

Shrewsbury Borough School
Comprehensive Health and Physical Education in the 21st Century 2012
Health
Grade 2

Marking Period 1:	Marking Period 2:	Marking Period 3:	Marking Period 4:
<p>Medicines</p> <p>Objectives:</p> <p>Explain what medicines are and when some types of medicines are used.</p> <p>Explain why medicines should be administered as directed.</p> <p>Lessons, Activities, & Student Products:</p> <p>Draw a picture of one way to take medicine safely.</p> <p>Students list places in their homes where medicines can be stored safely.</p> <p>Cut out advertisements from magazines and sort them into categories, including creams, pills, and liquids.</p> <p>Work with another class to create and perform a puppet show to show the proper use of</p>	<p>Human Relationships and Sexuality</p> <p>Objectives:</p> <p>Compare and contrast different kinds of families locally and globally.</p> <p>Distinguish the roles and responsibilities of different family members.</p> <p>Determine the factors that contribute to healthy relationships.</p> <p>Compare and contrast the physical differences and similarities of the genders.</p> <p>Lessons, Activities, & Student Products:</p> <p>Students will make a family tree, and label to show relationship to the child.</p>	<p>Wellness/Personal Growth and Development</p> <p>Objectives:</p> <p>Explain what being “well” means and identify self-care practices that support wellness.</p> <p>Use correct terminology to identify body parts, and explain how body parts work together to support wellness.</p> <p>Lessons, Activities, & Student Products:</p> <p>Children write three questions that they would ask a doctor at their next well visit.</p> <p>Design an eye chart using pictures instead of letters.</p> <p>Cut out a tooth pattern and write a jingle for a new toothpaste.</p>	<p>Communication and Integrated Skills</p> <p>Objectives:</p> <p>Express needs, wants, and feelings in health- and safety-related situations.</p> <p>Lessons, Activities, & Student Products:</p> <p>Make a poster listing needs and wants.</p> <p>Children find pictures of healthcare workers using computer applications, print the pictures, and use them to create a mobile.</p> <p>Decision Making/Integrated Skills</p> <p>Objectives:</p> <p>Explain what a decision is and why it is advantageous to think</p>

<p>medicine.</p> <p>Students create and perform a skit about what to do if someone offers them drugs.</p> <p>Alcohol, Tobacco, and Other Drugs</p> <p>Objectives:</p> <p>Identify ways that drugs can be abused.</p> <p>Explain effects of tobacco use on personal hygiene, health, and safety.</p> <p>Explain why tobacco smoke is harmful to nonsmokers.</p> <p>Identify products that contain alcohol.</p> <p>List substances that should never be inhaled and explain why.</p> <p>Lessons, Activities, & Student Products:</p> <p>Students perform a skit about what to do if someone offers them drugs.</p> <p>Journal “Why should you stay drug free?”</p>	<p>Write about a special time spent with a family member.</p> <p>Students work in pairs to trace each other’s hand; students write on the paper hands, describing ways they can help one another.</p> <p>Students create a timeline showing things that they have learned since birth.</p> <p>Children draw themselves doing something as an infant, a toddler, and a present-day child.</p> <p>Social and Emotional Health</p> <p>Objectives:</p> <p>Identify basic social and emotional needs of all people.</p> <p>Determine possible causes of conflict between people and appropriate ways to prevent and resolve them.</p> <p>Explain healthy ways of coping with common stressful situations experienced by children.</p>	<p>Nutrition/Wellness</p> <p>Objectives:</p> <p>Students will:</p> <p>Explain why some foods are healthier to eat than others.</p> <p>Explain how foods in the food pyramid differ in nutritional content and value.</p> <p>Summarize information about food found on product labels.</p> <p>Lessons, Activities, & Student Products:</p> <p>Brainstorm students’ favorite foods and create a class list.