



Comprehensive Health and Physical Education Curriculum Grade 2

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Wayne School District
Grade 2 Comprehensive Health and Physical Education

Content Area/ Grade Level	Grade 2 Health
Unit Plan Title	Unit 1: Safety and Community Support
Time Frame	Marking Period 1
Anchor Standards/Domain* *i.e: ELA: reading, writing i.e.: Math: Number and Operations in Base 10	
NJSLS Comprehensive Health and Physical Education Community Health Services and Support (CHSS) Personal Safety (PS) WIDA ELD Standards Social and Instructional Language: ELD Standard 1	
Unit Summary	
In this unit, students will develop an understanding of personal boundaries and autonomy over their bodies. They will learn about community health professionals and the services they provide. They will learn about behaviors that would be considered child abuse in order to protect themselves. Finally, they will identify trusted adults that they can go to for help if a situation is uncomfortable or dangerous.	
Standard Number(s)	
<u>NJSLS Comprehensive Health and Physical Education</u> Community Health Services and Support <ul style="list-style-type: none"> 2.1.2.CHSS.2: Determine where to access home, school and community health professionals. (T, N) Personal Safety <ul style="list-style-type: none"> 2.3.2.PS.5: Define bodily autonomy and personal boundaries. (PE) 2.3.2.PS.6: Demonstrate how to communicate personal boundaries and show respect for someone else's personal boundaries including friends and family (PE) 2.3.2.PS.8: Identify trusted adults, including family members, caregivers, and school staff, that you can talk to about situations which may be uncomfortable or dangerous. (C, N) 2.3.2.PS.7: Identify behaviors that would be considered child abuse. (N) <u>WIDA Standards</u> <ul style="list-style-type: none"> English Language Development Standard 1: English language learners communicate for social and instructional purposes within the school setting. 	
Essential Question(s)	
<ul style="list-style-type: none"> How do people create personal boundaries? What is a 'trusted adult'? 	
Enduring Understandings	
<ul style="list-style-type: none"> Respecting myself and others supports healthy relationships with others. There are people in my family and my community who I can ask for help. 	

Student Learning Targets/Objectives (Students will know/Students will understand)
<ul style="list-style-type: none"> Students will be able to identify and describe the roles of community health professionals. Students will demonstrate an understanding of what boundaries are. Students will learn how to create healthy personal boundaries and identify their own. Students will be able to label and define behaviors that make them uncomfortable. Students will be able to identify what they can do when boundaries are crossed and who they can go to for help.

- Students will be able to explain at least two examples of types of boundaries.

Assessments (Pre, Formative, Summative, Other)

*Denote required common assessments with an **

Examples may include, but are not limited to the following:

- *Formative:* Teacher observation during the opening discussion and throughout the lesson, student/teacher conference, student demonstration during activities
- *Summative:* Students' responses on exit tickets and contributions to the closing discussion
- *Benchmark:* Student application of learned skills
- *Alternative:* Options may include additional teacher created assessments/activities, and/or allowing students to use technology to demonstrate understanding of concepts

Teaching and Learning Activities

Activities

Teacher Activities

- [Home, School, Community Health Professionals](#)

PE Activities

- [Grade 2 Wellness Unit](#)

Nurse Activities

- [Shout, Run, Tell](#)

Differentiation Strategies

Strategy and flexible groups based on formative assessment or student choice
 One:One conferring with teacher
 Choice of narrative or persuasive text composition
 Differentiated checklists and rubrics (if appropriate)
 Student selected goals for writing
 Level of independence
 Craft additional leads and endings for mentor texts
 Consult mentor texts to support writing
 ELL Supports and Extension activities are included with each lesson
[Differentiated Strategies for Special Education Students](#)
[Differentiation Strategies for Gifted and Talented Students](#)
[Differentiation Strategies for ELL Students](#)
[Differentiation Strategies for At Risk Students](#)
[Differentiation Strategies for Students with a 504](#)

