MOORESTOWN TOWNSHIP PUBLIC SCHOOLS
MOORESTOWN, NEW JERSEY

Moorestown K-3 Elementary Schools
Health and Physical Education

Health Education
Grade 2

Date: July 2020
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Course Description and Fundamental Concepts

The second grade curriculum concentrates on the dimensions of wellness. Students explore personal growth and development, nutrition, safety awareness, decision making, and drugs and alcohol. Aspects of the program will aid in the development of physical / emotional health and safety awareness to create healthy habits, problem solving strategies, and decision making skills.

The main components of second grade curriculum are:

1. Personal growth and development
   - Germs / Disease Prevention
   - Hygiene/ Handwashing
   - Dental Health
   - Body Systems
   - Family Unit
   - 5 Senses

2. Nutrition
   - Food Groups
   - Nutrients
   - MyPlate
   - Healthy Food Choices

3. Safety awareness and health resources
   - Pedestrian Safety
   - School Safety
   - Bike Safety
   - Fire Safety
   - Summer Safety
   - Stranger Safety / Community Helpers

4. Drug awareness
   - Medicine / Drugs
   - Poisons
   - Tobacco
   - Alcohol
   - Addiction/ Dependency
   - Decision Making
   - Peer Pressure/ Self Esteem/ Communication

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New Jersey Student Learning Standards (NJSLS)

Unit Addressed	Standard #	Standard Description
1,2,3,4	2.1.2.PGD.1	Explore how activity helps all human bodies stay healthy.
1,2,3,4	2.1.2.PGD. 2	Develop an awareness of healthy habits (e.g., wash hands, cough in arm, brush teeth).
1,2,3,4	2.1.2.PGD.3	Explain what being "well" means and identify self-care practices that support wellness.
1,2,4	2.1.2.PGD.4	Use correct terminology to identify body parts and explain how body parts work together to support wellness.
1,3	2.1.2.PGD.5	List medically accurate names for body parts, including the genitals.

Unit Addressed	Standard #	Standard Description
1	2.1.2.PP.1	Define reproduction.
1,2,3,4	2.1.2.PP.2	Explain the ways in which parents may care for their offspring (e.g., animals, people, fish).

Unit Addressed	Standard #	Standard Description
1,3,4	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.
1,2,3,4	2.1.2.EH.2	Identify what it means to be responsible and list personal responsibilities.
1,2,3,4	2.1.2.EH.3	Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs)
1,2,3,4	2.1.2.EH.4	Demonstrate strategies for managing one's own emotions, thoughts and behaviors.
1,2,3,4	2.1.2.EH.5	Explain healthy ways of coping with stressful situations.

Unit Addressed	Standard #	Standard Description
1,3,4	2.1.2.SSH.1	Discuss how individuals make their own choices about how to express themselves.
1,4	2.1.2.SSH.2	Discuss the range of ways people express their gender and how gender-role stereotypes may limit behavior.
2,3,4	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.
1,2,3,4	2.1.2.SSH.4	Determine the factors that contribute to healthy relationships within a family.
1,3,4	2.1.2.SSH.5	Identify the basic social needs of all people.
1,2,3,4	2.1.2.SSH.6	Determine the factors that contribute to healthy relationships.
2,3,4	2.1.2.SSH.7	Explain healthy ways for friends to express feelings for and to one another.
3,4	2.1.2.SSH.8	Demonstrate healthy ways to respond to disagreements or conflicts with others (e.g., leave, talk to trusted adults, tell a sibling or peer).
2,3,4	2.1.2.SSH.9	Define bullying and teasing and explain why they are wrong and harmful.

Unit Addressed	Standard #	Standard Description
1,3,4	2.1.2.CHSS.1	Identify community professionals and school personnel who address health emergencies and provide reliable health information to us. •
1,3,4	2.1.2.CHSS.2	Determine where to access home, school and community health professionals
3	2.1.2.CHSS.3	Demonstrate how to dial and text 911 in case of an emergency.
1,2,3,4	2.1.2.CHSS.4	Describe how climate change affects the health of individuals, plants and animals.

Unit Addressed	Standard #	Standard Description
1,2,3,4	2.1.2.CHSS.5	Identify situations that might result in individuals feeling sad, angry, frustrated, or scared.
1,3,4	2.1.2.CHSS.6	Identify individuals who can assist with expressing one's feelings (e.g., family members, teachers, counselors, medical professionals).

Unit Addressed	Standard #	Standard Description
2	2.2.2.N.1	Explore different types of foods and food groups.
2	2.2.2.N.2	Explain why some foods are healthier to eat than others.
2	2.2.2.N.2	Differentiate between healthy and unhealthy eating habits.

