

Cedar Grove School District Health -Grade 2

Revisions Approved by the Cedar Grove Board of Education

October 2020

Superintendent of Schools

Mr. Michael J. Fetherman

Board of Education

Mrs. Christine Dye, President
Mr. David Schoner, Vice-President
Mrs. Nicole DiChiara
Mrs. Michele Mega
Mr. Leonard Splendoria



Health Grade 2

In second grade, health offers children a well-rounded experience rooted in holistic fitness and wellness. Students learn to define wellness, make healthy choices and establish healthy relationships. They examine growth and development, nutrition, disease and health conditions, along with concepts of friendship, safety, communication, and disease prevention. Ultimately, students will gain knowledge, self-esteem, social responsibility, character, and an appreciation of lifetime health and fitness.

Grade 2 Health

Comprehensive Health & Physical Education

Recommended Pacing: 5-6 Days

Course Rationale

The New Jersey Core Curriculum Content Standards for Health and Comprehensive Physical Education site the importance of health literacy for citizens in the 21st century. There is a focus on the individual to take personal responsibility for his/her health by living an active, healthy lifestyle. As such, the goal of the curriculum is to foster a life-long commitment to healthy living by making informed choices about wellness, nutrition, social and emotional pressures, and fitness. Decisions one makes today impact current and future quality of life. This curriculum is taught in conjunction with teachers, guidance counselors, and school nurses.

Selected Course Topics

- | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> • Emotional and Social Health • Personal Safety • Health and Unhealthy Food Choices • The Human Body • Character Development | <ul style="list-style-type: none"> • Friendship • Personal Nutrition • How Smoking Harms the Body • Disease Prevention • Community Wellness |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

New Jersey Student Learning Standards for 21st Century Life and Careers

CRP1. Act as a responsible and contributing citizen and employee.
 CRP3. Attend to personal health and financial well-being.
 CRP4. Communicate clearly and effectively and with reason.

A: Career Awareness

- 9.2.4.A.1: Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals. (i.e. Nurse, Doctor, Dietician, Dentist, Chef)
- 9.2.4.A.2: Identify various life roles and civic and work-related activities in the school, home, and community. (Nurse, Doctor, Paramedic, Police Officer, Teacher, Principal, Dentist)

Comprehensive Health and Physical Education

2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.

A. Personal Growth and Development

	Content Statement	CPI #	Cumulative Progress Indicator (CPI)
P	Developing self-help skills and personal hygiene skills promotes healthy habits.	2.1.P.A.1	Develop an awareness of healthy habits (e.g., use clean tissues, wash hands, handle food hygienically, brush teeth, and dress appropriately for the weather).
		2.1.P.A.2	Demonstrate emerging self-help skills (e.g., develop independence when pouring, serving, and using utensils and

			when dressing and brushing teeth).
By the end of grade 2	Health-enhancing behaviors contribute to wellness.	2.1.2.A.1	Explain what being “well” means and identify self-care practices that support wellness.
		2.1.2.A.2	Use correct terminology to identify body parts, and explain how body parts work together to support wellness.
B. Nutrition			
P	Developing the knowledge and skills necessary to make nutritious food choices promotes healthy habits.	2.1.P.B.1	Explore foods and food groups (e.g., compare and contrast foods representative of various cultures by taste, color, texture, smell, and shape).
		2.1.P.B.2	Develop awareness of nutritious food choices (e.g., participate in classroom cooking activities, hold conversations with knowledgeable adults about daily nutritious meal and snack offerings).
By the end of grade 2	Choosing a balanced variety of nutritious foods contributes to wellness.	2.1.2.B.1	Explain why some foods are healthier to eat than others.
		2.1.2.B.2	Explain how foods on MyPlate differ in nutritional content and value.
		2.1.2.B.3	Summarize information about food found on product labels.
C. Diseases and Health Conditions			
P	Developing self-help skills and personal hygiene skills promotes healthy habits.	2.1.P.C.1	Develop an awareness of healthy habits (e.g., use clean tissues, wash hands, handle food hygienically, brush teeth, and dress appropriately for the weather).
By the end of grade 2	Knowledge about diseases and disease prevention promotes health-enhancing behaviors.	2.1.2.C.1	Summarize symptoms of common diseases and health conditions.
		2.1.2.C.2	Summarize strategies to prevent the spread of common diseases and health conditions.
		2.1.2.C.3	Determine how personal feelings can affect one’s wellness.
D. Safety			
P	Developing an awareness of potential hazards in the environment impacts personal health and safety.	2.1.P.D.1	Use safe practices indoors and out (e.g., wear bike helmets, walk in the classroom, understand how to participate in emergency drills, and understand why car seats and seat belts are used).
		2.1.P.D.2	Develop an awareness of warning symbols and their meaning (e.g., red light, stop sign, poison symbol, etc.).
		2.1.P.D.3	Identify community helpers who assist in maintaining a safe environment.
		2.1.P.D.4	Know how to dial 911 for help.
By the end of grade 2	Using personal safety strategies reduces the number of injuries to self and others.	2.1.2.D.1	Identify ways to prevent injuries at home, school, and in the community (e.g., fire safety, poison safety, accident prevention).
		2.1.2.D.2	Differentiate among the characteristics of strangers, acquaintances, and trusted adults and describe safe and appropriate behaviors/touches.
		2.1.2.D.3	Identify procedures associated with pedestrian, bicycle, and traffic safety.
E. Social and Emotional Health			
By the end of grade 2	Many factors at home, school, and in the community impact social and emotional health.	2.1.2.E.1	Identify basic social and emotional needs of all people.
		2.1.2.E.2	Determine possible causes of conflict between people and appropriate ways to prevent and resolve them.
		2.1.2.E.3	Explain healthy ways of coping with common stressful situations experienced by children.
2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.			

