

<b>Unit: Character</b>		
<b>Content Area: 02 Health</b>	<b>Revised 7/1/23</b>	
<b>Course &amp; Grade Level: 02 Grade 2 Health</b>		
<b>Summary and Rationale</b>		
Students will learn the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others. Understanding the value of being a responsible student helps create a better school environment.		
<b>Recommended Pacing</b>		
<b>1 day</b>		
<b>New Jersey Student Learning State Standards for Health Education</b>		
<b>2.1 Personal and Mental Health</b>		
<b>CPI #2.1 EH</b>	<b>Cumulative Progress Indicator (CPI)</b>	
	<table border="1" style="width: 100%;"> <tr> <td style="width: 30%; text-align: center;"><small>Disciplinary Concept</small></td> <td style="text-align: center;">Emotional Health</td> </tr> </table>	<small>Disciplinary Concept</small>
<small>Disciplinary Concept</small>	Emotional Health	
2.1.2.EH.1	Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others.	
2.1.2.EH.2	Identify what it means to be responsible and list personal responsibilities.	
<b>Interdisciplinary Connections</b>		
<b>Standard #</b>	<b>Standard</b>	
W.1.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	
SL.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood	
W.2.8	Recall information from experiences or gather information from provided sources to answer a question.	
<b>New Jersey Student Learning Standards for 21st Century Life and Careers</b>		
9.1.2.CR.1	Recognize ways to volunteer in the classroom, school and community.	
9.4.2.CI.1	Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a,2.1.2.EH.1, 6.1.2.CivicsCM.2).	
9.4.2.CT.3	Use a variety of types of thinking to solve problems (e.g., inductive, deductive).	
9.4.2.CI.2	Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).	
<b>9.2 Career Awareness, Exploration and Preparation</b>		
9.2.4.A.4	Explain why knowledge and skills acquired in elementary grades lay the foundation for future academic and career success.	
<b>New Jersey Student Learning Standards for Technology</b>		
8.1.2.AP.4	Break down a task into a sequence of steps.	
<b>Instructional Focus</b>		
<b>Unit Enduring Understandings:</b>		
<ul style="list-style-type: none"> <li>● Individuals enjoy different activities and grow at different rates.</li> <li>● Individuals face a variety of situations that may result in different type of feelings and learning how to talk about their feelings is important.</li> </ul>		

<b>Unit Essential Questions:</b>
<ul style="list-style-type: none"> <li>• How does my character influence my health?</li> </ul>
<b>Objectives:</b>
<b>Children will know</b> <ul style="list-style-type: none"> <li>• Different character traits and the positive impact it has on our health.</li> <li>• Understand what it means to be responsible</li> </ul> <b>Children will be able to</b> <ul style="list-style-type: none"> <li>• List responsibilities</li> </ul>
<b>Evidence of Learning</b>
<input checked="" type="checkbox"/> Formative Assessment
<input checked="" type="checkbox"/> Summative Assessment
<input checked="" type="checkbox"/> Alternative Assessment
<input checked="" type="checkbox"/> Benchmark
Assessment plan includes teacher-designed formative and summative assessments, a district common assessment, self-assessments, and performance tasks. During each common, formative, and summative assessment, teachers will provide alternative assessment opportunities that adhere to 504 and IEP requirements. Alternative assessments are individualized for the needs of all students. <a href="#">Accommodations</a>
<b>Competencies for 21st Century Learners:</b>
<ul style="list-style-type: none"> <li>• Collaborative Team Member</li> <li>• Globally Aware, Active &amp; Responsible Student/Citizen</li> <li>• Effective Communicator</li> <li>• Self-Directed Learner</li> </ul>
<b>Resources</b>
<ul style="list-style-type: none"> <li>• <a href="#">Kidshealth.org</a></li> <li>• Visual resources provided by the teacher</li> </ul>

