Students in grade two build on their knowledge of the human body and the maintenance of good health. Through an in-depth examination of the elements of good nutrition, including assessment of the nutritional content and value of the foods in their own diets, students examine the importance of a healthy diet and the impact of outside influences on healthy decision making. Maintenance of good health includes the design of a personal eating plan and strategies that enable individuals to sustain the lasting effects of positive interpersonal relationships. Character and values are emphasized as students recognize safe and unsafe situations, investigate methods for reducing the threat of substance abuse, and collaborate to create a service project promoting good physical, emotional, and mental health in the school community.
# SOMERVILLE PUBLIC SCHOOLS

## Health – Grade 2

<table>
<thead>
<tr>
<th>Month/Marking Period</th>
<th>Marking Period 1</th>
<th>Marking Period 2</th>
<th>Marking Period 3</th>
<th>Marking Period 4</th>
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</thead>
<tbody>
<tr>
<td>2014 New Jersey Core Curriculum Content Standards/NJ Student Learning Standards</td>
<td>2.1.2.B.1-3, 2.1.6.B.3, 2.2.2.B.2-4, 2.4.2.A.3</td>
<td>2.1.4.D.2, 2.2.2.D.1, 2.2.4.C.1-2, 2.4.4.A.2</td>
<td>2.1.2.C.3, 2.1.4.C.3, 2.1.2.E.3, 2.1.4.E.1, 2.2.2.B.2-4, 2.2.2.E.1, 2.2.4.A.2, 2.2.4.D.1, 2.2.4.E.1, 2.4.2.A.3, 2.4.4.A.1-2</td>
<td>2.3.2.B.1-5, 2.3.8.B.4</td>
</tr>
</tbody>
</table>

### Essential Question:
- **What supports lifelong health?**
- **How can we participate in our own safety?**
- **What aids in the maintenance of good physical, emotional, and mental health?**
- **How can our health be threatened?**

### Content:
- **Food and Good Health**
- **Safety and Service**
- **Supporting Good Health**
- **Challenges to a Healthy Lifestyle**

### Skills and Topics:

**Food and Good Health**
- illustrate the food pyramid
- compare and contrast safe and unsafe situations in daily life
- brainstorm strategies to reduce the threat of unsafe situations at home, in school, and in the community (e.g., abuse, emergency response, fire)
- identify the signs of abuse, mistrusted adults, and unwanted attention
- role play appropriate reactions to abuse, mistrusted adults, and unwanted attention
- discuss the influence of culture on food choices and healthy eating
- employ technology to investigate healthy meal plans
- create, illustrate, and present a healthy meal plan based on nutritional content

**Safety and Service**
- determine the impact of health practices (e.g., exercise, nutrition) on body systems
- explain how physical, social, emotional, and mental health are related
- identify ways in which health professionals can assist in the maintenance of a healthy lifestyle
- analyze the role of family and friends in sustaining lifelong good health
- create and explain a personal health goal
- determine the ways in which disabilities affect health
- brainstorm strategies to aid peers with disabilities
- investigate how children in other countries maintain their health using digital tools
- explain how participation in organized service groups or projects impacts community health

**Supporting Good Health**
- recall the definition of abuse
- compare and contrast different forms of abuse (e.g., alcohol, drugs, tobacco)
- determine the health, safety, and hygiene risks of drug, alcohol, and tobacco use
- explain second-hand smoke and its danger to health
- discuss the New Jersey laws regarding public smoking
- identify products that contain alcohol, including common household items
- investigate substances that must not be inhaled because they endanger health (e.g., aerosol sprays)
- identify resources that aid people who abuse alcohol, drugs, and tobacco

### Integration of Technology:
- Internet, videos, DVDs, LCD projector, video streaming, podcasting
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<tr>
<td>Writing:</td>
<td>Open-ended responses, conclusions and analysis of exploratory activities, journal entries</td>
<td>Class discussions, paired and group activities, journal entries</td>
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<tr>
<td>Formative Assessments:</td>
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<td>Summative Assessments:</td>
<td>Quizzes, tests</td>
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<tr>
<td>Performance Assessments:</td>
<td>Role plays, presentations, projects</td>
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| 21\textsuperscript{st} Century Themes: | ☑Global Awareness ☑Civic Literacy ☑Financial, Economic, Business, and Entrepreneurial Literacy ☑Health Literacy |
| 21\textsuperscript{st} Century Skills: | ☑Creativity and Innovation ☑Media Literacy ☑Critical Thinking and Problem Solving ☑Life and Career Skills ☑Information and Communication Technologies Literacy ☑Communication and Collaboration ☑Information Literacy |

| Resources: | Textbook, periodicals, health websites, public health resources, teacher-created resources |
| Careers: | Applicable career options are discussed as they arise throughout the health program. Career options include, but are not limited to, the following career clusters: Agriculture, Food, and Natural Resources Career Cluster; Communications Career Cluster; Business, Management, and Administration Career Cluster; Education and Training Career Cluster; Finance Career Cluster; Government and Public Administration Career Cluster; Health Science Career Cluster; Human Services Career Cluster; Law, Public Safety, Correction, and Security Career Cluster. |

*2016 NJSLS:  
RL: Reading Literature  
RI: Reading Informational Text  
W: Writing  
L: Language  
SL: Speaking and Listening  
N: Real Number System  
G: Geometry  
A: Algebra  
S: Statistics and Probability  
F: Functions*