

Unit Title: A Healthy, Active Lifestyle		
Content Area: 02 Comprehensive Health and Physical Education		
Course & Grade Level: 02 Grade 2		
Summary and Rationale		
<p>The New Jersey Core Curriculum Content Standards for Health and Comprehensive Physical Education site the importance of health literacy for citizens in the 21<sup>st</sup> century. There is a focus on the individual to take personal responsibility for his/her health by living an active, healthy lifestyle. As such, the goal of the curriculum is to foster a life-long commitment to healthy living by making informed choices about wellness, nutrition, social and emotional pressures, and fitness. Decisions one makes today impact current and future quality of life.</p>		
Recommended Pacing		
8 days		
New Jersey Student Learning State Standards for Health Education		
<b>2.1 Wellness:</b> All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.		
<b>CPI #2.1 A</b>	<b>Cumulative Progress Indicator (CPI)</b>	
	Strand A	Personal Growth and Development
2.1.2.A.1	Explain what being “well” means and identify self-care practices that support wellness. (Repeat)	
2.1.2.A.2	Use correct terminology to identify body part, and explain how body parts work together to support wellness. (Gap)	
<b>CPI #2.1.B</b>	<b>Cumulative Progress Indicator (CPI)</b>	
	Strand B	Nutrition
2.1.2.B.1	Explain why some foods are healthier to eat than others. (Repeat)	
2.1.2.B.2	Explain how foods in the food pyramid differ in nutritional content and value. (Repeat)	
2.1.2.B.3	Summarize information about food found on product labels. (Gap)	
<b>CPI #2.1.C</b>	<b>Cumulative Progress Indicator (CPI)</b>	
	Strand C	Diseases and Health Conditions
2.1.2.C.1	Summarize symptoms of common diseases and health conditions. (1 <sup>st</sup> – Germs --2 <sup>nd</sup> HIV/AIDS – also in 3 <sup>rd</sup> ) **	
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. (GAP) - ?? Guidance	
<b>CPI #2.1.D</b>	<b>Cumulative Progress Indicator (CPI)</b>	
	Strand D	Safety
2.1.2.D.2	Differentiate among the characteristics of strangers, acquaintances, and trusted adults and describe safe and appropriate behaviors/touches.	
<b>CPI #2.1.E</b>	<b>Cumulative Progress Indicator (CPI)</b>	
	Strand E	Social and Emotional Health (??Guidance – Or Lesson 8 – 2 <sup>nd</sup> Grade)

<b>2.1.2.E.1</b>	Identify basic social and emotional needs of all people.
<b>2.1.2.E.2</b>	Determine possible causes of conflict between people and appropriate ways to prevent and resolve them.
<b>2.1.2.E.3</b>	Explain healthy ways of coping with common stressful situations experienced by children.
	<b>2.2 Integrated Skills:</b> All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle
<b>CPI #2.2.A</b>	<b>Cumulative Progress Indicator (CPI)</b> Strand A    Interpersonal Communication
<b>2.2.2.A.1</b>	Express needs, wants, and feelings in health- and safety-related situations. (Safety is in first grade – Health 2 <sup>nd</sup> lessons 5/8?? Guidance)
<b>CPI #2.2.B</b>	<b>Cumulative Progress Indicator (CPI)</b> Strand B    Decision-Making and Goal-Setting (Gap)
<b>2.2.2.B.1</b>	Explain what a decision is and why it is advantageous to think before acting.
<b>2.2.2.B.2</b>	Relate decision-making by self and others to one's health.
<b>2.2.2.B.3</b>	Determine ways parents, peers, technology, culture, and the media influence health decision.
<b>2.2.2.B.4</b>	Select a personal health goal and explain why setting a goal is important.
<b>CPI #2.2.C</b>	<b>Cumulative Progress Indicator (CPI)</b> Strand C    Character Development
<b>2.2.2.C.1</b>	Explain the meaning of character and how it is reflected in the thoughts, feelings, and action of oneself and others. (Guidance / Character Ed) ??
<b>2.2.2.C.2</b>	Identify types of disabilities and demonstrate appropriate behavior when interacting with people with disabilities. (2 <sup>nd</sup> grade lesson 8)
<b>CPI #2.2.D</b>	<b>Cumulative Progress Indicator (CPI)</b> Strand D    Advocacy and Service ( This is not met in health class, but it is in the standards)
<b>2.2.2.D.1</b>	Determine the benefits for oneself and others of participating in a class or school service activity.
	<b>2.3 Drugs and Medicines:</b> All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle.
<b>CPI #2.3.A</b>	<b>Cumulative Progress Indicator (CPI)</b> Strand A    Medicines
<b>2.3.2.A.1</b>	Explain what medicines are and when some types of medicines are used.
<b>2.3.2.A.2</b>	Explain why medicines should be administered as directed.
<b>CPI #2.3.B</b>	<b>Cumulative Progress Indicator (CPI)</b> Strand B    Alcohol, Tobacco, and Other Drugs
<b>2.3.2.B.1</b>	Identify ways that drugs can be abused.
<b>2.3.2.B.4</b>	Identify products that contain alcohol.
<b>2.3.2.B.5</b>	List substances that should never be inhaled and explain why.
<b>CPI #2.3.C</b>	<b>Cumulative Progress Indicator (CPI)</b> Strand C    Dependency/Addiction and Treatment (??? 2 <sup>nd</sup> Grade appropriate)

