

Grade 2 Health and Physical Education

Focus Topic: Wellness

TSW = The Student Will

Objective(s)	NJCCCS Alignment	Essential Questions	Understandings	Suggested Assessment Activities
<ul style="list-style-type: none"> • TSW explain how making healthy choices and having healthy relationships contribute to wellness • TSW describe and demonstrate self-care practices that support wellness • TSW differentiate how children are alike and how they are different • TSW sort foods according to food groups and food sources • TSW explain what information can be found on food and product labels • TSW explain why diseases and health conditions need to be detected and treated early • TSW explain common symptoms of diseases and health conditions • TSW explain and demonstrate ways to prevent injuries • TSW explain and demonstrate simple first aid procedures by avoiding contact with blood and other body fluids, and caring for small cuts 	<p>2.1.2.A</p> <p>2.1.2.A</p> <p>2.1.2.B</p> <p>2.1.2.C</p> <p>2.1.2.C</p> <p>2.1.2.D</p> <p>2.1.2.D</p> <p>2.1.2.E</p> <p>2.1.2.E</p>	<ul style="list-style-type: none"> - How do healthy foods impact our life? - How can I achieve optimal wellness? - How do healthy foods impact our life? - How do diseases and health conditions impact our lives? - How can I keep my body safe? - How can conflict be resolved? 	<ul style="list-style-type: none"> • Healthy choices contribute to wellness • Food choices contribute to wellness • Your body should be kept safe • A person expresses emotions in a variety of ways • There are strategies to prevent and resolve conflict 	<p>Ongoing observation & questioning during class discussions and hands-on project work</p> <p>Peer review</p> <p>Performance tasks</p> <p>Student Response</p> <p>Journal entries</p>

<ul style="list-style-type: none"> • TSW identify safe and appropriate behavior for use when interacting with strangers, acquaintances, and trusted adults 	2.1.2.E			
<ul style="list-style-type: none"> • TSW recognize various emotions and demonstrate sympathy and empathy 	2.1.2.F			
<ul style="list-style-type: none"> • TSW demonstrate appropriate ways to express wants, needs, and emotions 	2.1.2.F			
<ul style="list-style-type: none"> • TSW identify the possible causes of conflict and discuss appropriate ways to prevent and resolve conflicts 	2.1.2.F			
<p>Suggested Activities/Resources</p> <ul style="list-style-type: none"> • Teeth timeline – place tooth patterns in sequential order to indicate areas of development (i.e. first tooth, flossing, sealants, orthodontic work, regular checkups) • Building the Pyramid – place pictures of favorite foods onto a large model of the Food Guide Pyramid. Correct any areas that may indicate a deficit. • Healthy Snack Day – place student draw pictures of healthy snacks brought to school on the Food Guide Pyramid • Create a health puzzle to illustrate a positive health behavior (i.e. brushing teeth, eating fruit, being safe) • Literature Connection: <i>The Edible Pyramid: Good Eating Every Day Rev</i> (Loreen Leedy); <i>My Food Pyramid</i> (DK Publishing); <i>Double-Dip Feelings: Stories to Help Children Understand Emotions</i> (Barbara S. Cain) 				

Grade 2 (Wellness) continued

Grade 2 Health and Physical Education

Focus Topic: Integrated Skills

TSW = The Student Will

Objective(s)	NJCCCS Alignment	Essential Questions	Understandings	Suggested Assessment Activities
<ul style="list-style-type: none"> • TSW express ideas and opinions about wellness issues • TSW explain when and how to use refusal skills in health and safety situations • TSE demonstrate effective communication and listening skills • TSW demonstrate the steps to making an effective health decision • TSW understand that parents, peers, and the media influence health decisions • TSW develop a wellness goal and understand why setting a goal is important • TSW understand that a person's character and values are reflected in the way the person thinks • TSW identify factors that lead to group success and help solve group problems • TSW motivate group members to work together and provide constructive feedback • TSW demonstrate respect for varying ideas and opinions 	<p>2.2.2.A</p> <p>2.2.2.A</p> <p>2.2.2.A</p> <p>2.2.2.B</p> <p>2.2.2.B</p> <p>2.2.2.C</p> <p>2.2.2.D</p> <p>2.2.2.E</p> <p>2.2.2.E</p> <p>2.2.2.E</p>	<p>- Why is communication important?</p> <p>- Why is it important to be tolerant of other's ideas and opinions?</p> <p>- What is a wellness goal?</p> <p>- In what ways do we deal with our feelings?</p>	<ul style="list-style-type: none"> • People are entitled to have ideas and opinions • Health decisions are influenced • A person's character and values are reflective of that individual 	<p>Ongoing observation & questioning during class discussions and hands-on project work</p> <p>Peer review</p> <p>Performance tasks</p> <p>Student Response</p> <p>Journal entries</p>

