<table>
<thead>
<tr>
<th>Description</th>
<th>Details</th>
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<tbody>
<tr>
<td>Length of Course:</td>
<td>Full Year</td>
</tr>
<tr>
<td>Elective/Required:</td>
<td>Required</td>
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<tr>
<td>Schools:</td>
<td>Elementary</td>
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<tr>
<td>Eligibility:</td>
<td>Grade 2</td>
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<tr>
<td>Credit Value:</td>
<td>N/A</td>
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<tr>
<td>Date Approved:</td>
<td>August 26, 2019</td>
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## TABLE OF CONTENTS

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# Unit 1- Wellness

## Standard

- 2.1 - All students will learn and apply health promotion concepts and skills to support a healthy, active lifestyle.

## Big Ideas

- I am responsible for keeping my body safe and healthy.

## Essential Questions

1. What should I eat to keep my body healthy?
2. How do I know when I am sick?
3. How do I keep myself safe and healthy?
4. What are some different ways I can express myself?
5. How can I respond to how others are feeling?

## Enduring Understandings

- Students will understand:
  - Different food groups
  - Sources from which food comes
  - Symptoms to detect illness
  - Simple first aid procedures
  - The difference and expected behaviors between a stranger, acquaintance, and a trusted adult
  - How to identify unsafe household products
  - How children are alike and different
  - A conflict is when people do not agree and there are ways to work out conflict in a calm and cooperative way
  - There are many situations which are stressful and learning how to manage it.

## Primary Teaching Resources

**Unit Strands:**
- B. Nutrition
- D. Safety
- E. Social and Emotional Health
### Suggested Pacing: 2-3 weeks

<table>
<thead>
<tr>
<th>CPI Proficiencies</th>
<th>“I Can” Statements</th>
<th>Instructional Strategies</th>
</tr>
</thead>
</table>
| **2.1.2.B.1** Explain why some foods are healthier to eat than others | I can talk about different foods and explain why some are healthier than others | BrainPopJr: **Food Groups**  
BrainPopJr: **Eating Right**  
BrainPopJr: **Sugar** |
| **2.1.2.B.2** Explain how foods on my plate differ in nutritional content and value | I can understand and talk about the important information that is found on food labels | DE Video and Activity: **Shopping Smart: Good Shopping, Good Eating**  
DE Hands On Activity: **Reading Labels** *Sample Food Labels* |
| **2.1.2.B.3** Summarize information about food found on product labels | I can talk about different foods and explain why some are healthier than others | |
| **2.1.2.D.1** Identify ways to prevent injuries at home, school and in the community (e.g. fire safety, poison safety, accident prevention) | I can talk about ways to stop injuries from happening when I am at home, school, or in my community | DE Video and Activity: **Safety at Home and I Can Be Safe**  
DE Content Collection: **Fire Safety** and **Lesson Starters** |
| **2.1.2.D.2** Differentiate among the characteristics of strangers, acquaintances, and trusted adults and describe safe and appropriate touches | I can tell the difference between strangers and people I know and trust and what it means to touch others appropriately | DE Activity: **Which Adults Do We Trust?**  
BrainPopJr: **Safety Signs**  
BrainPop: **Bicycle Safety** |
| **2.1.2.D.3** Identify procedures associated with pedestrian, bicycle and traffic safety | I can talk about how I can stay safe when I am walking, riding my bike, or crossing the street | |
| **2.1.2.E.1** Identify basic social and emotional needs of all people | I can talk about basic social and emotional needs that all people have | DE Video and Activity: **The Power of Caring and Caring**  
DE Video: **Things to Do to Avoid Violence and Conflict**  
DE Video: **What is Stress?**  
DE Video: **Some Healthy Ways to Deal with Stress**  
BrainPopJr: **Conflict Resolution** |
| **2.1.2.E.2** Determine possible causes of conflict between people and appropriate ways to prevent and resolve them | I can come up with possible causes for problems between people and think of ways to prevent and solve those problems | |
| **2.1.2.E.3** Explain healthy ways of coping with common stressful situations experienced by children | I can talk about healthy ways of dealing with things that make me feel stressed and upset | |
Nutrition- Breakfast, Healthy Snacking, School Lunch, Food Groups, Fats, Proteins, Grains, Dairy, Fruit, Eating Rules, Sodium, Sugar, Food Ads, MyPlate, Food labels; Differences in food culture, choices, and taste
Emotional Health- Conflict Resolution, Empathy, Feelings, Getting Along, Self-Esteem, Coping strategies, Yoga, Breathing, Support System

Assessment Ideas/Options/Suggestions

Formative: class discussions, teacher observations, strategic questioning, think-pair-share, classroom polls, exit tickets, Brain Pop quizzes.

