

Clinton-Glen Gardner School District



Curriculum Management System

Health

Grade 2

August 2015

*** For adoption by all regular education programs as specified and for adoption or adaptation by all Special Education Programs in accordance with Board of Education Policy #2200.**

**Board Approved: August 25, 2015
Revised: August 20, 2015**

CLINTON-GLEN GARDNER SCHOOL DISTRICT

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Clinton-Glen Gardner School District

Mission

The mission of the Clinton-Glen Gardner School District is to inspire our students to become contributing members of society who are independent, innovative, life-time learners equipped with the necessary skills to meet the demands of our ever-changing world.

Philosophy

As part of the effort to prepare students to function optimally as global citizens and workers, the contemporary view of health and physical education focuses on taking personal responsibility for one's health through an active, healthy lifestyle that fosters a lifelong commitment to wellness. Responsible decision-making, health enhancing behaviors, being a discriminating consumer, dealing safely with unhealthy or dangerous situations, and developing dependable support systems are all traits that contribute to one's wellness. The health and physical education program is comprehensive, sequential, and emphasizes the natural interdisciplinary connection between wellness and health and physical education with a focus on the development of knowledge and skills that influence healthy behaviors within the context of self, family, school, and the local and global community.

Knowledge of health and physical education concepts and skills empowers students to assume lifelong responsibility to develop physical, social, and emotional wellness. The curriculum fosters students that:

- Maintain physical, social, and emotional health by practicing healthy behaviors and goal setting
- Engage in a physically active lifestyle that promotes overall wellness
- Develop a variety of skills that may afford them opportunities to develop physical fitness for present and future leisure time activities.
- Are knowledgeable about health and wellness and how to access health resources
- Recognize the influence of media, technology, and culture in making informed health-related decisions as a consumer of health products and services
- Advocate for personal, family, community, and global wellness and is knowledgeable about national and international public health and safety issues
- Practice effective cross-cultural communication, problem solving, negotiation, and conflict resolution skills
- Are accepting and respectful of individual and cultural differences

**New Jersey State Department of Education
Core Curriculum Content Standards**

A note about Comprehensive Health and Physical Education Standards and Cumulative Progress Indicators:

Summary of Revisions to the 2014 NJCCCS for Comprehensive Health and Physical Education

There were minor changes made to the 20014 standards. Additions to the standards included the following defining terms in the glossary: over load principle, progressive principle, principle of specificity, health, wellness, rhythm and health data. Newly passed legislation, N.J.S.A. 18A: 35-4.23a describing Dating Violence education grades 7-12, was added to the legislation section. One additional revision of the Introduction of the document was the addition to the existing definition of 21st Century Skills by the Partnership of 21st Century Skills; the phrase “Understanding national and international public health and safety issues” was added to the existing definition.

New Jersey Core Curriculum Content Standards for Comprehensive Health and Physical Education INTRODUCTION

Comprehensive Health and Physical Education in the 21st Century

Health literacy is an integral component of 21st Century education. Healthy students are learners who are “knowledgeable, productive, and also emotionally and physically healthy, motivated, civically engaged, prepared for work and economic self-sufficiency, and ready for the world beyond their own borders” (ASCD, 2004). As part of the state’s initiative to prepare students to function optimally as global citizens and workers, the contemporary view of health and physical education focuses on taking personal responsibility for one’s health through an active, healthy lifestyle that fosters a lifelong commitment to wellness. The mission and vision for comprehensive health and physical education reflects this perspective:

Mission: Knowledge of health and physical education concepts and skills empowers students to assume lifelong responsibility to develop physical, social, and emotional wellness.

Vision: A quality comprehensive health and physical education program fosters a population that:

- Maintains physical, social, and emotional health by practicing healthy behaviors and goal setting.
- Engages in a physically active lifestyle.
- Is knowledgeable about health and wellness and how to access health resources.
- Recognizes the influence of media, technology, and culture in making informed health-related decisions as a consumer of health products and services.
- Practices effective cross-cultural communication, problem solving, negotiation, and conflict resolution skills.
- Is accepting and respectful of individual and cultural differences.
- Advocates for personal, family, community, and global wellness and is knowledgeable about national and international public health and safety issues.

Intent and Spirit of the Comprehensive Health and Physical Education Standards

All students participate in a comprehensive, sequential, health and physical education program that emphasizes the natural interdisciplinary connection between wellness and health and physical education. The standards provide a blueprint for curriculum development, instruction, and assessment that reflects the latest research-based platform for effective health and physical education programs. The primary focus of the standards is on the development of knowledge and skills that influence healthy behaviors within the context of self, family, school, and the local and global community. The 2014 revised standards incorporate the current thinking and best practices found in health and physical education documents published by national content-specific organizations as well as public health and other education organizations and agencies.

