

NEPTUNE CITY SCHOOL DISTRICT

Elementary Health Curriculum Grade 2



NEPTUNE CITY SCHOOL DISTRICT
Office of the Chief School Administrator, Principal
210 West Sylvania Avenue
Neptune City, NJ 07753

The Neptune City School District is appreciative and proud to accept and align the curriculum of the NEPTUNE CITY School District to properly prepare the Neptune City students for successful integration into the NEPTUNE CITY High School Educational Program.

April 1, 2025

Document C1#1

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SCHOOL DISTRICT MISSION STATEMENT

The Neptune City School District, in partnership with the parents and the community, will support and sustain an excellent system of learning, promote pride in diversity, and expect all students to achieve the New Jersey Student Learning Standards at all grade levels to become responsible and productive citizens.

NEPTUNE CITY SCHOOL DISTRICT

**HEALTH
GRADE 2**

CURRICULUM

Table of Contents

Acknowledgements	<i>i</i>
District Mission Statement	<i>ii</i>
District Educational Outcome Goals	<i>iii</i>

Curriculum

<u>Unit Title</u>	<u>Page</u>
1. Social & Emotional Health and Family Life	1
2. Growth and Nutrition	11
3. Personal Health and Safety	20
4. Diseases, Drugs, and Medicine	29
5. Community, Communications, and Leadership	37
Pacing Guide	45

NEPTUNE CITY SCHOOL DISTRICT

Health Grade 2

Acknowledgements

The NEPTUNE CITY School District is dedicated to preparing our students with the skills and knowledge necessary to be healthy individuals throughout their lives. The Elementary Health curriculum for grades 1-5 is aligned with the 2014 NJSLs for Comprehensive Health and Physical Education.

It was developed to promote quality physical health in our students. As students advance through the grades, they will master the lifestyle skills needed to keep their bodies healthy through physical activity and healthy lifestyle choices.

The guidelines for this curriculum were created by the collaborative efforts of the curriculum steering committee, inclusive of Dawn Reinhardt, Department Chairperson for Physical Education and Health, Stacie Ferrara, Ed.D., Interim Supervisor of STEM, and Sally A. Millaway, Ed.D., Director of Curriculum, Instruction, and Assessment.

NEPTUNE CITY SCHOOL DISTRICT

DISTRICT MISSION STATEMENT

The primary mission of the NEPTUNE CITY School District is to prepare students for a life-long learning process in a complex and diverse world. It is with high expectations that our schools foster:

- A strong foundation in academic and modern technologies.
- A positive and varied approach to teaching and learning.
- An emphasis on critical thinking skills and problem-solving techniques.
- A respect for and an appreciation of our world, its resources, and its people.
- A sense of responsibility, good citizenship, and accountability.
- An involvement by the parents and the community in the learning process.

NEPTUNE CITY School District

Educational Outcome Goals

The students in the NEPTUNE CITY schools will become life-long learners and will:

- Become fluent readers, writers, speakers, listeners, and viewers with comprehension and critical thinking skills.
- Acquire the mathematical skills, understandings, and attitudes that are needed to be successful in their careers and everyday life.
- Understand fundamental scientific principles, develop critical thinking skills, and demonstrate safe practices, skepticism, and open-mindedness when collecting, analyzing, and interpreting information.
- Become technologically literate.
- Demonstrate proficiency in all New Jersey Student Learning Standards (NJSLS).
- Develop the ability to understand their world and to have an appreciation for the heritage of America with a high degree of literacy in civics, history, economics and geography.
- Develop a respect for different cultures and demonstrate trustworthiness, responsibility, fairness, caring, and citizenship.
- Become culturally literate by being aware of the historical, societal, and multicultural aspects and implications of the arts.
- Demonstrate skills in decision-making, goal setting, and effective communication, with a focus on character development.
- Understand and practice the skills of family living, health, wellness and safety for their physical, mental, emotional, and social development.
- Develop consumer, family, and life skills necessary to be a functioning member of society.
- Develop the ability to be creative, inventive decision-makers with skills in communicating ideas, thoughts and feelings.
- Develop career awareness and essential technical and workplace readiness skills, which are significant to many aspects of life and work.

Unit Plan Title	Unit 1: Social & Emotional Health and Family Life
Suggested Time Frame	7 weeks

Overview / Rationale
Healthy living requires one to make choices that contribute to their physical and mental well-being. It requires healthy relationships with family members and setting health goal to maintain a healthy body.

Stage 1 – Desired Results
<p>Established Goals: New Jersey Student Learning Standards for Comprehensive Health and Physical Education</p> <p>2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.</p> <p>Personal Growth and Development</p> <ul style="list-style-type: none"> • 2.1.P.A.2 Demonstrate emerging self-help skills (e.g., develop independence when pouring, serving, and using utensils and when dressing and brushing teeth). • 2.1.2.A.1 Explain what being “well” means and identify self-care practices that support wellness. • 2.1.2.A.2 Use correct terminology to identify body parts, and explain how body parts work together to support wellness. <p>E. Social and Emotional Health</p> <ul style="list-style-type: none"> • 2.1.2.E.1 Identify basic social and emotional needs of all people. • 2.1.2.E.2 Determine possible causes of conflict between people and appropriate ways to prevent and resolve them. • 2.1.2.E.3 Explain healthy ways of coping with common stressful situations experienced by children. <p>2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.</p> <p>Interpersonal Communication</p> <ul style="list-style-type: none"> • 2.2.2.A.1 Express needs, wants, and feelings in health- and safety-related situations. <p>Decision-Making and Goal Setting</p> <ul style="list-style-type: none"> • 2.2.2.B.1 Explain what a decision is and why it is advantageous to think before acting. • 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.

Character Development

- 2.2.2.C.1 Explain the meaning of character and how it is reflected in the thoughts, feelings, and actions of oneself and others.
- 2.2.2.C.2 Identify types of disabilities and demonstrate appropriate behavior when interacting with people with disabilities.

2.4 Human Relationships and Sexuality: All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.

Relationships

- 2.4.2.A.1 Compare and contrast different kinds of families locally and globally.
- 2.4.2.A.2 Distinguish the roles and responsibilities of different family members.
- 2.4.2.A.3 Determine the factors that contribute to healthy relationships.

Essential Questions:

- What is healthful living?
- How does my relationship with my friends and family affect my health?
- Are you healthy, and how do you know?

Enduring Understandings:

Students will understand that...

- Good health means taking care of our physical body, and mental and emotional health.
- Keeping our minds healthy and having healthful relationships are a part of good health.
- Conflict is normal and we need to find ways to resolve conflict to ensure that everyone gets along.

Knowledge:

Students will know...

- The steps for resolving conflict.
- Ways that you can have good health.
- Actions that show good character and respect.
- How to make wise-decisions.

Skills:

Students will be able to...

- Apply the four steps for using communication skills
- Communicate positive traits they have for self-concept.
- Develop a plan for to manage stress.

<ul style="list-style-type: none"> ● The process for good communication and healthful ways to share feelings. ● The importance of a good self-concept. ● How stress affects your body. ● How to handle a mistake. ● Examples of different types of families, family responsibilities, and possible causes for change within the family. ● Aspects of being a good friend. ● What to do if a conflict arises. 	<ul style="list-style-type: none"> ● Propose how to handle a mistake they have made in a given situation. ● Recognize ways that families can be different. ● Demonstrate ways to show good character. ● Apply steps for resolving conflict within family and school environments. ● Identify basic needs (food, water, sleep, shelter, clothing, and love). ● Analyze if a decision is a wise decision, or a poor decision. ● Recognize and model ways of showing respect through words and actions. ● Demonstrate wise decision making in different situations. ● Recognize a conflict and the appropriate methods for resolving them.
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Technology Integration

X 8.1 Educational Technology:

All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.