<b>2.3.2.C.1</b>	Recognize that some people may have difficulty controlling their use of alcohol, tobacco, and other drugs.
<b>2.3.2.C.2</b>	Explain that people who abuse alcohol, tobacco, and other drugs can get help.
<b>2.4 Human Relationships and Sexuality:</b> : 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.	
<b>CPI #2.4.A</b>	<b>Cumulative Progress Indicator (CPI)</b> Strand A Relationships (maybe Social Studies???)
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.
<b>CPI #2.4.B</b>	<b>Cumulative Progress Indicator (CPI)</b> Strand B Sexuality
2.4.2.B.1	Compare and contrast the physical differences and similarities of the genders. (2 <sup>nd</sup> and 3 <sup>rd</sup> Repeat?)
<b>CPI #2.4.C</b>	<b>Cumulative Progress Indicator (CPI)</b> Strand C Pregnancy and Parenting
2.4.2.C.1	Explain the factors that contribute to a mother having a healthy baby.
<b>Interdisciplinary Connections</b>	
<b>Standard #</b>	<b>Standard</b>
W.2.8	Recall information from experiences or gather information from provided sources to answer a questions
SL.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood
SL.K.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.
<b>Integration of Technology</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
8.1	All students will use digital tools to access, manage, evaluate and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge
<b>New Jersey Student Learning Standards for 21st Century Life and Careers</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
<b>CRP 1</b>	Acts as a responsible and contributing citizen and employee
<b>CRP 2</b>	Apply appropriate academic and technical skills
<b>CRP 3</b>	Attend to personal health and financial well-being
<b>CRP 4</b>	Communicate clearly and effectively and with reason
<b>CRP 5</b>	Consider the environmental, social and economic impacts of decisions
<b>9.2 Career Awareness, Exploration and Preparation</b>	
<b>Standard #</b>	<b>Standard</b>
9.2.4.A.4	Explain why knowledge and skills acquired in elementary grades lay the foundation for future academic and career success.

Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> <li>• Healthy habits benefit me and the people I meet in school and in my community.</li> <li>• My nutritional choices affect me today and in the future.</li> <li>• When I practice personal safety strategies at home, in school, and in the community, I suffer fewer injuries.</li> <li>• Coping skills can help me deal with conflict and with stressful situations I encounter at home and in school.</li> <li>• Effective communication allows me to understand others.</li> <li>• Good character can positively influence my health and the health of others.</li> <li>• There are many places where I can find health-related resources and people who can guide me.</li> <li>• Not all medicines are good and not all drugs are harmful; there are benefits and risks associated with all medications.</li> <li>• “Family” means different things to different people. Relationships vary depending on situations and circumstances.</li> <li>• Gender determines body parts and functions.</li> </ul>	
Unit Essential Questions:	
<ul style="list-style-type: none"> <li>• Do I make healthy choices? If not, how can I improve?</li> <li>• How do my safety and health habits influence the health of people around me?</li> <li>• How can I tell if the food I eat is healthy or not?</li> <li>• How can I avoid harmful risks?</li> <li>• Why is good communication so important in everyday life?</li> <li>• What can I do when I feel scared and worried? How can I cope with these situations?</li> <li>• How does my character influence my health?</li> <li>• How can I find out which drugs and medicines are safe and which are not?</li> <li>• Are all families the same? Why or why not?</li> <li>• What are the gender differences between females and males?</li> </ul>	
Objectives:	
Children will know	
<ul style="list-style-type: none"> <li>• The meaning of wellness</li> <li>• The connection between healthy choices and wellness</li> <li>• The nutritional content of foods as they relate to healthy choices</li> <li>• Different food groups and the foods that belong to various categories</li> <li>• How to read information found on food and product labels in order to choose between nutritious and junk foods</li> <li>• Names of common diseases, symptoms, and preventive measures</li> <li>• Basic safety principles to prevent injuries at home, in school, and in the community.</li> <li>• Different characteristics of strangers, acquaintances, and trusted adults</li> <li>• Differences between appropriate and inappropriate touches</li> <li>• Relationship skills: looking at relationships, assertiveness skills, communication skills, conflict resolution skills</li> <li>• Common disabilities of children their age</li> <li>• People in the school and community who can help you and others when necessary</li> <li>• Names of common medicines that are used by children and their families</li> </ul>	

- Personal risks of drug and alcohol abuse
- Products that contain drugs and alcohol and why they might be harmful to people
- Different family configurations
- The roles and responsibilities of family members
- Attributes of healthy personal relationships
- Physical differences and similarities of the genders
- The contributing factors to a mother having a baby

#### **Children will be able to**

- Create a plan for healthy living and explain the benefits they will experience
- Analyze food choices for nutritional value and health; devise a healthy menu
- Keep a journal of personal feelings and ways they coped with emotions in a positive and/or negative way
- Categorize diseases, symptoms, and preventive measures.
- Demonstrate appropriate interpersonal communication strategies when interacting with strangers, acquaintances, and trusted adults
- Choose a health goal; give reasons for the choice; and set up a plan of action to accomplish the goal
- Identify healthy and unhealthy character traits.
- Explain the proper use of medicine.
- Identify harmful effects of drugs and alcohol
- Create a family “quilt” representing the various types of families present in the class
- Create an electronic family album with captions to show the relationships among various people

### **Evidence of Learning**

#### **Assessment**

Common Assessment 1.1

#### **Competencies for 21<sup>st</sup> Century Learners**

x	Collaborative Team Member	x	Effective Communicator
x	Globally Aware, Active & Responsible Student/Citizen		Information Literate Researcher
	Innovative & Practical Problem Solver	x	Self-Directed Learner

### **Resources**

**Core Text:**

**Suggested Resources:**