

**Summit High School  
Summit, NJ**

**Grade Two/ Content Area:**

**Wellness**

**Course Description:**

<p><b>Standard 2.1 (Wellness)</b> All students will learn and apply health promotion concepts and skills to support a healthy, active lifestyle.</p>	
<p><b>Big Ideas:</b> <i>Course Objectives / Content Statement(s)</i>  <b>I am responsible for keeping my body safe and healthy.</b></p>	
<p><b>Essential Questions</b>  <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p>	<p><b>Enduring Understandings</b>  <i>What will students understand about the big ideas?</i></p>
<ol style="list-style-type: none"> <li>1. How are we alike and different?</li> <li>2. What should I eat to keep my body healthy?</li> <li>3. How do I know when I am sick?</li> <li>4. How do I keep myself safe and healthy?</li> </ol>	<p>Students will understand...</p> <ul style="list-style-type: none"> <li>• Their body parts and organs</li> <li>• Different food groups</li> <li>• Sources from which food comes</li> <li>• Symptoms to detect illness</li> <li>• Simple first aid procedures</li> <li>• How to identify unsafe household products</li> <li>• How children are alike and different</li> </ul>
<p><b>Areas of Focus: Proficiencies (Cumulative Progress Indicators)</b></p>	<p><b>Examples, Outcomes, Assessments</b></p>
Students will:	<p>Instructional Focus:</p> <ul style="list-style-type: none"> <li>• Growth and Development</li> <li>• Nutrition</li> <li>• Diseases and Health Conditions</li> <li>• Safety</li> </ul> <p>Sample Assessments:</p>
Name and locate body organs and parts.	
Describe how children are alike and how they are different.	
Sort foods according to food groups and food sources.	
Explain what information can be found on food and product labels.	
Explain why diseases and health conditions	

need to be detected and treated early.	<ul style="list-style-type: none"> <li>• Venn diagram comparing themselves to a classmate</li> </ul>
Discuss common symptoms of diseases and health conditions.	<ul style="list-style-type: none"> <li>• Students will be able to match symptoms to an illness</li> <li>• Name signs and symptoms of minor.</li> </ul> <p>Instructional Strategies:</p> <p>Interdisciplinary Connections</p> <ul style="list-style-type: none"> <li>• In Spanish the students will be able to identify body parts.</li> <li>• In reading, teachers will read books about differences between children.</li> <li>• In science, students will learn about how some foods come from plants.</li> </ul> <p>Technology Integration</p> <ul style="list-style-type: none"> <li>• Illustrate on the computer food and the food source.</li> </ul> <p>Global Perspectives</p> <ul style="list-style-type: none"> <li>• Where do different foods come from?</li> </ul>
Explain and demonstrate simple first aid procedures, including getting help and calling 911, knowing personal information such as address and phone number, avoiding contact with blood and other body fluids, and caring for small cuts.	
Identify warning labels found on medicines and household products.	

Texts and Resources:

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**Grade Two/ Content Area:**

**Integrated Skills**

**Course Description:**

<b>Standard 2.2</b> (Integrated skills) All students will use health-enhancing personal, interpersonal, and life skills to support a healthy, active lifestyle.	
<b>Big Ideas:</b> <i>Course Objectives / Content Statement(s)</i> <b>I have healthcare resources.</b>	
<b>Essential Questions</b> <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	<b>Enduring Understandings</b> <i>What will students understand about the big ideas?</i>
5. Where can I find healthcare information? 6. What do I value?	Students will understand... <ul style="list-style-type: none"> <li>• There are various sources for health information.</li> <li>• Community helpers and healthcare workers contribute to personal and community wellness.</li> <li>• Values impact their choices.</li> </ul>
<b>Areas of Focus: Proficiencies (Cumulative Progress Indicators)</b>	<b>Examples, Outcomes, Assessments</b>
Students will:	<b>Instructional Focus:</b> <ul style="list-style-type: none"> <li>• Communication</li> <li>• Character Development</li> <li>• Health Services and Careers</li> </ul> <b>Sample Assessments:</b> <ul style="list-style-type: none"> <li>• Create a healthcare brochure depicting sources of information.</li> <li>• Persuasive paragraph concerning a wellness issue.</li> </ul> <b>Interdisciplinary Connections</b> <ul style="list-style-type: none"> <li>• In language arts, the students will</li> </ul>
Identify sources of health information.	
Express ideas and opinions about wellness issues.	
Explain that a person’s character and values reflected in the way the person thinks, feels, and acts.	
Discuss how community helpers and healthcare workers contribute to personal and community wellness.	

