

North Hanover Township School District
Comprehensive Health Curriculum
Grade: Two
BOE Approved: 01/17/2023

Second Grade

Unit of Study: Personal Health (Family Life); Safety

Pacing: One Trimester

Unit Focus:

- **A study in a person’s body in relation to self, others and their environment, and its contribution to overall wellness.**
- **Making healthy choices is important for our overall wellness.**

New Jersey Student Learning Standards

- 2.1.2.PGD.1: Explore how activity helps all human bodies stay healthy.
- 2.1.2.PGD.3: Explain what being “well” means and identify self-care practices that support wellness.
- 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.
- 2.1.2.SSH.2: Discuss the range of ways people express their gender and how gender-role stereotypes may limit behavior.
- 2.2.2.N.1: Explore different types of foods and food groups.
- 2.2.2.N.2: Explain why some foods are healthier to eat than others.
- 2.2.2.N.3: Differentiate between healthy and unhealthy eating habits.
- 2.3.2.PS.1: Demonstrate personal habits and behaviors that contribute to keeping oneself and others healthy and the environment clean and safe.
- 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.HCDM.1: Explain the consequences on a person’s health if he or she does not have adequate food and a clean environment.
- 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

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activity, adequate sleep, appropriate dress for various weather conditions).

- 2.3.2.ATD.2: Identify ways in which drugs, including some medicines, can be harmful.
- 2.3.2.ATD.3: Explain effects of tobacco use on personal hygiene, health, and safety.
- 2.3.2.DSDT.1: Recognize that some people may have difficulty controlling their use of alcohol, tobacco, and other drugs.
- 2.3.2.DSDT.2: Explain that individuals who abuse alcohol, tobacco, and other drugs can get help.

Interdisciplinary Connections

English Language Arts

- NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words
- NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
- NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

Social Studies

- 6.1.2.CivicsPI.4: Explain how all people, not just official leaders, play important roles in a community.
- 6.1.2.CivicsPR.2: Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities.
- 6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

21st Century Skills & Career Education

- 9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.
- 9.1.2.FP.2: Differentiate between financial wants and needs.
- 9.1.2.FP.3: Identify the factors that influence people to spend or save (e.g., commercials, family, culture, society).
- 9.1.2.RM.1: Describe how valuable items might be damaged or lost and ways to protect them.
- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives.
- 9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem

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- 9.4.2.CT.2: Identify possible approaches and resources to execute a plan.
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems.
- 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.

Technology

- 8.1.2.DA.1: Collect and present data, including climate change data, in various visual formats.
- 8.2.2.ED.2: Collaborate to solve a simple problem, or to illustrate how to build a product using the design process.

Enduring Understandings	Essential Questions
<p><i>What specifically do you want students to understand? What inferences should they make? Students will understand that...</i></p> <ul style="list-style-type: none">● Making healthy choices related to food, avoiding illness, and using medicines appropriately are important for their wellbeing.● They are entitled to feel safe with their bodies.● They can advocate for themselves when they feel unsafe● There is specific terminology for commonly used slang terms for anatomy● Stereotypes do not shape gender● Healthy decisions are important for us to maintain proper nutrition, personal safety, and relationships.	<p><i>What thought-provoking questions will foster inquiry, meaning-making, and transfer? Students will keep considering...</i></p> <ul style="list-style-type: none">● Why should we set boundaries?● Why is it important to get help when needed?● What should boys and girls play with?● Why is it important to know my body?● What can we do to contribute to our wellness?● What are the five food groups and foods that belong in each group?

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Key Terms and Vocabulary	Skills
<p><i>What facts and basic concepts should students know and be able to recall? Students will know...</i></p> <ul style="list-style-type: none">● Boundary● “SAFE” acronym● Bodily autonomy● Arms● Legs● Skin● Hair● Ears● Nose● Mouth● Eyes● Penis● Testicles● Vagina● Anus● Nipples● Gender● Nutrition	<p><i>What skills and processes should students be able to use? Students will be skilled at...</i></p> <ul style="list-style-type: none">● Self- advocating personal boundaries● Compare and contrast similarities and differences (Including gender stereotypes)● Identifying grade level appropriate anatomy using correct body terminology● Implementing scenarios using an acronym● Understanding gender Stereotypes● Recognizing healthy activities and nutritious foods.

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Learning Activities	Resources/Websites
<ul style="list-style-type: none">● Student engage in large group discussion, and define the term “Boundary”● In discussion, students will define boundaries in relation to self and other people● Students discuss “SAFE” acronym, sequencing steps to self advocate● Students will role-play scenarios using “SAFE” method, in which it can be implemented effectively● Identify various body parts● Compare and contrast body parts of the different sexes● Students view bathing suit diagrams, and identify vocabulary related to specific sexes● Students Identify correct body terminology, in relation to family used slang terms.● Students compare and contrast colors as they relate to gender.● Define the word gender.● Students will compare and contrast gender stereotypes (toys to play with) using venn diagrams.● Define a balanced diet.● Create a menu of healthy meals incorporating a balance of foods from the five food groups.	<ul style="list-style-type: none">● Lesson Plan: Feeling Safe● Lesson Plan: Understanding Our Bodies<ul style="list-style-type: none">○ Resource: Understanding Our Bodies Slide● Lesson Plan: Stereotypes Are Made to Be Broken● Resource: Food Group Assessment

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Assessment Evidence	
<p>Performance Tasks</p> <ul style="list-style-type: none"> ● Venn Diagram ● Scenario Role-Play ● MyPlate Design Checklist ● Food Group Assessment 	<p>Other Evidence</p> <ul style="list-style-type: none"> ● Group Discussion ● Teacher Checklists ● Teacher Observation ● Informal Rubrics ● Self Assessment

Accommodations for Different Learners		
Students with Disabilities	Gifted and Talented Students	ELL Students
<ul style="list-style-type: none"> ● preferential seating ● repeat and clarify Instructions ● Provide a peer for support ● break long term projects into shorter chunks ● check in frequently with students 	<ul style="list-style-type: none"> ● modify content to extend skills to a higher level ● provided additional independent projects ● allow structured student choice for skill extension or topic 	<ul style="list-style-type: none"> ● provide visual supports ● provide definitions and examples of new vocabulary ● repeat, reword, and clarify directions ● provide visual supports and diagrams to support skills /content ● preferential seating ● provide short, concise directions ● provide extended time ● modify assignments to support vocabulary ● check in frequently with students ● provide study guides ● provide concrete examples when
At Risk Students	504 Plan Students	
<ul style="list-style-type: none"> ● preferential seating ● repeat and clarify Instructions ● provide word bank of vocabulary words ● extend deadlines and time for tests ● provide a copy of notes 	<ul style="list-style-type: none"> ● preferential seating ● repeat and clarify Instructions ● provide word bank of vocabulary words ● extend deadlines and time for tests 	

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<ul style="list-style-type: none">● provide graphic organizers/scaffold projects● highlight important information● Provide a peer for support break long term projects into shorter chunks● check in frequently with students● provide study guides/visual supports● use of assistive technology (eg. speech to text)	<ul style="list-style-type: none">● provide a copy of notes● provide graphic organizers/scaffold projects● highlight important information● Provide a peer for support● break long term projects into shorter chunks● check in frequently with students● provide study guides/visual supports● use of assistive technology (eg. speech to text)	<p>possible</p>
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