

Englewood Public School District

Comprehensive Health

Grade 2

Unit: The Best Me I Can Be

Overview: Students will learn how to live a healthy lifestyle by keeping fit, practicing good hygiene, coping with stress, expressing feelings in a positive manner, and communicating positively.

Time Frame: One Marking Period

Enduring Understandings:

- Developing self-esteem, resiliency, tolerance and coping skills support social and emotional health.
- Stress is a natural part of life, yet everyone has different stressors. The key is to find the methods of dealing with stress that makes you feel better.
- Character is who you are when no one is looking.
- Character can be developed and supported through individual and group activities, the influence of positive role models and involvement in community service.

Essential Questions:

- How can we cope with being angry?
- How can I express myself?
- Who gets stressed out?
- What causes stress?
- How can I maintain a healthy lifestyle?

Standards	Topics and Objectives	Activities	Resources	Assessments
Comprehensive Health 2.1.2.A.1 Explain what being “well” means and identify self-care practices that support wellness. 2.2.2.B.2 Relate decision-making by self and others to one’s health.	<p style="text-align: center;">Topics</p> <p>Wellness</p> <p>Good Character</p> <p style="text-align: center;">Objectives</p> <p>Students will describe a</p>	<p>Following a teacher led class discussion about fitness, students will graph different types of physical activities that make them feel healthy.(2.MD.D.10)</p> <p>Following a teacher lead class discussion, students</p>	<p>Fitness, Kids Health https://classroom.kidshealth.org/classroom/prekto2/personal/fitness/fitness.pdf</p> <p>Pictographs: https://www.pinterest.com/pin/174866398009960014/</p> <p>Personal hygiene for kids:</p>	<p>Formative Assessments: Class participation, class discussions</p> <p>Benchmark Assessment: Common Formative Assessment</p> <p>Summative Assessments:</p>

<p>2.1.2.A.1 Explain what being “well” means and identify self-care practices that support wellness.</p> <p>2.1.2.A.2 Use correct terminology to identify body parts, and explain how body parts work together to support wellness.</p>	<p>healthy child and what it means to make healthy choices.</p> <p>Students will explain what being “well” means.</p> <p>Students will understand the importance of being clean.</p>	<p>will individually draw and label a picture of a healthy child. Students will provide details about what makes a person healthy.(NJSLS SL2.1)</p> <p>Students will work in small groups to create their own definition of wellness. (NJSLS SL 2.1)</p> <p>Students will watch a short video about cleanliness and good hygiene. Following the movie, students will work in pairs to create good personal hygiene posters. (NJSLS SL2.2)</p>	<p>https://www.turtlediary.com/video/personal-hygiene.html</p> <p>Personal Hygiene: https://educators.brainpop.com/bp-topic/personal-hygiene/</p> <p>Companion Texts: School kids get Daily Exercise https://newsela.com/read/schools-exercise/id/1182/</p> <p>Fast Food for Kids: https://newsela.com/read/elementary-happy-meal-cheeseburger-ban/id/40578/</p>	<p>Completion of individual and group projects</p> <p>Fitness Quiz</p> <p>Alternative Assessments: Discussion Self-Assessment</p>
<p><u>Comprehensive Health</u></p> <p>2.1.2.E.1 Identify basic social and emotional needs of all people.</p> <p>2.2.2.A.1 Express needs, wants, and feelings in health- and safety-related situations.</p> <p>2.1.2.E.3 Explain healthy ways of coping with common stressful situations experienced by children.</p> <p>2.1.2.E.2 Determine possible causes of conflict between people and appropriate ways to prevent and resolve them.</p>	<p style="text-align: center;">Topics</p> <p>Feelings and Emotions</p> <p>Stress and Coping</p> <p>Locating trusting adults</p> <p style="text-align: center;">Objectives</p> <p>Students will explain the meaning of character and how it is reflected in the thoughts, feelings, and actions of oneself and others.</p> <p>Students will explain healthy ways of coping with</p>	<p>Following a teacher led class discussion, students will identify and describe how to deal appropriately with their feelings and their classmates’ feelings. (NJSLS SL.1)(NJSLS SL2.2)</p> <p>Following teacher modeling, students will create a Good Feelings Journal identifying positive feelings, using an online writing app.</p>	<p>Feelings, Kids Health https://classroom.kidshealth.org/classroom/prekto2/personal/growing/feelings.pdf</p> <p>Stress, Kids Health https://classroom.kidshealth.org/classroom/prekto2/problems/emotions/stress.pdf</p> <p>Stress Lessons: http://westernhealth.nl.ca/uploads/EducatorsGuide-en.pdf</p> <p>Stress-video https://www.bing.com/videos/search?q=stress+for+kid</p>	<p>Formative Assessments: Class participation, class discussions</p> <p>Summative Assessments: Completion of individual and group projects</p> <p>Feelings Quiz</p> <p>Alternative Assessments: Discussion Self-Assessment</p>