Revised Standards

The Comprehensive Health and Physical Education Standards provide the foundation for creating local curricula and meaningful assessments. Revisions to the standards include cumulative progress indicators that reflect:

- Recently enacted legislation
- An emphasis on health literacy, a 21st Century theme
- Global perspectives about health and wellness through comparative analysis of health-related issues, attitudes, and behaviors in other countries
- Inclusion of additional skills related to traffic safety, fire safety, and accident and poison prevention
- Increased awareness of and sensitivity to the challenges related to individuals with disabilities

The 2014 standards continue to incorporate New Jersey Legislative Statutes related to the health and well-being of students in New Jersey public schools, including those enacted from 2009-2014.

Health Literacy includes:

- Obtaining, interpreting, and understanding basic health information and services and using such information and services in ways that are health enhancing.
- Understanding preventive physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance, and stress reduction
- Using available information to make appropriate health-related decisions.
- Establishing and monitoring personal and family health goals.
- Understanding national and international public health and safety issues.

**Grade 2
Health
Scope and Sequenc2**

Quarter I	
<p>Topic: Let's Stay Safe</p> <ul style="list-style-type: none"> a. Street Safety b. Community Safety c. Emergencies d. Violence e. TV/Society Influences 	<p>Topic: How You Think</p> <ul style="list-style-type: none"> a. Major Parts of the Brain and how they work b. How the Brian works and learns c. Influences on the way you think d. Ways to protect your brain from injury and drugs
<p>Topic: The Wide World of Food</p> <ul style="list-style-type: none"> a. The Food Pyramid b. Nutrients for Your Body c. Healthy Snacks d. The Importance of a Good Breakfast 	
<p>21st Century Skills (the ones that apply are in bold):</p> <ul style="list-style-type: none"> • Creativity & Innovation • Critical Thinking & Problem Solving • Communication & Collaboration • Media Literacy • Information Literacy • Information, Communication & Technology 	<p>21st Century Themes (the ones that apply are in bold):</p> <ul style="list-style-type: none"> • Global Awareness • Financial, Economic, Business & Entrepreneurial Literacy • Civic Literacy • Health Literacy • Environmental Literacy
<p>Differentiation: Refer to CPS Differentiation Tool Kit</p>	
<p>Assessment: District end of unit assessment; Various opportunities for formative and summative assessments throughout units</p>	

Quarter II

Topic: Your Heart, Small But Strong

- a. Functions of the heart
- b. How to Care for your Heart
- c. Heart Problems and Heart Helpers
- d. Have a Heart (Love and Caring)

Topic: When I Feel Afraid

- a. Understanding and coping with common fears
- b. How being afraid affects your body
- c. Recognizing real dangers
- d. Your Body is Private

21st Century Skills (the ones that apply are in bold):

- **Creativity & Innovation**
- **Critical Thinking & Problem Solving**
- **Communication & Collaboration**
- Media Literacy
- Information Literacy
- Information, Communication & Technology

21st Century Themes (the ones that apply are in bold):

- **Global Awareness**
- Financial, Economic, Business & Entrepreneurial Literacy
- Civic Literacy
- **Health Literacy**
- Environmental Literacy

Differentiation: Refer to CPS Differentiation Tool Kit

Assessment: District end of unit assessment; Various opportunities for formative and summative assessments throughout units

Quarter III

<p>Topic: Babies...And How You Grew</p> <ul style="list-style-type: none"> a. Growing and changing b. Families c. How families grow and change d. I am special 	<p>Topic: Drugs are Dangerous</p> <ul style="list-style-type: none"> a. Do you know what Drugs are b. Medicines are Drugs Too c. Drugs don't solve problems d. Drug free and safe communities
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<p>Topic: Germs! They Make You Sick</p> <ul style="list-style-type: none"> a. What they are and what they do b. Keeping germs out of your body c. Fighting germs d. Community Health Helpers (Germ Fighters) 	
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<p>21st Century Skills (the ones that apply are in bold):</p> <ul style="list-style-type: none"> • Creativity & Innovation • Critical Thinking & Problem Solving • Communication & Collaboration • Media Literacy • Information Literacy • Information, Communication & Technology 	<p>21st Century Themes (the ones that apply are in bold):</p> <ul style="list-style-type: none"> • Global Awareness • Financial, Economic, Business & Entrepreneurial Literacy • Civic Literacy • Health Literacy • Environmental Literacy
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Differentiation: Refer to CPS Differentiation Tool Kit

Assessment: District end of unit assessment; Various opportunities for formative and summative assessments throughout units

Quarter IV

Topic: Me and My Skin

- a. Why do I have Skin
- b. What is skin and how does it grow
- c. Appearance
- d. Skin problems and remedies

Topic: Muscles in Motion

- a. How muscles make us move
- b. Getting Exercise
- c. Muscles work together
- d. Muscle injuries

21st Century Skills (the ones that apply are in bold):

- **Creativity & Innovation**
- **Critical Thinking & Problem Solving**
- **Communication & Collaboration**
- Media Literacy
- Information Literacy
- Information, Communication & Technology