Wayne School District
Grade 2 Health

Content Area/ Grade Level	Grade 2 Health
Unit Plan Title	Unit 2: Personal Responsibility and Getting Along With Others
Time Frame	Marking Period 1
Anchor Standards/Domain* *i.e: ELA: reading, writing i.e.: Math: Number and Operations in Base 10	
NJSLS Comprehensive Health and Physical Education Personal Safety (PS) Emotional Health (EH) Social and Sexual Health (SSH)	
WIDA ELD Standards Social and Instructional Language: ELD Standard 1	
Unit Summary	
Students will learn about personal responsibility, managing emotions, and coping with stressful situations. Students will also define bullying and teasing, identify how these actions can hurt others, and learn when to reach out to a trusted adult for support.	
Standard Number(s)	
<u>NJSLS Comprehensive Health and Physical Education</u> Personal Safety <ul style="list-style-type: none"> 2.3.2.PS.8: Identify trusted adults, including family members, caregivers, and school staff, that you can talk to about situations which may be uncomfortable or dangerous. (C, N) Emotional Health <ul style="list-style-type: none"> 2.1.2.EH.2: Identify what it means to be responsible and list personal responsibilities. (C, T) 2.1.2.EH.4: Demonstrate strategies for managing one's own emotions, thoughts and behaviors (C, T) 2.1.2.EH.5: Explain healthy ways of coping with stressful situations. (C, T) Social and Sexual Health <ul style="list-style-type: none"> 2.1.2.SSH.9: Define bullying and teasing and explain why they are wrong and harmful. (C, T) 	
<u>WIDA Standards</u> <ul style="list-style-type: none"> English Language Development Standard 1: English language learners communicate for social and instructional purposes within the school setting. 	
Essential Question(s)	
<ul style="list-style-type: none"> What does 'managing emotions' look like? How do people demonstrate responsibility? 	
Enduring Understandings	
<ul style="list-style-type: none"> People can express themselves in a variety of ways. Being in control of one's emotions and reactions is helpful in stressful situations. 	
Student Learning Targets/Objectives (Students will know/Students will understand)	
<ul style="list-style-type: none"> Students will be able to define responsibility and identify ways people can be responsible. Students will be able to identify and name their emotions. Students will be able to use mindful breathing to find calm when they are feeling sad, mad, or worried. Students will be able to understand how their words and actions impact other people. 	
Assessments (Pre, Formative, Summative, Other) <i>Denote required common assessments with an *</i>	
Examples may include, but are not limited to the following:	

- *Formative:* Teacher observation during the opening discussion and throughout the lesson, student/teacher conference, student demonstration during activities
- *Summative:* Students' responses on exit tickets and contributions to the closing discussion
- *Benchmark:* Student application of learned skills
- *Alternative:* Options may include additional teacher created assessments/activities, and/or allowing students to use technology to demonstrate understanding of concepts

Teaching and Learning Activities

<p><i>Activities</i></p>	<p>Teacher Activities</p> <ul style="list-style-type: none"> ● Personal Responsibility Part 1 and Part 2 <p>Counselor</p> <ul style="list-style-type: none"> ● Wellness/Coping Lesson ● Bullying Lesson
<p><i>Differentiation Strategies</i></p>	<p>Strategy and flexible groups based on formative assessment or student choice</p> <p>One:One conferring with teacher</p> <p>Choice of narrative or persuasive text composition</p> <p>Differentiated checklists and rubrics (if appropriate)</p> <p>Student selected goals for writing</p> <p>Level of independence</p> <p>Craft additional leads and endings for mentor texts</p> <p>Consult mentor texts to support writing</p> <p>ELL Supports and Extension activities are included with each lesson</p> <p>Differentiated Strategies for Special Education Students</p> <p>Differentiation Strategies for Gifted and Talented Students</p> <p>Differentiation Strategies for ELL Students</p> <p>Differentiation Strategies for At Risk Students</p> <p>Differentiation Strategies for Students with a 504</p>