INTEGRATED SOCIAL AND EMOTIONAL LEARNING COMPETENCIES

The following social and emotional competencies are integrated in this curriculum document:

Self-Awareness

- ☒ Recognize one's own feelings and thoughts
- ☒ Recognize the impact of one's feelings and thoughts on one's own behavior
- ☒ Recognize one's personal traits, strengths and limitations
- ☐ Recognize the importance of self-confidence in handling daily tasks and challenges

Self-Management

- ☒ Understand and practice strategies for managing one's own emotions, thoughts and behaviors
- ☒ Recognize the skills needed to establish and achieve personal and educational goals
- ☒ Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

Social Awareness

- ☒ Recognize and identify the thoughts, feelings, and perspectives of others
- ☐ Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds
- ☐ Demonstrate an understanding of the need for mutual respect when viewpoints differ
- ☐ Demonstrate an awareness of the expectations for social interactions in a variety of setting

Responsible Decision Making

- ☒ Develop, implement and model effective problem solving and critical thinking skills
- ☒ Identify the consequences associated with one's action in order to make constructive choices
- ☒ Evaluate personal, ethical, safety and civic impact of decisions

Relationship Skills

- ☐ Establish and maintain healthy relationships
- ☐ Utilize positive communication and social skills to interact effectively with others
- ☐ Identify ways to resist inappropriate social pressure
- ☐ Demonstrate the ability to present and resolve interpersonal conflicts in constructive ways
- ☐ Identify who, when, where, or how to seek help for oneself or others when needed

In this unit plan, the following 21st Century Life and Careers skills are addressed:	
Check ALL that apply –	Indicate whether these skills are: • E – encouraged

21 st Century Themes			<ul style="list-style-type: none"> • T – taught • A – assessed
			Career Ready Practices
9.1	Personal Financial Literacy	E	CRP1. Act as a responsible and contributing citizen and employee.
	Income and Careers		CRP2. Apply appropriate academic and technical skills.
	Money Management	ETA	CRP3. Attend to personal health and financial well-being.
	Credit and Debt Management	ETA	CRP4. Communicate clearly and effectively and with reason.
	Planning, Saving, and Investing	ETA	CRP5. Consider the environmental, social and economic impacts of decisions.
	Becoming a Critical Consumer		CRP6. Demonstrate creativity and innovation.
	Civic Financial Responsibility		CRP7. Employ valid and reliable research strategies.
	Insuring and Protecting	ETA	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
9.2	Career Awareness, Exploration, and Preparation		CRP9. Model integrity, ethical leadership and effective management.
X	Career Awareness		CRP10. Plan education and career paths aligned to personal goals.
X	Career Exploration	E	CRP11. Use technology to enhance productivity.
	Career Preparation		CRP12. Work productively in teams while using cultural global competence.
Interdisciplinary Connections			
New Jersey Student Learning Standards 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.2.3. Describe how characters in a story respond to major events and challenges using key details.			

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Student Resources

Key Vocabulary:

caring, citizen, fairness, health, character, decision, wise-decision, responsibility, trustworthy, communicate, self-concept, stress, mistake, feelings, divorce, respect, friend, conflict, family

Teacher Resources

Websites:

- <http://www.mypyramid.gov/>
- www.health.gov/dietaryguidelines/
- <http://www.healthfinder.gov/scripts/SearchContext.asp?topic=14314>
- <http://www.healthfinder.gov/>
- <http://www.fruitsandveggiesmorematters.org/>
- <http://www.foodchamps.org/>
- <http://www.americanheart.org/presenter.jhtml?identifier=2360>
- <http://www.nutritionexplorations.org/>
- <https://www.healthykids.org/>
- <https://www.bam.gov/index.html>
- <http://www.actionforhealthykids.org/>

Stage 2 – Assessment Evidence

Performance Tasks:

- Write a skit containing two characters with good and bad characters traits (one demonstrating wise decisions and one demonstrating poor).
- Each group performs their two character skit and the class critiques the good character traits and the poor decision making.

Formative Assessments:

- Teacher-developed quizzes, tests, academic prompts, homework, etc.

Summative Assessments:

- Unit Vocabulary Test
- Chapter Tests

Stage 3 – Learning Plan	
Suggested Learning Activities	<ul style="list-style-type: none"> ● Introductory Activity: Whole Group Instruction- discuss/model good/bad character traits; model rules for participating in small group activities. ● Student Activity: Small group discuss and record in journals examples of six actions that show good character; design medals for people who exemplify these traits (Build Character page 9) ● Introductory Activity: Whole Group Instruction- discuss/use chart to record health goals (for mind and body). ● Student Activity: write health goals in journals and share (Life Skills page 5) ● Introductory Activity: Whole Group Instruction-Discuss healthful ways to share feelings ● Student Activity: Communicate feelings with stick puppets (Life Skill page 13) ● Introductory Activity: Whole Group Instruction-discuss/model examples of good/bad decisions; tell six questions to ask before making a decision. ● Student Activity: Brainstorm/Act out “decision-making situations within small groups (page 11) ● Introductory Activity: Whole Group Instruction- discuss meaning of stress; model different causes of stress ● Student Activity-draw an example of a stress situation and describe it in writing ● Introductory Activity: Whole Group Instruction- discuss/brainstorm ways that families are alike and different ● Student Activity: draw picture/describe families on a family tree (Social Studies page 27) ● Introductory Activity: Whole Group Instruction-Identify conflict; recall/discuss importance of four bullying rules; list steps for resolving conflicts ● Student Activity: In groups discuss steps and create “Foldables” p40-41(Life Skills pages 6-7)

Modifications and Accommodations:	<p>Special Education Students: <i>(These are just suggested ideas to modify instruction. All modifications and accommodations should be specific to each individual child's IEP or 504 plan.)</i></p> <ul style="list-style-type: none"> ● Pre-teach or preview vocabulary ● Repeat or reword directions ● Have students repeat directions ● Use of small group instruction ● Pair visual prompts with verbal presentations ● Ask students to restate information, directions, and assignments ● Repetition and time for additional practice ● Model skills/techniques to be mastered ● Repetition and additional practice ● Use of assistive technology (as appropriate) ● Assign a peer buddy ● Check for understanding with more frequency ● Provide oral reminders and check student work during independent practice ● Chunk the assignment - broken up into smaller units, work submitted in phases ● Provide regular home/school communication <p>English Language Learners:</p> <ul style="list-style-type: none"> ● Pre-teach or preview vocabulary ● Repeat or reword directions ● Have students repeat directions ● Use of small group instruction ● Scaffold language based on their Can Do Descriptors ● Alter materials and requirements according to Can Do Descriptors ● TPR (Total Physical Response-Sheltered Instruction strategy) Demonstrate concepts through multi-sensory forms such as with body language, intonation ● Pair visual prompts with verbal presentations ● Repetition and additional practice ● Model skills and techniques to be mastered ● Native Language translation (peer, assistive technology, bilingual dictionary) ● Emphasize key words or critical information by highlighting ● Check for understanding with more frequency ● Use of self-assessment rubrics
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	<ul style="list-style-type: none"> ● Increase one-on-one conferencing; frequent check ins ● Make vocabulary words available in a student created vocabulary notebook, vocabulary bank, Word Wall, or vocabulary ring ● Extended time ● Projects completed individually or with partners ● Use online dictionary that includes images for words: http://visual.merriamwebster.com/. ● Use online translator to assist students with pronunciation: http://www.reverso.net/text_translation.aspx?lang=EN. <p>Students at Risk of Failure:</p> <ul style="list-style-type: none"> ● Use of self-assessment rubrics for check-in ● Pair visual prompts with verbal presentations ● Ask students to restate information and/or directions ● Opportunity for repetition and additional practice ● Model skills/techniques to be mastered ● Extended time ● Strategic seating with a purpose ● Provide students opportunity to make corrections and/or explain their answers ● Support organizational skills ● Encourage student to proofread work ● Assign a peer buddy ● Build on students' strengths based on Multiple Intelligences: Linguistic (verbal); Logical (reasoning); Musical/Rhythmic; Intrapersonal Intelligence (understanding of self); Visual Spatial Intelligence; Interpersonal Intelligence (the ability to interact with others effectively); Kinesthetic (bodily); Naturalist Intelligence; and Learning Styles: Visual; Auditory; Tactile; Kinesthetic; Verbal <p>High Achieving Students:</p> <ul style="list-style-type: none"> ● Allow for student choice from a menu of differentiated outcomes; choices grouped by complexity of thinking skills; variety of options enable students to work in the mode that most interests them ● Allow students to pursue independent projects based on their individual interests ● Provide enrichment activities that include more complex material ● Allow opportunities for peer collaboration and team-teaching
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	<ul style="list-style-type: none"> ● Set individual goals ● Conduct research and provide presentation of appropriate topics ● Provide students opportunity to design surveys to generate and analyze data to be used in discussion ● Allow students to move through the assignment at their own pace, as appropriate.
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Unit Plan Title	Unit 2: Growth and Nutrition
Suggested Time Frame	9 weeks