<b>Unit: Self Control</b>		
<b>Content Area: 02 Health</b>	<b>Revised 7/1/23</b>	
<b>Course &amp; Grade Level: 02 Grade 2 Health</b>		
<b>Summary and Rationale</b>		
During the early elementary school years it is important for students to learn self control in a variety of settings. Students will begin to have feelings that might be stressful and they will learn how to handle these emotions.		
<b>Recommended Pacing</b>		
1 day		
<b>New Jersey Student Learning State Standards for Health Education</b>		
<b>2.1 Personal and Mental Health</b>		
<b>CPI #2.1.2 EH</b>	<b>Cumulative Progress Indicator (CPI)</b>	
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<small>Disciplinary Concept</small>	Emotional Health	
2.1.2.EH.3	Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs)	

2.1.2.EH.5	Explain healthy ways of coping with stressful situations.
<b>Interdisciplinary Connections</b>	
Standard #	Standard
W.1.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
SL.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood
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<b>New Jersey Student Learning Standards for 21st Century Life and Careers</b>	
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<b>9.2 Career Awareness, Exploration and Preparation</b>	
9.2.4.A.4	Explain why knowledge and skills acquired in elementary grades lay the foundation for future academic and career success.
<b>New Jersey Student Learning Standards for Technology</b>	
8.1.2.AP.4	Break down a task into a sequence of steps.
<b>Instructional Focus</b>	
<b>Unit Enduring Understandings:</b>	
<ul style="list-style-type: none"> <li>• Communication is the basis for strengthening relationships and resolving conflict between people.</li> </ul>	
<b>Unit Essential Questions:</b>	
<ul style="list-style-type: none"> <li>• What strategies can I use to respond to situations in a healthy manner and who can help?</li> </ul>	
<b>Objectives:</b>	
<b>Children will learn</b>	
<ul style="list-style-type: none"> <li>• Attributes of healthy personal relationships</li> <li>• Understand the effect of their behaviors on others</li> </ul>	
<b>Children will be able to</b>	
<ul style="list-style-type: none"> <li>• Manage their behaviors in multiple settings</li> <li>• Uses strategies for responding to different situations</li> </ul>	
<b>Evidence of Learning</b>	
<input checked="" type="checkbox"/> Formative Assessment	
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<b>Competencies for 21st Century Learners:</b>	
<input type="checkbox"/> Collaborative Team Member	

- Globally Aware, Active & Responsible Student/Citizen
- Effective Communicator
- Self-Directed Learner

### Resources

- [Kidshealth.org](http://Kidshealth.org)
- Visual resources provided by the teacher

## Unit: Boundaries

**Content Area: 02 Health**

**Revised 7/1/23**

**Course & Grade Level: 02 Grade 2 Health**

### Summary and Rationale

Students need to learn how to express their personal boundaries to other people and at the same time respect the boundaries of the people that surround them. They must also learn to identify behaviors that would be considered child abuse (e.g., emotional, physical, sexual). With the understanding of what child abuse is the students will learn who the trusted adults are that they can talk to about situations which may be uncomfortable or dangerous.

### Recommended Pacing

**2 day**

## New Jersey Student Learning State Standards for Health Education

### 2.3 Safety

CPI #2.3.2 PS	Cumulative Progress Indicator (CPI)	
	Disciplinary Concept	Personal Safety
2.3.2.PS.5	Define bodily autonomy and personal boundaries.	
2.3.2.PS.6	Demonstrate how to communicate personal boundaries and show respect for someone else's personal boundaries including friends and family.	
2.3.2.PS.7	Identify behaviors that would be considered child abuse (e.g., emotional, physical, sexual).	
2.3.2.PS.8	Identify trusted adults, including family members, caregivers, and school staff, that you can talk to about situations which may be uncomfortable or dangerous (e.g., bullying, teasing, child sexual abuse).	

