

# **BLOOMINGDALE PUBLIC SCHOOLS**

## **HEALTH Grade 2**

**Adapted from:**

New Jersey Student Learning Standards  
2020 Comprehensive Health & Physical Education Standards

**Approval Date:**

August 17, 2022

**Implementation Date:**

2022 - 2023 School Year

**Last Updated:**

August 2022

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# **BLOOMINGDALE PUBLIC SCHOOLS**

## **Health Curriculum**

### **GRADE 2**

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#### **I. OVERVIEW**

The K-5 Health curriculum is designed to develop the student's understanding of good health practices. Concepts are introduced at early grade levels. These concepts are expanded and enhanced as students progress through the grades, leading to a comprehensive understanding of the reasons for healthy living, and approaches to optimum health.

#### **II. RATIONALE**

Health is a state of physical, mental, and social well-being, not merely the absence of disease. Health is dynamic and always changing. It is influenced by one's heredity, environment and personal care. The health education program is aimed at favorably influencing knowledge, attitudes and practices relating to the individual, family and community. In our program we will attempt to take scientific facts and incorporate them into meaningful and understandable practices to provide healthful living. In addition, we strongly emphasize prevention measures to maintain one's optimum mental and physical health. This course is an integration of problem-solving skills, decision-making, critical thinking, communication and literacy as they apply to real-life situations for the students' mental, physical and social well-being. The curriculum addresses questions that children this age have, using very basic, age-appropriate information and delivery.

#### **III. AFFIRMATIVE ACTION COMPLIANCE STATEMENT**

Bloomington Public Schools are committed to the achievement of increased cultural awareness, respect, and equity amongst our students, teachers, and community. We are pleased to present all pupils with information pertaining to possible career, professional, or vocational opportunities which in no way restricts or limits options on the basis of race, color, creed, religion, sex, ancestry, national origin, or socioeconomic status.

#### **IV. STUDENT OUTCOMES (Link to New Jersey Student Learning Standards)**

In accordance with district policy as mandated by the New Jersey Administrative Code and the New Jersey Student Learning Standards, the following are proficiencies required for the successful completion of the above-named course:

- STANDARD 2.1.2.PGD.1: Explore how activity helps all human bodies stay healthy.
- STANDARD 2.1.2.PGD. 2: Develop an awareness of healthy habits (e.g., wash hands, cough in arm, brush teeth).
- STANDARD 2.1.2.PGD.3: Explain what being "well" means and identify self-care practices that support wellness.
- STANDARD 2.1.2.PGD.4: Use correct terminology to identify body parts and explain how body parts work together to support wellness.

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- STANDARD 2.1.2.PGD.5: List medically accurate names for body parts, including the genitals.
- STANDARD 2.2.2.N.1: Explore different types of foods and food groups.
- STANDARD 2.2.2.N.2: Explain why some foods are healthier to eat than others.
- STANDARD 2.2.2.N.3: Differentiate between healthy and unhealthy eating habits.
- STANDARD 2.3.2.HCDM.1: Explain the consequences on a person's health if he or she does not have adequate food and a clean environment.
- STANDARD 2.3.2.HCDM.2: Demonstrate personal hygiene and the use of necessary and appropriate health-enhancing behaviors that can keep a person healthy (e.g., precautions to avoid illnesses, handle food hygienically, brush teeth, regular physical activity, adequate sleep, appropriate dress for various weather conditions).
- STANDARD 2.3.2.HCDM.3: Explain strategies and develop skills to prevent the spread of communicable diseases and health conditions (e.g., Lyme disease, influenza, cardiovascular diseases).
- STANDARD 2.1.2.CHSS.1: Identify community professionals and school personnel who address health emergencies and provide reliable health information to us.
- STANDARD 2.1.2.CHSS.2: Determine where to access home, school and community health professionals.
- STANDARD 2.1.2.CHSS.3: Demonstrate how to dial and text 911 in case of an emergency.
- STANDARD 2.3.2.DSDT.1: Recognize that some people may have difficulty controlling their use of alcohol, tobacco, and other drugs.
- STANDARD 2.3.2.DSDT.2: Explain that individuals who abuse alcohol, tobacco, and other drugs can get help.
- STANDARD 2.1.2.PP.1: Define reproduction.
- STANDARD 2.1.2.PP.2: Explain the ways in which parents may care for their offspring (e.g., animals, people, fish).
- STANDARD 2.3.2.PS.1: Demonstrate personal habits and behaviors that contribute to keeping oneself and others healthy and the environment clean and safe.
- STANDARD 2.3.2.PS.2: Discuss healthy and safe choices both indoors and outdoors (e.g., using equipment, wearing bike helmets, vehicle, water, weather safety).

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- STANDARD 2.3.2. PS.3: Recognize and demonstrate safety strategies to prevent injuries at home, school, in the community (e.g., traffic safety, bicycle/scooter safety, fire safety, poison safety, accident prevention).
- STANDARD 2.3.2. PS.4: Develop an awareness of warning symbols and their meaning (e.g., red light, stop sign, poison symbol).
- STANDARD 2.3.2.PS.5: Define bodily autonomy and personal boundaries.
- STANDARD 2.1.2.SSH.1: Discuss how individuals make their own choices about how to express themselves.
- STANDARD 2.1.2.SSH.2: Discuss the range of ways people express their gender and how gender-role stereotypes may limit behavior.
- STANDARD 2.1.2.SSH.3: Describe different kinds of families locally, nationally and globally 3 and note similarities in the ways in which they keep their children safe.
- STANDARD 2.1.2.SSH.4: Determine the factors that contribute to healthy relationships within a family.
- STANDARD 2.1.2.SSH.5: Identify basic social needs of all people.
- STANDARD 2.1.2.SSH.6: Determine the factors that contribute to healthy relationships.
- STANDARD 2.1.2.SSH.7: Explain healthy ways for friends to express feelings for and to one another.
- STANDARD 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.
- STANDARD 2.1.2.EH.2: Identify what it means to be responsible and list personal responsibilities.
- STANDARD 2.1.2.EH.3: Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs).
- STANDARD 2.1.2.EH.4: Demonstrate strategies for managing one's own emotions, thoughts and behaviors.
- STANDARD 2.1.2.EH.5: Explain healthy ways of coping with stressful situations.
- STANDARD 2.3.2.ATD.1: Explain what medicines are, how they are used, and the importance of utilizing medications properly.
- STANDARD 2.3.2.ATD.2: Identify ways in which drugs, including some medicines, can be harmful.
- STANDARD 2.3.2.ATD.3: Explain effects of tobacco use on personal hygiene, health, and safety.

