

**PROPOSED COURSE OF STUDY
MORRISTOWN SCHOOL DISTRICT**

COURSE TITLE: Health/ Family Life

CURRICULUM AREA: Second Grade

CREDITS:

NEW COURSE: _____

REVISION OF EXISTING COURSE: ____X_

COURSE PRE-REQUISITES: none

1. COURSE DESCRIPTION

The Morris School District K-2 comprehensive health curriculum promotes a healthy, active lifestyle by providing instruction that is aligned with the New Jersey State Department of Education core curriculum standards. The content will focus on human growth and development, personal health and safety, nutrition, diseases and health conditions, social and emotional health, communication, decision making, planning and goal setting, leadership, advocacy and service as well as character development. Instruction will be provided by the classroom teacher, Physical Education teacher, Science teacher and the nurse.

2. COURSE PHILOSOPHY

The goal of the comprehensive health curriculum at the Morris School District is to enable students to take personal responsibility for their own active, healthy lifestyle by conscientiously establishing positive health and safety practices that will support and enhance life long wellness. Knowledge gained by students will contribute to a better quality of life for the individual and the community to which they belong.

3. SCOPE AND SEQUENCE

This section of the curriculum specifies the course’s units, subtopics, outcome proficiencies and performance assessments. These outcome proficiencies should be indexed to each of the relevant N.J. Core Curriculum Content Standards and the N.J. Cross-Content Workplace Readiness Standards, and should be specific enough to allow uniform interpretation among the teachers who will use this curriculum.

SCOPE AND SEQUENCE	
Topical outline of content or performance cluster in order of presentation	Activity, criteria for evaluation, and minimum level of performance to determine if the student has mastered the content and/or skill <i>Reference to (CCCS 2.1-E2-5)</i>
<p><u>Unit 1 Personal Safety</u></p> <p>Call 911 Personal information Universal precautions Personal interaction Types of touch Warning labels Injury prevention</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Demonstrate simple safety procedures which include: <ul style="list-style-type: none"> --How to get emergency help from 911 --Knowledge of personal information- name, address and phone number. --Avoiding contact with body fluids. --Caring for small cuts. • Distinguish between good, bad and confusing touch. • Know how to interact with: <ul style="list-style-type: none"> --Stranger --Trusted adult <p>Acquaintances</p> <ul style="list-style-type: none"> • Identify warning labels on household products and medicines. • Demonstrate ways to prevent injuries: <ul style="list-style-type: none"> --Using helmets and safety gear for bicycling, skating and skateboarding. --Using safety seats in motor vehicles. --Using safety procedures for bus, fire and traffic safety.

INSTRUCTIONAL BENCHMARK

Performance-based task to measure student proficiency for a specific interval, unit, or to date; mastery is defined for the individual at 80 % or better; for the class: 80 % of the students attain the established minimum standard; an exemplar or rubric would be referenced and included in the Evaluation Section

By the end of Unit 1, students will:

- ❖ Demonstrate a call to 911
- ❖ Recite name, address and phone number.
- ❖ List dangers of making contact with body fluids from other.
- ❖ Demonstrate care for small cuts- cleaning and applying a band-aid.
- ❖ Distinguish good, bad and confusing touch.
- ❖ List ways to deal with uncomfortable feelings.
- ❖ Role-play interaction between a stranger, a trusted adult and an acquaintance.
- ❖ Identify warning labels on household products and medicines.
- ❖ Identify harmful substances such as look alike drugs, glue, poisons and cleaning fluids.
- ❖ Illustrate safety seats in motor vehicles.
- ❖ Demonstrate use of helmets and safety gear.
- ❖ Role-play safety procedures for bus, fire and traffic safety.
- ❖ Recite the correlation between tobacco, lung disease and fires.
- ❖ Explain the impact of tobacco on the environment and health of non-smokers