21st Century Themes (the ones that apply are in bold):

- **Global Awareness**
- Financial, Economic, Business & Entrepreneurial Literacy
- Civic Literacy
- **Health Literacy**
- **Environmental Literacy**

Differentiation: Refer to CPS Differentiation Tool Kit

Assessment: District end of unit assessment; Various opportunities for formative and summative assessments throughout units

Suggested days of Instruction	Curriculum Management System	Topic: Lets Stay Safe	
	Subject/Grade Level: Grade 2 Health	Goal 1: The student will be able to describe ways to keep the body safe in a variety of different situations.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
2-3	<p>1.1. Identify safe vs. unsafe conditions for certain hazards on the street. (2.1.2.D.1, 2.1.2.D.2, 2.1.2.D.3)</p> <p>1.2. Practice safe habits for avoiding certain common hazards regarding street safety. (2.1.2.D.1, 2.1.2.D.2, 2.1.2.D.3)</p> <p>1.3. List community safety rules and laws. (2.1.2.D.1, 2.1.2.D.2, 2.1.2.D.3)</p> <p>1.4. Demonstrate acceptance of rules and people in charge who protect your safety. (2.1.2.D.1, 2.1.1.D.2, 2.1.2.D.3)</p> <p>1.5. Name common emergencies and list steps to take in each case. (2.1.2.D.1, 2.1.2.D.2, 2.1.2.D.3)</p>	<p>What are some ways to stay safe on the street? Can you give me a safety law in your community? What are some ways that people can hurt you? What are some different emergencies that may happen in your community?</p> <p>Conceptual Understandings: Using personal safety strategies reduces the number of injuries to self and others.</p>	<p>Learning Activities: Discuss street safety. Discuss and give examples of different types of emergencies. Discuss what to do during an emergency. Discuss a family emergency plan. Discuss healthful ways to handle arguments or conflicts. Role-play different emergency scenarios.</p> <p>Assessment Models: Teacher Observation Participation Cooperation in Groups Class work</p> <p>Additional Resources: The Great Body Shop</p>

Suggested days of Instruction	Curriculum Management System	Topic: Lets Stay Safe	
	Subject/Grade Level: Grade 2 Health	Goal 1: The student will be able to describe ways to keep the body safe in a variety of different situations.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>1.6. Practice taking the right action steps for the most threatening and urgent emergencies. (2.1.2.D.1, 2.1.2.D.2, 2.1.2.D.3)</p> <p>1.7. Name ways that you might hurt others and they might hurt you. (2.1.2.D.1, 2.1.2.D.2, 2.1.2.D.3)</p> <p>1.8. Practice good habits for avoiding fights and including arguments using conflict resolution. (2.1.2.D.1, 2.1.2.D.2, 2.1.2.D.3)</p> <p>1.9. Apply critical thinking and problem-solving skills in classroom and family settings. (9.1.4.A.5)</p> <p>1.10. Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking. (9.1.4.B.1)</p>		

Suggested days of Instruction	Curriculum Management System	Topic: Lets Stay Safe	
	Subject/Grade Level: Grade 2 Health	Goal 1: The student will be able to describe ways to keep the body safe in a variety of different situations.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>1.11. Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school, and during play). (9.1.4.C.1)</p> <p>1.12. Use effective oral and written communication in face-to-face and online interactions and when presenting to an audience. (9.1.4.D.1)</p> <p>1.13. Express needs, wants, and feelings appropriately in various situations. (9.1.4.D.2)</p> <p>1.14. Explain the importance of understanding and following rules in family, classroom, and community settings. (9.1.4.F.3)</p>		

Suggested days of Instruction	Curriculum Management System <u>Subject/Grade Level:</u> Grade 2 Health	Topic: How You Think (taught by classroom teacher)	
		Goal 2: The student will be able to identify the different parts of the brain and describe how unhealthy practices can do harm to the brain.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
2-3	<p>2.1. Explain the major parts of the brain and how the brain works as a control center for your body. (2.1.2.A.1, 2.1.2.A.2)</p> <p>2.2. Analyze the different ways the brain handles the needs of the body. (2.1.2.D.1, 2.1.2.D.2, 2.1.2.D.3)</p> <p>2.3. Practice using different functions controlled by the brain. (2.1.2.D.1, 2.1.2.D.2, 2.1.2.D.3)</p> <p>2.4. Discover and label the different ways your brain learns. (2.1.2.D.1, 2.1.2.D.2, 2.1.2.D.3)</p> <p>2.5. Analyze different methods people use to learn and remember. (2.1.2.D.1, 2.1.2.D.2, 2.1.2.D.3)</p>	<p>What are some of the parts of the brain? How does the brain work in our body? What are some ways to protect your brain? How do drugs affect your brain?</p> <p>Conceptual Understandings: Health-enhancing behaviors contribute to wellness.</p>	<p>Learning Activities: Discuss the parts and functions of the brain. Discuss how the brain learns. Discuss the different influences that affect the brain. Discuss different ways and behaviors that you can harm the brain. Practice safety routines to protect your brain from injury and drugs.</p> <p>Assessment Models: Teacher Observation Participation Cooperation in Groups Class work</p> <p>Additional Resources: The Great Body Shop</p>

