

WALDWICK SCHOOL DISTRICT

Administrative Offices
155 Summit Avenue
Waldwick, NJ 07463



Health Education Curriculum Guide

Grade 2

Adoption Date: August 15, 2022

WALDWICK SCHOOL DISTRICT
Health Curriculum- Grade 2

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COURSE DESCRIPTION

The Mission of the K-2 Health Education program is to provide each student the opportunity for maximum intellectual, physical, social and emotional development. It is our belief that education is a continuous life-long process, which allows each student to continuously strive to maximize all of his or her capabilities. It is our hope that each student will develop into a health educated and socially responsible life-long learner. We also believe that the benefits of a comprehensive health education program will not only develop lifelong learners but foster workplace skills, including problem solving, communication, cooperation, utilizing technology, and responsible decision making. Our students will have a foundation for an active, healthy and productive life, which will enable them to be a contributing member of society.

In addition to content-based knowledge and skills, this curriculum integrates the skills, knowledge, and expertise of Career Readiness, Life Literacies, and Key Skills as well as Computer Science and Design Thinking. These skills, when used in combination with standards-based content, ensure that students are prepared for success in today's challenging environment. In this course, students will examine the relationships of the past to the present, solve challenging, authentic problems, accept the responsibility of supporting a group by improving their own skill sets, identify interdisciplinary connections, utilize technology to solve problems, etc.

*The K-2 unit entitled "Family Life" contains standards related to sexual health. At the K-2 level, the purpose of this instruction is to teach students skills to prevent child abuse and give students the foundational skills needed to understand concepts taught at the 3-5 grade band. In addition, the standards related to gender identity and family structure at this grade band are to create an inclusive environment where everyone is accepted. In the state of New Jersey, parents/guardians may "opt out" of instruction in health, family life education, or sex education that is in conflict moral or religious beliefs ([18A:35-4.7. Parent's statement of conflict with conscience](#)). Parents/ Guardians wishing to opt out of any such instruction should notify the building principal.

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PACING GUIDE

| Unit Number | Unit Title | Suggested Timeframe |
|--------------------|--------------------------------|----------------------------|
| 1 | Nutrition | 4 lessons |
| 2 | Personal Growth | 4 lessons |
| 3 | My Community | 4 lessons |
| 4 | Safety | 4 lessons |
| 5 | Social/Emotional Health | 4 lessons |
| 6 | Family Life* | 5 lessons |

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| Unit 1: Nutrition | Pacing Guide: 4 lessons | Standards |
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| <p>Essential Questions</p> <ul style="list-style-type: none"> • What makes a food healthy or unhealthy? • How does the “My Plate” help me make healthy choices? | <p>Enduring Understandings</p> <ul style="list-style-type: none"> • I can make healthy food choices and I understand the “My Plate”. | <p>2.2.2.N.1: Explore different types of foods and food groups.</p> <p>2.2.2.N.2: Explain why some foods are healthier to eat than others.</p> <p>2.2.2.N.3: Differentiate between healthy and unhealthy eating habits.</p> |
| <p>Summative Assessment</p> <ul style="list-style-type: none"> ✓ SWBAT identify the difference between healthy and unhealthy food choices, locate information about food on a nutritional label, and explain the different parts of “My Plate”. 2.2.2.N.1, 2.2.2.N.2 ✓ SWBAT identify healthy and unhealthy eating habits by responding to scenarios 2.2.2.N.3 | | |
| <p>Formative Assessments</p> <ul style="list-style-type: none"> • Teacher observation • Student behavior • Discussions • Exit tickets | | <p>Materials</p> <ul style="list-style-type: none"> • Play food or pictures of food to categorize • My Plate visuals • Scenarios of healthy and unhealthy eating habits |
| <p>Suggested Activities:</p> <ul style="list-style-type: none"> • Pick and Pull activity to identify fruits and vegetables with movement • Watch the video City Sprouts and discuss different healthy foods students like or would like to try. Discuss how students are making a positive impact on the environment and how that relates to Climate Change.* K-LS1-1, 8.1.2.CS.1 • The Snack Shack activity- Students create a healthy menu for the Snack Shack • Have students bring in food labels from home. Review the different parts of the food label and what they mean. Explain how students can use food labels to identify healthy and unhealthy foods. Discuss how different cultures eat different foods. 9.4.2.GCA:1 • Using MyPlate visual, create a day of healthy meals. •  Good Enough to eat by Lizzy Rockwell - This book reviews healthy eating choices and delves deeper into the components of nutrition. It can be used as a springboard to discuss healthy food choices and what that means. • K-2 Health Education Activities | | <p style="text-align: center;">Differentiation for Diverse Learners</p> <p><i>Reinforcement:</i></p> <ul style="list-style-type: none"> • Preview vocabulary beforehand • Display vocabulary in the classroom for student reference (include pictures when possible) • Have students work with a partner or small group • Provide graphic organizers to support students during activities <p><i>Enrichment:</i></p> <ul style="list-style-type: none"> • Come up with a budget and create a shopping list of healthy foods that you want to buy. Make sure you include foods from each of |

