

Pascack Valley Regional Curriculum Consortium
Hillsdale - Montvale - River Vale - Woodcliff Lake

Office of Curriculum and Instruction

Grade 2 **Health** Curriculum

<u>Unit 1</u> Wellness	<u>Unit 2</u> Alcohol, Tobacco and Other Drugs	<u>Unit 3</u> Social Interactions and Bodily Autonomy
---	---	---

Born on Date: August 2022

Grade 2 Health Unit 1: Name of Unit

Unit Title: Wellness Grade Level: 2nd Pacing: 4-6 weeks	
Stage 1 - Desired Results	
<u>NJSLS Content Area: CHPE</u>	
2.1.2.PGD.3	Explain what being “well” means and identify self-care practices that support wellness.
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.HCDM.1	Explain the consequences on a person’s health if he or she does not have adequate food and a clean environment.
2.2.2.N.3	Differentiate between healthy and unhealthy eating habits.
2.1.2.CHSS.4	Describe how climate change affects the health of individuals, plants and animals.
2.1.2.EH.5	Explain healthy ways of coping with stressful situations.
2.1.2.CHSS.6	Identify individuals who can assist with expressing one’s feelings (e.g., family members, teachers, counselors, medical professionals).
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.
Physical Wellness Connections	
2.2.2.MSC.5	Adjust and correct movements and skills in response to feedback.
2.2.2.MSC.7	Demonstrate kindness towards self and others during physical activity to create a safe and caring

	environment.
2.2.2.PF.1	Explain the benefits of regular physical activity and what it means to be physically fit in relation to personal health. (e.g., healthy heart, strong bones, increased energy, strong muscles).
2.2.2.LF.1	Express one's feelings and emotions when involved in movement and physical activities to increase positive behaviors.
<u>Interdisciplinary Connections</u>	
RI.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
<u>Integration of NJSL Computer Science and Design Thinking</u>	
8.1.2.AP.4	Break down a task into a sequence of steps.
<u>Integration of NJSL Career Readiness, Life Literacy and Key Skills</u>	
9.1.2.CR.1	Recognize ways to volunteer in the classroom, school and community.
<u>Career Ready Practices</u>	
Utilize critical thinking to make sense of problems and persevere in solving them.	
Work productively in teams while using cultural global competence.	
<u>Social and Emotional Learning Competencies</u>	
Social Awareness	The ability to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, & contexts.
Relationship Skills	The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups.

What are the learning priorities?		
Essential Questions Students will keep considering...	Understandings/Goals Students will understand...	Student Objectives/Outcomes: A list of factual knowledge to be taught
<ul style="list-style-type: none"> • Why is self-care important? 	<ul style="list-style-type: none"> • Personal hygiene and self-help skills promote healthy habits. 	<ul style="list-style-type: none"> • I can explain the meaning of “well” • I can demonstrate self-care practices (handwashing) that promote wellness.
<ul style="list-style-type: none"> • What safety strategies can be employed to protect personal wellness? 	<ul style="list-style-type: none"> • Potential hazards exist in personal space, in the school, in the community, and globally. 	<ul style="list-style-type: none"> • I can explain safety strategies for pedestrian safety. • I can explain safety strategies for water safety. • I can explain safety strategies for bicycle safety.
<ul style="list-style-type: none"> • How do healthy and unhealthy eating habits impact personal health? 	<ul style="list-style-type: none"> • Nutritious food choices promote wellness and are the basis for healthy eating habits • Adequate food and a clean environment also contribute to personal health. 	<ul style="list-style-type: none"> • I can identify that a clean environment or not having adequate food can impact personal health.
<ul style="list-style-type: none"> • Who can assist when help is needed? 	<ul style="list-style-type: none"> • People in the community work to keep us safe. 	<ul style="list-style-type: none"> • I can make a list of trusted adults who can help me.
<ul style="list-style-type: none"> • What is the impact of climate change? 	<ul style="list-style-type: none"> • Climate change affects the health of individuals, plants and animals. 	<ul style="list-style-type: none"> • I can describe how climate change affects health of individuals or plants/animals.
<ul style="list-style-type: none"> • What impacts emotional health? 	<ul style="list-style-type: none"> • There are different ways that 	<ul style="list-style-type: none"> • I can demonstrate stress

