

# Englewood Public School District

## Comprehensive Health

### Grade 2

#### Unit: Healthy Food

**Overview:** Students will learn about nutritious food choices, exercising, positive life choices, and making a healthy difference in your school community.

**Time Frame:** One Marking Period

**Enduring Understandings:**

- Kids can make informed decisions about taking care of themselves.
- Health-enhancing behaviors contribute to wellness.
- Physical activity enhances personal health.
- Every health-related decision has short and long-term consequences.

**Essential Questions:**

- What is the role of food in good health?
- Why is it important to eat healthy foods?
- What would happen to your body if you didn't eat healthy food?
- What is the relationship between food and exercise?
- Why is it important to display good sportsmanship?

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.B.1</b> Explain why some foods are healthier to eat than others.</p>	<p style="text-align: center;"><b>Topics</b></p> <p>Role of food</p> <p>Effects of healthy and unhealthy foods</p> <p>Path of food through the body</p> <p>Food Pyramid rules</p>	<p>As an introduction to the unit students will watch a short video about healthy and unhealthy foods.</p>	<p>Healthy Foods:  <a href="https://www.youtube.com/watch?v=S677E-OAP7o">https://www.youtube.com/watch?v=S677E-OAP7o</a></p> <p>Lunch Lab Live-Food Pyramid  <a href="http://www.youtube.com/watch?v=BS05CAsh_5c">http://www.youtube.com/watch?v=BS05CAsh_5c</a></p> <p>Junk Food Ads and Kids, Common Sense Media</p>	<p><b>Formative Assessments:</b>            Group activities, work during projects, role plays.</p> <p><b>Benchmark Assessment:</b>            Common Formative Assessment</p> <p><b>Summative Assessments:</b>            Teacher made quiz healthy vs. unhealthy food</p>

**2.1.2.B.2** Explain how foods on MyPlate differ in nutritional content and value.

**2.1.2.B.3** Summarize information about food found on product labels.

**2.2.2.B.2** Relate decision-making by self and others to one's health.

**2.2.2.B.3** Determine ways parents, peers, technology, culture, and the media influence health decisions.

**2.2.2.B.4** Select a personal health goal and explain why setting a goal is important.

### Objectives

Students will differentiate between healthy and unhealthy foods and eating practices.

Students will identify influences that affect food choices (e.g., the media, advertising, peers).

Students will compare and contrast foods in the food pyramid for nutritional value and content.

Students will investigate the cultural impact on food choices and options.

Students will create and present a healthy meal plan for self and family.

Students will work in small groups to go on a healthy and unhealthy foods scavenger hunt on the internet and in magazine/newspaper advertisements.

Students will work in small groups to create T-Chart posters using the scavenger hunt pictures of healthy vs. unhealthy foods.

Following a short video, students will learn how junk food companies advertise on television and the internet. Students will then have a teacher led discussion about how to avoid junk food advertisements. (NJSL SL2.1)(NJSL SL 2.2)

<https://www.common sense media.org/videos/junk-food-ads-and-kids#>

One World: Connecting Communities, Cultures, and Classrooms, *Around the World with Food*, Scholastic  
[http://teacher.scholastic.com/scholasticnews/indepth/one\\_world/lesson\\_plans/index.asp?article=lessonx5](http://teacher.scholastic.com/scholasticnews/indepth/one_world/lesson_plans/index.asp?article=lessonx5)

Menu and Meal Planning Printables, Nourish Interactive  
<http://www.nourishinteractive.com/nutrition-education-printables/category/16-printable-kids-healthy-menu-plans-daily-meal-planner-childrens-healthy-food-groups-balanced-meals>

Meal Plan

Completed Projects

**Alternative Assessment:** Class participation and discussions

Following a teacher led lesson about food and geography, students will learn cultural connections to foods, while also learning about the health benefits of food from around the world. Students will brainstorm different foods from different cultures and create a class list of different foods. **(NJSLS RI 2.1)(NJSLS RI2.2)(NJSLS RI 2.7)(6.1.4.D.13)**

Following teacher modeling, students will work in small groups to find and create healthy meal plans for students ages 4-8 years old. **(NJSLS SL2.1)**