Summative: Students can choose one of the topics that stood out to them: healthy eating, safety, or emotional needs. In groups, partnerships, or independently, students can create a poster, slideshow, video to help other students learn more about their topic. Creating a menu which demonstrates a healthy meal based on nutritional content, value, calories and cost. Teacher developed assessment that will demonstrate student understanding of the essential questions related to this unit.

Options/Suggestions:
Kidshealth.org
Sparkyschoolhouse.org
Digital Safety Resources by Google- Be Internet Awesome

Interdisciplinary Connections

21st Century Skills
CRP2. Apply appropriate academic and technical skills
CRP4. Communicate clearly and effectively and with reason.
CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Social Emotional Learning (SEL) Competencies

- Acquire and apply the knowledge, attitudes, and skills necessary to manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

NJSLS- Technology
8.1.2.E.1 Use digital tools and online resources to explore a problem or issue.
8.2.2.C.1 Brainstorm ideas on how to solve a problem or build a product.
8.2.2.D.1 Collaborate and apply a design process to solve a simple problem from everyday experiences.
**Next Generation Science Standards - CrossCutting Principles:**

**Patterns:** Observed patterns in nature guide organization and classification and prompt questions about relationships and causes underlying them.
- Patterns in the natural and human designed world can be observed, used to describe phenomena, and used as evidence.

**Cause and Effect: Mechanism and Prediction:** Events have causes, sometimes simple, sometimes multifaceted. Deciphering causal relationships, and the mechanisms by they are mediated, is a major activity of science and engineering.
- Events have causes that generate observable patterns.
### Unit 2 - Integrated Skills

#### Standard

- **2.2**: All students will use health-enhancing personal, interpersonal, and life skills to support a healthy, active lifestyle

#### Big Ideas

- I can be a successful member of a group. I can be a positive contributor to various communities.

#### Essential Questions

1. How can I be an effective listener and communicator?
2. What steps can I take when making decisions?
3. In what ways can I contribute to a group?
4. How can I be a valuable asset to my community?

#### Enduring Understandings

- Students will understand:
  - Strategies for effective communication.
  - Steps to making health decisions.
  - Good character is shown through making wise decisions
  - Outside influence on their health decisions.
  - Group problem solving strategies.
  - One’s character trait affects their health as well as others.
  - How to demonstrate respect for others and for varying ideas and opinions.

#### Primary Teaching Resources

**Unit Strands:**
- A. Interpersonal Communication
- B. Decision-Making and Goal Setting
- C. Character Development
- D. Advocacy and Service

**Suggested Pacing:** 2 Weeks
<table>
<thead>
<tr>
<th>CPI Proficiencies</th>
<th>“I Can” Statements</th>
<th>Instructional Strategies</th>
</tr>
</thead>
</table>
| 2.2.2.A.1 Express needs, wants, and feelings in health and safety related situations | I can talk about things that I need, want and feel in different health and safety situations | BrainPOP: [Getting Help](#)  
DE Activity: [Asking a Family Member for Help](#) |
| 2.2.2.B.1 Explain what a decision is and why it is advantageous to think before acting  
2.2.2.B.2 Relate decision-making by self and others to one’s health | I can describe what a decision is and why it is important for me to think about something before I do it  
I can talk about how the decisions I make impact my health and well being | DE Activity: [Decisions, Decisions](#)  
DE Video: [It’s Ok to Change Your Mind](#) |
| 2.2.2.B.3 Determine ways parents, peers, technology, culture and the media influence health decisions  
2.2.2.B.4 Select a personal health goal and explain why setting a goal is important | I can figure out ways that my parents, peers, technology, culture, and media influence the decisions I make about my health  
I can create a personal health goal for myself and talk about why it is important for me to set healthy goals | Nourish Interactive: [Setting Healthy Goals for Kids](#)  
Brain POP: [Setting Goals](#)  
Activity: [MEDIA Analyzing Healthy Commercials](#) |
| 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  
2.2.2.C.2 Explain types of disabilities and demonstrate appropriate behavior when interacting with people of disabilities | I can talk about what it means to have character, and how character can be reflected in my thoughts, feelings and actions  
I can talk about different types of disabilities that people have and what behavior is appropriate when I am interacting with them | Activity: [Character Counts](#)  
DE Video: [Physical Disabilities](#)  
Activity: [Put Yourself in Someone Else’s Shoes](#) |
| 2.2.2.D.1 Determine the benefits for oneself and others of participating in a class or school service activity | I can think about positive outcomes of taking part in a service activity with my class or my school | Time For Kids Article: [Alex’s Big Idea](#)  
Newsela Article: [5th Graders Organize Project to Improve Lives of Kids in Another Country](#) |