Wayne School District
Grade 2 Health

Content Area/ Grade Level	Grade 2 Health
Unit Plan Title	Unit 3: Diseases, Medicines, Substances
Time Frame	Marking Period 2
Anchor Standards/Domain* *i.e: ELA: reading, writing i.e.: Math: Number and Operations in Base 10	
NJSLS Comprehensive Health and Physical Education Alcohol, Tobacco and other Drugs (ATD) Dependency, Substances Disorder and Treatment (DSDT)	
WIDA ELD Standards Social and Instructional Language: ELD Standard 1	
Unit Summary	
In this unit, students will learn about the importance of using medicines properly for their intended purposes. They will also learn about the negative effects of drugs, alcohol, and tobacco and identify ways that people who are addicted can get help.	
Standard Number(s)	
<u>NJSLS Comprehensive Health and Physical Education</u> Alcohol, Tobacco and other Drugs <ul style="list-style-type: none"> 2.3.2.ATD.1: Explain what medicines are, how they are used, and the importance of utilizing medications properly. (N) 2.3.2.ATD.2: Identify ways in which drugs, including some medicines, can be harmful. (N) 2.3.2.ATD.3: Explain effects of tobacco use on personal hygiene, health, and safety. (N) Dependency, Substances Disorder and Treatment <ul style="list-style-type: none"> 2.3.2.DSDT.1: Recognize that some people may have difficulty controlling their use of alcohol, tobacco, and other drugs. (N) 2.3.2.DSDT.2: Explain that individuals who abuse alcohol, tobacco, and other drugs can get help. (N) Personal Growth and Development <ul style="list-style-type: none"> 2.1.2.PGD.3: Explain what being “well” means and identify self-care practices that support wellness. (N) 	
<u>WIDA Standards</u> <ul style="list-style-type: none"> English Language Development Standard 1: English language learners communicate for social and instructional purposes within the school setting. 	
Essential Question(s)	
<ul style="list-style-type: none"> How can drugs be harmful? How can people who abuse drugs get help? 	
Enduring Understandings	
<ul style="list-style-type: none"> Drugs can both help and harm a person’s body. People who abuse drugs can and should get help. 	

Student Learning Targets/Objectives (Students will know/Students will understand)
<ul style="list-style-type: none"> Students will define medicine and explain how people use medicine appropriately. Students will identify ways that drugs and some medicines can be harmful. Students will identify the negative effects of using tobacco. Students will recognize that people who have an addiction to drugs, alcohol, and tobacco can get help even though overcoming addiction is difficult.

Assessments (Pre, Formative, Summative, Other) <i>Denote required common assessments with an *</i>	
<p>Examples may include, but are not limited to the following:</p> <ul style="list-style-type: none"> ● <i>Formative:</i> Teacher observation during the opening discussion and throughout the lesson, student/teacher conference, student demonstration during activities ● <i>Summative:</i> Students' responses on exit tickets and contributions to the closing discussion ● <i>Benchmark:</i> Student application of learned skills ● <i>Alternative:</i> Options may include additional teacher created assessments/activities, and/or allowing students to use technology to demonstrate understanding of concepts 	
Teaching and Learning Activities	
<i>Activities</i>	<p>Nurse Activities</p> <ul style="list-style-type: none"> ● BrainPop Junior - Medicine ● BrainPop Junior - Smoking ● Alcohol, Tobacco, and Drugs ● What is Wellness? ● Wellness Worksheet ● Helpful Drugs, Harmful Drugs ● The U.S. Food Plate
<i>Differentiation Strategies</i>	<p>Strategy and flexible groups based on formative assessment or student choice</p> <p>One:One conferring with teacher</p> <p>Choice of narrative or persuasive text composition</p> <p>Differentiated checklists and rubrics (if appropriate)</p> <p>Student selected goals for writing</p> <p>Level of independence</p> <p>Craft additional leads and endings for mentor texts</p> <p>Consult mentor texts to support writing</p> <p>ELL Supports and Extension activities are included with each lesson</p> <p>Differentiated Strategies for Special Education Students</p> <p>Differentiation Strategies for Gifted and Talented Students</p> <p>Differentiation Strategies for ELL Students</p> <p>Differentiation Strategies for At Risk Students</p> <p>Differentiation Strategies for Students with a 504</p>

