

# Englewood Public School District

## Comprehensive Health

### Grade 2

#### Unit: Healthy Body and a Healthy Life

**Overview:** Students will learn about the physical characteristics of the human body and how it works. They will also learn about different families from around the world and the importance of getting along with one another.

**Time Frame:** One Marking Period

**Enduring Understandings:**

- Wellness is a way of life.
- There are physical, emotional and social aspects to every human relationship.

**Essential Questions:**

- What are the parts of the human body?
- What are the different functions of the human body?
- What do families look like in my town, country, and world?
- What is my role in my family?
- What is a healthy relationship?

Standards	Topics and Objectives	Activities	Resources	Assessments
<p><b><u>Comprehensive Health</u></b>  <b>2.1.2.A.1</b> Explain what being “well” means and identify self-care practices that support wellness.</p> <p><b>2.1.2.A.2</b> Use correct terminology to identify body parts, and explain how body parts work together to support wellness.</p>	<p style="text-align: center;"><b>Topics</b></p> <p>Understanding my Body</p> <p>Physical Differences and Similarities</p> <p style="text-align: center;"><b>Objectives</b></p> <p>Students will recall and employ appropriate terminology to name body parts.</p>	<p>Following a teacher led lesson and class discussion about bones, muscles, and joints, students will understand how bones, muscles and joints work together to keep us moving. (NJSLs SL2.1)</p> <p>Students will complete a puzzle of the human skeleton.</p>	<p>Bones, Muscles, and Joints, Kids Health  <a href="http://classroom.kidshealth.org/classroom/prekto2/body/parts/bones.pdf">http://classroom.kidshealth.org/classroom/prekto2/body/parts/bones.pdf</a></p> <p>Hearing, Kids Health  <a href="http://classroom.kidshealth.org/classroom/prekto2/body/functions/hearing.pdf">http://classroom.kidshealth.org/classroom/prekto2/body/functions/hearing.pdf</a></p> <p>Teaching Children About Their Bodies by Mary S.</p>	<p><b>Formative Assessments:</b> Class discussions and participation in class</p> <p><b>Benchmark Assessment:</b> Common Formative Assessment</p> <p><b>Summative Assessments:</b> Bones, Muscles, and Joints Quiz</p>

**2.4.2.B.1** Compare and contrast the physical differences and similarities of the genders.

**2.4.2.C.1** Explain the factors that contribute to a mother having a healthy baby.

Students will explain the function of body parts.

Students will compare and contrast the physical differences and similarities between the sexes.

Students will explain the factors that contribute to a mother having a healthy baby.

Following a teacher lesson and whole class discussion, students will learn about human ears and the importance of hearing. **(NJSL SL 2.1)**

Following a teacher-led lesson about the human body and the names of all the body parts, students will work in pairs to draw and label an outline of a human body.

Following teacher-led lessons on body systems and functions, students will participate in stations with activities on each of the body systems.

Following a teacher lead lesson, students will be able to list the differences and similarities between boys and girls. **(NJSL SL 2.2)**

Following a teacher-led lesson about what mothers should do to have a healthy baby. Students will create group collages of healthy foods and activities pregnant mothers should have in order to have healthy babies.

Rivkin, Scholastic  
<https://www.scholastic.com/teachers/articles/teaching-content/teaching-children-about-their-bodies/>

Explore Human Body Systems, Schools Ideas, and More!, Pinterest  
<https://www.pinterest.com/pin/303148618644438038>

Body Parts, Systems and Functions  
<https://classroom.kidshealth.org/index.jsp?Grade=pk&Section=body>

Sex and Relationship Education, Lesson 1: Differences Boys and Girls, Worcestershire Healthy Schools  
<http://www.holywellschool.org/wp-content/uploads/2013/10/Y2-Lesson-plans-2.pdf>

Staying Healthy During Pregnancy, Kids Health  
<http://kidshealth.org/en/parents/preg-health.html#catsafe-play>