4. REQUIRED INSTRUCTIONAL RESOURCES

- Morris County Media Services Center
- www.kidshealth.org

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<u>Unit 3 Growth and Development</u>	<i>Reference to: (CCCS- 2.1-B1)</i>
Body Parts	Students will : <ul style="list-style-type: none"> • Label parts of the body on a chart. • Identify organs on a chart.
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<u>Unit 4: Nutrition</u> Product labels	Students will: <ul style="list-style-type: none"> • Learn what nutritional information can be found on the product labels.
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GRADE 2	<i>Reference to (CCCS -2.1 D 1-4)</i>
<u>Unit 5: Diseases and Health conditions</u>	
Basic Health Practices Basic Human Diseases	<p>The student will:</p> <ul style="list-style-type: none"> • Explain the purpose and importance for disease prevention, types of diseases, early detection, and symptoms of diseases. <ul style="list-style-type: none"> --Immunizations --Sharing cups, hats, and combs, brushes, etc. --Coughing and Sneezing --Early detection of disease --Difference between communicable and non-communicable diseases. --Symptoms of health conditions and diseases.
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<p><u>Unit 6: Social and Emotional Health</u></p> <p>Basic needs Emotions Appropriate expression</p>	<p>Students will:</p> <ul style="list-style-type: none"> • List basic human needs: --Food, water, sleep, shelter, clothing, and love. • Recognize various emotions --Happy, sad, angry, etc. • Demonstrate sympathy and empathy • Describe appropriate ways to express: --Wants --Needs --Emotions
<p>INSTRUCTIONAL BENCHMARK</p> <p><i>Performance-based task to measure student proficiency for a specific interval, unit, or to date; mastery is defined for the individual at 80 % or better; for the class: 80 % of the students attain the established minimum standard; an exemplar or rubric would be referenced and included in the Evaluation Section</i></p> <p><u>By the end of Unit 6, students will:</u></p> <ul style="list-style-type: none"> ❖ Explain basic human needs. ❖ Recognize a variety of different emotions including sympathy and empathy. ❖ Demonstrate appropriate ways to express their own wants, needs and emotions. 	

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<p><u>Unit 7: Communication</u></p> <p>Information sources Wellness issues Refusal skills</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Identify sources of health information. • Express ideas about wellness issues. • Explain when and how to use refusal skills in health and safety situation. • Demonstrate effective communication and listening skills.
<p>INSTRUCTIONAL BENCHMARK</p> <p><i>Performance-based task to measure student proficiency for a specific interval, unit, or to date; mastery is defined for the individual at 80 % or better; for the class: 80 % of the students attain the established minimum standard; an exemplar or rubric would be referenced and included in the Evaluation Section</i></p> <p><u>By the end of Unit 7, students will:</u></p> <ul style="list-style-type: none"> ❖ Identify health information sources. ❖ Discuss personal opinions about wellness issues. ❖ Role-play refusal skills as used in health and safety situations. ❖ Demonstrate effective communication and listening skills. 	

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<p><u>Unit 8: Decision Making</u></p> <p>Making effective choices Outside influences</p>	<p>Reference to (CCCS -2.2-B1-2)</p> <p>Students will:</p> <ul style="list-style-type: none"> • Explain the steps to making an effective health decision. • Brainstorm ways that parents, peers and the media influence health decisions.
<p>INSTRUCTIONAL BENCHMARK</p> <p><i>Performance-based task to measure student proficiency for a specific interval, unit, or to date; mastery is defined for the individual at 80 % or better; for the class: 80 % of the students attain the established minimum standard; an exemplar or rubric would be referenced and included in the Evaluation Section</i></p> <p><u>By the end of Unit 8, students will:</u></p> <ul style="list-style-type: none"> ❖ Explain the steps to making effective health decisions. ❖ List ways how parents, peers and the media influence health decisions. 	

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Topical outline of content or performance cluster in order of presentation	Activity, criteria for evaluation, and minimum level of performance to determine if the student has mastered the content and/or skill <i>Reference to (CCCS – 2.2- C1)</i>
Unit 9: Planning and goal setting Set personal goals	Students will: <ul style="list-style-type: none"> • Identify personal wellness goals. • Explain why setting a wellness goal is important.
INSTRUCTIONAL BENCHMARK	
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Topical outline of content or performance cluster in order of presentation	Activity, criteria for evaluation, and minimum level of performance to determine if the student has mastered the content and/or skill <i>Reference to (CCCS – 2.2-D1)</i>
<u>Unit 10 Character Development</u> Personal Character Values	Students will: <ul style="list-style-type: none"> • Reflect on the way personal character and values affect the way you think, feel and act.
INSTRUCTIONAL BENCHMARK	
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<u>By the end of Unit 10 students will:</u>	
❖ List ways that a person’s character and values reflect their thinking, feelings, and actions.	