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#### V. Links to NEW JERSEY STUDENT LEARNING STANDARDS

- [Visual and Performing Arts](#)
- [English Language Arts](#)
- [Mathematics](#)
- [Science](#)
- [Social Studies](#)
- [Technology](#)
- [21st Century Life and Careers](#)

#### VI. INTEGRATED ACCOMMODATIONS AND MODIFICATIONS

**Students with IEPs, 504s, and/or Students at Risk of Failure** Students read authentic texts and write authentic pieces at their independent and instructional reading levels. Individualized feedback is provided through conferences and small groups. The teacher utilizes visual and multi-sensory methods of instruction in addition to assistive technology when needed. Students are provided with graphic organizers and other scaffolded material. Modification of content and product may be deemed necessary based on student needs. Students are provided with testing accommodations and authentic assessments.

**Gifted & Talented Students** Students read authentic texts and write authentic pieces at their independent and instructional reading levels. Individualized feedback is provided to the student through conferences and small groups. Students are engaged through inquiry-based instruction to develop higher-order thinking skills. Activities are developed based on student interests and student goals. Students engage in real-world projects and scenarios.

**English Language Learners** Students read authentic texts and write authentic pieces at their independent and instructional reading levels. Individualized feedback is provided to students through conferences and small groups. Students are pre-taught vocabulary terms and concepts. Teachers engage students through visual learning, including the use of graphic organizers. Teachers use cognates to increase comprehension. The teacher models tasks and concepts, and pairs students learning English with students who have more advanced English language skills. Scaffolding is provided including word walls, sentence frames, think-pair-share, cooperative learning groups, and teacher think-alouds.

#### VII. 21ST CENTURY THEMES & SKILLS

Embedded in many of our units of study and problem based learning projects are the 21st Century Themes as prescribed by the New Jersey Department of Education. These themes are as follows:

- Global Awareness
- Financial, Economic, Business, and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy

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**VIII. CURRICULUM ADDENDA FOR SPECIAL EDUCATION**

This curriculum can be both grade and age appropriate for special education students and serves as a guide for the special education teacher in line with the district’s written philosophy of special education, as stated within Policy #6700 concerning Programs for Educationally Disabled Students. Based on the Child Study Team evaluation and consultation with the parent and classroom teacher, an individualized education plan may include modifications to content, instructional procedures, student expectations, and targeted achievement outcomes of this curriculum document in accordance with the identified needs of an eligible student. This educational plan will then become a supplement guide that the classroom teacher, parent, and Child Study Team will use to measure the individual student’s performance and achievement.

**IV. CURRICULUM ADDENDA FOR ENGLISH LANGUAGE LEARNERS**

This curriculum guide is appropriate and is implemented for all students according to age and grade, and is in line with the district’s written philosophy of English language acquisition concerning Bilingual Instruction and English as a Second Language Programs. In accordance with the New Jersey Administrative Code 6A:15, the contents herein provide equitable instructional opportunities for English Language Learners to meet the New Jersey Student Learning Standards and to participate in all academic and non-academic courses. Students enrolled in a Bilingual and/or an ESL program may, in consultation with the classroom teacher and Bilingual and/or ESL teacher, receive modification to content, instructional procedures, student expectations and targeted achievement outcomes of this curriculum document in accordance with the students developmental and linguistic needs.

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**SCOPE AND SEQUENCE**

*(Pacing Guide)*

<b>Unit of Study</b>	<b>Estimated Time</b>
Personal Growth, Development, Nutrition	3 weeks
Interpersonal Communication, Decision Making, Goal Setting & Character Development	3 weeks
Diseases, Healthy Conditions & Social Emotional Health	3 weeks
Community Health Services, Medicines & Alcohol, Tobacco & other Drugs	3 Weeks
Individuals & Relationships	3 Weeks

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#### UNIT 1

#### *Personal Growth, Development & Nutrition*

#### UNIT SUMMARY

Within this unit, students will explore the following concepts:

- Current and future wellness are dependent upon applying health-related concepts and skills in everyday lifestyle behaviors.
- There are many short and long-term health benefits and risks associated with nutritional choices.

#### NEW JERSEY STUDENT LEARNING STANDARDS

- STANDARD 2.1.2.PGD.1: Explore how activity helps all human bodies stay healthy.
- STANDARD 2.1.2.PGD. 2: Develop an awareness of healthy habits (e.g., wash hands, cough in arm, brush teeth).
- STANDARD 2.1.2.PGD.3: Explain what being “well” means and identify self-care practices that support wellness.
- STANDARD 2.2.2.N.1: Explore different types of foods and food groups.
- STANDARD 2.2.2.N.2: Explain why some foods are healthier to eat than others.
- STANDARD 2.2.2.N.3: Differentiate between healthy and unhealthy eating habits.
- STANDARD 2.3.2.HCDM.1: Explain the consequences on a person’s health if he or she does not have adequate food and a clean environment.

#### INTERDISCIPLINARY CONNECTIONS

English Language Arts (Students K-12 Anchor Standards)

- NJSLSA.R1: Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- NJSLSA.R9: Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.



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- NJLSA.R.10: Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

#### Visual and Performing Arts (Students K-5)

- 1.5.2.Cn10a: Create art that tells a story or describes life events in home, school and community.
- 1.2.2.Cr1b: Brainstorm and improvise multiple ideas using a variety of tools, methods and materials.
- 1.2.2.Pr4a: With guidance and moving towards independence, combine art forms and media content into media artworks such as an illustrated story or narrated animation.
- 1.2.2.Pr4b: Practice combining varied academic, arts and media content to form media artworks.

#### Computer Science & Design Thinking

- 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

#### Career Readiness, Life Literacies, and Key Skills

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.
- 9.4.2.GCA.1: Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals
- 9.4.2.TL.2: Create a document using a word processing application.
- 9.4.2.TL.3: Enter information into a spreadsheet and sort the information.
- 9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools.

### 21st CENTURY LIFE AND CAREER STANDARDS

**Career Readiness, Life Literacies, and Key Skills Practices** describe the habits of the mind that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success.

1. Act as a responsible and contributing community member and employee.
2. Attend to financial well-being.
3. Consider the environmental, social and economic impacts of decisions.
4. Demonstrate creativity and innovation.
5. Utilize critical thinking to make sense of problems and persevere in solving them.
6. Model integrity, ethical leadership and effective management.
7. Plan education and career paths aligned to personal goals.
8. Use technology to enhance productivity, increase collaboration and communicate effectively.
9. Work productively in teams while using cultural global competence.