Completion of projects and worksheets

**Alternative Assessments:**  
Small group and individual activities

**Comprehensive Health**

**2.4.2.A.2** Distinguish the roles and responsibilities of different family members.

**2.4.2.A.1** Compare and contrast different kinds of families locally and globally.

Topics			<b>Formative Assessments:</b>
Family Life	Following teacher read-alouds, students will discuss the different types of families that students have and how families are the same and different in the classroom and around the world. (NJSLS RI 2.1)(NJSLS RI 2.2)(NJSLS RI 2.7)	Family by Ottobook, Teaching Kids Books <a href="http://www.teachingkidsbooks.com/k-2nd-grade/family">http://www.teachingkidsbooks.com/k-2nd-grade/family</a>	Class discussions and participation in class, small group and individual activities
Healthy Relationships			
			<b>Summative Assessments:</b>
<b>Objectives</b> Students will compare and contrast different kinds of families locally and globally.	Class will create a T-chart listing how families are different and the same around the world. (6.1.4.D.13)	Getting Along, Kids Health <a href="https://classroom.kidshealth.org/classroom/prekto2/personal/growing/getting_along.pdf">https://classroom.kidshealth.org/classroom/prekto2/personal/growing/getting_along.pdf</a>	Completion of projects and worksheets  Getting Along Quiz
Students will distinguish the roles and responsibilities of different family members.	Following teacher modeling of their own family and the roles each member has, students will create individual family trees representing their own families. Students will describe what each person's role and responsibility is. (6.1.4.D.13)	Families (activities) <a href="https://www.scholastic.com/teachers/lesson-plans/teaching-content/we-are-family-grades-23/">https://www.scholastic.com/teachers/lesson-plans/teaching-content/we-are-family-grades-23/</a>	<b>Alternative Assessments:</b> Small group and individual activities
Students will determine the factors that contribute to healthy relationships.	Students will participate in a teacher-led discussion about positive relations and getting along with others. (NJSLS SL2.1)(NJSLS SL 2.2)	The Keeping Quilt (activities) <a href="https://drive.google.com/file/d/0B2IfdEmxalZFT3ZRbHM0VGZzMms/view">https://drive.google.com/file/d/0B2IfdEmxalZFT3ZRbHM0VGZzMms/view</a>	
	Students will explore ways to get along with each other. They will create a class list of things that make it hard to get along	Global Families (images, activities) <a href="https://globaleducation.edu.au/teaching-activity/who-are-the-families-of-the-world-f-2.html">https://globaleducation.edu.au/teaching-activity/who-are-the-families-of-the-world-f-2.html</a>	

with one another and rules to help us have positive relationships with one another.

(6.1.4.A.1)(6.3.4.A.1)

**Vocabulary:**

**Human Body** – The human body is the entire structure of a human being.

**Bones** – One of the structures composing the skeleton of a vertebrate.

**Muscles** – A tissue composed of cells or fibers, the contraction of which produces movement in the body.

**Joints** – The point of contact between elements of an animal skeleton with parts that surround and support it.

**Family** – A basic social unit consisting of parents and their children, considered as a group, whether dwelling together or not.

**Relationships** – The way in which two or more people are connected.

**Integration of 21st Century Standards NJSL 9:**

9.2.4.A.2 Identify various life roles and civic and work related activities in the school, home, and community.

**Accommodations and Modifications:**

*Students with special needs:* Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered. Additional safety precautions will be made along with additional staff so all student can fully participate in the standards associated with this curriculum.

*ELL/ESL students:* Students will be supported according to the recommendations for “can do’s” as outlined by WIDA - [https://www.wida.us/standards/CAN\\_DOs/](https://www.wida.us/standards/CAN_DOs/)

*Students at risk of school failure:* Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support this may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time and will be made available with a certified instructor to aid students in reaching the standards.

*Gifted and Talented Students:* Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity of the requirements.

**English Language Learners**

- Students will share information about families in their culture
- Speak and display terminology and movement
- Look for children’s books in student’s native languages
- Teacher modeling
- Peer modeling

**Special Education**

- Provide a mat to sit on to teach boundaries
- Utilize modifications & accommodations delineated in the student’s IEP
- Work with paraprofessional
- Use multi-sensory teaching approaches. Pictures, scarves, hula hoops, and other props

**At-Risk**

- Using visual demonstrations, illustrations, and models Give directions/instructions verbally and in simple written format.
- Peer Support
- Increase one on one time
- Teachers may modify instructions by modeling

**Gifted and Talented**

- Students that can read can read the book aloud to peers
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher order thinking skills
- Adjusting the pace of lessons
- Interest based content
- Real world scenarios

<ul style="list-style-type: none"> <li>• Develop and post routines</li> <li>• Label classroom materials</li> <li>• Word walls</li> </ul>	<p>provide helpful visual, auditory, and tactile reinforcement of ideas.</p> <ul style="list-style-type: none"> <li>• Work with a partner</li> <li>• Provide concrete examples and relate all new movements to previously learned moves (i.e., walking on a balance beam, kicking a ball).</li> <li>• Solidify and refine concepts through repetition.</li> <li>• Change movement requirements to reduce activity time</li> </ul>	<p>what the student is expected to do</p> <ul style="list-style-type: none"> <li>• Instructions may be printed out in large print and hung up for the student to see during the time of the lesson.</li> <li>• Review behavior expectations and make adjustments for personal space or other behaviors as needed.</li> </ul>	<ul style="list-style-type: none"> <li>• Student Driven Instruction</li> </ul>
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**Interdisciplinary Connections:**

**ELA - NJSL/ELA:**

- RI.2.1. Ask and answer such questions as *who, what, where, when, why, and how* to demonstrate understanding of key details in a text.
- RI.2.2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
- RI.2.7. Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
- SL.2.1. Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.
- SL.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

**Social Studies:**

- 6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people.
- 6.1.4.A.1 Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.
- 6.3.4.A.1 Determine what makes a good rule or law and apply this understanding to rules and laws in your school or community (e.g., bike helmet, recycling)

**Integration of Technology Standards NJSL 8:**

**8.2.2.E.1:** List and demonstrate the steps to an everyday task.

**Career Ready Practices:**

- CRP3.** Attend to personal health and financial well-being.
- CRP4.** Communicate clearly and effectively and with reason.
- CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.

