resources/Websites
<ul style="list-style-type: none"> • Students engage in large group discussion on foods • Students place foods into the proper groups • Students discuss in small groups what makes a food healthy 	<ul style="list-style-type: none"> • https://jr.brainpop.com/health/food/eatingright/ • https://jr.brainpop.com/health/food/foodgroups/ • https://jr.brainpop.com/health/food/sugar/ •  2nd Grade Nutrition Lesson

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<ul style="list-style-type: none"> Students discuss in a small group the difference between healthy and unhealthy eating habits 	
Assessment Evidence	
Performance Tasks <ul style="list-style-type: none"> Student led discussion 	Other Evidence <ul style="list-style-type: none"> Group Discussion Teacher Checklists Teacher Observation Informal Rubrics Self Assessment

Accommodations for Different Learners		
Students with Disabilities	Gifted and Talented Students	ELL Students
<ul style="list-style-type: none"> preferential seating repeat and clarify Instructions Provide a peer for support break long term projects into shorter chunks check in frequently with students 	<ul style="list-style-type: none"> modify content to extend skills to a higher level provided additional independent projects allow structured student choice for skill extension or topic 	<ul style="list-style-type: none"> provide visual supports provide definitions and examples of new vocabulary repeat, reword, and clarify directions provide visual supports and diagrams to support skills /content preferential seating provide short, concise directions provide extended time modify assignments to support vocabulary
At Risk Students	504 Plan Students	
<ul style="list-style-type: none"> preferential seating repeat and clarify Instructions 	<ul style="list-style-type: none"> preferential seating repeat and clarify Instructions 	

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<ul style="list-style-type: none">• provide word bank of vocabulary words• extend deadlines and time for tests• provide a copy of notes• provide graphic organizers/scaffold projects• highlight important information• Provide a peer for support break long term projects into shorter chunks• check in frequently with students• provide study guides/visual supports• use of assistive technology (eg. speech to text)	<ul style="list-style-type: none">• provide word bank of vocabulary words• extend deadlines and time for tests• provide a copy of notes• provide graphic organizers/scaffold projects• highlight important information• Provide a peer for support• break long term projects into shorter chunks• check in frequently with students• provide study guides/visual supports• use of assistive technology (eg. speech to text)	<ul style="list-style-type: none">• check in frequently with students• provide study guides• provide concrete examples when possible
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