A. Interpersonal Communication			
By the end of grade 2	Effective communication may be a determining factor in the outcome of health- and safety-related situations.	2.2.2.A.1	Express needs, wants, and feelings in health- and safety-related situations.
B. Decision-Making and Goal Setting			
By the end of grade 2	Effective decision-making skills foster healthier lifestyle choices.	2.2.2.B.1	Explain what a decision is and why it is advantageous to think before acting.
		2.2.2.B.2	Relate decision-making by self and others to one's health.
		2.2.2.B.3	Determine ways parents, peers, technology, culture, and the media influence health decisions.
		2.2.2.B.4	Select a personal health goal and explain why setting a goal is important.
C. Character Development			
By the end of grade 2	Character traits are often evident in behaviors exhibited by individuals when interacting with others.	2.2.2.C.1	Explain the meaning of Character and how it is reflected in the thoughts, feelings, and actions of oneself and others.
		2.2.2.C.2	Identify types of disabilities and demonstrate appropriate behavior when interacting with people with disabilities.
D. Advocacy and Service			
By the end of grade 2	Service projects provide an opportunity to have a positive impact on the lives of self and others.	2.2.2.D.1	Determine the benefits for oneself and others of participating in a class or school service activity.
E. Health Services and Information			
P	Developing an awareness of potential hazards in the environment impacts personal health and safety.	2.2.P.E.1	Identify community helpers who assist in maintaining a safe environment.
By the end of grade 2	Knowing how to locate health professionals in the home, at school, and in the community assists in addressing health emergencies and obtaining reliable information.	2.2.2.E.1	Determine where to access home, school, and community health professionals.
2.3 Drugs and Medicines: All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle.			
A. Medicines			
By the end of grade 2	Medicines come in a variety of forms (prescription medicines, over-the-counter medicines, medicinal supplements), are used for numerous reasons, and should be taken as directed in order to be safe and effective.	2.3.2.A.1	Explain what medicines are and when some types of medicines are used.
		2.3.2.A.2	Explain why medicines should be administered as directed.
B. Alcohol, Tobacco, and Other Drugs			
By the end of grade 2	Use of drugs in unsafe ways is dangerous and harmful.	2.3.2.B.1	Identify ways that drugs can be abused.
		2.3.2.B.2	Explain effects of tobacco use on personal hygiene, health, and safety.
		2.3.2.B.3	Explain why tobacco smoke is harmful to nonsmokers.
		2.3.2.B.4	Identify products that contain alcohol.
		2.3.2.B.5	List substances that should never be inhaled and explain why.