	<p>individuals handle stress, and some are healthier than others.</p> <ul style="list-style-type: none"> • Individuals face a variety of situations that may result in different types of feelings and learning how to talk about their feelings is important. 	<p>management techniques.</p>
--	---	-------------------------------

<p align="center">Stage 2 - Evidence of Student Learning Assessment Design</p>	
<p align="center">What have you learned?</p>	
<p>Assessment:</p> <ul style="list-style-type: none"> • Summative Assessment <ul style="list-style-type: none"> ○ District-created assessments • Formative Assessment <ul style="list-style-type: none"> ○ Teacher observation 	
<p>Student Self-Assessment:</p> <ul style="list-style-type: none"> • Gr. 2 Self Assessment 	
<p>Modifications and Accommodations:</p> <p><u>Students with special needs:</u> Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Manipulatives, extra time, alternative assessments, and scaffolding strategies will be used to support learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered.</p> <p><u>ELL/ESL students:</u> Students will be supported according to the recommendations for “can do’s” as outlined by WIDA based on the student’s level of English Language Proficiency (ELP). - https://www.wida.us/standards/CAN_DOs/</p>	

Students at risk of school failure: Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support this may include parent consultation, basic skills review and differentiation strategies.

Gifted and Talented Students: Students excelling in mastery of standards will be challenged with complex, high level challenges related to reading and writing learning including variations in content, process, products, and learning environments.

Stage 3 - Learning Plan	
NJSLS	Sample Lesson Description
2.1.2.PGD.3: Explain what being “well” means and identify self-care practices that support wellness.	In this lesson, students will define the words “healthy habits” and connect this to the definition of being “well”. They will review self-care practices (taking care of teeth, keeping clean, getting enough rest) to support wellness. Students will also recognize the connection between utilizing self-care practices and wellness.
2.3.2.PS.3: Recognize and demonstrate safety strategies to prevent injuries at home, school, and in the community (e.g., traffic safety, bicycle/scooter safety, fire safety, poison safety, accident prevention).	Students will learn how to take precautions to make safe decisions about their choices. They will focus on pedestrian safety, bicycle safety, and water safety. Students will review scenarios about other kids who are faced with decisions about safety in a variety of situations. They will discuss what strategies can be utilized to prevent injury.
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. 2.2.2.N.3: Differentiate between healthy and unhealthy eating habits.	This lesson presents the concept of 5 a day and focuses on eating fruits and vegetables as healthy snacks. It also introduces the concept of having adequate food and a clean environment to keep our bodies healthy. Students identify a variety of different fruits and vegetables, then interpret the 5-a-day message. They read a book and share the names of their favorites and create a drawing to share and explain their choices to others. Then they discuss what snacks are, identify qualities of healthy and less-healthy snacks, and review the benefits of eating fruits and vegetables as snacks. They create a collage of snack choices and categorize these as healthy or less healthy.

<p>2.1.2.CHSS.4: Describe how climate change affects the health of individuals, plants, and animals.</p>	<p>Students will explore how climate change affects the health of individuals, plants, and animals through a variety of videos and activities. Then, they will brainstorm how they can help.</p>
<p>2.1.2.EH.5: Explain healthy ways of coping with stressful situations.</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>	<p>This lesson introduces students to the concept of stress and teaches stress-management techniques to help students deal with stress in healthy ways. Students review different ways to help handle stress, including deep breathing, picturing a calm place, talking things out, and asking for help.</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>This lesson introduces the idea of character. In this lesson, students build a foundation for understanding healthy relationships through having good character and treating others the way they would like to be treated. Students explore how belonging contributes to health. They identify people with whom they belong, explore the feelings that come with belonging, and draw a picture to show how they belong with family, friends and others.</p>
<p>Additional Resources</p> <ul style="list-style-type: none"> ● HealthSmart ● DW The Picky Eater by Marc Brown ● Health Impacts Climate Change USA 2020.pdf ● NASA Climate Kids ● What were you thinking? By Bryan Smith ● The Day The Crayons Quit by Drew Daywalt ● My Mouth Is A Volcano by Julia Cook ● If Winning Isn't Everything, Why Do I Hate to Lose? By Byran Smith ● Rotten Teeth by David Catrow ● My Tooth Is Loose Dr. Moose by Teresa Johnston ● Oh, The Things You Can Do That Are Good For You! By Tish Rabe ● Shelly's Race by Jeffrey Sculthorp 	