<b>9.1: Personal Financial Literacy</b>	<b>9.2: Career Awareness, Exploration &amp; Preparation, and Training</b>	<b>9.3: Career and Technical Education</b>
None Applicable	None Applicable	None Applicable

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<b>TECHNOLOGY STANDARDS</b>	
<b>8.1: Computer Science</b> None Applicable	<b>8.2 Design Thinking</b> None Applicable
<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
<ul style="list-style-type: none"> <li>● Current and future wellness are dependent upon applying health-related concepts and skills in everyday lifestyle behaviors.</li> <li>● There are many short and long-term health benefits and risks associated with nutritional choices.</li> </ul>	<ul style="list-style-type: none"> <li>● How does making healthy choices impact our lives?</li> <li>● What makes food healthy?</li> <li>● How do you determine appropriate portion size?</li> </ul>
<b>STUDENT LEARNING OBJECTIVES (Students are learning to / Students are learning that)</b>	
<ul style="list-style-type: none"> <li>▪ Identify how making healthy choices impact our lives</li> <li>▪ Identify what makes food healthy</li> <li>▪ Identify appropriate portion sizes for foods, snacks, etc.</li> </ul>	
<b>SUGGESTED ACTIVITIES</b>	
<ul style="list-style-type: none"> <li>● Play a health game that (teacher evaluates) requires them to demonstrate established criteria on how much they know about “wellness” and personal health.</li> <li>● Divide the class into three teams - One at a time, students give a response relating to what “wellness” and “good health” mean - Teams alternate responses and move up one footstep with each appropriate response.</li> <li>● Identify health habits: Give five examples of healthy habits, explain why they are important to wellness and make a chart including health habits.</li> <li>● Teacher will display a poster of the revised Food Plate and introduce each of the areas</li> <li>● Working in small groups: Investigate three food labels and takeaways from examining the labels.</li> </ul>	
<b>EVIDENCE OF LEARNING</b>	
<b>Formative Assessments:</b> <ul style="list-style-type: none"> <li>● Informal methods of assessment for teachers</li> <li>● Growth Mindset Strategies</li> <li>● Whole Group Lessons</li> <li>● Small Group Lessons</li> <li>● Student projects</li> <li>● Group discussion</li> <li>● Writing Prompts</li> </ul>	<b>Summative Assessment:</b> <ul style="list-style-type: none"> <li>● Journal Responses:</li> <li>● Observation Checklists:</li> <li>● In-Class Assignments:</li> <li>● Anecdotal Records:</li> <li>● Class Participation:</li> </ul>

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<b>Benchmark Assessment:</b> <ul style="list-style-type: none"><li>• Informal methods of assessment for teachers</li><li>• Growth Mindset Strategies</li><li>• Whole Group Lessons</li><li>• Small Group Lessons</li></ul>	<b>Alternative Assessments:</b> <ul style="list-style-type: none"><li>• Providing/developed as necessary for students opting out of unit.</li></ul>
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#### SAMPLE RESOURCES

##### Websites

[www.cdc.gov](http://www.cdc.gov)  
[www.nj.gov/education/standards/chp/](http://www.nj.gov/education/standards/chp/)  
[www.nps.k12.nj.us](http://www.nps.k12.nj.us)  
<https://www.nj.gov/agriculture/>  
[www.dole5aday.com](http://www.dole5aday.com)  
[www.kidshealth.org](http://www.kidshealth.org)  
<https://www.harmonysel.org/>  
<https://ny.pbslearningmedia.org/subjects/health-and-physical-education/>

#### INTEGRATED ACCOMMODATIONS AND MODIFICATIONS

##### Special Education:

Provide modified notes and access to extra copies online  
Provide oral reminders and check student work during independent work time  
Model skills/techniques to be mastered  
Check and sign assignment planner  
Preferential seating  
Pair visual prompts with verbal presentations  
Modified or scaffolded homework and classwork  
Extended time as needed  
Provide graphic organizers and study guides

##### English Learners:

Provide scaffolded assignments and assessments  
Pair visual prompts with visual presentations  
Check and sign assignment planner  
Native Language translation (peer, online assistive technology, translation device, bilingual dictionary)  
Extended time for assignment and assessment as needed  
Highlight key vocabulary  
Use graphic organizers  
Provide verbal and written directions  
Preferential seating with a English-speaking peer

##### At Risk of Failure:

Check and sign assignment planner  
Encourage class participation and reinforce skills

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Model skills and assignments

Extended to time to complete class work

Preferential seating

Provide extra help outside of class and 1:1 instruction when needed

Communicate regularly with students' other teachers

Provide positive feedback for tasks well done

Encourage student to proofread assessments and projects and ask for teacher proofreading of large writing assignments

#### **Gifted and Talented:**

Pose higher-level thinking questions

Provide higher level reading and writing materials for literacy based activities

Probe student to extend thinking beyond the text or connect two or more texts

Provide alternate or project-based assessments and assignments

#### **Students with 504 Plans:**

Provide extended time as needed

Modify length of writing assignment

Provide short breaks within the lesson

Provide scaffolding for students

Utilize graphic organizers

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### GRADE 2

#### UNIT 2

*Interpersonal Communication, Decision Making & Goal Setting, Character Development*

#### UNIT SUMMARY

Within this unit, students will explore the following concepts:

- Current and emerging diagnostic, prevention, and treatment strategies can help people live healthier and longer than ever before.
- Being consistently aware of the environment and taking safety precautions can reduce the risk of injury to oneself and others.
- Developing self-esteem, resiliency, tolerance, and coping skills support social and emotional health.

#### NEW JERSEY STUDENT LEARNING STANDARDS

- STANDARD 2.1.2.SSH.4: Determine the factors that contribute to healthy relationships within a family.
- STANDARD 2.1.2.SSH.5: Identify basic social needs of all people.
- STANDARD 2.1.2.SSH.6: Determine the factors that contribute to healthy relationships.
- STANDARD 2.1.2.SSH.7: Explain healthy ways for friends to express feelings for and to one another.
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- NJSLSA.R.10: Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

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- 1.5.2.Cn10a: Create art that tells a story or describes life events in home, school and community.
- 1.2.2.Cr1b: Brainstorm and improvise multiple ideas using a variety of tools, methods and materials.

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- 1.2.2.Pr4a: With guidance and moving towards independence, combine art forms and media content into media artworks such as an illustrated story or narrated animation.
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#### Computer Science & Design Thinking

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- 9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.
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**Career Readiness, Life Literacies, and Key Skills Practices** describe the habits of the mind that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success.