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| | <p>the food groups. Add one item that would be an unhealthy treat. Share your shopping list with the class. Use a shopping circular to get the best price available. Total your bill using addition with dollar signs and decimal points.</p> |
| <p>Suggested Materials</p> <ul style="list-style-type: none"> • Grocery store circulars with prices • Paper, crayons, glue sticks • Read alouds related to healthy eating | <p>Suggested Websites</p> <ul style="list-style-type: none"> • My Plate Resources • Kids Health- Nutrition • PBS Learning Media • My Plate Food Guide for Parents |
| <p>Interdisciplinary Connections</p> <ul style="list-style-type: none"> ➤ Science: K-LS1-1 Use observations to describe patterns of what plants and animals (including humans) need to survive ➤ SEL Competencies: Self-Management and Responsible Decision-Making ➤ Career Readiness, Life Literacies, and Key Skills: 9.4.2.GCA:1 Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals ➤ Computer Science and Design Thinking: 8.1.2.CS.1 Select and operate computing devices that perform a variety of tasks accurately and quickly based on use needs and preferences | |

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| Unit 2: Personal Growth | Pacing Guide: 4 lessons | Standards |
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| <p>Essential Questions</p> <ul style="list-style-type: none"> ● Why is it important to take care of myself? ● What can I do to keep my body healthy? | <p>Enduring Understandings</p> <ul style="list-style-type: none"> ● I can practice healthy habits to take care of myself. ● I know how to use my body to stay active and healthy. | <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.4: Use correct terminology to identify body parts and explain how body parts work together to support wellness.</p> <p>2.1.2.CHSS.4: Describe how climate change affects the health of individuals, plants and animals</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,</p> |
| <p>Summative Assessment</p> <ul style="list-style-type: none"> ✓ SWBAT create a series of movement activities that utilize various body parts and address different areas of wellness. 2.1.2.PGD.1, 2.1.2.PGD.4 ✓ SWBAT create posters to teach younger students healthy habits. 2.1.2.PGD.2 ✓ SWBAT list practices that support wellness and how they are beneficial. 2.1.2.PGD.3 ✓ SWBAT summarize the effects of climate change on the health of living things by creating a poster with a partner. The poster will include what climate change is, the effects of climate change on living things, the consequences of not having adequate food and a clean environment, and what we can do to help. 2.1.2.CHSS.4, 2.3.2.HCDM.1 | | |