- But It's Just A Game by Julia Cook
- Betty Bunny Wants a Goal by Michael Kaplan
- Nerdy Birdy by Aaron Reynolds
- Magic School Bus: Inside Ralphie (video)
- Sid the Science Kid: Muscles (video)
- Leo the Late Bloomer by Robert Kraus

Grade 2 Health 2: Alcohol, Tobacco and Other Drugs

[Table of Contents](#)

Unit Title: Alcohol, Tobacco and Other Drugs Grade Level: 2nd Pacing: 2-3 weeks	
Stage 1 - Desired Results	
<u>NJSLs Content Area: CHPE</u>	
2.3.2.ATD.3	Explain the 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.
Physical Wellness Connections <u>NJSLs Content Area: CHPE</u>	
2.2.2.MSC.7	Demonstrate kindness towards self and others during physical activity to create a safe and caring environment.
2.2.2.PF.1	Explain the benefits of regular physical activity and what it means to be physically fit in relation to personal health. (e.g., healthy heart, strong bones, increased energy, strong muscles).
<u>Interdisciplinary Connections</u>	
R.1.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
W.2.8	Recall information from experiences or gather information from provided sources to answer a question.
<u>Integration of NJSLs Computer Science and Design Thinking</u>	

8.1.2.AP.4	Break down a task into a sequence of steps.
<u>Integration of NJSL Career Readiness, Life Literacy and Key Skills</u>	
9.4.2.CI.1	Demonstrate openness to new ideas and perspectives
<u>Career Ready Practices</u>	
Communicate clearly and effectively and with reason.	
Demonstrate creativity and innovation	
Work productively in teams while using cultural global competence	
<u>Social and Emotional Learning Competencies</u>	
Self-Awareness	The ability to understand one's own emotions, thoughts, and values and how they influence behavior across contexts.
Self-Management	The ability to manage one's emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations.

What are the learning priorities?		
<u>Essential Question(s):</u> Students will keep considering	<u>Understanding(s)/Goals</u> Students will understand	<u>Student Objectives/Outcomes</u> Students will be able to:
<ul style="list-style-type: none"> How are alcohol, tobacco, and other drugs harmful to each dimension of health? 	<ul style="list-style-type: none"> The use of alcohol, tobacco, and other drugs can be harmful to one's health. 	<ul style="list-style-type: none"> I can explain how tobacco use impacts personal health. I can understand that secondhand smoke has an impact on health.
<ul style="list-style-type: none"> Who can help someone with 	<ul style="list-style-type: none"> Substance abuse is caused by a 	<ul style="list-style-type: none"> I can understand that some

substance abuse problems?	variety of factors. There are many ways to obtain help for treatment of alcohol, tobacco, and other substance abuse problems.	<p>people may have difficulty controlling their use of different substances (alcohol, tobacco or other drugs).</p> <ul style="list-style-type: none"> ● I can understand that someone with a substance abuse problem can get help.
---------------------------	---	---

Stage 2 - Evidence of Student Learning Assessment Design	
What have you learned?	
<p>Assessment:</p> <ul style="list-style-type: none"> ● Formative Assessment <ul style="list-style-type: none"> ○ Teacher observation of classroom discussion ○ Write two reasons why using tobacco is harmful to personal health ● Summative Assessment <ul style="list-style-type: none"> ○ Tobacco Assessment 	<p>Student Self-Assessment:</p> <ul style="list-style-type: none"> ● K-2 Self Assessment
<p>Modifications and Accommodations:</p> <p><u>Students with special needs:</u> Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Manipulatives, extra time, alternative assessments, and scaffolding strategies will be used to support learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered.</p> <p><u>ELL/ESL students:</u> Students will be supported according to the recommendations for “can do’s” as outlined by WIDA based on the student’s level of English Language Proficiency (ELP). - https://www.wida.us/standards/CAN_DOs/</p>	

Students at risk of school failure: Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support this may include parent consultation, basic skills review and differentiation strategies.