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2. Attend to financial well-being.
3. Consider the environmental, social and economic impacts of decisions.
4. Demonstrate creativity and innovation.
5. Utilize critical thinking to make sense of problems and persevere in solving them.
6. Model integrity, ethical leadership and effective management.
7. Plan education and career paths aligned to personal goals.
8. Use technology to enhance productivity, increase collaboration and communicate effectively.
9. Work productively in teams while using cultural global competence.

#### 9.1: Personal Financial Literacy

None Applicable

#### 9.2: Career Awareness, Exploration & Preparation, and Training

None Applicable

#### 9.3: Career and Technical Education

None Applicable

### TECHNOLOGY STANDARDS

#### 8.1: Computer Science

None Applicable

#### 8.2 Design Thinking

None Applicable

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ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> <li>● Current and emerging diagnostic, prevention, and treatment strategies can help people live healthier and longer than ever before.</li> <li>● Being consistently aware of the environment and taking safety precautions can reduce the risk of injury to oneself and others.</li> <li>● Developing self-esteem, resiliency, tolerance, and coping skills support social and emotional health.</li> </ul>	<ul style="list-style-type: none"> <li>● To what extent can we keep ourselves disease free?</li> <li>● Why do we sometimes take risks that can cause harm to ourselves or others?</li> <li>● What is the difference between healthy and unhealthy risks?</li> <li>● How do we learn to like ourselves and others?</li> </ul>
<b>STUDENT LEARNING OBJECTIVES (Students are learning to / Students are learning that)</b>	
<ul style="list-style-type: none"> <li>▪ Identify how we can keep ourselves disease free</li> <li>▪ Explore the idea of risk taking</li> <li>▪ Identify the difference between healthy and unhealthy risks</li> <li>▪ Explore learn to like ourselves and others</li> </ul>	
<b>SUGGESTED ACTIVITIES</b>	
<ul style="list-style-type: none"> <li>● In small groups: Brainstorm a list of communicable and non-communicable diseases, i.e., cold, chicken pox (communicable) and asthma, diabetes, allergies (non-communicable)</li> <li>● List strategies to prevent the spread of common diseases and health conditions (cover Lyme disease prevention)</li> <li>● Use the computer to develop a class chart from the lists and discussions</li> <li>● Generate a list of positive and negative feelings and identify how they might impact wellness.</li> <li>● Working in small groups, brainstorm and enter data in the Safety Chart developed by the teacher - Students will fill in the chart on the computer</li> <li>● Brainstorm a variety of emergency procedures and write them on an index card - Match an incident card with a response card</li> <li>● In small groups, brainstorm a list of ways to stay safe when approached by a stranger.</li> <li>● Create a list of basics on index cards labeled, “Needs” and “Wants” by brainstorming in small groups - The groups will then compare and contrast the lists coming up with one class list.</li> <li>● Demonstrate sympathy, empathy, care and concern through teacher-created role-playing activities.</li> </ul>	
<b>EVIDENCE OF LEARNING</b>	
<b>Formative Assessments:</b> <ul style="list-style-type: none"> <li>● Informal methods of assessment for teachers</li> <li>● Growth Mindset Strategies</li> <li>● Whole Group Lessons</li> </ul>	<b>Summative Assessment:</b> <ul style="list-style-type: none"> <li>● Journal Responses:</li> <li>● Observation Checklists:</li> <li>● In-Class Assignments:</li> <li>● Anecdotal Records:</li> </ul>

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<ul style="list-style-type: none"> <li>● Small Group Lessons</li> <li>● Student projects</li> <li>● Group discussion</li> <li>● Writing Prompts</li> </ul>	<ul style="list-style-type: none"> <li>● Class Participation:</li> </ul>
<p><b>Benchmark Assessment:</b></p> <ul style="list-style-type: none"> <li>● Informal methods of assessment for teachers</li> <li>● Growth Mindset Strategies</li> <li>● Whole Group Lessons</li> <li>● Small Group Lessons</li> </ul>	<p><b>Alternative Assessments:</b></p> <ul style="list-style-type: none"> <li>● Providing/developed as necessary for students opting out of unit.</li> </ul>

#### SAMPLE RESOURCES

**Websites**

- [www.cdc.gov](http://www.cdc.gov)
- [www.nj.gov/education/standards/chp/](http://www.nj.gov/education/standards/chp/)
- [www.nps.k12.nj.us](http://www.nps.k12.nj.us)
- <https://www.nj.gov/agriculture/>
- [www.dole5aday.com](http://www.dole5aday.com)
- [www.kidshealth.org](http://www.kidshealth.org)
- <https://www.harmonysel.org/>
- <https://ny.pbslearningmedia.org/subjects/health-and-physical-education/>

#### INTEGRATED ACCOMMODATIONS AND MODIFICATIONS

**Special Education:**

- Provide modified notes and access to extra copies online
- Provide oral reminders and check student work during independent work time
- Model skills/techniques to be mastered
- Check and sign assignment planner
- Preferential seating
- Pair visual prompts with verbal presentations
- Modified or scaffolded homework and classwork
- Extended time as needed
- Provide graphic organizers and study guides

**English Learners:**

- Provide scaffolded assignments and assessments
- Pair visual prompts with visual presentations
- Check and sign assignment planner
- Native Language translation (peer, online assistive technology, translation device, bilingual dictionary)
- Extended time for assignment and assessment as needed
- Highlight key vocabulary
- Use graphic organizers
- Provide verbal and written directions
- Preferential seating with a English-speaking peer



# BLOOMINGDALE PUBLIC SCHOOLS

## Health Curriculum

### GRADE 2

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**At Risk of Failure:**

Check and sign assignment planner  
Encourage class participation and reinforce skills  
Model skills and assignments  
Extended to time to complete class work  
Preferential seating  
Provide extra help outside of class and 1:1 instruction when needed  
Communicate regularly with students' other teachers  
Provide positive feedback for tasks well done  
Encourage student to proofread assessments and projects and ask for teacher proofreading of large writing assignments

**Gifted and Talented:**

Pose higher-level thinking questions  
Provide higher level reading and writing materials for literacy based activities  
Probe student to extend thinking beyond the text or connect two or more texts  
Provide alternate or project-based assessments and assignments

**Students with 504 Plans:**

Provide extended time as needed  
Modify length of writing assignment  
Provide short breaks within the lesson  
Provide scaffolding for students  
Utilize graphic organizers

# BLOOMINGDALE PUBLIC SCHOOLS

## Health Curriculum

### GRADE 2

#### UNIT 3

*Diseases, Healthy Conditions & Social Emotional Health*

#### UNIT SUMMARY

Within this unit, students will explore the following concepts:

- Making good healthy decisions requires the ability to access and evaluate reliable resources.
- Effective communication skills enhance a person's ability to express and defend their beliefs.
- Character can be developed and supported through individual and group activities, the influence of positive role models, and involvement in community service.
- Character is who you are when no one is looking.
- Leadership and advocacy to promote personal and community wellness can impact the immediate community and society as a whole.