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| | cardiovascular diseases). |
| <p>Formative Assessments</p> <ul style="list-style-type: none"> • Teacher observation • Student behavior • Discussions • Exit tickets | <p>Materials</p> <ul style="list-style-type: none"> • sink, hand soap, and towels to demonstrate washing hands • Toothbrush, toothpaste, floss to show students how to brush teeth • Information on different movement activities and how that affects the body |
| <p>Suggested Activities:</p> <ul style="list-style-type: none"> • Have students work in small groups to create a circuit of activities that address various body parts. Students will explain the activities to their classmates and how the activity relates to health and wellness. • Students will create posters for the preschool and kindergarten students on how to protect themselves from germs and practice healthy habits. • Students will listen to a story about wellness. Then they will identify ways they practice wellness in their lives by drawing a picture of the activity and writing 1-3 sentences about the activity. • Tick Patrol: Lyme Disease Education for Kids!- Show students the video and identify what they can do to protect themselves from ticks and Lyme Disease • The teacher will read “The Water Princess” by Susan Verde and discuss how the character has to get water for her family every day. Use the following discussion questions as a guide. (DEI) • Review information on Climate Change by reviewing How Do We Know the Climate is Changing?. Students will work with a partner to research climate change from a list of videos and resources. They will use that information to create a poster describing what climate change is, the effects of climate change on living things, the consequences of not having adequate food and a clean environment, and what we can do to help. 2-LS4-1, 9.4.2.CT.1, 8.1.2.DA.1 • K-2 Health Education Activities | <p style="text-align: center;">Differentiation for Diverse Learners</p> <p><i>Reinforcement:</i></p> <ul style="list-style-type: none"> • Provide students with a checklist with pictures of the steps to complete tasks such as brushing teeth and washing hands • Preview vocabulary and use visuals when available • Give students multiple choice options instead of having them list <p><i>Enrichment:</i></p> <ul style="list-style-type: none"> • Have students write a How To or create a video giving directions for practicing wellness or preventing the spread of germs • Have students create a commercial or advertisement on the benefits of wellness practices • Have students research the role of the immune system • Students may learn how to make their own water filtration system |
| <p>Suggested Materials</p> <ul style="list-style-type: none"> • Additional texts about | <p>Suggested Websites</p> <ul style="list-style-type: none"> • PBS Learning Media |

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| <ul style="list-style-type: none">wellness practices• Visuals about germs and how they get into your body | <ul style="list-style-type: none">• Kids Health- Personal Health• Brainpop Jr |
| <p>Interdisciplinary Connections</p> <ul style="list-style-type: none">➤ Science: 2-LS4-1 Make observations of plants and animals to compare the diversity of life in different habitats.➤ SEL Competencies: Self-Management and Responsible Decision-Making➤ Career Readiness, Life Literacies, and Key Skills: 9.4.2.CT.1 Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem➤ Computer Science and Design Thinking: 8.1.2.DA.1 Collect and present data, including climate change data, in various visual formats | |

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| Unit 3: My Community | Pacing Guide: 4 lessons | Standards |
| Essential Questions <ul style="list-style-type: none"> Who helps our community to stay safe? What should I do if I need help? | Enduring Understandings <ul style="list-style-type: none"> I know the people in my community who are helpers. I can go to teachers, families, and community helpers to assist me. I know when I need help. | 2.1.2.CHSS.1: Identify community professionals and school personnel who address health emergencies and provide reliable health information to us. 2.1.2.CHSS.2: Determine where to access home, school and community health professionals. 2.1.2.CHSS.3: Demonstrate how to dial and text 911 in case of an emergency. 2.1.2.CHSS.5: Identify situations that might result in individuals feeling sad, angry, frustrated, or scared. 2.1.2.CHSS.6: Identify individuals who can assist with expressing one's feelings (e.g., family members, teachers, counselors, medical professionals). |
| Summative Assessment <ul style="list-style-type: none"> ✓ SWBAT label a map of Waldwick and their elementary school to identify community helpers 2.1.2.CHSS.1 ✓ SWBAT list the names and contact information of home, school, and health professionals to access at home 2.1.2.CHSS.2 ✓ SWBAT identify emergency situations and who to contact depending on the situation 2.1.2.CHSS.2, 2.1.2.CHSS.3 ✓ SWBAT demonstrate how to dial and text 911 2.1.2.CHSS.3 ✓ SWBAT identify situations that might make someone feel sad, angry, frustrated, or scared by reading various stories and discuss how the character may feel. 2.1.2.CHSS.5 ✓ SWBAT identify trusted adults who can help them express their feelings 2.1.2.CHSS.6 | | |
| Formative Assessments <ul style="list-style-type: none"> Teacher observation Student behavior Discussions Exit tickets | | Materials <ul style="list-style-type: none"> Pictures of school and community helpers Books about feelings Books that show a character handling an emergency |
| Suggested Activities: <ul style="list-style-type: none"> Review community helpers, identify on map 6.1.2.CivicsPI.4 Make a fridge magnet with contact information Model when and how to dial 911. Share information with parents so they are prepared for this new skill. Provide the students with different scenarios, stories or pictures- What is the character feeling? Why do they feel that way? What could be done to help them? 9.4.2.CT.2 Find Your 5- Who are five people in your life who you trust? Have students trace their hand and write the | | Differentiation for Diverse Learners <i>Reinforcement:</i> <ul style="list-style-type: none"> Preview vocabulary beforehand and include visuals when possible Provide vocabulary in Spanish Give students options to choose from when having |