Overview / Rationale

As we grow, our bodies change. Taking care of our body is essential to our physical well-being. We can do this through a nutritious diet and maintaining a healthy weight to reduce health risks.

Stage 1 – Desired Results

Established Goals:

New Jersey Student Learning Standards for Comprehensive Health and Physical Education

2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.

Personal Growth and Development

- 2.1.2.A.1 Explain what being “well” means and identify self-care practices that support wellness.
- 2.1.2.A.2 Use correct terminology to identify body parts, and explain how body parts work together to support wellness.

Nutrition

- 2.1.2.B.1 Explain why some foods are healthier to eat than others.
- 2.1.2.B.2 Explain how foods in the food pyramid differ in nutritional content and value.
- 2.1.2.B.3 Summarize information about food found on product labels.

Diseases and Health Conditions

- 2.1.2.C.1 Summarize symptoms of common diseases and health conditions.
- 2.1.2.C.2 Summarize strategies to prevent the spread of common diseases and health conditions.
- 2.1.2.C.3 Determine how personal feelings can affect one’s wellness.

Social and Emotional Health

- 2.1.2.E.1 Identify basic social and emotional needs of all people.
- 2.1.2.E.2 Determine possible causes of conflict between people and appropriate ways to prevent and resolve them.
- 2.1.2.E.3 Explain healthy ways of coping with common stressful situations experienced by children.

2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.

Interpersonal Communication

- 2.2.2.A.1 Express needs, wants, and feelings in health- and safety-related situations.

Decision-Making and Goal Setting

- 2.2.2.B.1 Explain what a decision is and why it is advantageous to think before acting.
- 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.

2.6 Fitness: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.

Fitness and Physical Activity

- 2.6.2.A.1 Explain the role of regular physical activity in relation to personal health.
- 2.6.2.A.2 Explain what it means to be physically fit and engage in moderate to vigorous age-appropriate activities that promote fitness.
- 2.6.2.A.3 Develop a fitness goal and monitor progress towards achievement of the goal.

Essential Questions:

- What makes a food healthy?
- What causes our growth and development?
- What is considered an appropriate portion size?
- What makes a meal nutritional?

Enduring Understandings:

Students will understand that...

- It is important to stay healthy as you grow.
- There are different stages of growth and development.
- Each system in our bodies contain organs and parts that enable our bodies to function
- Healthy foods in the Good Guide Pyramid are important to our long and short-term health.

Knowledge:

Students will know...

- The different stages of growth and development.
- The Food Guide Pyramid.
- Good habits are important to a healthy life style.

Skills:

Students will be able to...

- Identify the different stages of growth and development from childhood to old age.
- Analyze habits that contribute to healthy life styles.
- Recognize the major body systems and explain their function.

<ul style="list-style-type: none"> ● The important parts and organs in our body that make our body systems function. ● What information is found on food labels. ● Healthy foods contain nutrients that are necessary for a healthy body. 	<ul style="list-style-type: none"> ● Identify important parts and organs in our body systems. ● Analyze which food are healthy for our bodies. ● Identify the different essential food groups. ● Recognize nutrients that are important for a healthy body. ● Discuss the importance of serving sizes. ● Identify and explain the function of food labels. ● Demonstrate how to read labels and identify ingredients.
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Technology Integration

X 8.1 Educational Technology:

All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.

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The following social and emotional competencies are integrated in this curriculum document:

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- ☒ Recognize one's own feelings and thoughts
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- ☒ Demonstrate an awareness of the expectations for social interactions in a variety of setting

Responsible Decision Making

- ☒ Develop, implement and model effective problem solving and critical thinking skills
- ☐ Identify the consequences associated with one's action in order to make constructive choices
- ☐ Evaluate personal, ethical, safety and civic impact of decisions

Relationship Skills

- ☒ Establish and maintain healthy relationships
- ☒ Utilize positive communication and social skills to interact effectively with others
- ☐ Identify ways to resist inappropriate social pressure
- ☒ Demonstrate the ability to present and resolve interpersonal conflicts in constructive ways
- ☐ Identify who, when, where, or how to seek help for oneself or others when needed

In this unit plan, the following 21st Century Life and Careers skills are addressed:

Check ALL that apply –

Indicate whether these skills are:

21 st Century Themes			<ul style="list-style-type: none"> • E – encouraged • T – taught • A – assessed Career Ready Practices
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	Income and Careers		CRP2. Apply appropriate academic and technical skills.
	Money Management	ETA	CRP3. Attend to personal health and financial well-being.
	Credit and Debt Management	ETA	CRP4. Communicate clearly and effectively and with reason.
	Planning, Saving, and Investing	ETA	CRP5. Consider the environmental, social and economic impacts of decisions.
	Becoming a Critical Consumer		CRP6. Demonstrate creativity and innovation.
	Civic Financial Responsibility		CRP7. Employ valid and reliable research strategies.
	Insuring and Protecting	ETA	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
9.2	Career Awareness, Exploration, and Preparation		CRP9. Model integrity, ethical leadership and effective management.
X	Career Awareness		CRP10. Plan education and career paths aligned to personal goals.
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	Career Preparation		CRP12. Work productively in teams while using cultural global competence.
Interdisciplinary Connections			
New Jersey Student Learning Standards 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.2.3. Describe how characters in a story respond to major events and challenges using key details.			