#### NEW JERSEY STUDENT LEARNING STANDARDS

- STANDARD 2.3.2.PS.2: Discuss healthy and safe choices both indoors and outdoors (e.g., using equipment, wearing bike helmets, vehicle, water, weather safety).
- STANDARD 2.3.2.PS.3: Recognize and demonstrate safety strategies to prevent injuries at home, school, in the community (e.g., traffic safety, bicycle/scooter safety, fire safety, poison safety, accident prevention).
- STANDARD 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.
- STANDARD 2.1.2.SSH.4: Determine the factors that contribute to healthy relationships within a family.
- STANDARD 2.1.2.SSH.5: Identify basic social needs of all people.
- STANDARD 2.1.2.SSH.6: Determine the factors that contribute to healthy relationships.
- STANDARD 2.1.2.SSH.7: Explain healthy ways for friends to express feelings for and to one another.
- STANDARD 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.

#### INTERDISCIPLINARY CONNECTIONS

# BLOOMINGDALE PUBLIC SCHOOLS

## Health Curriculum

### GRADE 2

#### English Language Arts (Students K-12 Anchor Standards)

- NJSLSA.R1: Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- NJSLSA.R9: Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- NJSLSA.R10: Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

#### Visual and Performing Arts (Students K-5)

- 1.5.2.Cn10a: Create art that tells a story or describes life events in home, school and community.
- 1.2.2.Cr1b: Brainstorm and improvise multiple ideas using a variety of tools, methods and materials.
- 1.2.2.Pr4a: With guidance and moving towards independence, combine art forms and media content into media artworks such as an illustrated story or narrated animation.
- 1.2.2.Pr4b: Practice combining varied academic, arts and media content to form media artworks.

#### Computer Science & Design Thinking

- 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

#### Career Readiness, Life Literacies, and Key Skills

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.
- 9.4.2.GCA.1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals
- 9.4.2.TL.2: Create a document using a word processing application.
- 9.4.2.TL.3: Enter information into a spreadsheet and sort the information.
- 9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools.

### 21st CENTURY LIFE AND CAREER STANDARDS

**Career Readiness, Life Literacies, and Key Skills Practices** describe the habits of the mind that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success.

1. Act as a responsible and contributing community member and employee.
2. Attend to financial well-being.
3. Consider the environmental, social and economic impacts of decisions.
4. Demonstrate creativity and innovation.
5. Utilize critical thinking to make sense of problems and persevere in solving them.
6. Model integrity, ethical leadership and effective management.
7. Plan education and career paths aligned to personal goals.
8. Use technology to enhance productivity, increase collaboration and communicate effectively.

# BLOOMINGDALE PUBLIC SCHOOLS

## Health Curriculum

### GRADE 2

9. Work productively in teams while using cultural global competence.

**9.1: Personal Financial Literacy**

**9.2: Career Awareness, Exploration & Preparation, and Training**

**9.3: Career and Technical Education**

None Applicable

None Applicable

None Applicable

#### TECHNOLOGY STANDARDS

**8.1: Computer Science**

None Applicable

**8.2 Design Thinking**

None Applicable

#### ENDURING UNDERSTANDINGS

#### ESSENTIAL QUESTIONS

- Making good healthy decisions requires the ability to access and evaluate reliable resources.
- Effective communication skills enhance a person’s ability to express and defend their beliefs.
- Character can be developed and supported through individual and group activities, the influence of positive role models, and involvement in community service.
- Character is who you are when no one is looking.
- Leadership and advocacy to promote personal and community wellness can impact the immediate community and society as a whole.

- How do I learn to stand for and communicate my beliefs to others without alienating them?
- How are character and health related?
- What aspects of character can be changed?
- How can you inspire others to address health issues?

#### STUDENT LEARNING OBJECTIVES (Students are learning to / Students are learning that)

- Identify what they stand for and communicate their beliefs in a respectful manner
- Identify how are character and health related
- Identify aspects of character
- Inspire others to address health issues

#### SUGGESTED ACTIVITIES

- In small groups, act out a situation that requires one student to explain a problem to another student - The third student listens and records what was said (switch roles)

# BLOOMINGDALE PUBLIC SCHOOLS

## Health Curriculum

### GRADE 2

- In small groups, demonstrate refusal skills from a list of assigned situations - Each group develops a role-play situation that demonstrates a way to say “no” - Following each presentation, students will suggest other strategies

#### EVIDENCE OF LEARNING

**Formative Assessments:**

- Informal methods of assessment for teachers
- Growth Mindset Strategies
- Whole Group Lessons
- Small Group Lessons
- Student projects
- Group discussion
- Writing Prompts

**Summative Assessment:**

- Journal Responses:
- Observation Checklists:
- In-Class Assignments:
- Anecdotal Records:
- Class Participation:

**Benchmark Assessment:**

- Informal methods of assessment for teachers
- Growth Mindset Strategies
- Whole Group Lessons
- Small Group Lessons

**Alternative Assessments:**

- Providing/developed as necessary for students opting out of unit.