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| <ul style="list-style-type: none"> • name of their 5 on each finger. • Community Helpers Games and Activities for Grade 1-2 • K-2 Health Education Activities | <p>them identify situations that may lead to negative feelings</p> <ul style="list-style-type: none"> • Use pictures when discussing scenarios |
| <p><i>Enrichment:</i></p> <ul style="list-style-type: none"> • Have students create a slide deck that teaches other students about school and community helpers • Have students interview a community helper or health professional. Share the information with the class. | |
| <p>Suggested Materials</p> <ul style="list-style-type: none"> • Additional texts and/or videos about community helpers | <p>Suggested Websites</p> <ul style="list-style-type: none"> • PBS Learning Media • Kids Health- Personal Health • Brainpop Jr |
| <p>Interdisciplinary Connections</p> <ul style="list-style-type: none"> ➤ Social Studies: 6.1.2.CivicsPI.4 Explain how all people, not just official leaders, play important roles in a community. ➤ SEL Competencies: Self-Management and Responsible Decision-Making ➤ Career Readiness, Life Literacies, and Key Skills: 9.4.2.CT.2 Identify possible approaches and resources to execute a plan ➤ Computer Science and Design Thinking: 8.1.2.CS.1 Select and operate computing devices that perform a variety of tasks accurately and quickly based on use needs and preferences | |

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| Unit 4: Safety | Pacing Guide: 4 lessons | Standards |
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| <p>Essential Questions</p> <ul style="list-style-type: none"> ● What can I do to stay safe? ● How can I make good choices? ● What are warning symbols and what do they mean? ● What is medicine and how should it be used safely? | <p>Enduring Understandings</p> <ul style="list-style-type: none"> ● I can follow safety rules. ● I can make good choices that keep me safe during indoor and outdoor activities. ● I know what warning symbols mean and how they can keep me safe. ● I know the safe way to use medication. | <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.2: Discuss healthy and safe choices both indoors and outdoors (e.g., using equipment, wearing bike helmets, vehicle, water, weather safety).</p> <p>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).</p> <p>2.3.2. PS.4: Develop an awareness of warning symbols and their meaning (e.g., red light, stop sign, poison symbol).</p> <p>2.3.2.ATD.1: Explain what medicines are, how they are used, and the importance of utilizing medications properly.</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> |
| <p>Summative Assessment</p> <ul style="list-style-type: none"> ✓ SWBAT summarize safety procedures for indoor and outdoor activities by writing a story with a partner about a character practicing these procedures. The story will include the use of warning symbols. 2.3.2.PS.1, 2.3.2.PS.2, 2.3.2.PS.3, 2.3.2.PS.4 ✓ SWBAT review safety procedures for medications. 2.3.2.ATD.1, 2.3.2.ATD.2 ✓ SWBAT list the effects of tobacco use by writing a persuasive postcard. 2.3.2.ATD.3 ✓ SWBAT discuss the addictive nature of alcohol, tobacco, and other drugs and identify ways that individuals can get help. 2.3.2.DSDT.1, 2.3.2.DSDT.2 | | |