</p> <p>Small groups will write and illustrate books titled, “Rules for Healthful Eating.”</p> <p>Write a commercial about a healthful snack.</p> <p>Use a variety of fruits and vegetables to make artistic prints by dipping fruits and vegetables into paint.</p>	<p>before acting.</p> <p>Relate decision-making by self and others to one’s health.</p> <p>Determine ways parents, peers, technology, culture, and the media influence health decisions.</p> <p>Select a personal health goal and explain why setting a goal is important.</p> <p>Lessons, Activities, & Student Products:</p> <p>Read a story involving conflict and decide how individuals solve problems.</p> <p>Character Development/ Integrated Skills</p> <p>Objectives:</p> <p>Explain the meaning of character and how it is reflected in the thoughts, feelings, and actions of oneself and others.</p>
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<p>Write jingles to convince others to say “No” to smoking tobacco.</p> <p>Dependency/Addiction and Treatment</p> <p>Objectives:</p> <p>Recognize that some people may have difficulty controlling their use of alcohol, tobacco, and other drugs</p> <p>Explain that people who abuse alcohol, tobacco, and other drugs can get help.</p> <p>Lessons, Activities, & Student Products:</p> <p>Students draw pictures of three people they can talk to about a problem with alcohol and/or tobacco.</p>	<p>Lessons, Activities, & Student Products:</p> <p>Brainstorm a list of things that cause stress and a list of ways to manage stress. Each child draws a stressful time on one side of an index card and a way to manage stress on the back.</p> <p>Students look into mirror and use five adjectives to describe their personality.</p> <p>Brainstorm and list emotions felt by people. Make a banner illustrating these emotions.</p> <p>Students create a poem, story, song, or comic book that focuses on a character coping with stress in positive, healthful ways. Students share the creative works with classmates.</p> <p>Cut out pictures of people to describe the emotions on their faces. What do you think may have happened to cause this particular emotion?</p>	<p>Diseases and Health/Wellness</p> <p>Objectives:</p> <p>Summarize symptoms of common diseases and health conditions.</p> <p>Summarize strategies to prevent the spread of common diseases and health conditions.</p> <p>Determine how personal feelings can affect one’s wellness.</p> <p>Lessons, Activities, & Student Products:</p> <p>Children act out two ways they can keep from spreading germs.</p> <p>Students create an “anti-germ” poster illustrating ways to prevent the spread of germs.</p> <p>Students choose one body system, illustrate and label.</p> <p>Trace body on butcher paper and label.</p>	<p>Lessons, Activities, & Student Products:</p> <p>Children design paper medals for people they know who are trustworthy, and describe that person by writing about him/her on the back of the medal.</p> <p>Children play concentration by listing a character trait on an index card and a way to show that trait on another. Children should match traits with actions until all cards are used.</p> <p>Advocacy, and Service/Integrated Skills</p> <p>Objectives:</p> <p>Determine the benefits for oneself and others of participating in a class or school service activity.</p> <p>Lessons, Activities, & Student Products:</p> <p>Students put puzzles together by working as a group.</p> <p>Each student writes about an important decision he or she has had to make, telling if their decision was wise and why.</p> <p>Health Services and</p>
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<p>Essential Questions:</p> <p>Why is it important to know safety rules for medicines?</p> <p>Who can we talk to if we have questions about medicines and drugs?</p>	<p>Essential Questions:</p> <p>How can we express our emotions?</p> <p>What are some strategies that help reduce stress?</p> <p>How can we solve problems between friends?</p>	<p>Essential Questions:</p> <p>How do personal health choices impact our own health as well as the health of others?</p> <p>Why is it important to have and follow rules?</p> <p>Why is it important to visit the doctor for a check-up?</p> <p>How can we practice healthy food choices?</p>	<p>Essential Questions:</p> <p>How can we recognize good qualities of character?</p>