### Interdisciplinary Connections

Standard #	Standard
W.1.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
SL.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood
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## New Jersey Student Learning Standards for 21st Century Life and Careers

9.1.2.CR.1	Recognize ways to volunteer in the classroom, school and community.
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<b>9.2 Career Awareness, Exploration and Preparation</b>	
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<b>New Jersey Student Learning Standards for Technology</b>	
8.1.2.AP.4	Break down a task into a sequence of steps.
<b>Instructional Focus</b>	
<b>Unit Enduring Understandings:</b>	
<ul style="list-style-type: none"> <li>Individuals face a variety of situations that may result in different type of feelings and learning how to talk about their feelings is important.</li> <li>Potential hazards exist in personal space, in the school, in the community, and globally.</li> </ul>	
<b>Unit Essential Questions:</b>	
<ul style="list-style-type: none"> <li>What strategies can I use to respond to situations in a healthy manner and who can help?</li> <li>What are my personal boundaries?</li> <li>What are the boundaries of the people in my environment?</li> <li>What are the differences between appropriate and inappropriate touch?</li> </ul>	
<b>Objectives:</b>	
<b>Children will know</b>	
<ul style="list-style-type: none"> <li>Different characteristics of strangers, acquaintances, and trusted adults</li> <li>Differences between appropriate and inappropriate touches</li> </ul>	
<b>Children will be able to</b>	
<ul style="list-style-type: none"> <li>Demonstrate appropriate interpersonal communication strategies when interacting with strangers, acquaintances, and trusted adults</li> <li>Recognize unhealthy relationships and how to handle conflict (Bullying)</li> </ul>	
<b>Evidence of Learning</b>	
<input checked="" type="checkbox"/> Formative Assessment	
<input checked="" type="checkbox"/> Summative Assessment	
<input checked="" type="checkbox"/> Alternative Assessment	
<input checked="" type="checkbox"/> Benchmark	
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<b>Competencies for 21st Century Learners:</b>	
<ul style="list-style-type: none"> <li>Collaborative Team Member</li> <li>Effective Communicator</li> <li>Self-Directed Learner</li> <li>Globally Aware, Active, &amp; Responsible Student/Citizen</li> </ul>	

**Unit: Personal Expression**

**Content Area: 02 Health** **Revised 7/1/23**

**Course & Grade Level: 02 Grade 2 Health**

**Summary and Rationale**

Students typically begin to develop an understanding of themselves and people around them in elementary school. This is also a time when implicit and explicit messages about gender and identity can become ingrained. For instance, girls may receive messages that math and science are “boy” subjects, and boys may be taught that arts are for girls. Gendered stereotypes are real and can have negative consequences for children’s academic growth, self-worth, and mental health as they get older.

**Recommended Pacing**

**1 day**

**New Jersey Student Learning State Standards for Health Education**

**2.1 Personal and Mental Health**

<b>CPI #2.1.2 SSH</b>	<b>Cumulative Progress Indicator (CPI)</b>	
	<small>Disciplinary Concept</small>	Social and Sexual Health

2.1.2.SSH.1 Discuss how individuals make their own choices about how to express themselves.

2.1.2.SSH.2 Discuss the range of ways people express their gender and how gender-role stereotypes may limit behavior.

**Interdisciplinary Connections**

Standard #	Standard
W.1.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
SL.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood
W.2.8	Recall information from experiences or gather information from provided sources to answer a question.

**New Jersey Student Learning Standards for 21st Century Life and Careers**

9.1.2.CR.1 Recognize ways to volunteer in the classroom, school and community.

9.4.2.CI.1 Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a,2.1.2.EH.1, 6.1.2.CivicsCM.2).

9.4.2.CT.3 Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

9.4.2.CI.2 Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).

**9.2 Career Awareness, Exploration and Preparation**

9.2.4.A.4 Explain why knowledge and skills acquired in elementary grades lay the foundation for future academic and career success.

**New Jersey Student Learning Standards for Technology**

8.1.2.AP.4 Break down a task into a sequence of steps.