Wayne School District
Grade 2 Health

Content Area/ Grade Level	Grade 2 Health
Unit Plan Title	Unit 4: Nutrition
Time Frame	Marking Period 3
Anchor Standards/Domain* *i.e: ELA: reading, writing i.e.: Math: Number and Operations in Base 10	
NJSLS Comprehensive Health and Physical Education Nutrition (N)	
WIDA ELD Standards Social and Instructional Language: ELD Standard 1	
Unit Summary	
In this unit, students will learn about basic nutrition and how to plan meals using the food groups. They will identify healthy choices when eating and contrast them with less healthy alternatives.	
Standard Number(s)	
<u>NJSLS Comprehensive Health and Physical Education</u> Nutrition <ul style="list-style-type: none"> 2.2.2.N.1: Explore different types of foods and food groups. (PE) 	
<u>WIDA Standards</u> <ul style="list-style-type: none"> English Language Development Standard 1: English language learners communicate for social and instructional purposes within the school setting. 	
Essential Question(s)	
<ul style="list-style-type: none"> Why does eating healthy matter? How does eating a variety of foods help nutrition? 	
Enduring Understandings	
<ul style="list-style-type: none"> There is a difference between healthy and unhealthy foods. Healthy eating has long and short term benefits. 	
Student Learning Targets/Objectives (Students will know/Students will understand)	
<ul style="list-style-type: none"> Students will identify the basic food groups. Students will create colorful meals from the basic food groups. Students will demonstrate an understanding of the MyPlate guidelines. Students will compare and contrast nutritional values of foods. 	
Assessments (Pre, Formative, Summative, Other) <i>Denote required common assessments with an *</i>	
Examples may include, but are not limited to the following: <ul style="list-style-type: none"> <i>Formative:</i> Teacher observation during the opening discussion and throughout the lesson, student/teacher conference, student demonstration during activities <i>Summative:</i> Students' responses on exit tickets and contributions to the closing discussion <i>Benchmark:</i> Student application of learned skills <i>Alternative:</i> Options may include additional teacher created assessments/activities, and/or allowing students to use technology to demonstrate understanding of concepts 	

Teaching and Learning Activities	
<i>Activities</i>	PE Activities <ul style="list-style-type: none"> • Grade 2 Nutrition Unit
<i>Differentiation Strategies</i>	<p>Strategy and flexible groups based on formative assessment or student choice</p> <p>One:One conferring with teacher</p> <p>Choice of narrative or persuasive text composition</p> <p>Differentiated checklists and rubrics (if appropriate)</p> <p>Student selected goals for writing</p> <p>Level of independence</p> <p>Craft additional leads and endings for mentor texts</p> <p>Consult mentor texts to support writing</p> <p>ELL Supports and Extension activities are included with each lesson</p> <p>Differentiated Strategies for Special Education Students</p> <p>Differentiation Strategies for Gifted and Talented Students</p> <p>Differentiation Strategies for ELL Students</p> <p>Differentiation Strategies for At Risk Students</p> <p>Differentiation Strategies for Students with a 504</p>