<p>Materials:</p> <p>Macmillan/McGraw-Hill <u>Health and Wellness</u></p> <p>Health Big Ideas Book</p> <p>Posters</p> <p>School to Home Connection</p> <p>Graphic Organizers</p> <p>Trade Books</p> <p>Health Songs CD</p> <p>Teacher-Made Materials</p>	<p>Materials:</p> <p>Macmillan/McGraw-Hill <u>Health and Wellness</u></p> <p>Health Big Ideas Book</p> <p>Posters</p> <p>School to Home Connection</p> <p>Graphic Organizers</p> <p>Trade Books</p> <p>Health Songs CD</p> <p>Teacher-Made Materials</p>	<p>Materials:</p> <p>Macmillan/McGraw-Hill <u>Health and Wellness</u></p> <p>Health Big Ideas Book</p> <p>Posters</p> <p>School to Home Connection</p> <p>Graphic Organizers</p> <p>Trade Books</p> <p>Health Songs CD</p> <p>Teacher-Made Materials</p>	<p>Materials:</p> <p>Macmillan/McGraw-Hill <u>Health and Wellness</u></p> <p>Health Big Ideas Book</p> <p>Posters</p> <p>School to Home Connection</p> <p>Graphic Organizers</p> <p>Trade Books</p> <p>Health Songs CD</p> <p>Teacher-Made Materials</p>

<p>Assessment:</p> <p>Teacher Observation Project based assessment Class participation Health Journal Performance Assessment</p>	<p>Assessment:</p> <p>Teacher Observation Project based assessment Class participation Health Journal Performance Assessment</p>	<p>Assessment:</p> <p>Teacher Observation Project based assessment Class participation Health Journal Performance Assessment</p>	<p>Assessment:</p> <p>Teacher Observation Project based assessment Class participation Health Journal Performance Assessment</p>
<p>NJCCCS:</p> <p><u>2.3: Drugs and Medicines: All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle.</u></p> <p>2.3.2.A: Medicines: Medicines come in a variety of forms (prescription medicines, over-the-counter medicines, medicinal supplements), are used for numerous reasons, and should be taken as directed in order to be safe and effective.</p> <p>2.3.2.A.1: Explain what medicines are and when some types of medicines are used.</p> <p>2.3.2.A.2: Explain why medicines should be administered as directed.</p>	<p>NJCCCS:</p> <p><u>2.4: Human Relations and Sexuality: All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.</u></p> <p>2.4.2.A: Relationships: The family unit encompasses the diversity of family forms in contemporary society.</p> <p>2.4.2.A.1: Compare and contrast <u>different kinds of families</u> locally and globally.</p> <p>2.4.2.A.2: Distinguish the roles and responsibilities of different family members.</p> <p>2.4.2.A.3: Determine the factors that contribute to healthy relationships.</p>	<p>NJCCCS:</p> <p><u>2.1: Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.</u></p> <p>2.1.2.A: Personal Growth and Development: Health-enhancing behaviors contribute to wellness.</p> <p>2.1.2.A.1: Explain what being “well” means and identify self-care practices that support wellness.</p> <p>2.1.2.A.2: Use correct terminology to identify body parts, and explain how body parts work together to support wellness.</p> <p>2.1.2.B: Nutrition: Choosing a balanced variety of nutritious foods contributes to wellness.</p>	<p>NJCCCS:</p> <p><u>2.2: Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.</u></p> <p>2.2.2.A: Interpersonal Communication: Effective communication may be a determining factor in the outcome of health- and safety-related situations.</p> <p>2.2.2.A.1: Express needs, wants, and feelings in health- and safety-related situations.</p> <p>2.2.2.B: Decision-Making and Goal Setting: Effective decision-making skills foster healthier lifestyle choices.</p> <p>2.2.2.B.1: Explain what a decision is and why it is advantageous to think before acting.</p>