Unit Addressed	Standard #	Standard Description
1,2,3,4	2.3.2.PS.1	Demonstrate personal habits and behaviors that contribute to keeping oneself and others healthy and the environment clean and safe.
3	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).
3	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).
3	2.3.2. PS.4	Develop an awareness of warning symbols and their meaning (e.g., red light, stop sign, poison symbol)
1,3	2.3.2.PS.5	Define bodily autonomy and personal boundaries.
1,3,4	2.3.2.PS.6	Demonstrate how to communicate personal boundaries and show respect for someone else's personal boundaries including friends and family.
1,3,4	2.3.2.PS.7	Identify behaviors that would be considered child abuse (e.g., emotional, physical, sexual).
1,3,4	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).

Unit Addressed	Standard #	Standard Description
1,2,3,4	**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. •
1,2,3,4	**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).
1	**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).

Unit Addressed	Standard #	Standard Description
4	**2.3.2.ATD.1**	Explain what medicines are, how they are used, and the importance of utilizing medications properly.
4	**2.3.2.ATD.2**	Identify ways in which drugs, including some medicines, can be harmful
4	**2.3.2.ATD.3**	Explain effects of tobacco use on personal hygiene, health, and safety

Unit Addressed	Standard #	Standard Description
4	**2.3.2.DSDT.1**	Recognize that some people may have difficulty controlling their use of alcohol, tobacco, and other drugs.
4	**2.3.2.DSDT.2:**	Explain that individuals who abuse alcohol, tobacco, and other drugs can get help

21st-Century Skills and Technology Integration (Standard 8)

Standard 8.1 (K-12)		Educational Technology: *All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.*
Unit Addressed	**Strand Letter**	**Standard Description**
1,2,3,4	Strand A	**Technology Operations and Concepts:** *Students demonstrate a sound understanding of technology concepts, systems, and operations.*
1,2,3,4	Strand B	**Creativity and Innovation:** *Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.*
1,2,3,4	Strand C	**Communication and Collaboration:** *Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.*
1,3,4	Strand D	**Digital Citizenship:** *Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.*
1,2,3,4	Strand E	**Research and Information Fluency:** *Students apply digital tools to gather, evaluate, and use information.*
1,2,3,4	Strand F	**Critical thinking, problem-solving, and decision making:** *Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.*
Standard 8.2 (K-5)		**Technology Education, Engineering, Design, and Computational Thinking - Programming:** *All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.*
1,2,3,4	Strand A	**The Nature of Technology: Creativity and Innovation:** *Technology systems impact every aspect of the world in which we live.*

1,2,3,4	Strand B	**Technology and Society:** *Knowledge and understanding of human, cultural and societal values are fundamental when designing technological systems and products in the global society.*
1,2,3,4	Strand C	**Design:** *The design process is a systematic approach to solving problems.*
1,2,3,4	Strand D	**Abilities for a Technological World:** *The designed world is the product of a design process that provides the means to convert resources into products and systems.*
1,2,3,4	Strand E	**Computational Thinking: Programming:** *Computational thinking builds and enhances problem-solving, allowing students to move beyond using knowledge to creating knowledge.*

Career Ready Practices (<u>Standard 9</u>)
List appropriate units below for which CRPs will be addressed

Unit Addressed	Standard #	Standard Description
1,2,3,4	CRP1	*Act as a responsible and contributing citizen and employee.*
1,2,3,4	CRP2	*Apply appropriate academic and technical skills.*
1,2,3,4	CRP3	*Attend to personal health and financial well-being.*
1,2,3,4	CRP4	*Communicate clearly and effectively and with reason.*
1,2,3,4	CRP5	*Consider the environmental, social and economic impacts of decisions.*
1,2,3,4	CRP6	*Demonstrate creativity and innovation.*
1,2,3,4	CRP7	*Employ valid and reliable research strategies.*
1,2,3,4	CRP8	*Utilize critical thinking to make sense of problems and persevere in solving them.*
1,3,4	CRP9	*Model integrity, ethical leadership, and effective management.*
3,4	CRP10	*Plan education and career paths aligned to personal goals.*
2,3	CRP11	*Use technology to enhance productivity.*
1,2,3,4	CRP12	*Work productively in teams while using cultural global competence*

Visual & Performing Arts Integration (<u>Standard 1</u>)

Unit Addressed	Standard #	Standard Description
1,4	**Standard 1.1**	**The Creative Process:** *All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and/or visual art.*
	Standard 1.2	**History of the Arts and Culture:** *All students will understand the role, development, and influence of the arts throughout history and across cultures.*
1,2,3,4	**Standard 1.3**	**Performing/Presenting/Producing:** *All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and/or visual art.*
	Standard 1.4	**Aesthetic Responses & Critique Methodologies:** *All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and/or visual art.*

Pacing Guide (All Dates and Topics are variables based on the school calendar)