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Student Resources

Key Vocabulary:

diet, nutrients, Food Guide Pyramid, food groups, serving, label, snack, food ads, grow, age, habit, stomach, energy, muscles, bones, blood vessels, heart, lungs, brain, nerves

Teacher Resources

Websites:

- <http://www.mypyramid.gov/>
- www.health.gov/dietaryguidelines/
- <http://www.healthfinder.gov/scripts/SearchContext.asp?topic=14314>
- <http://www.healthfinder.gov/>
- <http://www.fruitsandveggiesmorematters.org/>
- <http://www.foodchamps.org/>
- <http://www.americanheart.org/presenter.jhtml?identifier=2360>
- <http://www.nutritionexplorations.org/>
- <https://www.healthykids.org/>
- <https://www.bam.gov/index.html>
- <http://www.actionforhealthykids.org/>

Stage 2 – Assessment Evidence

Performance Tasks:

- Discuss growth, development, and change by comparing and contrasting students' baby photos and 2nd grade photos.
- Design life size illustrations of bodies; add parts and organs to appropriate body systems.
- Locate pictures of healthy food and separate into appropriate food groups

Formative Assessments:

- Teacher-developed quizzes, tests, academic prompts, homework, etc.

Summative Assessments:

- Unit Vocabulary Test
- Chapter Tests

Stage 3 – Learning Plan

Instructional Strategies Descriptions	
Suggested Learning Activities	<ul style="list-style-type: none"> ● Introductory Activity: Whole Group Instruction: Introduce concepts, create a word wall, and introduce journal writing using key vocabulary terms and health facts. <ul style="list-style-type: none"> ● Model rules for participating in small group activities. ● Discuss how to stay healthy as you grow and change ● Student Activity: Design a Venn diagram to compare/contrast photos of students, “then and now”. Draw a time line of pictures and label them: baby, child, teenager, adult-(Activity Corner, TM p49. ● Introductory Activity: Whole Group Instruction: Discuss what good habits are, and how they contribute to healthy individuals. ● Student Activity: Life Style Activity- Building Character, p51. ● Introductory Activity: Whole Group Instruction: Discuss functions of our different body systems, and the parts and organs that are in each body system. ● Student Activity: Create life size bodies for each body system; draw parts, label and add the appropriate parts and organs to each system (Bodies Work! p55) ● Introductory Activity: Whole Group Instruction: Model the Food Guide Pyramid; discuss favorite food and healthy foods. ● Student Activity: Create individual food pyramids from photos in magazines (Science-Make Your Own Pyramid p.71) ● Introductory Activity: Whole Group Instruction: Identify and explain functions of food labels. ● Student Activity: Display several food containers for students to locate/identify labels and nutrition facts. ● Introductory Activity: Whole Group Instruction: Discuss the importance of healthy snacks; model appropriate serving sizes. ● Student Activity: Identify healthy snack from ads in magazines; enjoy a healthy snack, complete Foldables p.83.
Modifications and Accommodations:	<p>Special Education Students: <i>(These are just suggested ideas to modify instruction. All modifications and accommodations should be specific to each individual child’s IEP or 504 plan.)</i></p> <ul style="list-style-type: none"> ● Pre-teach or preview vocabulary

	<ul style="list-style-type: none"> ● Repeat or reword directions ● Have students repeat directions ● Use of small group instruction ● Pair visual prompts with verbal presentations ● Ask students to restate information, directions, and assignments ● Repetition and time for additional practice ● Model skills/techniques to be mastered ● Repetition and additional practice ● Use of assistive technology (as appropriate) ● Assign a peer buddy ● Check for understanding with more frequency ● Provide oral reminders and check student work during independent practice ● Chunk the assignment - broken up into smaller units, work submitted in phases ● Provide regular home/school communication <p>English Language Learners:</p> <ul style="list-style-type: none"> ● Pre-teach or preview vocabulary ● Repeat or reword directions ● Have students repeat directions ● Use of small group instruction ● Scaffold language based on their Can Do Descriptors ● Alter materials and requirements according to Can Do Descriptors ● TPR (Total Physical Response-Sheltered Instruction strategy) Demonstrate concepts through multi-sensory forms such as with body language, intonation ● Pair visual prompts with verbal presentations ● Repetition and additional practice ● Model skills and techniques to be mastered ● Native Language translation (peer, assistive technology, bilingual dictionary) ● Emphasize key words or critical information by highlighting ● Check for understanding with more frequency ● Use of self-assessment rubrics ● Increase one-on-one conferencing; frequent check ins ● Make vocabulary words available in a student created vocabulary notebook, vocabulary bank, Word Wall, or vocabulary ring ● Extended time ● Projects completed individually or with partners
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	<ul style="list-style-type: none"> • Use online dictionary that includes images for words: http://visual.merriamwebster.com/. • Use online translator to assist students with pronunciation: http://www.reverso.net/text_translation.aspx?lang=EN.
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Unit Plan Title	Unit 3: Personal Health and Safety
Suggested Time Frame	8 weeks

Overview / Rationale

We keep our bodies healthy by health-related concepts and skills in everyday lifestyle behaviors. To overcome feelings of inadequacy and low self-esteem, we develop coping skills to support our social and emotional health. Effective communication skills enhance a person's ability to express and defend their beliefs.

Stage 1 – Desired Results

Established Goals: New Jersey Student Learning Standards for Comprehensive Health and Physical Education

2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.

Personal Growth and Development

- 2.1.2.A.1 Explain what being “well” means and identify self-care practices that support wellness.
- 2.1.2.A.2 Use correct terminology to identify body parts, and explain how body parts work together to support wellness.

D. Safety

- 2.1.2.D.1 Identify ways to prevent injuries at home, school, and in the community (e.g., fire safety, poison safety, accident prevention).
- 2.1.2.D.2 Differentiate among the characteristics of strangers, acquaintances, and trusted adults and describe safe and appropriate behaviors/touches.
- 2.1.2.D.3 Identify procedures associated with pedestrian, bicycle, and traffic safety.

Social and Emotional Health

- 2.1.2.E.1 Identify basic social and emotional needs of all people.
- 2.1.2.E.2 Determine possible causes of conflict between people and appropriate ways to prevent and resolve them.
- 2.1.2.E.3 Explain healthy ways of coping with common stressful situations experienced by children.

2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.

Interpersonal Communication

- 2.2.2.A.1 Express needs, wants, and feelings in health- and safety-related situations..

Decision-Making and Goal Setting

- 2.2.2.B.1 Explain what a decision is and why it is advantageous to think before acting.
- 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.

Advocacy, and Service

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

Health Services and Careers

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

Essential Questions:

- Why are safety rules important to our everyday life?
- Why is being physically active and keeping your body clean important to your personal healthy?

Enduring Understandings:

Students will understand that...

- Good health means keeping our bodies clean and getting plenty of exercise and sleep.
- Medical examinations are important to keep our bodies healthy.
- Obeying safety rules at home, in school, indoors and outdoors, in cars and buses, is a part of good health.

Knowledge:

Students will know...

- Cool down ways that you can keep your body clean and fit.
- What to expect at a medical examination.
- What to expect during eye and ear examinations.
- How to protect your eyes and ears.
- Ways to take care of your teeth.
- The importance of keeping your body clean.
- The importance of getting plenty of sleep and exercise.

Skills:

Students will be able to...

- Identify ways to keep your bodies fit and clean.
- Propose how to protect your eyes, ears, and teeth.
- Demonstrate steps to take when confronted by a stranger.
- Apply steps for basic first aid.
- Identify safety rules for inside and outdoors.
- Analyze if a situation is an emergency and develop a plan if it is.

<ul style="list-style-type: none"> • The steps of basic first aid. • How to avoid injuries inside and outdoors. • What to do in case of emergency. • Actions to stay safe from strangers. • How to prevent getting lost and what to do if you do get lost. • How to determine the difference between appropriate and inappropriate touches. • How to avoid bullies and gangs. 	<ul style="list-style-type: none"> • Recognize the difference between appropriate and inappropriate touches. • Develop a plan of action if lost • Recognize bullies and/or gangs, and apply bullying rules.
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Technology Integration

X 8.1 Educational Technology:

All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.