Suggested days of Instruction	Curriculum Management System	Topic: How You Think (taught by classroom teacher)	
	Subject/Grade Level: Grade 2 Health	Goal 2: The student will be able to identify the different parts of the brain and describe how unhealthy practices can do harm to the brain.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>2.6. Investigate and label different influences on the way you think. (2.1.2.D.1, 2.1.2.D.2, 2.1.2.D.3)</p> <p>2.7. Use decision-making steps to avoid unhealthy influences. (2.1.2.D.1, 2.1.2.D.2, 2.1.2.D.3)</p> <p>2.8. List ways to protect your brain from injury and from damage due to drugs. (2.1.2.D.1, 2.1.2.D.2, 2.1.2.D.3)</p> <p>2.9. Practice safety routines, including refusal skills, to protect your brain from harm. (2.1.2.D.1, 2.1.2.D.2, 2.1.2.D.3)</p> <p>2.10. Apply critical thinking and problem-solving skills in classroom and family settings. (9.1.4.A.5)</p> <p>2.11. Participate in brainstorming</p>		

Suggested days of Instruction	Curriculum Management System	Topic: How You Think (taught by classroom teacher)	
	Subject/Grade Level: Grade 2 Health	Goal 2: The student will be able to identify the different parts of the brain and describe how unhealthy practices can do harm to the brain.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>sessions to seek information, ideas, and strategies that foster creative thinking. (9.1.4.B.1)</p> <p>2.12. Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school, and during play). (9.1.4.C.1)</p> <p>2.13. Use effective oral and written communication in face-to-face and online interactions and when presenting to an audience. (9.1.4.D.1)</p> <p>2.14. Express needs, wants, and feelings appropriately in various situations. (9.1.4.D.2)</p> <p>2.15. Explain the importance of understanding and following rules in family, classroom, and community settings. (9.1.4.F.3)</p>		

Suggested days of Instruction	Curriculum Management System Subject/Grade Level: Grade 2 Health	Topic: The Wide World of Food	
		Goal 3: The student will be able to describe the importance of eating healthy foods and identify the ways that healthy food helps the body.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
2-3	<p>3.1. Explain how the Food Pyramid helps you choose healthful food. (2.1.2.B.1, 2.1.2.B.2, 2.1.2.B.3)</p> <p>3.2. Evaluate menus using the Food Pyramid. (2.1.2.B.1, 2.1.2.B.2, 2.1.2.B.3)</p> <p>3.3. Define and explain the role of nutrients in the body. (2.1.2.B.1, 2.1.2.B.2, 2.1.2.B.3)</p> <p>3.4. Analyze the influences upon you food choices. (2.1.2.B.1, 2.1.2.B.2, 2.1.2.B.3)</p> <p>3.5. Explain the effects of healthful and less healthful foods on the body. (2.1.2.B.1, 2.1.2.B.2, 2.1.2.B.3)</p> <p>3.6. Apply decision-making steps to determine healthful snacks.</p>	<p>Essential Questions: Can you name some of the foods groups on the food pyramid? How do nutrients help the body? Why is it important to eat healthy snacks? What is the most important meal of the day? Why?</p> <p>Conceptual Understandings: Choosing a balanced variety of nutritious foods contributes to wellness.</p>	<p>Learning Activities: Discuss the Food Pyramid and the Food Groups associated with it. Discuss nutrients and how they help the body. Discuss choosing healthy meals and snacks. Discuss why it is important to eat breakfast everyday.</p> <p>Assessment Models: Teacher Observation Participation Cooperation in Groups Class work</p> <p>Additional Resources: The Great Body Shop</p>

Suggested days of Instruction	Curriculum Management System	Topic: The Wide World of Food	
	Subject/Grade Level: Grade 2 Health	Goal 3: The student will be able to describe the importance of eating healthy foods and identify the ways that healthy food helps the body.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>(2.1.2.B.1, 2.1.2.B.2, 2.1.2.B.3)</p> <p>3.7. Explain why a good breakfast is such an important meal. (2.1.2.B.1, 2.1.2.B.2, 2.1.2.B.3)</p> <p>3.8. Compare and contrast healthful and less healthful breakfasts. (2.1.2.B.1, 2.1.2.B.2, 2.1.2.B.3)</p> <p>3.9. Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking. (9.1.4.B.1)</p> <p>3.10. Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school, and during play). (9.1.4.C.1)</p> <p>3.11. Use effective oral and written communication in face-to-</p>		