#### SAMPLE RESOURCES

**Websites**

[www.cdc.gov](http://www.cdc.gov)  
[www.nj.gov/education/standards/chp/](http://www.nj.gov/education/standards/chp/)  
[www.nps.k12.nj.us](http://www.nps.k12.nj.us)  
<https://www.nj.gov/agriculture/>  
[www.dole5aday.com](http://www.dole5aday.com)  
[www.kidshealth.org](http://www.kidshealth.org)  
<https://www.harmonysel.org/>  
<https://ny.pbslearningmedia.org/subjects/health-and-physical-education/>

#### INTEGRATED ACCOMMODATIONS AND MODIFICATIONS

**Special Education:**

Provide modified notes and access to extra copies online  
Provide oral reminders and check student work during independent work time  
Model skills/techniques to be mastered  
Check and sign assignment planner  
Preferential seating  
Pair visual prompts with verbal presentations  
Modified or scaffolded homework and classwork

# BLOOMINGDALE PUBLIC SCHOOLS

## Health Curriculum

### GRADE 2

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Extended time as needed  
Provide graphic organizers and study guides

#### **English Learners:**

Provide scaffolded assignments and assessments  
Pair visual prompts with visual presentations  
Check and sign assignment planner  
Native Language translation (peer, online assistive technology, translation device, bilingual dictionary)  
Extended time for assignment and assessment as needed  
Highlight key vocabulary  
Use graphic organizers  
Provide verbal and written directions  
Preferential seating with a English-speaking peer

#### **At Risk of Failure:**

Check and sign assignment planner  
Encourage class participation and reinforce skills  
Model skills and assignments  
Extended to time to complete class work  
Preferential seating  
Provide extra help outside of class and 1:1 instruction when needed  
Communicate regularly with students' other teachers  
Provide positive feedback for tasks well done  
Encourage student to proofread assessments and projects and ask for teacher proofreading of large writing assignments

#### **Gifted and Talented:**

Pose higher-level thinking questions  
Provide higher level reading and writing materials for literacy based activities  
Probe student to extend thinking beyond the text or connect two or more texts  
Provide alternate or project-based assessments and assignments

#### **Students with 504 Plans:**

Provide extended time as needed  
Modify length of writing assignment  
Provide short breaks within the lesson  
Provide scaffolding for students  
Utilize graphic organizers

# BLOOMINGDALE PUBLIC SCHOOLS

## Health Curriculum

### GRADE 2

#### UNIT 4

*Community Health Services, Medicines, Alcohol, Tobacco & Other Drugs*

#### UNIT SUMMARY

Within this unit, students will explore the following concepts:

- There are numerous health programs available that provide a variety of services. Not all are created equal.
- Medicines must be used correctly in order to be safe and have the maximum benefit.
- Research has clearly established that alcohol, tobacco, and other drugs have a variety of harmful effects on the human body.

#### NEW JERSEY STUDENT LEARNING STANDARDS

- STANDARD 2.3.2.HCDM.2: Demonstrate personal hygiene and the use of necessary and appropriate health-enhancing behaviors that can keep a person healthy (e.g., precautions to avoid illnesses, handle food hygienically, brush teeth, regular physical activity, adequate sleep, appropriate dress for various weather conditions).
- STANDARD 2.3.2.HCDM.3: Explain strategies and develop skills to prevent the spread of communicable diseases and health conditions (e.g., Lyme disease, influenza, cardiovascular diseases).
- STANDARD 2.1.2.CHSS.1: Identify community professionals and school personnel who address health emergencies and provide reliable health information to us.
- STANDARD 2.1.2.CHSS.2: Determine where to access home, school and community health professionals.
- STANDARD 2.1.2.CHSS.3: Demonstrate how to dial and text 911 in case of an emergency.

#### INTERDISCIPLINARY CONNECTIONS

English Language Arts (Students K-12 Anchor Standards)

- NJSLSA.R1: Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- NJSLSA.R9: Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

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## Health Curriculum

### GRADE 2

- NJLSA.R.10: Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

#### Visual and Performing Arts (Students K-5)

- 1.5.2.Cn10a: Create art that tells a story or describes life events in home, school and community.
- 1.2.2.Cr1b: Brainstorm and improvise multiple ideas using a variety of tools, methods and materials.
- 1.2.2.Pr4a: With guidance and moving towards independence, combine art forms and media content into media artworks such as an illustrated story or narrated animation.
- 1.2.2.Pr4b: Practice combining varied academic, arts and media content to form media artworks.

#### Computer Science & Design Thinking

- 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

#### Career Readiness, Life Literacies, and Key Skills

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.
- 9.4.2.GCA.1: Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals
- 9.4.2.TL.2: Create a document using a word processing application.
- 9.4.2.TL.3: Enter information into a spreadsheet and sort the information.
- 9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools.

### 21st CENTURY LIFE AND CAREER STANDARDS

**Career Readiness, Life Literacies, and Key Skills Practices** describe the habits of the mind that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success.

1. Act as a responsible and contributing community member and employee.
2. Attend to financial well-being.
3. Consider the environmental, social and economic impacts of decisions.
4. Demonstrate creativity and innovation.
5. Utilize critical thinking to make sense of problems and persevere in solving them.
6. Model integrity, ethical leadership and effective management.
7. Plan education and career paths aligned to personal goals.
8. Use technology to enhance productivity, increase collaboration and communicate effectively.
9. Work productively in teams while using cultural global competence.

**9.1: Personal Financial Literacy**

None Applicable

**9.2: Career Awareness, Exploration & Preparation, and Training**

None Applicable

**9.3: Career and Technical Education**

None Applicable



# BLOOMINGDALE PUBLIC SCHOOLS

## Health Curriculum

### GRADE 2

<b>TECHNOLOGY STANDARDS</b>	
<b>8.1: Computer Science</b> None Applicable	<b>8.2 Design Thinking</b> None Applicable
<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
<ul style="list-style-type: none"> <li>● There are numerous health programs available that provide a variety of services. Not all are created equal.</li> <li>● Medicines must be used correctly in order to be safe and have the maximum benefit.</li> <li>● Research has clearly established that alcohol, tobacco, and other drugs have a variety of harmful effects on the human body.</li> </ul>	<ul style="list-style-type: none"> <li>● Where do I go to access information about good health?</li> <li>● How do I determine whether or not a medicine will be effective and safe?</li> <li>● Why do people choose to use alcohol, tobacco and other drugs when they are aware of the detrimental effects?</li> </ul>
<b>STUDENT LEARNING OBJECTIVES (Students are learning to / Students are learning that)</b>	
<ul style="list-style-type: none"> <li>▪ Identify best places to access information about good health</li> <li>▪ Determine whether or not a medicine will be effective and safe</li> <li>▪ Examine why people choose to use alcohol, tobacco and other drugs when they are aware of the detrimental effects</li> </ul>	
<b>SUGGESTED ACTIVITIES</b>	
<ul style="list-style-type: none"> <li>● Teacher-created scenarios that require them to seek help when sick, scared, sad, lonely or bullied - Rotate the scenarios allowing each group to respond/react to the situation</li> <li>● Discuss bullying.</li> <li>● Draw medicines they have taken or are familiar with</li> <li>● In groups, create a safety poster illustrating the safe administration of medicines</li> <li>● Participate in an interview with the school nurse - Students will answer the interview-established criteria questions</li> <li>● Make a class list of what drugs they have heard about that are against the law and are harmful, then include them in their Health Journal</li> <li>● In their Health Journal answer the question, "Why should you stay drug free?"</li> <li>● In small groups, write jingles to convince others to say, "no" to smoking tobacco</li> <li>● Journal entry assessed to teacher-developed, open-ended questions:                         <ul style="list-style-type: none"> <li>○ How does smoking harm your health?</li> <li>○ How can smoking harm someone who does not smoke?</li> </ul> </li> <li>● Write a postcard to a friend telling them why they should not smoke</li> <li>● Generate a list of products that contain alcohol and compare against teacher-generated list</li> </ul>	