**Comprehensive Health**

**2.1.2.A.1** Explain what being “well” means and identify self-care practices that support wellness.

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

**2.2.2.E.1** Determine where to access home, school, and community health professionals.

<b>Topics</b>	Students will identify slow, go, and Whoa! Foods to help them make healthy choices.	Obesity, Kids Health	<b>Formative Assessment:</b>
		<a href="https://classroom.kidshealth.org/classroom/prekto2/problems/conditions/obesity.pdf">https://classroom.kidshealth.org/classroom/prekto2/problems/conditions/obesity.pdf</a>	Discussions, Role Plays, Teacher questioning
	Relationship between exercise and nutrition		
	Benefits of exercise throughout life	It only Takes a Little to be Big!: Service Learning Planning Guide, Scholastic	<b>Summative Assessment:</b>
	Good sportsmanship and anger management	<a href="https://www.scholastic.com/cliffordbebig/printables/service_guide.pdf">https://www.scholastic.com/cliffordbebig/printables/service_guide.pdf</a>	Obesity Quiz
<b>Objectives</b>	Students will identify games and activities that can keep them healthy and develop a list of ten things they can do besides screen time.	Good Sports	Service Learning Project completion
	Students will relate the implementation of proper diet to the maintenance of a		Illustration of Cooling Down
	<b>(NJSLS SL2.1)</b>		<b>Alternative Assessment:</b>

<p>healthy body.</p> <p>Students will discuss the health benefits of participating in class, school, or community service projects.</p> <p>Students will identify ways to demonstrate how to be a “good sport”.</p> <p>Students will describe how to deal with anger by taking steps to “cool down”.</p>	<p>Students will work cooperatively to select a service-learning project related to health and nutrition that will help their class, school, or community. Once they choose a project, students will write down the plan and implement it to completion.</p> <p>Students will hear ways to be a good sport. They will then work in groups to act out scenario playing charades, where they can demonstrate the “do’s and don’ts”.</p> <p>Students will brainstorm ways to “cool down”.</p> <p>They will practice each technique (taking deep breathes, walking away, talking to an adult, etc.) in small groups.</p> <p>Students will choose 1 way to “cool down” that they think will work for them and draw a picture of how they would use it.</p>	<p><a href="https://kidshealth.org/classroom/prekto2/personal/fitness/sportsmanship.pdf">https://kidshealth.org/classroom/prekto2/personal/fitness/sportsmanship.pdf</a></p> <p>Good Sportsmanship <a href="https://kidshealth.org/en/kids/good-sport.html">https://kidshealth.org/en/kids/good-sport.html</a></p> <p>Train your Temper <a href="https://kidshealth.org/en/kids/temper.html">https://kidshealth.org/en/kids/temper.html</a></p> <p>Angry Birds deal with Anger <a href="https://www.youtube.com/watch?v=pFkRbUKy19g">https://www.youtube.com/watch?v=pFkRbUKy19g</a></p>	<p>Participation, Self-Assessment</p>
--	---	--	---------------------------------------

**Key Vocabulary:**

**Nutrition** – The act or process of nourishing or being nourished.

**Exercise** – Bodily or mental exertion, especially for the sake of training or improvement of health.

**Diet** – The kinds of food that a person, animal, or community habitually eats.

**Service Learning** – Under which students or participants learn through active participation in thoughtfully organized service.

**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	Special Education	At-Risk	Gifted and Talented
<ul style="list-style-type: none"><li>● Students will share foods from their own culture</li><li>● Students will share information about families in their culture</li><li>● Speak and display terminology and movement</li><li>● Look for children’s books in student’s native languages</li><li>● Teacher modeling</li><li>● Peer modeling</li><li>● Develop and post routines</li><li>● Label classroom materials</li><li>● Word walls</li></ul>	<ul style="list-style-type: none"><li>● Students will bring in pictures of their own family</li><li>● Provide a mat to sit on to teach boundaries</li><li>● Utilize modifications &amp; accommodations delineated in the student’s IEP</li><li>● Work with paraprofessional</li><li>● Use multi-sensory teaching approaches. Pictures, scarves, hula hoops, and other props provide helpful visual, auditory, and tactile reinforcement of ideas.</li><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></ul>	<ul style="list-style-type: none"><li>● Using visual demonstrations, illustrations, and models</li><li>● Give directions/instructions verbally and in simple written format.</li><li>● Peer Support</li><li>● Increase one on one time</li><li>● Teachers may modify instructions by modeling what the student is expected to do</li><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>● Students that can read can read the book aloud to peers</li><li>● Students can plan meals for their families for a week</li><li>● Curriculum compacting</li><li>● Inquiry-based instruction</li><li>● Independent study</li><li>● Higher order thinking skills</li><li>● Adjusting the pace of lessons</li><li>● Interest based content</li><li>● Real world scenarios</li><li>● Student Driven Instruction</li></ul>

	<ul style="list-style-type: none"> <li>• Solidify and refine concepts through repetition.</li> </ul>		
--	--	--	--

**Interdisciplinary Connections:**

**ELA - NJSLS/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.

**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.