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Cliffside Park Public Schools

GRADE: Second

Unit I: Wellness

Resource: 2014 NJSL Model Curriculum for Comprehensive Health and Physical Education

Learning Objectives

- **To identify body parts (i.e. heart, lungs, legs etc.) using correct terminology and explain how they are supported through regular physical activity.**
- **To identify how feelings and actions can affect personal wellness.**
- **To explain which foods from My Plate are healthier and why they contain more nutritional value through identifying information on nutritional labels.**
- **To identify symptoms and demonstrate strategies to prevent the spread of disease and health conditions.**

Duration: September/October/ November

Essential Questions

- What is health and wellness?
- What knowledge, skills, and behaviors contribute to a healthy lifestyle and promote optimal wellness?
- What factors influence my health-related behaviors and decisions?
- How do my health-related behaviors reflect my personal choices?
- What information and skills do I need to effectively resolve conflict and mediate disputes?
- What knowledge, skills, and behaviors contribute to personal safety?
- How do I protect myself and others from accidents and injuries?

Enduring Understandings

- Health-enhancing behaviors contribute to wellness.
- Appropriate types and amounts of physical activity enhance personal health.



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- Developing self-help skills and personal hygiene skills promotes healthy habits.
- Choosing a balanced variety of nutritious foods contributes to wellness .

NJSLS Comprehensive Health and Physical Education Standards

- **2.1.2.A.2** Use correct terminology to identify body parts, and explain how body parts work together to support wellness.
- **2.6.2.A.1** Explain the role of regular physical activity in relation to personal health.
- **2.1.2.C.3** Determine how personal feelings can affect one's wellness.
- **2.1.2.B.1** Explain why some foods are healthier to eat than others.
- **2.1.2.B.2** Explain how foods in the food pyramid differ in nutritional content and value.
- **2.1.2.B.3** Summarize information about food found on product labels.

Interdisciplinary Connections

Art

- Act out conflict and come up with resolution.
- Model skeleton with q-tips
- Label parts of eye-
- 3D Food plate
- Match Bones to skeleton
- Trace human bodies

Science

- Sort animals with and without backbones www.superteacherworksheets.com/animals.html
- Glitter germs: put some glitter in one child's hands and have him or her touch things throughout the class as well as classmates and watch as germs (glitter) spread.
- Make a first aid kit



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ELA

Reading A-Z books

- *Inside Your Body* Level M- Projectable and printable story with comprehension questions
- *Josh Gets Glasses* Level F- Projectable and printable story with comprehension questions.
- *Healthy Me* Level I- Projectable and printable story with comprehension questions.

Math

- Sort food into proper "Plate" categories

Tier 2 Vocabulary: identifies, demonstrates, models

band-aid, cough, contagious, disease, emergency, exhausted, first-aid, heel, infection, medical, nutrition, sunburn

Tier 3 Vocabulary:

hygiene, stress, reproduce, x-ray machine, ingredients, wastes, serving, proteins and grains, skeletal system, digestive system, circulatory system, respiratory system, muscular system, nervous system

Core Instructional Materials/Resources/Digital Tools:

i.e., specific textbooks, classroom resources, digital tools, links to websites and videos

- <http://www.nj.gov/education/modelcurriculum/assessment/pw/peh/hku1.pdf>
- <http://www.choosemyplate.gov/food-groups/>



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<p>21st Century Themes and Skills: (CRP Standards)</p>	<p>CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP3. Attend to personal health and financial well-being. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management. CRP10. Plan education and career paths aligned to personal goals. CRP11. Use technology to enhance productivity</p>
<p>8.1 Educational Technology</p>	<p>http://www.state.nj.us/education/cccs/2014/tech/8.pdf https://www.readinga-z.com http://www.choosemyplate.gov/food-groups/</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>Content Area Technology</p> <p>Standard 8.1 Educational Technology: 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.</p> <p>Strand F: Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.</p> </div> <p>Grade Level Bands - K-2</p> <p>Content Statements students will:</p>



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	<p>Identify and define authentic problems and significant questions for Indicator 8.1.2.F.1</p> <p>Use geographic mapping tools to plan and solve problems.</p> <p>Plan and manage activities to develop a solution or complete a project.</p> <p>Collect and analyze data to identify solutions and/or make informed decisions.</p> <p>Use multiple processes and diverse perspectives to explore alternative solutions</p>
<p>Assessments and Performance Tasks</p>	<p>Assessments</p> <ul style="list-style-type: none">● Grade 2: Unit I - Wellness (See Attached)● Anecdotal Notes● http://www.choosemyplate.gov/food-groups/ <p>SLO 5 Goal: Students will identify the body systems (muscular, circulatory, respiratory) with correct terminology and explain how each system is supported by regular physical activity.</p> <p>Assessment Activity: Students will get into small groups. Each group will be provided with a pretraced human body on a large piece of paper. Each pretraced sheet will have certain body parts (that have been previously discussed in class) drawn on them. Students will then work together to identify each body part that is drawn on the large sheet of paper. Each student will draw or write an example of an exercise or physical activity that body parts contribute to. For example, 20 minutes or more of running, biking or other cardiovascular exercise which use the arms, legs, heart, etc. will help support their circulatory and respiratory systems or doing pushups using their arms chest, legs will help support different muscles in their muscular system. Teachers will monitor for the correct identification of the systems as well as the proper explanation of regular exercise and how physical activity supports them.</p>



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SLO 6 Goal: Students will identify how one's personal feelings and actions can have an impact on their overall personal wellness.