# BLOOMINGDALE PUBLIC SCHOOLS

## Health Curriculum

### GRADE 2

EVIDENCE OF LEARNING	
<p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>● Informal methods of assessment for teachers</li> <li>● Growth Mindset Strategies</li> <li>● Whole Group Lessons</li> <li>● Small Group Lessons</li> <li>● Student projects</li> <li>● Group discussion</li> <li>● Writing Prompts</li> </ul>	<p><b>Summative Assessment:</b></p> <ul style="list-style-type: none"> <li>● Journal Responses:</li> <li>● Observation Checklists:</li> <li>● In-Class Assignments:</li> <li>● Anecdotal Records:</li> <li>● Class Participation:</li> </ul>
<p><b>Benchmark Assessment:</b></p> <ul style="list-style-type: none"> <li>● Informal methods of assessment for teachers</li> <li>● Growth Mindset Strategies</li> <li>● Whole Group Lessons</li> <li>● Small Group Lessons</li> </ul>	<p><b>Alternative Assessments:</b></p> <ul style="list-style-type: none"> <li>● Providing/developed as necessary for students opting out of unit.</li> </ul>
SAMPLE RESOURCES	
<p><b>Websites</b></p> <p> <a href="http://www.cdc.gov">www.cdc.gov</a>  <a href="http://www.nj.gov/education/standards/chp/">www.nj.gov/education/standards/chp/</a>  <a href="http://www.nps.k12.nj.us">www.nps.k12.nj.us</a>  <a href="https://www.nj.gov/agriculture/">https://www.nj.gov/agriculture/</a>  <a href="http://www.dole5aday.com">www.dole5aday.com</a>  <a href="http://www.kidshealth.org">www.kidshealth.org</a>  <a href="https://www.harmonysel.org/">https://www.harmonysel.org/</a>  <a href="https://ny.pbslearningmedia.org/subjects/health-and-physical-education/">https://ny.pbslearningmedia.org/subjects/health-and-physical-education/</a> </p>	
INTEGRATED ACCOMMODATIONS AND MODIFICATIONS	
<p><b>Special Education:</b></p> <p>Provide modified notes and access to extra copies online            Provide oral reminders and check student work during independent work time            Model skills/techniques to be mastered            Check and sign assignment planner            Preferential seating            Pair visual prompts with verbal presentations            Modified or scaffolded homework and classwork            Extended time as needed            Provide graphic organizers and study guides</p> <p><b>English Learners:</b></p> <p>Provide scaffolded assignments and assessments            Pair visual prompts with visual presentations</p>	

# BLOOMINGDALE PUBLIC SCHOOLS

## Health Curriculum

### GRADE 2

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Check and sign assignment planner  
Native Language translation (peer, online assistive technology, translation device, bilingual dictionary)  
Extended time for assignment and assessment as needed  
Highlight key vocabulary  
Use graphic organizers  
Provide verbal and written directions  
Preferential seating with a English-speaking peer

#### **At Risk of Failure:**

Check and sign assignment planner  
Encourage class participation and reinforce skills  
Model skills and assignments  
Extended to time to complete class work  
Preferential seating  
Provide extra help outside of class and 1:1 instruction when needed  
Communicate regularly with students' other teachers  
Provide positive feedback for tasks well done  
Encourage student to proofread assessments and projects and ask for teacher proofreading of large writing assignments

#### **Gifted and Talented:**

Pose higher-level thinking questions  
Provide higher level reading and writing materials for literacy based activities  
Probe student to extend thinking beyond the text or connect two or more texts  
Provide alternate or project-based assessments and assignments

#### **Students with 504 Plans:**

Provide extended time as needed  
Modify length of writing assignment  
Provide short breaks within the lesson  
Provide scaffolding for students  
Utilize graphic organizers

# BLOOMINGDALE PUBLIC SCHOOLS

## Health Curriculum

### GRADE 2

#### UNIT 5

*Relationships, Differences & Similarities of Individuals*

#### UNIT SUMMARY

Within this unit, students will explore the following concepts:

- Tolerance, appreciation, and understanding of individual differences are necessary in order to establish healthy relationships.
- Appreciating each other's differences is an important skill in developing healthy relationships.

#### NEW JERSEY STUDENT LEARNING STANDARDS

- STANDARD 2.1.2.SSH.2: Discuss the range of ways people express their gender and how gender-role stereotypes may limit behavior.
- STANDARD 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.
- STANDARD 2.1.2.SSH.4: Determine the factors that contribute to healthy relationships within a family.
- STANDARD 2.1.2.SSH.5: Identify basic social needs of all people.
- STANDARD 2.1.2.SSH.6: Determine the factors that contribute to healthy relationships.
- STANDARD 2.1.2.SSH.7: Explain healthy ways for friends to express feelings for and to one another.
- STANDARD 2.1.2.EH.1: Explain the meaning of character and how it is reflected in thoughts, feelings and actions of oneself and others.

#### INTERDISCIPLINARY CONNECTIONS

English Language Arts (Students K-12 Anchor Standards)

- NJLSA.R1: Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- NJLSA.R9: Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

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## Health Curriculum

### GRADE 2

- NJSLSA.R.10: Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

#### Visual and Performing Arts (Students K-5)

- 1.5.2.Cn10a: Create art that tells a story or describes life events in home, school and community.
- 1.2.2.Cr1b: Brainstorm and improvise multiple ideas using a variety of tools, methods and materials.
- 1.2.2.Pr4a: With guidance and moving towards independence, combine art forms and media content into media artworks such as an illustrated story or narrated animation.
- 1.2.2.Pr4b: Practice combining varied academic, arts and media content to form media artworks.

#### Computer Science & Design Thinking

- 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

#### Career Readiness, Life Literacies, and Key Skills

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.
- 9.4.2.GCA.1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals
- 9.4.2.TL.2: Create a document using a word processing application.
- 9.4.2.TL.3: Enter information into a spreadsheet and sort the information.
- 9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools.