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| <p>Formative Assessments</p> <ul style="list-style-type: none"> ● Teacher observation ● Student behavior ● Discussions ● Exit tickets | <p>Materials</p> <ul style="list-style-type: none"> ● Safety guidelines for using medications ● Chart paper, markers |
| <p>Suggested Activities:</p> <ul style="list-style-type: none"> ● Read “The Good Egg” by Jory John- Discuss how the egg makes good choices and take care of himself RL.2.3 ● Complete “What Should You Do?” Scenario about medications and their use 9.4.2.CT.2 ● Kids Health- Smoking ● Kids Health- Alcohol ● Storybots: When You Breathe- Watch the video to review the functions of lungs before discussing the effects of smoking 8.1.2.CS.1 ● K-2 Health Education Activities | <p style="text-align: center;">Differentiation for Diverse Learners</p> |
| | <p><i>Reinforcement:</i></p> <ul style="list-style-type: none"> ● Preview vocabulary with visuals, when possible ● Give students the opportunity to match or choose from a list of options to show understanding |
| | <p><i>Enrichment:</i></p> <ul style="list-style-type: none"> ● Have students read “Your Fantastic Elastic Brain” by JoAnn Deak, Ph.D. Students will identify how medications, tobacco, and/or alcohol can affect the brain |
| <p>Suggested Materials</p> <ul style="list-style-type: none"> ● Texts about kids making good choices | <p>Suggested Websites</p> <ul style="list-style-type: none"> ● PBS Learning Media ● Kids Health- Personal Health ● Brainpop Jr |
| <p>Interdisciplinary Connections</p> <ul style="list-style-type: none"> ➤ Language Arts: RL.2.3. Describe how characters in a story respond to major events and challenges using key details. ➤ SEL Competencies: Self-Management and Responsible Decision-Making ➤ Career Readiness, Life Literacies, and Key Skills: 9.4.2.CT.2 Identify possible approaches and resources to execute a plan ➤ Computer Science and Design Thinking: 8.1.2.CS.1 Select and operate computing devices that perform a variety of tasks accurately and quickly based on use needs and preferences | |

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| Unit 5: Social/Emotional Health | Pacing Guide: 4 lessons | Standards |
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| <p>Essential Questions</p> <ul style="list-style-type: none"> ● What is character? ● How can I be responsible? ● How can I manage my emotions? ● How do I know if a relationship is healthy? ● What can I do if I disagree with someone? ● What is bullying and what can I do about it? | <p>Enduring Understandings</p> <ul style="list-style-type: none"> ● I know the meaning of character and how people show their character. ● I know how to be responsible for myself. ● I have tools for identifying and managing my emotions. ● I know when a relationship is healthy. ● I know what to do when I disagree with someone. ● I know what bullying is and what to do about it. | <p>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.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.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>Summative Assessment</p> <ul style="list-style-type: none"> ✓ SWBAT identify self-control strategies by completing an activity where they choose actions that represent someone showing self-control. 2.1.2.EH.3, 2.1.2.EH.4 ✓ SWBAT summarize ways they can cope with stressful situations 2.1.2.EH.5 ✓ SWBAT model healthy friendships including how to disagree with a friend. 2.1.2.SSH.6, 2.1.2.SSH.7, 2.1.2.SSH.8 ✓ SWBAT define bullying and identify how it is harmful 2.1.2.SSH.9 | | |
| <p>Formative Assessments</p> <ul style="list-style-type: none"> ● Teacher observation ● Student behavior ● Discussions | | <p>Materials</p> <ul style="list-style-type: none"> ● "How Do Dinosaurs Show Good Manners?" by Jane Yolen and Mark Teague |

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| <ul style="list-style-type: none"> • Exit tickets | |
| <p>Suggested Activities:</p> <ul style="list-style-type: none"> • Self-Control Spotting- Students identify actions that represent self-control • Out of Control or In Control- Sort actions that show whether the person is out of control or in control • Have students fill out the anger bubbles with things that make them angry, upset, or stressed. Review coping strategies for students. Have students draw a picture of what they can do to help themselves calm down when they are in a stressful situation. • Use the AIM Buddy Project activities, videos, and resources to teach students about friendship and communication. This resource outlines the factors that contribute to healthy relationships and teaches students how to disagree with others. 9.4.2.CT.2, 8.1.2.CS.1 • Explain bullying and how to identify a situation where someone may be bullied. Discuss how this could be harmful to someone. Have students complete Kind Acts Bingo where they practice kind acts. • Read “How Do Dinosaurs Show Good Manners?” by Jane Yolen and Mark Teague. Discuss the main character and his actions. RL.2.3. • K-2 Health Education Activities | <p style="text-align: center;">Differentiation for Diverse Learners</p> <p><i>Reinforcement:</i></p> <ul style="list-style-type: none"> • Preview vocabulary and include visuals, when possible <p><i>Enrichment:</i></p> <ul style="list-style-type: none"> • Write a sequel to “How Do Dinosaurs Show Good Manners?” • Have students make a video practicing self-control • Have students create a “cool down center” with a list of healthy coping strategies |
| <p>Suggested Materials</p> <ul style="list-style-type: none"> • | <p>Suggested Websites</p> <ul style="list-style-type: none"> • PBS Learning Media • Kids Health- Personal Health • Brainpop Jr |
| <p>Interdisciplinary Connections</p> <ul style="list-style-type: none"> ➤ Language Arts: RL.2.3. Describe how characters in a story respond to major events and challenges using key details. ➤ SEL Competencies: Self-Management and Responsible Decision-Making ➤ Career Readiness, Life Literacies, and Key Skills: 9.4.2.CT.2 Identify possible approaches and resources to execute a plan ➤ Computer Science and Design Thinking: 8.1.2.CS.1 Select and operate computing devices that perform a variety of tasks accurately and quickly based on use needs and preferences | |