**Content and Academic Vocabulary**

- **Interpersonal Communication** - Expressing needs, wants, and feelings; Boundaries, Refusal skills, “I” Statements, Communication types- assertive, passive, aggressive, Active Listening, Support System  
- **Decision Making and Goal Setting** - Influence/Pressure; parents, peers, technology, culture, media, Goal setting; short-term and long-term
goals, Refusal skills, Personal Responsibility, Pros/Cons of a choice, Consequences, Reflection, Self-Esteem, Interests, Action Plan, Setback, Persistence

**Character Development** - Positive character traits; respectful, fair, trustworthy, Values, Empathy, Feelings, Types of Disabilities

**Advocacy and Service** - Community service, Fundraiser, Good citizen, Awareness, Environment

**Assessment Ideas/Options/Suggestions**

**Formative:** class discussions, teacher observations, strategic questioning, think-pair-share, classroom polls, **exit tickets**, Brain Pop quizzes.

**Summative:** Students can come up with a school service project to show their character. Teacher developed assessment that will demonstrate student understanding of the essential questions related to this unit.

**Options/Suggestions:**

**Interdisciplinary Connections**

21st Century Skills

**CRP2.** Apply appropriate academic and technical skills

**CRP4.** Communicate clearly and effectively and with reason.

**CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.

9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

**Social Emotional Learning (SEL) Competencies**

- Acquire and apply the knowledge, attitudes, and skills necessary to manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

**NJSLS - Technology**

8.1.2.E.1 Use digital tools and online resources to explore a problem or issue.

8.2.2.C.1 Brainstorm ideas on how to solve a problem or build a product.

8.2.2.D.1 Collaborate and apply a design process to solve a simple problem from everyday experiences.

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**Cause and Effect: Mechanism and Prediction:** Events have causes, sometimes simple, sometimes multifaceted. Deciphering causal relationships, and the mechanisms by they are mediated, is a major activity of science and engineering.

- Events have causes that generate observable patterns.
## Unit 3- Drugs and Medicines

### Standard

- 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.

### Big Ideas

- There are consequences to using drugs and alcohol.

### Essential Questions

1. What is a drug?
2. How do drugs affect my body?
3. What products might contain alcohol?
4. What are some effects of alcohol and tobacco on our body systems?
5. What does it mean when people have difficulty controlling their use of alcohol, tobacco, or other drugs?
6. When people have difficulty controlling their use of alcohol, tobacco, and other drugs, where can they get help?

### Enduring Understandings

- Students will understand that:
  - A drug is a substance other than food or water that changes the way the mind or body works.
  - Children’s bodies are in a state of growth, therefore alcohol, tobacco, and other drug use is more harmful

### Primary Teaching Resources

#### Unit Strands:
- **B. Alcohol, Tobacco & Other Drugs**
- **C. Dependency, Addiction, & Treatment**

**Suggested Pacing:** 2 weeks

<table>
<thead>
<tr>
<th>CPI Proficiencies</th>
<th>“I Can” Statements</th>
<th>Instructional Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.3.2.B.1 Identify ways that drugs can be abused</td>
<td>I can identify different ways that drugs can be misused</td>
<td>DE Video: <a href="#">Medicines are Legal Drugs</a></td>
</tr>
<tr>
<td>Standard</td>
<td>Description</td>
<td>Vocabulary</td>
</tr>
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<tr>
<td><strong>2.3.2.B.2</strong></td>
<td>Explain effects of tobacco use on personal hygiene, health and safety</td>
<td>Tobacco, Nicotine, Vaping, Second-Hand Smoke, Chewing Tobacco, Lung Cancer, Health Problems, Alcohol, Inhalants</td>
</tr>
<tr>
<td><strong>2.3.2.B.3</strong></td>
<td>Explain why tobacco smoke is harmful to nonsmokers</td>
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<tr>
<td><strong>2.3.2.B.4</strong></td>
<td>Identify products that contain alcohol</td>
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</tr>
<tr>
<td><strong>2.3.2.B.5</strong></td>
<td>List substances that should never be inhaled and why</td>
<td></td>
</tr>
<tr>
<td><strong>2.3.2.C.1</strong></td>
<td>Recognize that some people may have difficulty controlling their use of alcohol, tobacco and other drugs</td>
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</tr>
<tr>
<td><strong>2.3.2.C.2</strong></td>
<td>Explain that people who abuse alcohol, tobacco and other drugs can get help</td>
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</tr>
</tbody>
</table>