### 21st CENTURY LIFE AND CAREER STANDARDS

**Career Readiness, Life Literacies, and Key Skills Practices** describe the habits of the mind that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success.

1. Act as a responsible and contributing community member and employee.
2. Attend to financial well-being.
3. Consider the environmental, social and economic impacts of decisions.
4. Demonstrate creativity and innovation.
5. Utilize critical thinking to make sense of problems and persevere in solving them.
6. Model integrity, ethical leadership and effective management.
7. Plan education and career paths aligned to personal goals.
8. Use technology to enhance productivity, increase collaboration and communicate effectively.
9. Work productively in teams while using cultural global competence.

**9.1: Personal Financial Literacy**

**9.2: Career Awareness,  
Exploration & Preparation, and  
Training**

**9.3: Career and Technical Education**

# BLOOMINGDALE PUBLIC SCHOOLS

## Health Curriculum

### GRADE 2

None Applicable	None Applicable	None Applicable
<b>TECHNOLOGY STANDARDS</b>		
<b>8.1: Computer Science</b> None Applicable	<b>8.2 Design Thinking</b> None Applicable	
<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>	
<ul style="list-style-type: none"> <li>● Tolerance, appreciation, and understanding of individual differences are necessary in order to establish healthy relationships</li> <li>● Appreciating each other’s differences is an important skill in developing healthy relationships.</li> </ul>	<ul style="list-style-type: none"> <li>● How do we learn to understand and respect diversity in relationships?</li> <li>● How are we different and how are we the same?</li> </ul>	
<b>STUDENT LEARNING OBJECTIVES (Students are learning to / Students are learning that)</b>		
<ul style="list-style-type: none"> <li>▪ Examine and learn to understand and respect diversity in relationships.</li> <li>▪ Examine how we are different and how we are the same.</li> </ul>		
<b>SUGGESTED ACTIVITIES</b>		
<ul style="list-style-type: none"> <li>● Define family and how it consists of blood relatives and the people that we love.</li> <li>● Make a family tree of immediate family members with the help of a family member (include labels for the immediate family members, such as mom, uncle, step-parent, to demonstrate the relationship to the student)</li> <li>● Discuss roles and responsibilities of family members (traditional and non-traditional)</li> <li>● Compare and contrast each other's family tree</li> <li>● Explore family units in other cultures</li> <li>● Write a word or words on a blank picture of a growing plant: Students will be motivated to consider how friendships grow, what does a friendship need to grow and what makes you want to be someone’s friend?</li> <li>● Respond with a “thumbs-up” or a “thumbs-down” to a series of gender statements posed by the teacher. Then discuss. Discuss as a class. Note personal choices, personal differences, cultural differences, diversity and individualism.</li> <li>● Have students write a story, how we are all alike</li> <li>● Review of journal entries “All Alike” and “What Makes Us Different”</li> </ul>		
<b>EVIDENCE OF LEARNING</b>		
<b>Formative Assessments:</b> <ul style="list-style-type: none"> <li>● Informal methods of assessment for teachers</li> <li>● Growth Mindset Strategies</li> <li>● Whole Group Lessons</li> </ul>	<b>Summative Assessment:</b> <ul style="list-style-type: none"> <li>● Journal Responses:</li> <li>● Observation Checklists:</li> <li>● In-Class Assignments:</li> <li>● Anecdotal Records:</li> </ul>	

# BLOOMINGDALE PUBLIC SCHOOLS

## Health Curriculum

### GRADE 2

<ul style="list-style-type: none"><li>• Small Group Lessons</li><li>• Student projects</li><li>• Group discussion</li><li>• Writing Prompts</li></ul>	<ul style="list-style-type: none"><li>• Class Participation:</li></ul>
<b>Benchmark Assessment:</b> <ul style="list-style-type: none"><li>• Informal methods of assessment for teachers</li><li>• Growth Mindset Strategies</li><li>• Whole Group Lessons</li><li>• Small Group Lessons</li></ul>	<b>Alternative Assessments:</b> <ul style="list-style-type: none"><li>• Providing/developed as necessary for students opting out of unit.</li></ul>
<b>SAMPLE RESOURCES</b>	
<b>Websites</b>  <a href="http://www.cdc.gov">www.cdc.gov</a> <a href="http://www.nj.gov/education/standards/chp/">www.nj.gov/education/standards/chp/</a> <a href="http://www.nps.k12.nj.us">www.nps.k12.nj.us</a> <a href="https://www.nj.gov/agriculture/">https://www.nj.gov/agriculture/</a> <a href="http://www.dole5aday.com">www.dole5aday.com</a> <a href="http://www.kidshealth.org">www.kidshealth.org</a> <a href="https://www.harmonysel.org/">https://www.harmonysel.org/</a> <a href="https://ny.pbslearningmedia.org/subjects/health-and-physical-education/">https://ny.pbslearningmedia.org/subjects/health-and-physical-education/</a>	
<b>INTEGRATED ACCOMMODATIONS AND MODIFICATIONS</b>	
<b>Special Education:</b> Provide modified notes and access to extra copies online Provide oral reminders and check student work during independent work time Model skills/techniques to be mastered Check and sign assignment planner Preferential seating Pair visual prompts with verbal presentations Modified or scaffolded homework and classwork Extended time as needed Provide graphic organizers and study guides  <b>English Learners:</b> Provide scaffolded assignments and assessments Pair visual prompts with visual presentations Check and sign assignment planner Native Language translation (peer, online assistive technology, translation device, bilingual dictionary) Extended time for assignment and assessment as needed Highlight key vocabulary Use graphic organizers Provide verbal and written directions Preferential seating with a English-speaking peer	

# BLOOMINGDALE PUBLIC SCHOOLS

## Health Curriculum

### GRADE 2

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**At Risk of Failure:**

Check and sign assignment planner  
Encourage class participation and reinforce skills  
Model skills and assignments  
Extended to time to complete class work  
Preferential seating  
Provide extra help outside of class and 1:1 instruction when needed  
Communicate regularly with students' other teachers  
Provide positive feedback for tasks well done  
Encourage student to proofread assessments and projects and ask for teacher proofreading of large writing assignments

**Gifted and Talented:**

Pose higher-level thinking questions  
Provide higher level reading and writing materials for literacy based activities  
Probe student to extend thinking beyond the text or connect two or more texts  
Provide alternate or project-based assessments and assignments

**Students with 504 Plans:**

Provide extended time as needed  
Modify length of writing assignment  
Provide short breaks within the lesson  
Provide scaffolding for students  
Utilize graphic organizers