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| Unit 6: Family Life* | Pacing Guide: 5 lessons | Standards |
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| <p>Essential Questions</p> <ul style="list-style-type: none"> ● How can parents take care of their babies? ● How do I know if something can reproduce? ● How can people show who they are? ● What is a family? ● How can I keep myself safe? | <p>Enduring Understandings</p> <ul style="list-style-type: none"> ● I can list ways people and animals take care of their babies. ● I know that living things can reproduce. ● I can wear clothes that make me feel comfortable. ● Families are all different but they all take care of each other. ● I am in control of my own body. | <p>Standards</p> <p>2.1.2.PP.1: Define reproduction.</p> <p>2.1.2.PP.2: Explain the ways in which parents may care for their offspring (e.g., animals, people, fish).</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.PGD.5: List medically accurate names for body parts, including the genitals.</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>Summative Assessment</p> <ul style="list-style-type: none"> ✓ SWBAT define reproduction by classifying items into two categories: can reproduce and can’t reproduce, SWBAT summarize how parents can take care of their offspring 2.1.2.PP.1, 2.1.2.PP2 ✓ SWBAT identify ways that people express themselves and how that relates to gender 2.1.2.SSH.1, 2.1.2.SSH.2 ✓ SWBAT describe different kinds of families from various texts, SWBAT describe their own families and family traditions by interviewing a family member and sharing an object that represents their family 2.1.2.SSH.3 ✓ SWBAT describe what is needed for healthy relationships in a family 2.1.2.SSH.4 ✓ SWBAT identify medically accurate names of body parts, SWBAT demonstrate understanding of personal boundaries and possible child abuse by discussing healthy and unhealth secrets 2.1.2.PGD.5, 2.3.2.PS.5, 2.3.2.PS.6, 2.3.2.PS.7 | | |

WALDWICK SCHOOL DISTRICT

Health Curriculum- Grade 2

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| <p>Formative Assessments</p> <ul style="list-style-type: none"> ● Teacher observation ● Student behavior ● Discussions ● Exit tickets | <p>Materials</p> <ul style="list-style-type: none"> ● Smartboard, computer to watch video ● Texts portraying various types of families |
| <p>Suggested Activities:</p> <ul style="list-style-type: none"> ● Lesson 1: Plants and animals can reproduce 8.1.2.CS.1 ● Lesson 2: I can express who I am and what I like ● Lesson 3: Families have different traditions and things that make them unique RL.2.3., 9.4.2.GCA:1 ● Lesson 4: Healthy relationships are important in a family ● Lesson 5: Child Abuse Prevention ● K-2 Health Education Activities | <p>Differentiation for Diverse Learners</p> <p><i>Reinforcement:</i></p> <ul style="list-style-type: none"> ● Preview vocabulary and provide students with visuals, when possible ● Give students sentence starters to help communicate setting boundaries |
| | <p><i>Enrichment:</i></p> <ul style="list-style-type: none"> ● Have students read “The Magic School Bus: Inside the Human Body” and share three new facts they learned about the body ● Have students write a fractured fairy tale that has the main character make different choices |
| | <p>Suggested Materials</p> <ul style="list-style-type: none"> ● |
| <p>Interdisciplinary Connections</p> <ul style="list-style-type: none"> ➤ Language Arts: RL.2.3. Describe how characters in a story respond to major events and challenges using key details. ➤ SEL Competencies: Self-Management and Responsible Decision-Making ➤ Career Readiness, Life Literacies, and Key Skills: 9.4.2.GCA:1 Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals ➤ Computer Science and Design Thinking: 8.1.2.CS.1 Select and operate computing devices that perform a variety of tasks accurately and quickly based on use needs and preferences | |