Suggested days of Instruction	Curriculum Management System	Topic: The Wide World of Food	
	Subject/Grade Level: Grade 2 Health	Goal 3: The student will be able to describe the importance of eating healthy foods and identify the ways that healthy food helps the body.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>face and online interactions and when presenting to an audience. (9.1.4.D.1)</p> <p>3.12. Express needs, wants, and feelings appropriately in various situations. (9.1.4.D.2)</p> <p>3.13. Explain the meaning of productivity and accountability, and describe situations in which productivity and accountability are important in the home, school, and community. (9.1.4.F.1)</p> <p>3.14. Explain the importance of understanding and following rules in family, classroom, and community settings. (9.1.4.F.3)</p>		

Suggested days of Instruction	Curriculum Management System Subject/Grade Level:	Topic: Your Heart, Small But Strong	
	Grade 2 Health	Goal 4: The student will be able to discuss the heart and describe the different ways to care for the heart in order to keep the heart healthy.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
2-3	<p>4.1. Describe what your heart does and explain why it is called “the hardest working machine.” (2.1.2.A.2)</p> <p>4.2. Practice being aware of and recording your pulse at different times. (2.1.2.A.2)</p> <p>4.3. Explain how a healthful diet and exercise help you have a healthy heart. (2.6.2.A.1)</p> <p>4.4. Compare and contrast the heart healthy value of different foods and forms of exercise. (2.6.2.A.1)</p> <p>4.5. Describe some of the problems people can have with their hearts and some of the ways unhealthy hearts can be helped. (2.1.2.A.2)</p> <p>4.6. Explain why the heart is</p>	<p>What is the main job of the heart? Name some ways to keep your heart healthy. What can happen to your heart if you don’t eat or exercise enough? What are some ways to show someone that you care about them?</p> <p>Conceptual Understandings: The family unit encompasses the diversity of family forms in contemporary society. Health-enhancing behaviors contribute to wellness. Appropriate types and amounts of physical activity enhance personal health.</p>	<p>Learning Activities: Discuss the heart: Recording your pulse Caring for the heart Problems with the heart Ways to keep heart healthy Discuss why heart is a symbol of love and caring. Discuss caring for other people and the feelings associated with this.</p> <p>Assessment Models: Teacher Observation Participation Cooperation in Groups Class work</p> <p>Additional Resources: The Great Body Shop</p>

Suggested days of Instruction	Curriculum Management System Subject/Grade Level: Grade 2 Health	Topic: Your Heart, Small But Strong	
		Goal 4: The student will be able to discuss the heart and describe the different ways to care for the heart in order to keep the heart healthy.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>used as a symbol of love and caring. (2.4.2.A.1-3)</p> <p>4.7. Show why caring for other people is important in making you feel good about yourself. (2.4.2.A.1, 2.4.2.A.2, 2.4.2.A.3)</p> <p>4.8. Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking. (9.1.4.B.1)</p> <p>4.9. Use effective oral and written communication in face-to-face and online interactions and when presenting to an audience. (9.1.4.D.1)</p> <p>4.10. Establish and follow performance goals to guide progress in assigned areas of responsibility and accountability during classroom projects and extra-curricular activities. (9.1.4.F.2)</p>		

Suggested days of Instruction	Curriculum Management System	Topic: When I Feel Afraid (taught by classroom teacher)	
	Subject/Grade Level:	Goal 5: The student will be able to recognize different causes of fear and how it affects everybody's body differently.	
	Grade 2 Health		
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	The student will be able to:		
2-3	<p>5.1. List common causes of being afraid. (2.1.2.E.3)</p> <p>5.2. Analyze the positive effects of coping with fears. (2.1.2.E.3)</p> <p>5.3. Describe the common physical effects of fear in the body. (2.1.2.E.3)</p> <p>5.4. Recognize the symptoms of fear in your body. (2.1.2.E.3)</p> <p>5.5. Compare and contrast the physical effects of fear and exercise on the body. (2.1.2.E.3)</p> <p>5.6. Describe at least 5 real dangers that you might face, and what to do about each of them. (2.1.2.E.3)</p> <p>5.7. Predict the consequences of</p>	<p>What are some things that children are afraid of? Why do you think children are scared of these things? What does the word private mean? What does good touch/bad touch mean?</p> <p>Conceptual Understandings: Gender-specific similarities and differences exist between males and females. Many factors at home, school, and in the community impact social and emotional health.</p>	<p>Learning Activities: Discuss fear and what children may be afraid of. Discuss how fear affects the body. Discuss how to handle different types of fear. Discuss the meaning of the term private. Discuss how your body is private and what is the difference between good touch and bad touch.</p> <p>Assessment Models: Teacher Observation Participation Cooperation in Groups Class work</p> <p>Additional Resources: The Great Body Shop</p>