C. Dependency/Addiction and Treatment			
By the end of grade 2	Substance abuse is caused by a variety of factors.	2.3.2.C.1	Recognize that some people may have difficulty controlling their use of alcohol, tobacco, and other drugs.
	There are many ways to obtain help for treatment of alcohol, tobacco, and other substance abuse problems.	2.3.2.C.2	Explain that people who abuse alcohol, tobacco, and other drugs can get help.
2.4 Human Relationships and Sexuality: All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.			
A. Relationships			
By the end of grade 2	The family unit encompasses the diversity of family forms in contemporary society.	2.4.2.A.1	Compare and contrast different kinds of families locally and globally.
		2.4.2.A.2	Distinguish the roles and responsibilities of different family members.
		2.4.2.A.3	Determine the factors that contribute to healthy relationships.
B. Sexuality			
By the end of grade 2	Gender-specific similarities and differences exist between males and females.	2.4.2.B.1	Compare and contrast the physical differences and similarities of the genders.
C. Pregnancy and Parenting			
By the end of grade 2	The health of the birth mother impacts the development of the fetus.	2.4.2.C.1	Explain the factors that contribute to a mother having a healthy baby.
New Jersey Student Learning Standards for English Language Arts			
Reading Narrative Text			
RL.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.		
RL.2.3	Describe how characters in a story respond to major events and challenges using key details.		
Reading Informational Text			
RI.2.1.	Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.		
RI.2.2.	Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.		
RI.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.		
RI.2.4.	Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i> .		
RI.2.6.	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.		
RI.2.7.	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.		
RI.2.7.	Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.		
RI.2.8.	Describe and identify the logical connections of how reasons support specific points the author makes in a text.		
RI.2.9.	Compare and contrast the most important points presented by two texts on the same topic.		
RI.2.10.	Read and comprehend informational texts, including history/social studies, science, and technical texts, at grade level text complexity proficiently with scaffolding as needed.		
Writing			
W.2.1.	Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a conclusion.		

W.2.2.	Write informative/explanatory texts in which they introduce a topic, use evidence-based facts and definitions to develop points, and provide a conclusion.
W.2.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising and editing.
W.2.6.	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
W.2.7.	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
W.2.8.	Recall information from experiences or gather information from provided sources to answer a question.
Speaking and Listening	
SL.2.1.	Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups. A. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). B. Build on others' talk in conversations by linking their explicit comments to the remarks of others. C. Ask for clarification and further explanation as needed about the topics and texts under discussion.
SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
SL.2.3.	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
SL.2.6.	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
Language	
L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.2.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.2.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. A. Use sentence-level context as a clue to the meaning of a word or phrase.
Accommodations and Modifications	
Special Education Students https://docs.google.com/document/d/1xgcmJZiX1yyZPUYae_luAwcdWuQM_Pz4JK2vO0d27BQ/edit?usp=sharing	
Gifted and Talented Students https://docs.google.com/document/d/1rKgSC8LGRdmJXG9MAeBMXqKZISgruuqj7zbXeJXUJOQ/edit?usp=sharing	
ESL/ELL Students https://docs.google.com/document/d/1HDnAEyeCoZt3MHoHPpDVjflleUjeptsb4JITe8egvA/edit?usp=sharing	
At-Risk Students https://docs.google.com/document/d/1YdPAzxs2Bkz1xkT3YQ1CRsr5ANEM_jwQWPIPx61ILBI/edit?usp=sharing	
Students with 504 Plans https://docs.google.com/document/d/1aW8cuacIzNTIK2RRsvA47KYnwn5iaZmAzB6djTIs-IM/edit?usp=sharing	
Enduring Understandings	
<ul style="list-style-type: none"> • My nutritional choices are dependent upon physical, social, psychological, economical, and cultural factors. • Healthy habits benefit me, the people I meet in school, and the people in my community. • When I practice personal safety strategies at home, in school, and in the community, I suffer fewer injuries. • Coping skills can help me deal with conflict and with stressful situations I encounter at home and in 	

school.

- Effective communication allows me to understand others.
- Good character can positively influence my health and the health of others.
- There are many places where I can find health-related resources and people who can guide me.
- Not all medicines are good and not all drugs are harmful; there are benefits and risks associated with all medications.
- “Family” means different things to different people. Relationships vary depending on situations and circumstances.
- As my body grows and matures, I experience a range of emotions and natural physical phenomena that are typical of all human beings.

Essential Questions

- Do I make healthy choices? If not, how can I improve?
- How do my safety and health habits influence the health of people around me?
- How can I tell if the food I eat is healthy or not?
- How do I stay safe and avoid harmful risks?
- Why is good communication so important in everyday life?
- How does my character influence my health?
- How can I find out which drugs and medicines are safe and which are not?

Assessment

- | | |
|--------------------------------------|-----------------------------------|
| • Class Discussion | • Teacher Observation |
| • Question and Answer | • Student/Group Conferencing |
| • Written Work | • Share and Show with Whiteboards |
| • Graphic Organizers/Maps/Webs | • Daily Learning |
| • Individual Student Progress Checks | • Collaborative Feedback |
| • Think-Pair-Share | |

Integration of Technology

- Computers
- SMART Board
- Websites
 - YouTube. <http://www.youtube.com>
 - ReadWorks. <http://ReadWorks.com>
 - Newsela. <http://www.newsela.com>