	<p>write a persuasive paragraph concerning wellness.</p> <ul style="list-style-type: none"><li>• In social studies students will identify community helpers and healthcare workers.</li></ul> <p>Technology Integration</p> <ul style="list-style-type: none"><li>• Research healthcare professionals.</li></ul> <p>Global Perspectives</p> <ul style="list-style-type: none"><li>• Discuss personal heritage and family values.</li></ul>

Texts and Resources:

**Summit High School  
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**Grade Two/ Content Area: Health**

**Drugs and Medicines**

**Course Description:**

<p><b>Standard 2.3 (Drugs and medicines)</b> All students will learn and apply information about alcohol, tobacco, other drugs and medicines to make decisions that support a healthy, active lifestyle.</p>	
<p><b>Big Ideas:</b> <i>Course Objectives / Content Statement(s)</i>  <b>Medicines can be helpful if used appropriately.</b>  <b>There are consequence to using drug and alcohol.</b></p>	
<p><b>Essential Questions</b>  <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p>	<p><b>Enduring Understandings</b>  <i>What will students understand about the big ideas?</i></p>
<ol style="list-style-type: none"> <li>1. What are the different kinds of medicines?</li> <li>2. What is a drug?</li> <li>3. How do drugs affect my body?</li> <li>4. What is dependency?</li> </ol>	<p>Students will understand ....</p> <ul style="list-style-type: none"> <li>• The difference between helpful and harmful drugs.</li> <li>• How tobacco affects their body and the environment.</li> <li>• How alcohol affects their body.</li> <li>• The definition of addiction.</li> </ul>
<p><b>Areas of Focus: Proficiencies (Cumulative Progress Indicators)</b></p>	<p><b>Examples, Outcomes, Assessments</b></p>
<p>Identify different kinds of medicines.</p>	<p>Instructional Focus:</p> <ul style="list-style-type: none"> <li>• Medicines</li> <li>• Alcohol, Tobacco and Other Drugs</li> <li>• Dependency/Addiction and Treatment</li> </ul> <p>Sample Assessments: The students will...</p> <ul style="list-style-type: none"> <li>• Illustrate the affects of tobacco use.</li> <li>• List the rules concerning taking medicine.</li> </ul>
<p>Define drug and give examples of harmful and /or illegal rugs.</p>	
<p>Explain that tobacco use contributes to lung diseases and fires.</p>	

	<p>Instructional Strategies:</p> <p>Interdisciplinary Connections-</p> <ul style="list-style-type: none"> <li>• In science, students will discuss how their bodies change if they choose to use tobacco or alcohol.</li> </ul> <p>Technology Integration</p> <ul style="list-style-type: none"> <li>• On the computer, students will generate a list of rules concerning taking medicine.</li> </ul>
<p>Discuss how tobacco smoke impacts the environment n the health of nonsmokers.</p>	
<p>Discuss how alcohol use contributes to injuries such as falls and motor vehicle crashes.</p>	
<p>Explain that some people cannot control their use of alcohol, tobacco, and other drugs.</p>	
<p>Explain that people who abuse alcohol, tobacco, and other drugs can get help.</p>	

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**Grade Two/ Content Area: Health**

**Human Relationships and Sexuality**

**Course Description:**

<p><b>Standard 2.4</b> (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.</p>	
<p><b>Big Ideas:</b> <i>Course Objectives / Content Statement(s)</i>  <b>Although I belong to the human race, my body is unique to me.</b></p>	
<p><b>Essential Questions</b>  <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p>	<p><b>Enduring Understandings</b>  <i>What will students understand about the big ideas?</i></p>
<p>5. How are boys and girls different?</p>	<p>The students will understand....</p> <ul style="list-style-type: none"> <li>• The physical attributes of males and females.</li> <li>• They will understand gender stereotypes and invalidity of them.</li> </ul>
<p><b>Areas of Focus: Proficiencies (Cumulative Progress Indicators)</b></p>	<p><b>Examples, Outcomes, Assessments</b></p>
<p>Compare and contrast the physical differences and similarities of the genders.</p>	<p>Instructional Focus:</p> <ul style="list-style-type: none"> <li>• Sexuality</li> </ul> <p>Sample Assessments: The students will...</p> <ul style="list-style-type: none"> <li>• Develop a Venn diagram comparing male and female bodies.</li> <li>• Play boy, girl, or both game.</li> </ul> <p>Instructional Strategies: Interdisciplinary Connections-</p> <ul style="list-style-type: none"> <li>• In reading, the teacher will present books that address gender roles.</li> </ul> <p>Technology Integration</p>

	<ul style="list-style-type: none"><li>•</li></ul> <p>Global Perspectives</p> <ul style="list-style-type: none"><li>• Gender roles differ in different countries.</li></ul>