**Instructional Focus**

<b>Unit Enduring Understandings:</b>
<ul style="list-style-type: none"> <li>● Individuals enjoy different activities without having gender limiting their enjoyment.</li> </ul>
<b>Unit Essential Questions:</b>
<ul style="list-style-type: none"> <li>● How do people express themselves to live in a healthy manner?</li> </ul>
<b>Objectives:</b>
<b>Children will know</b>
<ul style="list-style-type: none"> <li>● Gender should not limit what they enjoy doing and what activities they partake in.</li> </ul>
<b>Children will be able to</b>
<input type="checkbox"/> Understand what gender role stereotypes are and how they should not impact their personal expression.
<b>Evidence of Learning</b>
<input checked="" type="checkbox"/> Formative Assessment
<input checked="" type="checkbox"/> Summative Assessment
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Assessment plan includes teacher-designed formative and summative assessments, a district common assessment, self-assessments, and performance tasks. During each common, formative, and summative assessment, teachers will provide alternative assessment opportunities that adhere to 504 and IEP requirements. Alternative assessments are individualized for the needs of all students. <a href="#">Accommodations</a>
<b>Competencies for 21st Century Learners:</b>
<ul style="list-style-type: none"> <li>● Collaborative Team Member</li> <li>● Effective Communicator</li> <li>● Self-Directed Learner</li> <li>● Globally Aware, Active, &amp; Responsible Student/Citizen</li> </ul>

<b>Unit: Family Life</b>	
<b>Content Area: 02 Health</b>	<b>Revised 7/1/23</b>
<b>Course &amp; Grade Level: 02 Grade 2 Health</b>	
<b>Summary and Rationale</b>	
<p>Family life is the core for support and growth for our students to grow in an optimally healthy way. Our students need to understand what the factors are to help contribute to creating healthy relationships within their family. Within our school community it is equally important to understand and accept all families no matter what the makeup is of every family within our school's community and globally. Reproduction before 2nd grade can simply be defined as all things reproduce- animals, plants and humans. This sets the stage for human reproduction that will be taught in the fifth grade. When young people know the proper names of their genitals it reduces their risk for sexual abuse. Perpetrators are aware that young people who have this language also likely have trusted adults who they will discuss any abuse with and therefore the perpetrator is more likely to get caught. If a child has been abused and needs to testify, it is more likely for the abuser to be found guilty when the child can state exactly what behaviors occurred.</p>	
<b>Recommended Pacing</b>	
<b>3 days</b>	

## New Jersey Student Learning State Standards for Health Education

### 2.1 Personal and Mental Health

<b>CPI #2.1.2 SSH</b>	<b>Cumulative Progress Indicator (CPI)</b>
	<small>Disciplinary Concept</small>   Social and Sexual Health
2.1.2.SSH.3	Describe different kinds of families locally, nationally and globally and note similarities in the ways in which they keep their children safe.
2.1.2.SSH.4	Determine the factors that contribute to healthy relationships within a family.
<b>CPI #2.1.2 PGD</b>	<b>Cumulative Progress Indicator (CPI)</b>
	<small>Disciplinary Concept</small>   Personal Growth and Development
2.1.2.PGD.4	Use correct terminology to identify body parts and explain how body parts work together to support wellness.
2.1.2.PGD.5	List medically accurate names for body parts, including the genitals.
<b>CPI #2.1.2 SSH</b>	<b>Cumulative Progress Indicator (CPI)</b>
	<small>Disciplinary Concept</small>   Pregnancy & Parenting
2.1.2.PP.1	Define reproduction.
2.1.2.PP.2	Explain the ways in which parents may care for their offspring (e.g., animals, people, fish).

### Interdisciplinary Connections

Standard #	Standard
W.1.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
SL.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood
W.2.8	Recall information from experiences or gather information from provided sources to answer a question.

### New Jersey Student Learning Standards for 21st Century Life and Careers

9.1.2.CR.1	Recognize ways to volunteer in the classroom, school and community.
9.4.2.CI.1	Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
9.4.2.CT.3	Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
9.4.2.CI.2	Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
<b>9.2 Career Awareness, Exploration and Preparation</b>	
9.2.4.A.4	Explain why knowledge and skills acquired in elementary grades lay the foundation for future academic and career success.