Suggested days of Instruction	Curriculum Management System	Topic: When I Feel Afraid (taught by classroom teacher)	
	<u>Subject/Grade Level:</u> Grade 2 Health	<u>Goal 5:</u> The student will be able to recognize different causes of fear and how it affects everybody's body differently.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>various scenarios to determine real dangers and safe behaviors. (2.1.2.E.3)</p> <p>5.8. Define the term "private parts" and explain the rights you have to keep your body private. (2.4.2.B.1)</p> <p>5.9. Distinguish between safe, unsafe and confusing touches and secrets. (2.4.2.B.1)</p> <p>5.10. Use effective oral and written communication in face-to-face and online interactions and when presenting to an audience. (9.1.4.D.1)</p> <p>5.11. Express needs, wants, and feelings appropriately in various situations. (9.1.4.D.2)</p> <p>5.12. Establish and follow performance goals to guide progress in assigned areas</p>		

Suggested days of Instruction	Curriculum Management System	Topic: When I Feel Afraid (taught by classroom teacher)	
	Subject/Grade Level: Grade 2 Health	Goal 5: The student will be able to recognize different causes of fear and how it affects everybody's body differently.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>of responsibility and accountability during classroom projects and extra-curricular activities. (9.1.4.F.2)</p> <p>5.13. Explain the importance of understanding and following rules in family, classroom, and community settings. (9.1.4.F.3)</p>		

Suggested days of Instruction	Curriculum Management System <u>Subject/Grade Level:</u> Grade 2 Health	Topic: Babies and How You Grew	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
2-3	<p>6.1. Discover how a newborn baby grows and changes to become an older child and then an adult, and even then keeps changing all through life into old age. (2.4.2.C.1)</p> <p>6.2. Show why it is important to be patient with yourself and others. If one of you cannot do as many things as well as the other. (2.4.2.B.1)</p> <p>6.3. Define the word family and describe the role that the family plays in the growth and development of a child. (2.4.2.A.1, 2.4.2.A.2, 2.4.2.A.3)</p> <p>6.4. Practice ways to show you respect differences in families. (2.4.2.A.1, 2.4.2.A.2, 2.4.2.A.3)</p> <p>6.5. Describe some changes that can happen in families and some of the effects of those changes.</p>	<p>How does your body change from a baby to an adult? What does the word family mean? What are some changes that can happen to a family? How do changes affect a family? What does the word unique mean?</p> <p>Conceptual Understandings: The health of the birth mother impacts the development of the fetus. Gender-specific similarities and differences exist between males and females. The family unit encompasses the diversity of family forms in contemporary society.</p>	<p>Learning Activities: Discuss how a baby changes from birth to adulthood. Discuss the role of being a member of a family. Discuss changes that can happen within a family and how they affect a family. Discuss how everybody is different and unique in their own special way.</p> <p>Assessment Models: Teacher Observation Participation Cooperation in Groups Class work</p> <p>Additional Resources: The Great Body Shop</p>

Suggested days of Instruction	Curriculum Management System	Topic: Babies and How You Grew	
	<u>Subject/Grade Level:</u> Grade 2 Health	<u>Goal 6:</u> The student will be able to identify the role of an individual within a family and recognize how everybody is different.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	The student will be able to:		
	<p>(2.4.2.A.1, 2.4.2.A.2, 2.4.2.A.3)</p> <p>6.6. Analyze how a major family change, such as moving to a new town or adding a new baby, would affect each member of the family. (2.4.2.A.1, 2.4.2.A.2, 2.4.2.A.3)</p> <p>6.7. Define the word unique and explain why everyone is different, and that each person has special qualities. (2.2.2.C.2)</p> <p>6.8. Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school, and during play). (9.1.4.C.1)</p> <p>6.9. Express needs, wants, and feelings appropriately in various situations. (9.1.4.D.2)</p> <p>6.10. Demonstrate an awareness of one's own culture and</p>		

Suggested days of Instruction	Curriculum Management System	Topic: Babies and How You Grew	
	Subject/Grade Level: Grade 2 Health	Goal 6: The student will be able to identify the role of an individual within a family and recognize how everybody is different.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>other cultures during interactions within and outside of the classroom. (9.1.4.D.3)</p> <p>6.11. Establish and follow performance goals to guide progress in assigned areas of responsibility and accountability during classroom projects and extra-curricular activities. (9.1.4.F.2)</p>		

Suggested days of Instruction	Curriculum Management System	Topic: Drugs Are Dangerous	
	Subject/Grade Level:	Goal 7: The student will be able to identify the difference between drugs and medicine and realize how drugs can harm the body.	
	Grade 2 Health	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)		
	The student will be able to:		
2-3	<p>7.1. Identify various types of drugs including nicotine, alcohol, and street drugs. (2.3.2.B.1, 2.3.2.B.2, 2.3.2.B.3, 2.3.2.B.4, 2.3.2.B.5)</p> <p>7.2. Show why it is important to make a habit of making healthful choices. (2.3.2.B.1, 2.3.2.B.2, 2.3.2.B.3, 2.3.2.B.4, 2.3.2.B.5)</p> <p>7.3. Identify what is and what is not a medicine. (2.3.2.A.1, 2.3.2.A.2)</p> <p>7.4. Predict what could happen if you took medicine not meant for you. (2.3.2.A.1, 2.3.2.A.2)</p> <p>7.5. Explain why drugs do not solve problems when taken for any reason other than medical with the permission of a doctor or parent. (2.3.2.C.1)</p>	<p>What is a drug? What is the difference between a drug and a medicine? How do drugs harm the body? How do drugs affect communities?</p> <p>Conceptual Understandings: Substance abuse is caused by a variety of factors.</p> <p>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.</p> <p>Use of drugs in unsafe ways is dangerous and harmful.</p>	<p>Learning Activities: Discuss the different types of drugs. Discuss making healthful choices and choosing a life that is drug free. Discuss the difference between a drug and a medicine. Discuss ways to solve problems without using drugs.</p> <p>Assessment Models: Teacher Observation Participation Cooperation in Groups Class work</p> <p>Additional Resources: The Great Body Shop</p>