Unit/ Topic	Number of Weeks
Unit 1: Personal Growth and Development	6 weeks
Unit 2: Nutrition	4 weeks
Unit 3: Safety Awareness and Health Resources	6 weeks
Unit 4: Drug Awareness	6 weeks

Unit Name: Personal Growth and Development
Step 1 – Desired Results: What do I want my students to learn?
Standards
NJSLS - 2.1.2.PGD.1, 2.1.2.PGD.2, 2.1.2.PGD.3, 2.1.2.PGD.4, 2.1.2.PGD.5, 2.1.2.PP.1, 2.1.2.PP.2, 2.1.2.EH.1, 2.1.2.EH.2, 2.1.2.EH.3, 2.1.2.EH.4, 2.1.2.EH.5, 2.1.2.SSH.1, 2.1.2.SSH.2, 2.1.2.SSH.4, 2.1.2.SSH.5, 2.1.2.SSH.6, 2.1.2CHSS.1, 2.1.2.CHSS.2, 2.1.2.CHSS.4, 2.1.2.CHSS.5, 2.1.2.CHSS.6, 2.3.2.PS.1, 2.3.2.PS.5, 2.3.2.PS.6, 2.3.2.PS.7, 2.3.2.PS.8, 2.3.2.HCDM.1, 2.3.2.HCDM.2, 2.3.2.HCDM.3,   *NJSLS - Technology Integration Standards* 8.1 Strand A,B,C,D,E,F; 8.2 Strand A, B,C,D,E   *NJSLS - College and Career Ready Practices* CRP1, CRP2, CRP3, CRP4, CRP5, CRP6, CRP7, CRP8, CRP9, CRP12   *NJSLS - Interdisciplinary Standards* Visual and Performing Arts Standard 1.1, 1.3
Unit Big Ideas: **(What Fundamental Concepts Should be Learned during this Unit?)**
● Personal hygiene and self-help skills promote healthy habits.   ● All families are different.   ● Individuals enjoy different activities and grow at different rates.   ● Individual's bodies are made up of different systems and organs that allow us to thrive and grow.
Objectives
Students will be able to…   ● Verbalize or demonstrate healthy habits, including hand washing and brushing teeth.   ● List ways in which germs are spread from one person to another.   ● Discuss differences and similarities in family units.   ● Recall how multiple body organs work together to form a body system.

Unit Name: Nutrition

Step 1 – Desired Results: What do I want my students to learn?

Standards

NJSLS - 2.1.2.PGD.1, 2.1.2.PGD.2, 2.1.2.PGD.3, 2.1.2.PGD.4, 2.1.2.PP.2, 2.1.2.EH.2, 2.1.2.EH.3, 2.1.2.EH.4, 2.1.2.EH.5, 2.1.2.SSH.3, 2.1.2.SSH.4, 2.1.2.SSH.6, 2.1.2.SSH.7, 2.1.2.SSH.9, 2.1.2.CHSS.4, 2.1.2.CHSS.5, 2.2.2.N.1, 2.2.2.N.2, 2.2.2.N.3, 2.3.2.PS.1, 2.3.2.HCDM.1, 2.3.2.HCDM.2
NJSLS - Technology Integration Standards 8.1 Strand A,B,C,E,F; 8.2 Strand A,B,C,D,E,F
NJSLS - College and Career Ready Practices CRP 1,2,3,4,5,6,7,8,11,12
NJSLS - Interdisciplinary Standards Visual and Performing Arts Integration Standard 1.3

Unit Big Ideas:
(What Fundamental Concepts Should be Learned during this Unit?)

- Nutritious food choices promote wellness and are the basis for healthy eating habits
- My Plate portion sizes for individual food groups
- A variety of food supplies our body with the building blocks for a healthy life
- There are 5 food groups which provide the body with different nutrients
- Processed foods contain food labels with nutrition information

Objectives

Students will be able to…
- List the 5 food groups on My Plate
- Identify healthy and unhealthy choices in each of the food groups
- Recall nutritional benefits of individual food groups
- Create a healthy, balanced meal using My Plate
- Recognize a food label on a processed food

Unit Name: Safety Awareness and Health Resources

Step 1 – Desired Results: What do I want my students to learn?

Standards

NJSLS - 2.1.2.PGD.1, 2.1.2.PGD.2, 2.1.2.PGD.3,2.1.2.PGD.5, 2.1.2.PP.2, 2.1.2.EH.1, 2.1.2.EH.2, 2.1.2.EH.3, 2.1.2.EH.4, 2.1.2.EH.5, 2.1.2.SSH.1,.2.1.2.SSH.3, 2.1.2.SSH.4, 2.1.2.SSH.5, 2.1.2.SSH.6, 2.1.2.SSH.7, 2.1.2.SSH.8, 2.1.2.SSH.9, 2.1.2.CHSS.1, 2.1.2.CHSS.2, 2.1.2.CHSS.3, 2.1.2.CHSS.4, 2.1.2.CHSS.5, 2.1.2.CHSS.6, 2.3.2.PS.1, 2.3.2.PS.2, 2.3.2.PS.3, 2.3.2.PS.4, 2.3.2.PS.5, 2.3.2.PS.6, 2.3.2.PS.7, 2.3.2.PS.8, 2.3.2.HCDM.1, 2.3.2.HCDM.2, 2.3.2.HCDM.3,