### New Jersey Student Learning Standards for Technology

8.1.2.AP.4	Break down a task into a sequence of steps.
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### Instructional Focus

**Unit Enduring Understandings:**

<ul style="list-style-type: none"> <li>Individuals face a variety of situations that may result in different types of feelings and learning how to talk about their feelings is important.</li> </ul>
<b>Unit Essential Questions:</b>
<ul style="list-style-type: none"> <li>Why is good communication so important in everyday life?</li> <li>Are all families the same? Why or why not?</li> <li>What are the gender differences between females and males?</li> </ul>
<b>Objectives:</b>
<b>Children will know</b>
<ul style="list-style-type: none"> <li>Different family configurations</li> <li>The roles and responsibilities of family members</li> <li>Attributes of healthy personal relationships</li> <li>The functions of the systems in the body</li> <li>Physical differences and similarities of the genders</li> <li>The ways in which a species cares for their offspring</li> </ul>
<b>Children will be able to</b>
<ul style="list-style-type: none"> <li>Discuss the unique qualities of families</li> <li>Understand the various systems of the human body</li> </ul>
<b>Evidence of Learning</b>
<input checked="" type="checkbox"/> Formative Assessment
<input checked="" type="checkbox"/> Summative Assessment
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<b>Competencies for 21st Century Learners:</b>
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<b>Unit: Conflict/Bullying</b>	
<b>Content Area: 02 Health</b>	<b>Revised 7/1/23</b>
<b>Course &amp; Grade Level: 02 Grade 2 Health</b>	
<b>Summary and Rationale</b>	
Students need to learn healthy ways to respond to disagreements or conflicts with others. Being able to self advocate and stand up for others that are being mistreated by classmates is a pathway to improving our overall school community.	
<b>Recommended Pacing</b>	
<b>1 day</b>	

## New Jersey Student Learning State Standards for Health Education

### 2.1 Personal and Mental Health

<b>CPI #2.1.2 SSH</b>	<b>Cumulative Progress Indicator (CPI)</b>	
	Disciplinary Concept	Social and Sexual Health
2.1.2.SSH.8	Demonstrate healthy ways to respond to disagreements or conflicts with others (e.g., leave, talk to trusted adults, tell a sibling or peer).	
2.1.2.SSH.9	Define bullying and teasing and explain why they are wrong and harmful.	

### Interdisciplinary Connections

Standard #	Standard
W.1.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
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### New Jersey Student Learning Standards for 21st Century Life and Careers

9.1.2.CR.1	Recognize ways to volunteer in the classroom, school and community.
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### 9.2 Career Awareness, Exploration and Preparation

9.2.4.A.4	Explain why knowledge and skills acquired in elementary grades lay the foundation for future academic and career success.
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### New Jersey Student Learning Standards for Technology

8.1.2.AP.4	Break down a task into a sequence of steps.
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### Instructional Focus

#### Unit Enduring Understandings:

- Individuals face a variety of situations that may result in different type of feelings and learning how to talk about their feelings is important.

#### Unit Essential Questions:

- Why is good communication so important in everyday life?
- What strategies can I use to respond to situations in a healthy manner and who can help?

#### Objectives:

##### Children will know

- Attributes of healthy personal relationships
- Relationship skills: looking at relationships, assertiveness skills, communication skills, conflict resolution skills
- People in the school and community who can help you and others when necessary

##### Children will be able to

- Recognize unhealthy relationships and how to handle conflict (Bullying)
- Identify healthy and unhealthy character traits.

## Evidence of Learning

Formative Assessment

Summative Assessment

Alternative Assessment

Benchmark

- Assessment plan includes teacher-designed formative and summative assessments, a district common assessment, self-assessments, and performance tasks. During each common, formative, and summative assessment, teachers will provide alternative assessment opportunities that adhere to 504 and IEP requirements. Alternative assessments are individualized for the needs of all students. [Accommodations](#)

### Competencies for 21st Century Learners:

- Collaborative Team Member
- Effective Communicator
- Self-Directed Learner
- Globally Aware, Active, & Responsible Student/Citizen