<ul style="list-style-type: none"> • TSW discuss how community helpers and healthcare workers contribute to personal and community wellness 	<p>2.2.2.F</p>			
<p>Suggested Activities/Resources</p> <ul style="list-style-type: none"> • Health Messages – small groups of students role play advertisements that promote health related items (toothpaste, weight-loss, mouthwash, etc.) Have students critique the role play for factual information, false advertising, and gimmicks. Identify ways that the product is promoted as safe, fun, or necessary • Dealing with Problems – use children’s literature to demonstrate ways that individuals solve problems. Read aloud a story about a character with important decisions to make. Use the following questions: <ol style="list-style-type: none"> 1. What was the character’s problem? 2. What did the character do first to try and solve the problem? 3. What worked? 4. What did the character learn about the problem? • Literature Connection: <u>No Excuses!: How What You Say Can Get in Your Way</u> (Wayne W. Dyer); <u>Purplicious</u> (Elizabeth Kann); <u>Respect</u> (Lucia Raatma) 				

Grade 2 (Integrated Skills) continued

Grade 2 Health and Physical Education

Focus Topic: Drugs and Medicine

TSW = The Student Will

Objective(s)	NJCCCS Alignment	Essential Questions	Understandings	Suggested Assessment Activities
<ul style="list-style-type: none"> • TSW identify different kinds of medicines • TSW understand that when used correctly, medicines can help keep people healthy • TSW understand the basic rules when taking medicines • TSW explain that tobacco use contributes to lung diseases and fires • TSW identify substances that should never be consumed or inhaled such as drug look-alikes, glue, poisons, and cleaning fluids • TSW understand that some people cannot control their use of alcohol, tobacco, and other drugs • TSW explain that people who abuse alcohol, tobacco, and other drugs can get help 	<p>2.3.2.A</p> <p>2.3.2.A</p> <p>2.3.2.A</p> <p>2.3.2.B</p> <p>2.3.2.B</p> <p>2.3.2.C</p> <p>2.3.2.C</p>	<ul style="list-style-type: none"> - How do we determine if a medicine is helpful or harmful? - How does tobacco smoke impact others? - What is addiction? - How does addiction affect a person? 	<ul style="list-style-type: none"> • Certain drugs have harmful effects on the mind and body • Tobacco smoke effects the environment and the health of others • Alcohol, tobacco, and some drugs are addictive 	<p>Ongoing observation & questioning during class discussions and hands-on project work</p> <p>Peer review</p> <p>Performance tasks</p> <p>Student Responses</p> <p>Journal entries</p>
<p>Suggested Activities/Resources</p> <ul style="list-style-type: none"> • Safe Use of Medicine – create puppets demonstrating the proper use of medicines • Great Wall of Wellness – divide students into groups and have each person in the group list five things that make him/her healthy. Share ideas with the class. Have class create a mural illustrating the healthy behaviors. • Literature Connection: <i>Being Safe</i> (Sindy McKay); <i>How Full is Your Bucket?</i> (Tom Rath); <i>No Excuses!</i> (Wayne W. Dyer) 				

Grade 2 Health and Physical Education

Focus Topic: Human Relationships and Sexuality

TSW = The Student Will

Objective(s)	NJCCCS Alignment	Essential Questions	Understandings	Suggested Assessment Activities
<ul style="list-style-type: none"> • TSW explain that families experiencing a change or crisis can get help if they need it • TSW identify the responsibilities of family members • TSW understand appropriate ways for children to show affection and caring • TSW explain the physical differences and similarities of the genders 	<p>2.4.2.A</p> <p>2.4.2.A</p> <p>2.4.2.A</p> <p>2.4.2.B</p>	<ul style="list-style-type: none"> - What are different kinds of touches? - What type of help is available to families in need? - How do successful families function? 	<ul style="list-style-type: none"> • Every person contributes to the family • We all belong to a family • A family's success depends on all members within 	<p>Ongoing observation & questioning during class discussions and hands-on project work</p> <p>Performance tasks</p> <p>Self assessment</p> <p>Student Responses</p> <p>Journal entries</p>
<p>Suggested Activities/Resources</p> <ul style="list-style-type: none"> • My Body, My Home – Sing the song “Head, Shoulders, Knees, and Toes”...each verse add new parts of the body. Make a list of smaller body parts (nose, eyes, feet, etc.) • Have students draw a family tree showing up to 10 family members • Literature Connection: <i>More Parts</i> (Tedd Arnold); <i>Strangers - Berenstain Bears Learn About Strangers</i> (Jan Berenstain); <i>Family</i> (Isabell Monk) 				

