

Branchburg Township Public Schools

Office of Curriculum and Instruction

Grade 2 Health Curriculum



Adopted by the Board of Education September 2023

This curriculum is aligned with the 2020 New Jersey Student Learning Standards in Health

Curriculum Scope and Sequence

Content Area	Health	Course Title/Grade Level:	Second Grade
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	Topic/Unit Name	Suggested Pacing (Days/Weeks)
<u>Topic/Unit #1</u>	Personal Growth and Development	Sept - Dec
<u>Topic/Unit #2</u>	Safety	Jan - March
<u>Topic/Unit #3</u>	Physical Wellness	April - June

Topic/Unit 1 Title	Personal Growth and Development	Approximate Pacing	Sept. - Dec.
STANDARDS			
NJSLS Health			
<p>2.1.2.PGD.1: Explore how activity helps all human bodies stay healthy.</p> <p>2.1.2.PGD.2: Develop an awareness of healthy habits (e.g., wash hands, cough in arm, brush teeth).</p> <p>2.1.2.PGD.3: Explain what being “well” means and identify self-care practices that support wellness.</p> <p>2.1.2.PGD.5: List medically accurate names for body parts, including the genitals</p> <p>2.1.2.PP.1: Define reproduction.</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.EH.2: Identify what it means to be responsible and list personal responsibilities.</p> <p>2.1.2.EH.3: Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs)</p> <p>2.1.2.EH.4: Demonstrate strategies for managing one's own emotions, thoughts and behaviors.</p> <p>2.1.2.EH.5: Explain healthy ways of coping with stressful situations.</p> <p>2.1.2.SSH.1: Discuss how individuals make their own choices about how to express themselves.</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>2.1.2.SSH.3: Describe different kinds of families locally, nationally and globally and note similarities in the ways in which they keep their children safe.</p> <p>2.1.2.SSH.4: Determine the factors that contribute to healthy relationships within a family.</p> <p>2.1.2.SSH.5: Identify basic social needs of all people.</p> <p>2.1.2.SSH.6: Determine the factors that contribute to healthy relationships.</p> <p>2.1.2.SSH.7: Explain healthy ways for friends to express feelings for and to one another.</p> <p>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).</p> <p>2.1.2.SSH.9: Define bullying and teasing and explain why they are wrong and harmful.</p> <p>2.1.2.CHSS.1: Identify community professionals and school personnel who address health emergencies and provide reliable health information to us.</p> <p>2.1.2.CHSS.2: Determine where to access home, school and community health professionals.</p> <p>2.1.2.CHSS.3: Demonstrate how to dial and text 911 in case of an emergency.</p> <p>2.1.2.CHSS.4: Describe how climate change affects the health of individuals, plants and animals.</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>			
Interdisciplinary Connections:		Computer Science & Design Thinking	

<p>RI.2.7 Explain how specific illustrations and images contribute to and clarify a text. (Example: Students will read <i>The Skeleton Inside You</i> then complete “Bones of the Skeletal System” puzzle activity from Health Wave program.)</p> <p>2.MD.D.10 Draw a picture graph and a bar graph to represent data set with up to four categories. (Example: Students will gather data about physical differences between students and create a bar graph representing traits i.e. eye color, heights, etc.)</p>	<p>8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network (Example: Students may use an online program to create a family crest or a personal poster with images to represent values, strengths and interests of the family or the individual.)</p> <p>8.1.2.NI.2: Describe how the Internet enables individuals to connect with others worldwide (Example: Students may use an online program to create a family crest or a personal poster with images to represent values, strengths and interests of the family or the individual.)</p>
<p>Career Readiness, Life Literacies, and Key Skills:</p>	
<p>9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job. (e.g. Students will identify various health care providers and their roles in preventing and treating illness by identifying and sorting flashcards and describing the role/function in a puzzle - Health Waves lesson)</p> <p>9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community (e.g. Students will create a graphic organizer to identify family roles and personal responsibilities in the family unit and discuss how each family contributes to a larger society.)</p>	
<p>UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS</p>	
<p>Essential Questions:</p> <ul style="list-style-type: none"> -How can I manage my own emotions, thoughts and behaviors in a healthy way? -How do we build communication to strengthen relationships and resolve conflict between people? -What daily habits/practices contribute to overall wellness (physical, social, mental, and emotional health)? -What is reproduction? -How can individuals express their gender? -How do gender-role stereotypes limit behavior? -How does climate change affect the health of individuals, plants and animals? <p>Enduring Understandings:</p> <ul style="list-style-type: none"> -Personal hygiene and self-help skills promote healthy habits. -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.	
STUDENT LEARNING OBJECTIVES	
Key Knowledge	Process/Skills/Procedures/Application of Key Knowledge
<p>Students will know:</p> <ul style="list-style-type: none"> -the body has many parts and systems that work together -the medically accurate names of body parts -strategies to resolve conflict resolution by recognizing the thoughts and feelings of others. -healthy ways to deal with conflict -what stereotypes are and how they can limit behavior 	<p>Students will be able to:</p> <ul style="list-style-type: none"> -define wellness and behaviors to promote wellness. -Identify and explain how to express their feelings and communicate their preferences with others. -apply strategies to foster emotional well being, as well as conflict resolution strategies. - describe how climate change can affect the health of people, plants and animals
ASSESSMENT OF LEARNING	
<p>Summative Assessment (Assessment at the end of the learning period)</p>	<ul style="list-style-type: none"> ● Identify pictures of healthy and unhealthy situations <ul style="list-style-type: none"> ○ solve problem ○ create a plan ○ show empathy ○ conflict resolution
<p>Formative Assessments (Ongoing assessments during the learning period to inform instruction)</p>	<ul style="list-style-type: none"> ● Observation: <ul style="list-style-type: none"> ○ discussions ○ participation ○ behaviors ○ interactions with others ● Writing/drawing
<p>Alternative Assessments (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)</p>	<ul style="list-style-type: none"> ● Project ● Role-Play ● Tracking good hygiene calendar
<p>Benchmark Assessments (used to establish baseline)</p>	<p><u>Benchmark Assessment</u></p> <ul style="list-style-type: none"> ● Student may write and/or draw, or teacher may interview/scribe.