Suggested days of Instruction	Curriculum Management System	Topic: Drugs Are Dangerous	
	Subject/Grade Level: Grade 2 Health	Goal 7: The student will be able to identify the difference between drugs and medicine and realize how drugs can harm the body.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>7.6. Analyze the effects of drugs on a community. (2.3.2.B.1, 2.3.2.B.2, 2.3.2.B.3, 2.3.2.B.4, 2.3.2.B.4, 2.3.2.B.5)</p> <p>7.7. Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking. (9.1.4.B.1)</p> <p>7.8. Use effective oral and written communication in face-to-face and online interactions and when presenting to an audience. (9.1.4.D.1)</p> <p>7.9. Express needs, wants, and feelings appropriately in various situations. (9.1.4.D.2)</p> <p>7.10. Establish and follow performance goals to guide progress in assigned areas of responsibility and accountability during classroom projects and extra-curricular activities. (9.1.4.F.2)</p>		

Suggested days of Instruction	Curriculum Management System	Topic: Germs! They Can Make You Sick	
	Subject/Grade Level:	Goal 8: The student will be able to identify different types of germs, and describe ways to prevent germs from entering and doing harm to the body.	
	Grade 2 Health	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)		
	The student will be able to:		
2-3	<p>8.1. Explain what germs are, where you find them, and what they can do to you. (2.1.2.C.1, 2.1.2.C.2, 2.1.2.C.3)</p> <p>8.2. Compare and contrast being sick and being well. (2.1.2.C.1, 2.1.2.C.2, 2.1.2.C.3)</p> <p>8.3. Name at least two different kinds of germs and tell how they spread and how they make you sick. (2.1.2.C.1, 2.1.2.C.2, 2.1.2.C.3)</p> <p>8.4. Respect the signals your body gives you when you are getting sick. (2.1.2.C.1, 2.1.2.C.2, 2.1.2.C.3)</p> <p>8.5. Identify antibodies as the body's germ fighting soldiers and explain how immunizations and medicines help in fighting disease. (2.1.2.C.1, 2.1.2.C.2,</p>	<p>What are germs? How do germs spread? How do germs get inside our body? What is one way to prevent the spread of germs?</p> <p>Conceptual Understandings: Knowledge about diseases and disease prevention promotes health-enhancing behaviors</p> <p>Know how to locate health professionals in the home, at school, and in the community assists in addressing health emergencies and obtaining reliable information.</p>	<p>Learning Activities: Discuss the different types of germs. Discuss how germs can get into our body. Discuss how germs spread. Discuss hygiene methods to reduce the risk of spreading germs. Discuss what antibodies are. Discuss community health helpers and how they prevent the spread of germs.</p> <p>Assessment Models: Teacher Observation Participation Cooperation in Groups Class work</p> <p>Additional Resources: The Great Body Shop</p>

Suggested days of Instruction	Curriculum Management System	Topic: Germs! They Can Make You Sick	
	Subject/Grade Level: Grade 2 Health	Goal 8: The student will be able to identify different types of germs, and describe ways to prevent germs from entering and doing harm to the body.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>2.1.2.C.3)</p> <p>8.6. Identify community health helpers and explain the things they do to help prevent germs from spreading. (2.1.2.C.1, 2.1.2.C.2, 2.1.2.C.3, 2.2.2.E.1)</p> <p>8.7. Use decision-making skills to follow safety routines. (2.1.2.C.1, 2.1.2.C.2, 2.1.2.C.3)</p> <p>8.8. Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking. (9.1.4.B.1)</p> <p>8.9. Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school, and during play). (9.1.4.C.1)</p> <p>8.10. Use effective oral and written communication in face-to-face and online interactions</p>		

Suggested days of Instruction	Curriculum Management System	Topic: Germs! They Can Make You Sick	
	Subject/Grade Level: Grade 2 Health	Goal 8: The student will be able to identify different types of germs, and describe ways to prevent germs from entering and doing harm to the body.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>and when presenting to an audience. (9.1.4.D.1)</p> <p>8.11. Express needs, wants, and feelings appropriately in various situations. (9.1.4.D.2)</p> <p>8.12. Explain the importance of understanding and following rules in family, classroom, and community settings. (9.1.4.F.3)</p>		