INTEGRATED SOCIAL AND EMOTIONAL LEARNING COMPETENCIES

The following social and emotional competencies are integrated in this curriculum document:

Self-Awareness

 x Recognize one's own feelings and thoughts

- ☒ Recognize the impact of one's feelings and thoughts on one's own behavior
- ☐ Recognize one's personal traits, strengths and limitations
- ☐ Recognize the importance of self-confidence in handling daily tasks and challenges

Self-Management

- ☒ Understand and practice strategies for managing one's own emotions, thoughts and behaviors
- ☐ Recognize the skills needed to establish and achieve personal and educational goals
- ☐ Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

Social Awareness

- ☒ Recognize and identify the thoughts, feelings, and perspectives of others
- ☐ Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds
- ☒ Demonstrate an understanding of the need for mutual respect when viewpoints differ
- ☐ Demonstrate an awareness of the expectations for social interactions in a variety of setting

Responsible Decision Making

- ☒ Develop, implement and model effective problem solving and critical thinking skills
- ☒ Identify the consequences associated with one's action in order to make constructive choices
- ☒ Evaluate personal, ethical, safety and civic impact of decisions

Relationship Skills

- ☐ Establish and maintain healthy relationships
- ☐ Utilize positive communication and social skills to interact effectively with others
- ☐ Identify ways to resist inappropriate social pressure
- ☐ Demonstrate the ability to present and resolve interpersonal conflicts in constructive ways
- ☐ Identify who, when, where, or how to seek help for oneself or others when needed

In this unit plan, the following 21st Century Life and Careers skills are addressed:	
Check ALL that apply –	Indicate whether these skills are: • E – encouraged

21st Century Themes			<ul style="list-style-type: none"> • T – taught • A – assessed Career Ready Practices
9.1	Personal Financial Literacy	E	CRP1. Act as a responsible and contributing citizen and employee.
	Income and Careers		CRP2. Apply appropriate academic and technical skills.
	Money Management	ETA	CRP3. Attend to personal health and financial well-being.
	Credit and Debt Management	ETA	CRP4. Communicate clearly and effectively and with reason.
	Planning, Saving, and Investing	ETA	CRP5. Consider the environmental, social and economic impacts of decisions.
	Becoming a Critical Consumer		CRP6. Demonstrate creativity and innovation.
	Civic Financial Responsibility		CRP7. Employ valid and reliable research strategies.
	Insuring and Protecting	ETA	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
9.2	Career Awareness, Exploration, and Preparation		CRP9. Model integrity, ethical leadership and effective management.
X	Career Awareness		CRP10. Plan education and career paths aligned to personal goals.
X	Career Exploration	E	CRP11. Use technology to enhance productivity.
	Career Preparation		CRP12. Work productively in teams while using cultural global competence.
Interdisciplinary Connections			
New Jersey Student Learning Standards 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.2.3. Describe how characters in a story respond to major events and challenges using key details.			

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Student Resources

Key Vocabulary:

injury, safety rules, crosswalk, seatbelt, stranger, bad touch, bully, gang, inhalant, poison, earthquake, emergency, first aid, cavity, check-up, floss, hearing aid, lice, stretch, vision, warm up, grooming

Teacher Resources

Additional Texts:

Websites:

- <http://www.mypyramid.gov/>
- www.health.gov/dietaryguidelines/
- <http://www.healthfinder.gov/scripts/SearchContext.asp?topic=14314>
- <http://www.healthfinder.gov/>
- <http://www.fruitsandveggiesmorematters.org/>
- <http://www.foodchamps.org/>
- <http://www.americanheart.org/presenter.jhtml?identifier=2360>
- <http://www.nutritionexplorations.org/>
- <https://www.healthykids.org/>
- <https://www.bam.gov/index.html>
- <http://www.actionforhealthykids.org/>

Stage 2 – Assessment Evidence

Performance Tasks:

- Write a skit on what to do and/or use to stay clean, healthy, fit, and safe
- Each group performs skits, demonstrating ways to keep their bodies: clean healthy, fit and safe.

Formative Assessments:

- Teacher-developed quizzes, tests, academic prompts, homework, etc.

Summative Assessments:

- Unit Vocabulary Test
- Chapter Tests

Stage 3 – Learning Plan	
Suggested Learning Activities	<ul style="list-style-type: none"> ● Introductory Activity: Whole Group Instruction : Introduce key terms and vocabulary and concepts; refer to word wall ● Student activity: participate in center activities/games, focusing on personal health and safety. ● Introductory Activity: Whole Group Instruction: model objects used for personal hygiene ● Student activity: using journals draw pictures of the above items and label. ● Introductory Activity: Whole Group Instruction: have school nurse demonstrate vision, hearing, and teeth exams. ● Student Activity: Science Activity Corner TM page 97 ● Introductory Activity: Whole Group Instruction: Introduce importance of exercise and getting plenty of sleep; model: warm ups, stretches, cool down, sit ups, jumping jacks, and jumping rope. ● Student activity: record bed times for one week in journals ● Student Activity: establish stations, and complete 5 minutes of sit ups, jumping jacks, and jumping rope at each station. ● Introductory Activity: Whole Group Instruction: Introduce how we stay safe inside and outdoors, and making wise decisions. ● Student activity: draw pictures to illustrate school safety rules in journals (Life skill-“Making Wise Decisions” page 119 and “Practice Healthful Habits” page 123) ● Introductory Activity: Whole Group Instruction: Discuss car/bus and bike safety with the Neptune Police Department. ● Student Activity: write safety rules in journals and thank you letters to Neptune Police Department ● Introductory Activity: Whole Group Instruction: discuss how to stay safe when lost; model rules ● Student Activity: (Life Skill Practice Healthful habits page 129 ● Introductory Activity: Whole Group Instruction: Discuss and model the difference between appropriate and inappropriate touches ● Student activity: take turns role modeling appropriate touches (pat on head or back, hold hands etc.)

	<ul style="list-style-type: none"> ● Introductory activity: Whole Group Instruction: Discuss bullying rules ● Student Activity: role model bullying situations ● Introductory activity: Whole Group Instruction: take walking trip to Neptune Fire Department; discuss fire safety with firemen. ● Student activity: write fire safety rules in journals and thank you letters and pictures to Neptune Fire Department.
Modifications and Accommodations:	<p>Special Education Students: <i>(These are just suggested ideas to modify instruction. All modifications and accommodations should be specific to each individual child's IEP or 504 plan.)</i></p> <ul style="list-style-type: none"> ● Pre-teach or preview vocabulary ● Repeat or reword directions ● Have students repeat directions ● Use of small group instruction ● Pair visual prompts with verbal presentations ● Ask students to restate information, directions, and assignments ● Repetition and time for additional practice ● Model skills/techniques to be mastered ● Repetition and additional practice ● Use of assistive technology (as appropriate) ● Assign a peer buddy ● Check for understanding with more frequency ● Provide oral reminders and check student work during independent practice ● Chunk the assignment - broken up into smaller units, work submitted in phases ● Provide regular home/school communication <p>English Language Learners:</p> <ul style="list-style-type: none"> ● Pre-teach or preview vocabulary ● Repeat or reword directions ● Have students repeat directions ● Use of small group instruction ● Scaffold language based on their Can Do Descriptors ● Alter materials and requirements according to Can Do Descriptors ● TPR (Total Physical Response-Sheltered Instruction strategy) Demonstrate concepts through multi-sensory forms such as with body language, intonation

	<ul style="list-style-type: none"> ● Pair visual prompts with verbal presentations ● Repetition and additional practice ● Model skills and techniques to be mastered ● Native Language translation (peer, assistive technology, bilingual dictionary) ● Emphasize key words or critical information by highlighting ● Check for understanding with more frequency ● Use of self-assessment rubrics ● Increase one-on-one conferencing; frequent check ins ● Make vocabulary words available in a student created vocabulary notebook, vocabulary bank, Word Wall, or vocabulary ring ● Extended time ● Projects completed individually or with partners
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Unit Plan Title	Unit 4: Diseases, Drugs, and Medicine
Suggested Time Frame	7 weeks

Overview / Rationale

Drug usage prevents one from living a healthy lifestyle. Medicines must be used correctly in order to be safe and have the maximum benefit. Tobacco has harmful effects on the human body. Treatment of drug abuse can help people live longer by implementing a plan to reach realistic wellness goals.