achievement data and measure progress towards grade level standards; given 2-3 X per year)	
RESOURCES	
Core instructional materials: Health Waves Program Second Step Program	
Supplemental materials: Unit 1 Lesson Ideas Responsive Classroom Practices Guidance Counselor School Nurse	
Modifications for Learners	
See appendix	

Topic/Unit 2 Title	Safety	Approximate Pacing	Jan. - Mar
STANDARDS			
NJSLS Health			
2.3.2.PS.1: Demonstrate personal habits and behaviors that contribute to keeping oneself and others healthy and the environment clean and safe.			
2.3.2.PS.2: Discuss healthy and safe choices both indoors and outdoors (e.g., using equipment, wearing bike helmets, vehicle, water, weather safety).			
2.3.2. PS.3: Recognize and demonstrate safety strategies to prevent injuries at home, school, in the community (e.g., traffic safety, bicycle/scooter safety, fire safety, poison safety, accident prevention).			
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).			

<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>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.</p> <p>2.3.2.HCDM.2: Demonstrate personal hygiene and the use of necessary and appropriate health-enhancing behaviors that can keep a person healthy (e.g., precautions to avoid illnesses, handle food hygienically, brush teeth, regular physical activity, adequate sleep, appropriate dress for various weather conditions).</p> <p>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).</p> <p>2.3.2.ATD.2: Identify ways in which drugs, including some medicines, can be harmful.</p> <p>2.3.2.ATD.3: Explain effects of tobacco use on personal hygiene, health, and safety.</p> <p>2.3.2.DSDT.1: Recognize that some people may have difficulty controlling their use of alcohol, tobacco, and other drugs.</p> <p>2.3.2.DSDT.2: Explain that individuals who abuse alcohol, tobacco, and other drugs can get help.</p>	
Interdisciplinary Connections:	Computer Science & Design Thinking:
<p>LS4.D: Biodiversity and Humans There are many different kinds of living things in any area, and they exist in different places on land and in water. (2-LS4-1) <i>(Example: Students will go on a scavenger hunt for living/non living things and classify one characteristic of a living is that it can reproduce)</i></p> <p>NJSLSA.R3 Analyze how and why individuals, events and ideas develop and interact over the course of a text. <i>(Example: Students will listen to <u>Berenstain Bears Learn About Strangers</u> then discuss how characters develop throughout the course of the text)</i></p>	<p>8.2.2.ED.2: Collaborate to solve a simple problem, or to illustrate how to build a product using the design process. (e.g. Students may create a digital display of “good choices” students must employ to be safe on school grounds.)</p>
Career Readiness, Life Literacies, and Key Skills:	
<p>9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments. (e.g. Students will work together to examine scenarios and determine where risky behaviors can be altered to make situations safer in person and online.)</p> <p>9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job. (e.g. Students will identify Health Care Providers who help with physical and mental well being, including substance abuse treatment professionals)</p> <p>9.4.2.CT.3: Use a variety of types of thinking to solve problems (i.e., inductive, deductive) (e.g. Students will discuss what impacts factors such as environmental, nutritional, inherited traits, personal habits can have on disease and illness)</p>	
UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS	
<i>Essential Questions:</i>	

-What choices can I make to keep myself safe in my personal space, in school, in the community and globally?
 -Who can I ask to help me in a situation where I feel unsafe?

Enduring Understandings:

- The environment can impact personal health and safety in different ways.
- The use of alcohol, tobacco and other drugs in unsafe ways is harmful to one's health.
- There are many ways to obtain help for treatment of alcohol, tobacco and other substance abuse problems.