<p>2.3.2.B: Alcohol, Tobacco, and Other Drugs: Use of drugs in unsafe ways is dangerous and harmful.</p> <p>2.3.2.B.1: Identify ways that drugs can be abused.</p> <p>2.3.2.B.2: Explain effects of tobacco use on personal hygiene, health, and safety.</p> <p>2.3.2.B.3: Explain why tobacco smoke is harmful to nonsmokers.</p> <p>2.3.2.B.4: Identify products that contain alcohol.</p> <p>2.3.2.B.5: List substances that should never be inhaled and explain why.</p> <p>2.3.2.C: Dependency/ Addiction and Treatment: Substance abuse is caused by a variety of factors. There are many ways to obtain help for treatment of alcohol, tobacco, and other substance abuse problems.</p> <p>2.3.2.C.1: Recognize that some people may have difficulty controlling their use of alcohol, tobacco, and other drugs.</p>	<p>2.4.2.B: Sexuality: Gender-specific similarities and differences exist between males and females.</p> <p>2.4.2.B.1: Compare and contrast the physical differences and similarities of the genders.</p> <p>2.4.2.C: Pregnancy and Parenting: The health of the birth mother impacts the development of the fetus.</p> <p>2.4.2.C.1: Explain the factors that contribute to a mother having a healthy baby.</p>	<p>2.1.2.B.1: Explain why some foods are healthier to eat than others.</p> <p>2.1.2.B.2: Explain how foods in the food pyramid differ in nutritional content and value.</p> <p>2.1.2.B.3: Summarize information about food found on product labels.</p> <p>2.1.2.C: Diseases and Health Conditions: Knowledge about diseases and disease prevention promotes health-enhancing behaviors.</p> <p>2.1.2.C.1: Summarize symptoms of common diseases and health conditions.</p> <p>2.1.2.C.2: Summarize strategies to prevent the spread of common diseases and health conditions.</p> <p>2.1.2.C.3: Determine how personal feelings can affect one's wellness.</p> <p>2.1.2.D: Safety: Using personal safety strategies reduces the number of injuries to self and others.</p> <p>2.1.2.D.1: Identify ways to</p>	<p>2.2.2.B.2: Relate decision-making by self and others to one's health.</p> <p>2.2.2.B.3: Determine ways parents, peers, technology, culture, and the media influence health decisions.</p> <p>2.2.2.B.4: Select a personal health goal and explain why setting a goal is important.</p> <p>2.2.2.C: Character Development: Character traits are often evident in behaviors exhibited by individuals when interacting with others.</p> <p>2.2.2.C.1: Explain the meaning of character and how it is reflected in the thoughts, feelings, and actions of oneself and others.</p> <p>2.2.2.C.2: Identify types of disabilities and demonstrate appropriate behavior when interacting with people with disabilities.</p> <p>2.2.2.D: Advocacy and Service: Service projects provide an opportunity to have a positive impact on the</p>
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<p>2.3.2.C.2: Explain that people who abuse alcohol, tobacco, and other drugs can get help.</p>		<p>prevent injuries at home, school, and in the community (e.g., fire safety, poison safety, accident prevention).</p> <p>2.1.2.D.2: Differentiate among the characteristics of strangers, acquaintances, and trusted adults and describe safe and appropriate behaviors/touches.</p> <p>2.1.2.D.3: Identify procedures associated with pedestrian, bicycle, and traffic safety.</p> <p>2.1.2E: Social and Emotional Health: Many factors at home, school, and in the community impact social and emotional health.</p> <p>2.1.2.E.1: Identify basic social and emotional needs of all people.</p> <p>2.1.2.E.2: Determine possible causes of conflict between people and appropriate ways to prevent and resolve them.</p> <p>2.1.2.E.3: Explain healthy ways of coping with common stressful situations experienced by children.</p>	<p>lives of self and others.</p> <p>2.2.2.D.1: Determine the benefits for oneself and others of participating in a class or school service activity.</p> <p>2.2.2.E: Health Services and Information: Knowing how to locate health professionals in the home, at school, and in the community assists in addressing health emergencies and obtaining reliable information.</p> <p>2.2.2.E.1: Determine where to access home, school, and community health professionals.</p>
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