Teachers will develop different situations or scenarios that describe how people's actions or feelings can have an effect on their overall personal wellness. Example: John is a second grade student who likes to pick on or make fun of other student's mistakes, clothes or even the way they talk. John has been reminded several times by his teacher that this is not appropriate behavior. Students will then either orally or through one or two written sentences will answer two to three questions regarding the scenario.

1. How would it make you feel if someone was picking on you or pointing out your mistakes?
2. How do feelings of embarrassment, anger or stress affect the way you feel overall?
3. How do John's actions and words affect the way he feels? Teachers should be monitoring for answers that these feelings do affect their overall personal wellness through sadness, stress or embarrassment.

SLO 9 Goal: Students will demonstrate an understanding of how to use nutritional labels to explain why some food choices have more nutritional value than others.

Assessment Activity: Each student will bring into class an item of food with a nutritional label attached.* All students will be given a partner and then will compare their food item and its nutritional label. Students will record each item and decide which item they believe has more nutritional value. Students will then compare their food items to the food choices on My Plate** (fruit, vegetable, dairy, protein) and compare and record if their items are presented on My Plate and, if not, does the item have more nutritional value compared to items on My Plate. All students will then answer the following questions.

1. What types of food items had more nutritional value and why?
2. Did the food items your group selected collectively have more or less nutritional value compared to My Plate and why?
3. Why do some food choices on My Plate have more nutritional value than others? Teachers should be monitoring the discussion and comparison of the nutritional labels and be looking for answers that describe why some food choices are better for us than others. *Teachers should be



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cognizant of any food allergies or other food related issues of any students.

<http://www.choosemyplate.gov/>

SLO 10 Goal: Students will demonstrate an understanding of symptoms of, and different strategies which will aid in the prevention/spreading of, disease and health conditions.

Assessment Activity: Students will be given a scenario regarding a health condition such as the flu. Several symptoms such as fever, sneezing, cough etc. will be provided to the students. Students will then be asked to come up with the proper strategies to aid in the prevention of spreading the flu.

1. Students may use word recognition of the symptoms to draw a picture depicting a strategy to aid in the prevention of spreading the flu. For example, the teacher may say the word coughing and the students could draw and explain a depiction of someone covering their mouth when they cough and then washing their hands in a sink or with antibacterial soap.

2. Students may be provided with a worksheet depicting pictures of people displaying certain strategies to prevent the spread of the flu. The teacher would signal the class with the symptom and the students would describe the strategy under the correct picture.

3. Students may physically demonstrate different strategies when signaled by the teacher-delivered symptoms. For example, the teacher cues coughing and the students would cover their own mouths in the correct manner while coughing. Teachers should be looking for the correct depiction and explanation of why this strategy would aid in the prevention of the spread of disease or health conditions.



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Differentiation/Accommodations/Modifications (Alternate Modes of Instruction and Support)

Gifted and Talented	English Language Learners	Students with IEPs/504s	At-Risk Learners
<p>Provide appropriate challenge for wide ranging skills and development areas.</p> <p>Participate in inquiry and project-based learning units of study</p> <p>Assigning roles within partnerships</p> <p>Differentiated supports: content, process, product, environment</p>	<p>Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)</p> <p>Pair visual prompts with verbal presentations</p> <p>Frontload and immerse students in literacy and language experiences related to content</p> <p>Provide students with visual models, sentence stems, concrete objects, and hands-on materials.</p> <p>Model procedures for life skills. Collaboration between ELL and general education teacher to maximize learning</p>	<p>Review student individual educational plan and/or 504 plan.</p> <p>Establish procedures for accommodations and modifications for assessments as per IEP/504.</p> <p>Establish procedures for modification of classwork and homework as per IEP/504.</p> <p>Modify classroom environment to support academic and physical needs of the students as per IEP/504.</p> <p>Provide appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team.</p> <p>Differentiation through content, process, product, environment</p>	<p>Provide Title I services to students not meeting academic standards in ELA and/or Math.</p> <p>Provide instructional adaptations and interventions in the general education classroom.</p> <p>Modify classroom environment to support student needs.</p> <p>Differentiated instruction</p> <p>Basic Skills</p> <p>Intensive individual intervention</p>



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Sources

2014 NJSLS for Comprehensive Health and Physical Education

www.state.nj.us/education/cccs/2014/chpe/standards.pdf

www.nj.gov/education

NJ: 2014 SLS: Technology: <http://www.state.nj.us/education/cccs/2014/tech/8.pdf>

21st Century Life and Careers: <http://www.state.nj.us/education/cccs/2014/career/9.pdf>

Career Ready Practices: <http://www.state.nj.us/education/cccs/2014/career/9.pdf>