Stage 1 – Desired Results

Established Goals:

New Jersey Student Learning Standards for Comprehensive Health and Physical Education

2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.

C. Diseases and Health Conditions

- 2.1.2.C.1 Summarize symptoms of common diseases and health conditions.
- 2.1.2.C.2 Summarize strategies to prevent the spread of common diseases and health conditions.
- 2.1.2.C.3 Determine how personal feelings can affect one's wellness.

2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.

B. Decision-Making and Goal Setting

- 2.2.2.B.1 Explain what a decision is and why it is advantageous to think before acting.
- 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.

2.3 Drugs and Medicines: All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle.

Medicines

- 2.3.2.A.1 Explain what medicines are and when some types of medicines are used.
- 2.3.2.A.2 Explain why medicines should be administered as directed.

Alcohol, Tobacco, and Other Drugs

- 2.3.2.B.1 Identify ways that drugs can be abused.
- 2.3.2.B.2 Explain effects of tobacco use on personal hygiene, health, and safety.

- 2.3.2.B.3 Explain why tobacco smoke is harmful to nonsmokers.
- 2.3.2.B.4 Identify products that contain alcohol.
- 2.3.2.B.5 List substances that should never be inhaled and explain why.

Dependency/Addiction and Treatment

- 2.3.2.C.1 Recognize that some people may have difficulty controlling their use of alcohol, tobacco, and other drugs.
- 2.3.2.C.2 Explain that people who abuse alcohol, tobacco, and other drugs can get help.

<p>Essential Questions:</p> <ul style="list-style-type: none"> ● How can medicine help our bodies to be healthy? ● How can drugs affect our everyday lives? ● What are the differences between good and bad drugs? ● How can stress affect our health and how can it be controlled? 	<p>Enduring Understandings: <i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● Medicine is sometimes necessary for our wellness. ● Drugs can be both helpful and harmful to our bodies. ● It's necessary to know how to make good decisions about taking drugs. ● There are habits that are helpful to our everyday lives.
<p>Knowledge: <i>Students will know...</i></p> <ul style="list-style-type: none"> ● That medicine can help our bodies when follow the safety rules. ● There are warning labels on medicine bottles and special instructions. ● There are people who can help someone with an alcohol problem. ● Secondhand smoke can be harmful to our bodies. ● There are ways to say no to drugs. ● Germs can make us sick, but there are ways to prevent them from spreading. ● Diseases can be cured. ● Stress can affect our health, but it can be controlled. 	<p>Skills: <i>Students will be able to...</i></p> <ul style="list-style-type: none"> ● Identify what medicine is and how it's used. ● Recognize warning labels on medicine. ● Identify reasons to be drug free. ● Cite different ways to say no to drugs. ● Cite the different people who can help someone who has problems with drugs/alcohol. ● Identify the harmful effects of drugs and reasons to be drug free. ● Communicate how to say no to drugs. ● Apply ways to fight the spread of germs. ● Identify common infectious diseases. ● Recognize symptoms of allergies and asthma.

	<ul style="list-style-type: none"> ● Identify how diabetes and obesity are related and explain ways to prevent them. ● Recognize some of the common causes of cancer and how it can be prevented. ● Propose a plan to keep your heart healthy.
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Technology Integration

X 8.1 Educational Technology:

All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.

INTEGRATED SOCIAL AND EMOTIONAL LEARNING COMPETENCIES

The following social and emotional competencies are integrated in this curriculum document:

Self-Awareness

- ☐ Recognize one's own feelings and thoughts
- ☐ Recognize the impact of one's feelings and thoughts on one's own behavior
- ☐ Recognize one's personal traits, strengths and limitations
- ☐ Recognize the importance of self-confidence in handling daily tasks and challenges

Self-Management

- ☐ Understand and practice strategies for managing one's own emotions, thoughts and behaviors
- ☐ Recognize the skills needed to establish and achieve personal and educational goals
- ☐ Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

Social Awareness

- ☐ Recognize and identify the thoughts, feelings, and perspectives of others
- ☐ Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds
- ☐ Demonstrate an understanding of the need for mutual respect when viewpoints differ
- ☐ Demonstrate an awareness of the expectations for social interactions in a variety of setting

Responsible Decision Making

- ☐ Develop, implement and model effective problem solving and critical thinking skills
- ☒ Identify the consequences associated with one's action in order to make constructive choices
- ☒ Evaluate personal, ethical, safety and civic impact of decisions

Relationship Skills

- ☐ Establish and maintain healthy relationships
- ☐ Utilize positive communication and social skills to interact effectively with others
- ☒ Identify ways to resist inappropriate social pressure
- ☐ Demonstrate the ability to present and resolve interpersonal conflicts in constructive ways
- ☐ Identify who, when, where, or how to seek help for oneself or others when need

In this unit plan, the following 21st Century Life and Careers skills are addressed:

Check ALL that apply – 21 st Century Themes		Indicate whether these skills are: <ul style="list-style-type: none"> • E – encouraged • T – taught • A – assessed Career Ready Practices	
9.1	Personal Financial Literacy	E	CRP1. Act as a responsible and contributing citizen and employee.
	Income and Careers		CRP2. Apply appropriate academic and technical skills.
	Money Management	ETA	CRP3. Attend to personal health and financial well-being.
	Credit and Debt Management	ETA	CRP4. Communicate clearly and effectively and with reason.
	Planning, Saving, and Investing	ETA	CRP5. Consider the environmental, social and economic impacts of decisions.
	Becoming a Critical Consumer		CRP6. Demonstrate creativity and innovation.
	Civic Financial Responsibility		CRP7. Employ valid and reliable research strategies.
	Insuring and Protecting	ETA	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
9.2	Career Awareness, Exploration, and Preparation		CRP9. Model integrity, ethical leadership and effective management.
X	Career Awareness		CRP10. Plan education and career paths aligned to personal goals.
X	Career Exploration	E	CRP11. Use technology to enhance productivity.
	Career Preparation		CRP12. Work productively in teams while using cultural global competence.

Interdisciplinary Connections

New Jersey Student Learning Standards

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.2.3. Describe how characters in a story respond to major events and challenges using key details.

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Student Resources

Key Vocabulary:

medicine, side effect, alcohol, drugs, secondhand smoke, tobacco, drug-free, symptom, vaccine, allergy, asthma, heart disease, diabetes, obesity, cancer, sunscreen, decisions

Teacher Resources

Websites:

- <http://www.mypyramid.gov/>
- www.health.gov/dietaryguidelines/
- <http://www.healthfinder.gov/scripts/SearchContext.asp?topic=14314>
- <http://www.healthfinder.gov/>
- <http://www.fruitsandveggiesmorematters.org/>
- <http://www.foodchamps.org/>
- <http://www.americanheart.org/presenter.jhtml?identifier=2360>
- <http://www.nutritionexplorations.org/>
- <https://www.healthykids.org/>
- <https://www.bam.gov/index.html>
- <http://www.actionforhealthykids.org/>

Stage 2 – Assessment Evidence

Performance Tasks

- Write a booklet that states five things to say to people who are trying to convince you to do or use something that is harmful to your body

Formative Assessments:

- Teacher-developed quizzes, tests, academic prompts, homework, etc.