	<p>common stressful situations experienced by children.</p> <p>Students will identify common stressors.</p>	<p>Students will learn to identify feelings based upon different facial expressions and scenarios provided by the teacher. (6.1.4.D.13)</p> <p>Following a teacher led lesson and class discussion, students will be able to identify stressors and learn strategies to cope with stress. (NJSL SL2.1)</p> <p>Following a teacher demonstration, students will work with partners to conduct a survey about what causes stress.</p> <p>Students will then have a class discussion about activities they can do to reduce stress. (NJSL SL 2.1)</p> <p>Following a teacher demonstration, students will learn how activities like yoga and exercise can relieve stress.</p>	<p>s&&view=detail&mid=93293DBEBCBC78C2B67793293DBEBCBC78C2B677&&FORM=VRDGAR</p> <p>Yoga for Kids: https://www.youtube.com/watch?v=O9noLpcRGBg</p> <p>Taking A Survey: http://www.teach-nology.com/worksheets/math/survey/2/</p> <p>Student Text: Books about Feelings https://www.weareteachers.com/15-must-have-picture-books-for-teaching-social-emotional-skills/</p> <p>Books about Stress: https://laughingkidslearn.com/20-books-to-help-children-who-worry-or-suffer-from-anxiety/</p>	
<p><u>Comprehensive Health</u> 2.1.2.E.2 Determine possible causes of conflict between people and appropriate ways to prevent and resolve them.</p>	<p>Topics</p> <p>Communication Skills</p> <p>Expression of Feelings</p>	<p>Following teacher led class discussion and read aloud about conflict resolution; students will have an understanding of</p>	<p>Getting Along, Kids Health https://classroom.kidshealth.org/classroom/prekto2/personal/growing/getting_along.pdf</p>	<p>Formative Assessments: Class participation, class discussions, completion of individual and group projects</p>

2.2.2.D.1 Determine the benefits for oneself and others of participating in a class or school service activity.

Helping Others

Objectives

Students will determine possible causes of conflict between people and appropriate ways to prevent and resolve them.

Students will determine the benefits for oneself and others of participating in a class or school service activity.

conflict resolution.
(NJSLs RL 2.1)(NJSLs RL 2.2)(NJSLs RL 2.3)(NJSLs RL2.7)

Students will explore ways of getting along with one another and place their ideas on chart paper.

Following teacher modeling, students will maintain a “Happy Day” weeklong journal indicating an activity they did with a family member or friend, which made them happy.(6.1.4.D.13)

Conflict Resolution:
<https://proudtobeprimary.com/teaching-conflict-resolution-in-the-classroom/>

Student Text:
Enemy Pie, by Derick Munson

Enemy Pie Activities:
<http://enemypie.com/blog1/>

Summative Assessment:
Getting Along Quiz

Alternative Assessments:
Discussion
Self-Assessment

Key Vocabulary:

Conflict – A serious disagreement or argument, typically a protracted one.

Resolution – A firm decision to do or not to do something.

Wellness – The state or condition of being in good physical and mental health.

Emotions – A natural instinctive state of mind deriving from one’s circumstances, mood, or relationships with others.

Stressors – Something that makes you worried or anxious.

Communication – The imparting or exchanging of information or news.

Cleanliness – The state or quality of being clean or being kept clean.

Integration of 21st Century Standards NJSLs 9:

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

9.1.4.F.2 Explain the roles of philanthropy, volunteer service, and charitable contributions, and analyze their impact on community development and quality of living.

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/

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	Special Education	At-Risk	Gifted and Talented
<ul style="list-style-type: none"> ● Students will share books from their own culture about being happy ● 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 ● Develop and post routines ● Label classroom materials ● Word walls 	<ul style="list-style-type: none"> ● Students will bring in pictures of their own family ● 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 provide helpful visual, auditory, and tactile reinforcement of ideas. ● Work with a partner ● Provide concrete examples and relate all new movements to previously learned moves (i.e., walking on a balance beam, kicking a ball). 	<ul style="list-style-type: none"> ● 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 what the student is expected to do ● Instructions may be printed out in large print and hung up for the student to see during the time of the lesson. ● Review behavior expectations and make adjustments for personal space or other behaviors as needed. 	<ul style="list-style-type: none"> ● 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 ● Student Driven Instruction

	<ul style="list-style-type: none"> ● Solidify and refine concepts through repetition. ● Change movement requirements to reduce activity time 		
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Interdisciplinary Connections:

ELA - NJSLS/ELA:
 RL.2.1. Ask and answer such questions as *who, what, where, when, why, and how* to demonstrate understanding of key details in a text.
 RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral.
 RL.2.3. Describe how characters in a story respond to major events and challenges using key details.
 RL.2.7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
 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.

Math:
 2.MD.D.10. Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put together, take-apart, and compare problems⁴ using information presented in a bar graph.

Social Studies:
 6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people.

Integration of Technology Standards NJSLS 8:

8.2.2.E.1: List and demonstrate the steps to an everyday task.
 8.1.2.E.1 Use digital tools and online resources to explore a problem or issue.

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.