Gifted and Talented Students: Students excelling in mastery of standards will be challenged with complex, high level challenges related to reading and writing learning including variations in content, process, products, and learning environments.

Stage 3 - Learning Plan	
NJSLS	Sample Lesson Description
2.3.2.ATD.3: Explain the effects of tobacco use on personal hygiene, health, and safety.	In this lesson, students review the different ways tobacco and its smoke can hurt the body. They identify different forms of tobacco, including smokeless tobacco and vaping products, and discuss how they know when someone has been smoking. The teacher presents a poem to explain the dangers of both smoking and smokeless tobacco use. Then students compose a letter to a friend explaining why tobacco use is 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.	This lesson introduces the concepts of experimentation and addiction in relation to tobacco use. Students hear a story about Bob, an adult who smokes, as a way to understand how experimentation with tobacco can lead to addiction and many years of use. They discuss what addiction means, that people can be addicted to other substances like drugs and alcohol, and how it can feel to care about someone who is addicted to tobacco or other drugs.
Additional Unit Resources	
<ul style="list-style-type: none"> • The Uninvited Guest by Stanton A Glantz, Ph.D. 	

Grade 2 Unit 3: Social Interactions and Bodily Autonomy

Table of Contents

Unit Title: Social Interactions and Bodily Autonomy Grade Level: 2nd Pacing: 3 - 4 weeks	
Stage 1 - Desired Results	
<u>NJSLS Content Area: CHPE</u>	
2.1.2.SSH.9	Define bullying and teasing and explain why they are wrong and harmful.
2.1.2.SSH.5	Identify the basic social needs of all people.
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.PGD.5	List medically accurate names for body parts, including the genitals.
2.3.2.PS.5	Define bodily autonomy and personal boundaries.
2.3.2.PS.7	Identify behaviors that would be considered child abuse (e.g., emotional, physical, sexual).
Physical Wellness Connections <u>NJSLS Content Area: CHPE</u>	
2.2.2.MSC.7	Demonstrate kindness towards self and others during physical activity to create a safe and caring environment.
<u>Interdisciplinary Connections</u>	
R.I.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
W.2.8	Recall information from experiences or gather information from provided sources to answer a question.

<u>Integration of NJSLS Computer Science and Design Thinking</u>	
8.1.2.AP.4	Break down a task into a sequence of steps.
<u>Integration of NJSLS Career Readiness, Life Literacy and Key Skills</u>	
9.4.2.CI.1	Demonstrate openness to new ideas and perspectives
<u>Career Ready Practices</u>	
Work productively in teams while using cultural/global competence.	
<u>Social and Emotional Learning Competencies</u>	
Social Awareness	The ability to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, & contexts.
Responsible Decision Making	The ability to make caring and constructive choices about personal behavior and social interactions across diverse situations.

What are the learning priorities?		
<u>Essential Question(s):</u> Students will keep considering	<u>Understanding(s)/Goals</u> Students will understand	<u>Student Objectives/Outcomes</u>
<ul style="list-style-type: none"> How does bullying impact others? 	<ul style="list-style-type: none"> Everyone has basic social needs (belonging, friends, community groups, social groups) that can be impacted by bullying and/or teasing. Bullying and teasing are different, but it is wrong to tease or bully others. 	<ul style="list-style-type: none"> I can explain the difference between teasing and bullying. I can ask a trusted adult for help if I am being bullied. I can ask a trusted adult for help if I know someone is being bullied.