Summative Assessments:

- Unit Vocabulary Test

<ul style="list-style-type: none"> ● Brainstorm healthful activities (exercise, dialogue, role play etc.) 	<ul style="list-style-type: none"> ● Chapter Tests
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Stage 3 – Learning Plan	
Suggested Learning Activities	<ul style="list-style-type: none"> ● Introductory Activity: Whole Group Instruction: discuss what you know about medicine. Introduce concepts, create word wall of key terms and vocabulary ● Student Activity Corner: classify medicines page 151. Write in journals safety rules for taking medicine ● Introductory Activity: Whole Group Instruction: identify alcohol as a drug and discuss how it can hurt our minds and bodies; how we can get help for people who have an addiction ● Student Activity: Design foldable “Drug Free for Me” page 167; thank-you letters page 159 ● Introductory Activity: Whole Group Instruction- Discuss what we can do to stay well. ● Student Activity: identify photos in magazines of people involved in healthy activities and create a poster. ● Introductory Activity: Whole Group Instruction: Introduce symptoms of some common infectious diseases; read “Fighting Germs” and discuss importance of washing hands with help of nurse. ● Student Activity: wash hands using “black light” to identify germs that remain ● Introductory Activity: Whole Group Instruction-Discuss what things can trigger asthma and allergies. ● Student Activity: Life Skill, practice healthful habits page 181. Demonstrate difficulty of breathing with asthma using a straw. ● Introductory Activity: Whole Group Instruction- Identify cancer as a non-communicable disease; discuss ways to prevent cancer. ● Student Activity: design “No Smoking” posters and new brand of sunscreens.
Modifications and Accommodations	<p>Special Education Students: <i>(These are just suggested ideas to modify instruction. All modifications and accommodations should be specific to each individual child’s IEP or 504 plan)</i></p>

	<ul style="list-style-type: none"> ● Differentiated Lessons ● Small Group Instruction ● Developmentally Appropriate Strategies <p>English Language Learners:</p> <ul style="list-style-type: none"> ● Visual Aids ● Relating Terminology Amongst Sports i.e. football and soccer ● Allowing “flawed” Language ● Partnering Students <p>Students at Risk of Failure:</p> <ul style="list-style-type: none"> ● Multiple Opportunities to Succeed ● Small Group Instruction <p>High Achieving Students:</p> <ul style="list-style-type: none"> ● Activity Extensions ● Advancing the Skills ● Quicker Pacing
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Unit Plan Title	Unit 5: Community, Communications, and Leadership
Suggested Time Frame	5 weeks
Overview / Rationale	

Developing and implementing a plan to reach realistic wellness goals increases the likelihood of reaching those goals.

Stage 1 – Desired Results

Established Goals: NJSLs for Comprehensive Health and Physical Education

2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.

Personal Growth and Development

- 2.1.2.A.1 Explain what being “well” means and identify self-care practices that support wellness.
- 2.1.2.A.2 Use correct terminology to identify body parts, and explain how body parts work together to support wellness.

2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.

Decision-Making and Goal Setting

- 2.2.2.B.1 Explain what a decision is and why it is advantageous to think before acting.
- 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.

Essential Questions:

- Who are the people in our community we can count on to keep us safe and healthy?
- What can we do to maintain a healthy environment?
- Why are natural resources so important to our environment?

Enduring Understandings:

Students will understand that...

- There are people with information that can keep us safe and healthy.
- We can all help to keep our environment healthy, which will help us to be healthful.
- It is important to protect our resources.

Knowledge:

Students will know...

- There are many community health workers to keep us safe and healthy.
- There are a variety of health products available.
- Healthful and unhealthful advertisements are created by media and advertising.

Skills:

Students will be able to...

- Analyze the influence of culture, media, and technology on health.
- Choose from different available health products.
- Differentiate between healthful and unhealthful advertisements.

<ul style="list-style-type: none"> ● We can all contribute to a healthy environment by recycling and saving energy. ● Resources are found in nature and help us live. 	<ul style="list-style-type: none"> ● Identify the roles of various community health workers/volunteers. ● Propose a plan to prevent pollution and promote recycling. ● Recognize importance of different natural resources and their role in our everyday lives. ● Demonstrate ways to save energy.
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Technology Integration

X 8.1 Educational Technology:

All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.

INTEGRATED SOCIAL AND EMOTIONAL LEARNING COMPETENCIES

The following social and emotional competencies are integrated in this curriculum document:

Self-Awareness

- _____ Recognize one's own feelings and thoughts
- _____ Recognize the impact of one's feelings and thoughts on one's own behavior
- _____ Recognize one's personal traits, strengths and limitations
- _____ Recognize the importance of self-confidence in handling daily tasks and challenges

Self-Management

- ☐ Understand and practice strategies for managing one's own emotions, thoughts and behaviors
- ☐ Recognize the skills needed to establish and achieve personal and educational goals
- ☐ Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

Social Awareness

- ☐ Recognize and identify the thoughts, feelings, and perspectives of others
- ☐ Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds
- ☐ Demonstrate an understanding of the need for mutual respect when viewpoints differ
- ☐ Demonstrate an awareness of the expectations for social interactions in a variety of setting

Responsible Decision Making

- ☐ Develop, implement and model effective problem solving and critical thinking skills
- ☒ Identify the consequences associated with one's action in order to make constructive choices
- ☒ Evaluate personal, ethical, safety and civic impact of decisions

Relationship Skills

- ☐ Establish and maintain healthy relationships
- ☐ Utilize positive communication and social skills to interact effectively with others
- ☐ Identify ways to resist inappropriate social pressure
- ☐ Demonstrate the ability to present and resolve interpersonal conflicts in constructive ways
- ☐ Identify who, when, where, or how to seek help for oneself or others when needed

In this unit plan, the following 21st Century Life and Careers skills are addressed:	
<p>Check ALL that apply –</p> <p>21st Century Themes</p>	<p>Indicate whether these skills are:</p> <ul style="list-style-type: none"> • E – encouraged • T – taught • A – assessed <p>Career Ready Practices</p>

9.1	Personal Financial Literacy		E	CRP1. Act as a responsible and contributing citizen and employee.
	Income and Careers			CRP2. Apply appropriate academic and technical skills.
	Money Management		ETA	CRP3. Attend to personal health and financial well-being.
	Credit and Debt Management		ETA	CRP4. Communicate clearly and effectively and with reason.
	Planning, Saving, and Investing		ETA	CRP5. Consider the environmental, social and economic impacts of decisions.
	Becoming a Critical Consumer			CRP6. Demonstrate creativity and innovation.
	Civic Financial Responsibility			CRP7. Employ valid and reliable research strategies.
	Insuring and Protecting		ETA	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
9.2	Career Awareness, Exploration, and Preparation			CRP9. Model integrity, ethical leadership and effective management.
X	Career Awareness			CRP10. Plan education and career paths aligned to personal goals.
X	Career Exploration		E	CRP11. Use technology to enhance productivity.
	Career Preparation			CRP12. Work productively in teams while using cultural global competence.
Interdisciplinary Connections				
<p>New Jersey Student Learning Standards</p> <p>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.</p> <p>RL.2.3. Describe how characters in a story respond to major events and challenges using key details.</p> <p>NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>				

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Student Resources

Key Vocabulary:

Environment, pollution, reduces, reuse, recycle, resources, landfill, ozone, advertisements, media, volunteer, health helper, products

Teacher Resources

Websites:

- <http://www.mypyramid.gov/>
- www.health.gov/dietaryguidelines/
- <http://www.healthfinder.gov/scripts/SearchContext.asp?topic=14314>
- <http://www.healthfinder.gov/>
- <http://www.fruitsandveggiesmorematters.org/>
- <http://www.foodchamps.org/>
- <http://www.americanheart.org/presenter.jhtml?identifier=2360>
- <http://www.nutritionexplorations.org/>
- <https://www.healthykids.org/>
- <https://www.bam.gov/index.html>
- <http://www.actionforhealthykids.org/>

Stage 2 – Assessment Evidence

Performance Task:

- Write “Save our Environment” facts, demonstrating what we can do to protect your environment.
- Groups will create posters to advertise and demonstrate goals to protect the environment.