Wayne School District
Grade 2 Health

Content Area/ Grade Level	Grade 2 Health
Unit Plan Title	Unit 5: Parenting, Anatomy
Time Frame	May/June
Anchor Standards/Domain* *i.e: ELA: reading, writing i.e.: Math: Number and Operations in Base 10	
NJSLS Comprehensive Health and Physical Education Personal Growth and Development (PGD) Pregnancy and Parenting (PP) WIDA ELD Standards Social and Instructional Language: ELD Standard 1	
Unit Summary In this unit, students will learn about basic anatomy for both males and females. They will learn about ways that different species reproduce and take care of their babies. Students will learn about similarities and differences and celebrate different cultures.	
Standard Number(s)	
<u>NJSLS Comprehensive Health and Physical Education</u> Personal Growth and Development <ul style="list-style-type: none">2.1.2.PGD.4: Use correct terminology to identify body parts and explain how body parts work together to support wellness. (N)2.1.2.PGD.5: List medically accurate names for body parts. (N) Pregnancy and Parenting <ul style="list-style-type: none">2.1.2.PP.1: Define reproduction. (T)2.1.2.PP.2: Explain the ways in which parents may care for their offspring (e.g., animals, people, fish). (T)2.1.2.SSH.1: Discuss how individuals make their own choices about how to express themselves. (T, C)2.1.2.SSH.2: Discuss the range of ways people express their gender and how gender-role stereotypes may limit behavior. (T, C) <u>WIDA Standards</u> <ul style="list-style-type: none">English Language Development Standard 1: English language learners communicate for social and instructional purposes within the school setting.	
Essential Question(s) <ul style="list-style-type: none">How do all parts of my body work together?How can people differ from one another?	
Enduring Understandings <ul style="list-style-type: none">Different species have their babies in different ways.Different species care for their offspring in different ways.	
Student Learning Targets/Objectives (Students will know/Students will understand) <ul style="list-style-type: none">Students will be able to define reproduction in age appropriate terms.Students will explain ways parents care for their offspring.Students will identify body parts and explain how these parts work to support a healthy body.Students will explore the concept of personal expression with students and to embrace differences in the classroom and in our global community.	

- Students will understand that expression can vary personally, culturally and globally.
- Students will identify similarities and differences among people.

Assessments (Pre, Formative, Summative, Other)

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Teaching and Learning Activities

Activities

Teacher Activities

- [Animal Reproduction](#) *NOTE: Remember to check for any student opt outs before teaching this lesson.*
- [Culture and Expression](#) *NOTE: Remember to check for any student opt outs before teaching this lesson.*

Nurse Activities

- [Body Systems \(teacher guide\)](#) *NOTE: Remember to check for any student opt outs before teaching this lesson. Teach with lesson below.*
- [My Body](#) *NOTE: Remember to check for any student opt outs before teaching this lesson. Teach with lesson above.*

Differentiation Strategies

Strategy and flexible groups based on formative assessment or student choice
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 Choice of narrative or persuasive text composition
 Differentiated checklists and rubrics (if appropriate)
 Student selected goals for writing
 Level of independence
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[Differentiation Strategies for Students with a 504](#)

Wayne School District
Grade 2 Comprehensive Health and Physical Education

Content Area/ Grade Level	Grade 2 Physical Education
Unit Plan Title	Physical Education K-2 (click for details)
Time Frame	Throughout the School Year
Anchor Standards/Domain	
NJSLS Comprehensive Health and Physical Education Personal Growth and Development (PGD) Movement Skills and Concepts: (MSC) Physical Fitness (PF) Lifelong Fitness (LF) WIDA ELD Standards Social and Instructional Language: ELD Standard 1	
Unit Summary	
Students will learn the importance of living a healthy, active lifestyle. The primary goal is for students to develop an understanding of concepts and skills that promote and influence healthy behaviors. Throughout the physical education units, students will plan and implement healthy fitness habits. Emphasis will be placed on the benefits of an active body and mind and students will recognize the consequences of a sedentary lifestyle. Also included are the topics of sportsmanship, safety, and self-control.	
Standard Number(s)	
See Attached: Physical Education K-2 WIDA Standards <ul style="list-style-type: none">English Language Development Standard 1: English language learners communicate for social and instructional purposes within the school setting.	
Enduring Understandings	
<ul style="list-style-type: none">Personal Growth and Development are lifelong processes.The body moves in a variety ways and movement is important.Fitness activities can be performed at many levels, which will impact how efficiently the body functions.Lifelong Fitness requires making fitness a part of a person's daily life.	