	<ul style="list-style-type: none"> You can ask for help if you or someone else is being bullied 	
<ul style="list-style-type: none"> How are people unique? 	<ul style="list-style-type: none"> Every individual has unique skills and qualities, which can include the activities they enjoy such as how they may dress, their mannerisms, and things they like to do. 	<ul style="list-style-type: none"> I can explain that people are not restricted to certain activities because of their gender.
<ul style="list-style-type: none"> Why are bodily autonomy and personal boundaries important? 	<ul style="list-style-type: none"> Potential hazards exist in personal space, in the school, in the community, and globally. Any time children feel uncomfortable or in an unsafe situation, they should reach out to a trusted adult for help. 	<ul style="list-style-type: none"> I can use medically accurate names for the genitals. I can explain the difference between safe and unsafe touch. I can demonstrate how to communicate personal boundaries I can explain who I can seek assistance from if I feel unsafe.

**Stage 2 - Evidence of Student Learning
Assessment Design**

What have you learned?

Assessment:

- **Formative Assessment**
 - “What I Know About Bullying” Worksheet
 - Teacher Observation of classroom discussions
 - “Who Can” Worksheet
- **Summative Assessment**
 - **Students will respond to the following question:**
 - What are personal boundaries and why are they important?

Student Self-Assessment:

- Gr. 2 Self Assessment

Modifications and Accommodations:

Students with special needs: Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Manipulatives, extra time, alternative assessments, and scaffolding strategies will be used to support learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered.

ELL/ESL students: Students will be supported according to the recommendations for “can do’s” as outlined by WIDA based on the student’s level of English Language Proficiency (ELP). - https://www.wida.us/standards/CAN_DOs/

Students at risk of school failure: Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support this may include parent consultation, basic skills review and differentiation strategies.

Gifted and Talented Students: Students excelling in mastery of standards will be challenged with complex, high-level challenges related to reading and writing learning including variations in content, process, products, and learning environments.

Stage 3 - Learning Plan	
NJSLS	Sample Lesson Description
2.1.2.SSH.9: Define bullying and teasing and explain why they are wrong and harmful.	This lesson makes a connection between the basic social needs of all people and how bullying and teasing impact these needs. This lesson helps students understand the difference between teasing and bullying, why they are both wrong, and consequences for bullying at school. They practice how to ask for help with a bullying situation.
2.1.2.SSH.5: Identify basic social needs of all people.	
2.1.2.SSH.2: Discuss the range of	In this lesson, students learn that people often think that certain

<p>ways people express their gender and how gender-role stereotypes may limit behavior.</p>	<p>activities/behaviors/colors/jobs are designated for boys while other activities/behaviors/colors/jobs are designated for girls (e.g. a boy who cries in front of his friends or a girl who likes to play with rockets). Students will read <i>Drum Dream Girl</i> by Margarita Engle and Rafael Lopez to learn about someone who is not allowed to do something because of her gender. Students will discuss how it would make someone feel to be told they cannot do/like something because of their gender. Students will discuss how gender-role stereotypes may limit behavior. Students will learn that it is never okay to tease or bully someone, whether it is about gender or something else. Students will brainstorm how they can show all people respect.</p>
<p>2.1.2.PGD.5: List medically accurate names for body parts, including the genitals.</p>	<p>This lesson helps students identify appropriate (safe) and inappropriate (unsafe) touch, understand that they are not at fault if someone touches them in inappropriate ways, and how to seek help if this happens. They also learn medically accurate names for body parts.</p>
<p>2.3.2.PS.5: Define bodily autonomy and personal boundaries.</p>	
<p>2.3.2.PS.7: Identify behaviors that would be considered child abuse (e.g., emotional, physical, sexual).</p>	
<p>Additional Unit Resources</p> <ul style="list-style-type: none"> ● HealthSmart ● <i>Drum Dream Girl</i> by Margarita Engle and Rafael Lopez ● <i>Tease Monster</i> by Julia Cook ● <i>It's Hard to be a Verb</i> by Julia Cook ● <i>Arnie and the New Kid</i> by Nancy Carlson ● <i>Sami v. The Negative Voice</i> by Sami Kader ● <i>Some Parts are NOT for Sharing</i> by Julie Federico ● <i>The Night Pirates</i> by Peter Harris and Deborah Allwright ● <i>Do Princesses Wear Hiking Boots?</i> by Carmela LaVigna Coyle 	

Professional Learning Resources

- SHAPE
- SHAPE NJ
- Open Phys Ed.