Formative Assessments:

- Teacher-developed quizzes, tests, academic prompts, homework, etc.

Summative Assessments:

- Unit Vocabulary Test
- Chapter Tests

Stage 3 – Learning Plan

<p>Suggested Learning Activities</p>	<ul style="list-style-type: none"> ● Introductory Activity: Whole Group Instruction- discuss available health information and how to choose health products; discuss/model healthful/unhealthful messages in advertisements. ● Student Activity: Life Skill- “Make Wise Decisions” p197 TM ● Introductory Activity: Whole Group Instruction- Identify/discuss roles of community health workers; invite school nurse/EMT to speak; write letters to community health workers ● Introductory Activity: Whole Group Instruction- Discuss/analyze influence of culture, media, and technology on health. ● Student Activity: Foldables TM p 201 ● Introductory Activity: Whole Group Instruction-Identify term “environment” on word wall; discuss how we can protect our environment from different forms of pollution (land, noise, water). ● Student Activity: create Reduce, Reuse, Recycle posters/skits; complete Life skill page 215 “Practice Healthful Habits” ● Introductory Activity: Whole Group Instruction-Define term “resources” and discuss what we can do to conserve our natural resources/energy. ● Student Activity: Use magazines/internet to research and recognize ways to conserve energy; record in journals.
<p>Modifications and Accommodations</p>	<p>Special Education Students: <i>(These are just suggested ideas to modify instruction. All modifications and accommodations should be specific to each individual child’s IEP or 504 plan.)</i></p> <ul style="list-style-type: none"> ● Pre-teach or preview vocabulary ● Repeat or reword directions ● Have students repeat directions ● Use of small group instruction ● Pair visual prompts with verbal presentations ● Ask students to restate information, directions, and assignments ● Repetition and time for additional practice ● Model skills/techniques to be mastered ● Repetition and additional practice ● Use of assistive technology (as appropriate) ● Assign a peer buddy ● Check for understanding with more frequency ● Provide oral reminders and check student work during independent practice

	<ul style="list-style-type: none"> ● Chunk the assignment - broken up into smaller units, work submitted in phases ● Provide regular home/school communication <p>English Language Learners:</p> <ul style="list-style-type: none"> ● Pre-teach or preview vocabulary ● Repeat or reword directions ● Have students repeat directions ● Use of small group instruction ● Scaffold language based on their Can Do Descriptors ● Alter materials and requirements according to Can Do Descriptors ● TPR (Total Physical Response-Sheltered Instruction strategy) Demonstrate concepts through multi-sensory forms such as with body language, intonation ● Pair visual prompts with verbal presentations ● Repetition and additional practice ● Model skills and techniques to be mastered ● Native Language translation (peer, assistive technology, bilingual dictionary) ● Emphasize key words or critical information by highlighting ● Check for understanding with more frequency ● Use of self-assessment rubrics ● Increase one-on-one conferencing; frequent check ins ● Make vocabulary words available in a student created vocabulary notebook, vocabulary bank, Word Wall, or vocabulary ring ● Extended time ● Projects completed individually or with partners ● Use online dictionary that includes images for words: http://visual.merriamwebster.com/. ● Use online translator to assist students with pronunciation: http://www.reverso.net/text_translation.aspx?lang=EN. ● Activity Extensions <p>Students at Risk of Failure:</p> <ul style="list-style-type: none"> ● Use of self-assessment rubrics for check-in ● Pair visual prompts with verbal presentations ● Ask students to restate information and/or directions ● Opportunity for repetition and additional practice ● Model skills/techniques to be mastered ● Extended time
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	<ul style="list-style-type: none"> ● Strategic seating with a purpose ● Provide students opportunity to make corrections and/or explain their answers ● Support organizational skills ● Encourage student to proofread work ● Assign a peer buddy ● Build on students' strengths based on Multiple Intelligences: Linguistic (verbal); Logical (reasoning); Musical/Rhythmic; Intrapersonal Intelligence (understanding of self); Visual Spatial Intelligence; Interpersonal Intelligence (the ability to interact with others effectively); Kinesthetic (bodily); Naturalist Intelligence; and Learning Styles: Visual; Auditory; Tactile; Kinesthetic; Verbal <p>High Achieving Students:</p> <ul style="list-style-type: none"> ● Allow for student choice from a menu of differentiated outcomes; choices grouped by complexity of thinking skills; variety of options enable students to work in the mode that most interests them ● Allow students to pursue independent projects based on their individual interests ● Provide enrichment activities that include more complex material ● Allow opportunities for peer collaboration and team-teaching ● Set individual goals ● Conduct research and provide presentation of appropriate topics ● Provide students opportunity to design surveys to generate and analyze data to be used in discussion ● Allow students to move through the assignment at their own pace, as appropriate.
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GRADE 2
HEALTH PACING GUIDE

LESSONS	TOPIC	NJSLS	LESSONS	TOPIC	NJSLS
1	Social and Emotional Health and Family Life	2.1	19	Personal Health and Safety	2.1
2	Social and Emotional Health and Family Life	2.1	20	Personal Health and Safety	2.1
3	Social and Emotional Health and Family Life	2.1	21	Personal Health and Safety	2.1
4	Social and Emotional Health and Family Life	2.1	22	Personal Health and Safety	2.1
5	Social and Emotional Health and Family Life	2.1	23	Personal Health and Safety	2.1
6	Social and Emotional Health and Family Life	2.1	24	Personal Health and Safety	2.1
7	Social and Emotional Health and Family Life	2.1	25	Diseases, Drugs and Medicine	2.1
8	Growth and Nutrition	2.1	26	Diseases, Drugs and Medicine	2.1
9	Growth and Nutrition	2.1	27	Diseases, Drugs and Medicine	2.1
10	Growth and Nutrition	2.1	28	Diseases, Drugs and Medicine	2.1
11	Growth and Nutrition	2.1	29	Diseases, Drugs and Medicine	2.1
12	Growth and Nutrition	2.1	30	Diseases, Drugs and Medicine	2.1
13	Growth and Nutrition	2.1	31	Community, Communication and Leadership	2.1
14	Growth and Nutrition	2.1	32	Community, Communication and Leadership	2.1
15	Growth and Nutrition	2.1	33	Community, Communication and Leadership	2.1
16	Growth and Nutrition	2.1	34	Community, Communication and Leadership	2.1
17	Personal Health and Safety	2.1	35	Community, Communication and Leadership	2.1
18	Personal Health and Safety	2.1	36	Community, Communication and Leadership	2.1

NEPTUNE CITY SCHOOL DISTRICT
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