STUDENT LEARNING OBJECTIVES

Key Knowledge	Process/Skills/Procedures/Application of Key Knowledge
<p>Students will know: -Any time children feel uncomfortable or in an unsafe situation, they should reach out to a trusted adult for help. -They have the skills to resist drug use!</p>	<p>Students will be able to: -Express themselves in an uncomfortable situation with terms such as "no," stop," "I'm leaving." -Demonstrate personal hygiene such as hand washing, dental hygiene and regular physical activity to improve overall wellness.</p>

ASSESSMENT OF LEARNING

<p>Summative Assessment (Assessment at the end of the learning period)</p>	<ul style="list-style-type: none"> ● Identify pictures of healthy and unhealthy situations <ul style="list-style-type: none"> ○ solve problem ○ create a plan ○ show empathy ○ conflict resolution
<p>Formative Assessments (Ongoing assessments during the learning period to inform instruction)</p>	<ul style="list-style-type: none"> ● Observation: <ul style="list-style-type: none"> ○ discussions ○ participation ○ behaviors ○ interactions with others ● Writing/drawing
<p>Alternative Assessments (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)</p>	<ul style="list-style-type: none"> ● Project ● Role-Play ● Tracking good hygiene calendar

Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)	Benchmark Assessment <ul style="list-style-type: none"> • Student may write and/or draw, or teacher may interview/scribe.
RESOURCES	
Core instructional materials: Health Waves Program Second Step Program	
Supplemental materials: Unit 2 Lesson Ideas Responsive Classroom Practices D.A.R.E. officer Guidance Counselor School Nurse Physical Education Teacher(s)	
Modifications for Learners	
See appendix	

Topic/Unit 3 Title	Physical Wellness	Approximate Pacing	Apr. - Jun.
STANDARDS			
NJSLS Health			
2.2.2.MSC.6: Execute appropriate behaviors and etiquette while participating in and viewing activities, games, sports, and other events to contribute to a safe environment. 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.4: Demonstrate strategies and skills that enable team and group members to achieve goals. 2.2.2.LF.3: Explore the body's range of motion through participating in flexibility and breathing exercises (e.g., stretching, mindfulness, yoga). 2.2.2.N.3: Differentiate between healthy and unhealthy eating habits.			

Interdisciplinary Connections:		Computer Science & Design Thinking:	
<p>W.2.8 Recall information from experiences or gather information from perceived sources to answer a question. <i>(Example: Students may write a piece to express how s/he has used impulse control and problem solving techniques.)</i></p> <p>NJSLSA.SL.4 Present information, finding, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose and audience. <i>(Example: Students may explain/demonstrate asking permission in order to control impulses and problem solve.)</i></p>		<p>8.1.2.DA.4: Make predictions based on data using charts or graphs <i>(Example: Students may look up food labels from the internet to evaluate content in order to plan a well balanced meal).</i></p>	
Career Readiness, Life Literacies, and Key Skills:			
<p>9.4.2.CI.2: Demonstrate originality and inventiveness in work. (e.g. Students will come up with new ways to stay healthy and fit by creating movement games.)</p> <p>9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g. Students may work together to plan activities to further lifelong fitness such as stretching, mindfulness, yoga.)</p>			
UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS			
<p>Essential Questions:</p> <ul style="list-style-type: none"> -What activities promote my LiveLong fitness? -How can I improve my nutrition choices in order to contribute to my overall physical wellness? <p>Essential Understandings:</p> <ul style="list-style-type: none"> -The ability to move and perform at different levels and different types and amounts of physical activity enhance personal health. -Teamwork consists of effective communication and respect among class and team members. 			
STUDENT LEARNING OBJECTIVES			
Key Knowledge		Process/Skills/Procedures/Application of Key Knowledge	
<p>Students will know:</p> <ul style="list-style-type: none"> -What a healthy/well balanced diet consists of. -How to explore the body's range of motion through participating in flexibility and breathing exercises. 		<p>Students will be able to:</p> <ul style="list-style-type: none"> -Explain why some foods are healthier than others. 	

-Execute appropriate behaviors and etiquette while participating in and viewing activities, games, sports and other events to contribute to asae environment and to further his/her physical wellness.

ASSESSMENT OF LEARNING

<p>Summative Assessment (Assessment at the end of the learning period)</p>	<ul style="list-style-type: none"> ● Identify pictures of healthy and unhealthy situations <ul style="list-style-type: none"> ○ solve problem ○ create a plan ○ show empathy ○ conflict resolution
<p>Formative Assessments (Ongoing assessments during the learning period to inform instruction)</p>	<ul style="list-style-type: none"> ● Observation: <ul style="list-style-type: none"> ○ discussions ○ participation ○ behaviors ○ interactions with others ● Writing/drawing
<p>Alternative Assessments (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)</p>	<ul style="list-style-type: none"> ● Project ● Role-Play ● Tracking good hygiene calendar
<p>Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)</p>	<p>Benchmark Assessment</p> <ul style="list-style-type: none"> ● Student may write and/or draw, or teacher may interview/scribe.

RESOURCES

Core instructional materials:
Health Waves Program
Second Step Program

Supplemental materials:
Responsive Classroom Practices

Guidance Counselor
School Nurse
Physical Education Teacher(s)
[Lesson ideas/suggestions](#)

Modifications for Learners

See [appendix](#)