Suggested days of Instruction	Curriculum Management System	Topic: You and Your Skin (Taught by Classroom Teacher)	
	Subject/Grade Level:	Goal 9: The student will be able to describe the different parts of the skin, and explain their role in protecting the skin.	
	Grade 2 Health	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)		
	The student will be able to:		
2-3	<p>9.1. List the different functions of the skin. (2.1.2.A.1, 2.1.2.A.2)</p> <p>9.2. Respect the importance your skin plays in taking care of you. (2.1.2.A.1, 2.1.2.A.2)</p> <p>9.3. Describe what skin is made of and how it grows. (2.1.2.A.1, 2.1.2.A.2)</p> <p>9.4. Show how each part of your skin helps the other parts. (2.1.2.A.1, 2.1.2.A.2)</p> <p>9.5. Practice good health habits that encourages healthy growth of skin and hair. (2.1.2.A.1, 2.1.2.A.2)</p> <p>9.6. Explain the reason there are so many variations in the appearance of skin. (2.1.2.A.1, 2.1.2.A.2)</p> <p>9.7. List injuries and other conditions that harm your</p>	<p>Can you name one function of the skin? What are some ways that you can protect your skin? What is skin made of? What are things that people do that could do harm to the skin?</p> <p>Conceptual Understandings: Health-enhancing behaviors contribute to wellness</p>	<p>Learning Activities: Discuss the different functions of the skin and the different appearances of the skin. Discuss the main role of skin on the body. Discuss ways to protect the skin. Discuss ways people can do damage to the skin.</p> <p>Assessment Models: Teacher Observation Participation Cooperation in Groups Class work</p> <p>Additional Resources: The Great Body Shop</p>

Suggested days of Instruction	Curriculum Management System	Topic: You and Your Skin (Taught by Classroom Teacher)	
	Subject/Grade Level: Grade 2 Health	Goal 9: The student will be able to describe the different parts of the skin, and explain their role in protecting the skin.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>skin and remedies for them. (2.1.2.A.1, 2.1.2.A.2)</p> <p>9.8. Classify remedies for skin problems into those you can handle yourself and those where you need adult assistance. (2.1.2.A.1, 2.1.2.A.2)</p> <p>9.9. Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking. (9.1.4.B.1)</p> <p>9.10. Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school, and during play). (9.1.4.C.1)</p> <p>9.11. Use effective oral and written communication in face-to-face and online interactions and when presenting to an audience. (9.1.4.D.1)</p>		

Suggested days of Instruction	Curriculum Management System	Topic: Muscles in Motion	
	Subject/Grade Level: Grade 2 Health	Goal 10: The student will be able to describe the importance of muscles in the body and ways to strengthen and keep these muscles healthy.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
2-3	<p>10.1. Describe how muscles help us move. (2.1.2.A.2)</p> <p>10.2. Compare and contrast muscles you control and muscles you don't control. (2.1.2.A.2)</p> <p>10.3. Discover what exercise can do for your body. (2.6.2.A.1, 2.6.2.A.2, 2.6.2.A.3)</p> <p>10.4. Practice exercising using safe rules for exercise. (2.6.2.A.1, 2.6.2.A.2, 2.6.2.A.3)</p> <p>10.5. Describe how muscles work together. (2.1.2.A.2)</p> <p>10.6. Explain the relationship between your bones and muscles. (2.1.2.A.2)</p> <p>10.7. Describe what can harm</p>	<p>Essential Questions: What are some good exercises that you could do to strengthen your muscles? What are some ways that muscles work together with the other parts of the body? What is a way people harm their muscles?</p> <p>Conceptual Understandings: Appropriate types and amounts of physical activity enhance personal health. Health-enhancing behaviors contribute to wellness.</p>	<p>Learning Activities: Discuss the importance of taking care of your muscles. Discuss ways exercise can help the body. Discuss how muscles and bones work together to perform normal body functions. Compare and contrast healthy muscles and non-healthy muscles.</p> <p>Assessment Models: Teacher Observation Participation Cooperation in Groups Class work</p> <p>Additional Resources: The Great Body Shop</p>

Suggested days of Instruction	Curriculum Management System <u>Subject/Grade Level:</u> Grade 2 Health	Topic: Muscles in Motion	
		Goal 10: The student will be able to describe the importance of muscles in the body and ways to strengthen and keep these muscles healthy.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>your muscles. (2.1.2.A.2)</p> <p>10.8. Compare and contrast healthy muscles with unhealthy muscles. (2.1.2.A.2)</p> <p>10.9. Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking. (9.1.4.B.1)</p> <p>10.10. Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school, and during play). (9.1.4.C.1)</p> <p>10.11. Use effective oral and written communication in face-to-face and online interactions and when presenting to an audience. (9.1.4.D.1)</p>		