Grade 2 Health and Physical Education

Focus Topic: Motor Skill Development

TSW = The Student Will

Objective(s)	NJCCCS Alignment	Essential Questions	Understandings	Suggested Assessment Activities
<ul style="list-style-type: none"> • TSW perform movement skills in developmentally appropriate form • TSW demonstrate weight transfer, balance, coordination • TSW apply a learned skill to another movement setting • TSW discuss the importance of proper body mechanics • TSW explain the fundamental principles of force, motion, and center of gravity as applied to a physical activity • TSW differentiate between competitive and cooperative play • TSW understand the characteristics of good sportsmanship • TSW describe activity specific rules • TSW describe the use of mental preparation strategies 	<p>2.5.2.A</p> <p>2.5.2.A</p> <p>2.5.2.A</p> <p>2.5.2.B</p> <p>2.5.2.B</p> <p>2.5.2.C</p> <p>2.5.2.D</p> <p>2.5.2.D</p> <p>2.5.2.E</p>	<ul style="list-style-type: none"> - How does practice and effort impact performance? - When is play competitive? - Why is sportsmanship important? - Why are rules important? 	<ul style="list-style-type: none"> • Responsible personal and social behavior are important to demonstrate in physical activity settings • Safety is an important part of physical education • Attitude affects performance • Rules affects both competitive and cooperative play 	<p>Ongoing observation & questioning during class discussions and hands-on project work</p> <p>Self assessment</p> <p>Peer review</p> <p>Skills Checklist</p> <p>Student Response</p>

Suggested Activities/Resources

- Jump the Creek - have students imitate the movement of wildlife they may see near a creek
- NHT Zone (NO HUMAN TARGETS) – use targets of varying size (inflatable toys, cones, etc.) and a variety of balls. Create a playing area by placing two lines approximately 10 to 20 feet apart. Place the targets in the empty space and have students throw at the targets from behind the lines.
- Literature Connection: *Junie B. Jones Is Captain Field Day* (Barbara Park); *The Berenstain Bears Play a Good Game* (Michael Berenstain); *Arthur Makes the Team* (Marc Brown)

Grade 2 (Movement Skill Development) continued

Grade 2 Health and Physical Education

Focus Topic: Fitness

TSW = The Student Will

Objective(s)	NJCCCS Alignment	Essential Questions	Understandings	Suggested Assessment Activities
<ul style="list-style-type: none"> • TSW discuss the physical, social, and emotional benefits of regular physical activity • TSW describe how body systems respond to vigorous exercise • TSW understand the importance of physical activity • TSW understand the role of technology in fitness activities • TSW explain that performance enhancing substances are unsafe and illegal • TSW maintain continuous aerobic activity for a specified time period • TSW engage in moderate forms of physical activity that address each component of fitness 	<p>2.6.2.A</p> <p>2.6.2.A</p> <p>2.6.2.A</p> <p>2.6.2.A</p> <p>2.6.2.B</p> <p>2.6.2.C</p> <p>2.6.2.C</p>	<ul style="list-style-type: none"> - How does fitness effect health and well being? - How can fitness keep me healthy? - How does technology connect to fitness? - What are the affects of performance enhancing substances? 	<ul style="list-style-type: none"> • Personal fitness is important in order to lead a healthy lifestyle • Fitness activity benefits the physical, social and emotional wellness • Physical activity has various components 	<p>Ongoing observation & questioning during class discussions and hands-on project work</p> <p>Skills Checklist</p> <p>Performance tasks</p> <p>Self assessment</p> <p>Student Response</p>
<p>Suggested Activities/Resources</p> <ul style="list-style-type: none"> • Listen to Your Heart – use teams of two students - use a stethoscope and allow students to listen to each other’s heart (use alcohol wipes for ear pieces) • Chart the Heart – graph results of “Listen to Your Heart” • Create a word wall of fitness related words • Literature Connection: <i>Play Ball, Amelia Bedelia</i> (Peggy Parish); <i>The Lucky Baseball Bat</i> (Matt Christopher); <i>The Field Day from the Black Lagoon</i> (Mike Thaler) 				