NJSLS - Technology Integration Standards- 8.1 Strand A,B,C,D,E,F and 8.2 Strand A,B,C,D,E

NJSLS - College and Career Ready Practices- 9.CRP1, 9.CRP2, 9.CRP3, 9.CRP4, 9.CRP5, 9.CRP6, 9.CRP7,9.CRP8, 9.CRP9, 9.CRP10, 9. CRP11, 9.CRP12

NJSLS - Interdisciplinary Standards- Visual and Performing Arts Integration 1.1.3

Unit Big Ideas:
(What Fundamental Concepts Should be Learned during this Unit?)

- Being safety smart plays a part in keeping us healthy
- 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

Objectives

Students will be able to…
- Recall safety strategies regarding pedestrian safety, bike safety, fire safety, school safety, stranger safety, internet, and summer safety which include making a plan, wearing safety gear (helmets), sunscreen, and water safety
- Verbalize when and how to call 9-1-1
- Define who is a stranger
- List trusted adults within their family, school, and community to reach out to for help

Unit Name: Drug Awareness

Step 1 – Desired Results: What do I want my students to learn?

Standards

NJSLS - NJSLS - Technology Integration StandardsNJSLS - 2.1.2.PGD.1, 2.1.2.PGD.3, 2.1.2.PGD.4, 2.1.2.PP.2, 2.1.2.EH.1, 2.1.2.EH.2, 2.1.2.EH.3, 2.1.2.EH.4, 2.1.2.EH.5, 2.1.2.SSH.1, 2.1.2.SSH.2, 2.1.2.SSH.3, 2.1.2.SSH.4, 2.1.2.SSH.5, 2.1.2.SSH.6, 2.1.2.SSH.7, 2.1.3.SSH.8, 2.1.2.SSH.9, 2.1.2.CHSS.1, 2.1.2.CHSS.2, 2.1.2.CHSS.4, 2.1.2.CHSS5, 2.1.2.CHSS.6, 2.3.2.PS.1, 2.3.2.PS.6, 2.3.2.PS.7, 2.3.2.PS.8, 2.3.2.HCDM.1, 2.3.2.HCDM.2, 2.3.2.HCDM.3, 2.3.2.ATD.1, 2.3.2.ATD.2, 2.3.2.ATD.3, 2.3.2.DSDT.1, 2.3.2.DSDT.2
NJSLS - Technology Integration Standards- 8.1 Strand A,B,C,D,E,F, and 8.2 Strand A,B,C,D,E
NJSLS - College and Career Ready Practices- 9.CRP1, 9.CRP2, 9.CRP3, 9.CRP3, 9.CRP4, 9.CRP5, 9.CRP6, 9.CRP7, 9.CRP8, 9.CRP10, 9.CRP11, 9.CRP12
NJSLS - Interdisciplinary Standards- Visual and Performing Arts Integration 1.1.1, 1.1.3

Unit Big Ideas:
(What Fundamental Concepts Should be Learned during this Unit?)

- **Medicines are substances that treat or relieve diseases and pain. Medications are prescribed by a physician or can be accessed over the counter. Medications can be misused and abused if not taken properly.**
- **The use of alcohol, tobacco, and other drugs in unsafe ways is harmful to one's health.**
- **Many factors influence how we think about ourselves and others.**
- **There are different ways that individuals handle stress, and some are healthier than others.**
- **A poison is a substance that can cause harm when it enters the body or touches the skin.**

Objectives

Students will be able to…
- **Recall that medicines come in a variety of forms, are used for many different reasons, and may be prescription and over the counter.**
- **Medicines should only be taken when given to students by a trusted adult.**
- **Define poison.**
- **Recognize that medicine taken in the wrong way can be poisonous.**
- **Verbalize what to do in an emergency if someone has ingested a poison.**
- **Name areas in households where poisons can be**
- **Recognize the Ask First rule.**
- **State the legal age for adults to consume alcohol and smoke cigarettes**
- **Verbalize the effects of tobacco use on personal hygiene, health and safety.**
- **why tobacco smoke is harmful to nonsmokers**
- **Identify two products that contain alcohol.**
- **Explain how alcohol affects the body.**
- **Recognize that some people may have difficulty controlling their use of alcohol and tobacco and this is called addiction**
- **Verbalize that people can get help for their problems with addiction.**
- **Discuss reasons why some people may abuse a drug that can be harmful to them.**

Please contact content supervisor for any questions.