**Content and Academic Vocabulary**

- **Alcohol, Tobacco & Other Drugs**: Cigarettes; Nicotine, Vaping, Second-Hand Smoke, Chewing Tobacco, Lung Cancer, Health Problems, Alcohol; Products Containing Alcohol, Inhalants
- **Dependency, Addiction, & Treatment**: Signs & Symptoms of Drug Use, Addiction, Tolerance, Influences; Peer Pressure, Family Modeling, Advertising, Internal Pressure, Doctor Care, Counselor, Nurse

**Assessment Ideas/Options/Suggestions**

**Formative**: class discussions, teacher observations, strategic questioning, think-pair-share, classroom polls, exit tickets, Brain Pop quizzes.

**Summative**: Students can create a poster teaching others about medicine safety, smoking or home products that can be dangerous if inhaled or ingested. Teacher developed assessment that will demonstrate student understanding of the essential questions related to this unit.

**Options/Suggestions**: 

- BrainPopJr: Medicine
  - DE Activity: Encouraging Others Not to Use Tobacco
- BrainPopJr: Smoking
- Activity: Products Containing Alcohol
- Top 10 Things You Should Know About Inhalants
  - True or False? (Inhalants)
- DE Activity: Problems Get Bigger
  - Watch knowlearn Video: No Drugs No Way
Interdisciplinary Connections

**21st Century Skills**

**CRP2.** Apply appropriate academic and technical skills
**CRP4.** Communicate clearly and effectively and with reason.
**CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.

**9.2.4.A.4** Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

**Social Emotional Learning (SEL) Competencies**

- Acquire and apply the knowledge, attitudes, and skills necessary to manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

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# Unit 4- Human Relationships & Sexuality

## Standard

- 2.4- Human Relationships 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.

## Big Ideas

- My body is unique to me.

## Essential Questions

1. How are boys and girls different?
2. Why is it important for pregnant women to make healthy lifestyle choices?

## Enduring Understandings

- Students will understand that:
  - Gender specific similarities and differences exist between males and females.
  - It is essential that a mother makes healthy choices when she is pregnant

## Primary Teaching Resources

### Unit Strands:
- B. Sexuality
- C. Pregnancy & Parenting

### Suggested Pacing: 1 week

<table>
<thead>
<tr>
<th>CPI Proficiencies</th>
<th>“I Can” Statements</th>
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</tr>
</thead>
</table>
| 2.4.2.B.1 Compare and contrast the physical differences and similarities of the genders | I can compare and contrast the physical similarities and differences between boys and girls | DE Activity: [How Males and Females are Alike](#)  
DE (Modified) Activity: [How Males and Females are Different](#) |
| **2.4.2.C.1 Explain the factors that contribute to a mother having a healthy baby** | I can talk about factors that help a mom to have a healthy baby | **Activity:** [Tips for a Healthy Pregnancy](#) |

### Content and Academic Vocabulary

**Sexuality** - height, body shape, body hair, facial hair, voice, muscles  
**Pregnancy & Parenting** - second-hand smoke, drugs, alcohol, diet, exercise, vitamins, fruit, vegetables

### Assessment Ideas/Options/Suggestions

**Formative:** class discussions, teacher observations, strategic questioning, think-pair-share, classroom polls, [exit tickets](#), Brain Pop quizzes, models, posters, diagrams

**Summative:** Students can create a poster, video, book, pamphlet to share with a pregnant mom to help her stay healthy during her pregnancy.  
Teacher developed assessment that will demonstrate student understanding of the essential questions related to this unit.

**Options/Suggestions:**

### Interdisciplinary Connections

**21st Century Skills**

- CRP2. Apply appropriate academic and technical skills
- CRP4. Communicate clearly and effectively and with reason.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

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- Events have causes that generate observable patterns.

**Stability and Change:** For both designed and natural systems, conditions that affect stability and factors that control rates of change are critical elements to consider and understand.

- Some things stay the same while other things change.
- Things may change slowly or rapidly.

**Systems and System Models:** A system is an organized group of related objects or components; models can be used for understanding and predicting the behavior of systems.

- Systems in the natural and designed world have parts that work together.