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<p align="center">Topical outline of content or performance cluster in order of presentation</p>	<p align="center">Activity, criteria for evaluation, and minimum level of performance to determine if the student has mastered the content and/or skill</p> <p><i>Reference to: (CCCS – 2.3 A-1-3)</i></p>
<p><u>Unit 11 Medicines</u></p> <p>Medication Other Drug</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Identify different kinds of medication. • Explain that medicine can be both helpful and harmful. • Explain when to use medicine correctly. • Explain the basic rules when taking any type of medication.

INSTRUCTIONAL BENCHMARK

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By the end of Unit 11, students will:

- ❖ List several medications
- ❖ Explain the difference between prescription medication, and an over the counter medicine.
- ❖ Identify the importance of taking medicine correctly and list the basic rules for taking medicine.

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Topical outline of content or performance cluster in order of presentation	Activity, criteria for evaluation, and minimum level of performance to determine if the student has mastered the content and/or skill <i>Reference to (CCCS – 2.2-E1-5)</i>
Unit 12 Leadership, Advocacy and Service Leaders/followers Group success/problem solving Respect for others Volunteering Motivating others	Students will: <ul style="list-style-type: none"> • Demonstrate how to be: <ul style="list-style-type: none"> --A leader --A follower • Identify factors that lead to group success and solve group problems. • Demonstrate how to: <ul style="list-style-type: none"> --Motivate group members --Provide constructive feedback. • Role-play how to show respect for ideas and opinions of others. • Explain how volunteering can enhance self esteem.
INSTRUCTIONAL BENCHMARK <i>Performance-based task to measure student proficiency for a specific interval, unit, or to date; mastery is defined for the individual at 80 % or better; for the class: 80 % of the students attain the established minimum standard; an exemplar or rubric would be referenced and included in the Evaluation Section</i> <u>By the end of Unit 12, students will:</u> <ul style="list-style-type: none"> ❖ Role-play being a leader and a follower in a group ❖ Brainstorm a list of factors that lead to success in a group. Solve a group problem. ❖ List ways to motivate a group. ❖ Role-play how to provide constructive feedback. ❖ Demonstrate respect for varying ideas and opinions. ❖ Participate in class or school wide service activity. 	

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Unit 13 Health Services and Careers Leadership Health Services Careers	Students will: <ul style="list-style-type: none"> • List community helpers and healthcare workers who contribute personal and community wellness. • Name several healthcare agencies. (Red Cross, etc.) • Explain when and how to seek help when feeling ill, scared, sad, lonely, or bullied. • Identify community helpers and the services that they provide.
INSTRUCTIONAL BENCHMARK <i>Performance-based task to measure student proficiency for a specific interval, unit, or to date; mastery is defined for the individual at 80 % or better; for the class: 80 % of the students attain the established minimum standard; an exemplar or rubric would be referenced and included in the Evaluation Section</i> <u>By the end of Unit 13, students will:</u> <ul style="list-style-type: none"> ❖ Identify community helpers and healthcare workers. ❖ Explain how community healthcare workers contribute toward individual people and a community. ❖ List what services are provided by various healthcare workers. ❖ List which helpers and healthcare workers a person can go to for help. 	

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<p>Unit 14: Relationships and Family Dynamics</p> <p>Relationships</p> <p>Parental roles in the family</p>	<p><i>Reference to (CCCS – 2.4</i></p> <p>Students will:</p> <p>Discuss what it means when a family experiences change, or a crisis.</p> <p>Discuss how and where to get help when needed.</p> <p>Define friendship and explain it’s importance in life.</p> <p>List way to show affection, and caring.</p> <p>Explain the differences and similarities between the genders.</p> <p>Discuss parenting of infants and the infant’s dependency on a mother and a father.</p>

INSTRUCTIONAL BENCHMARK

Performance-based task to measure student proficiency for a specific interval, unit, or to date; mastery is defined for the individual at 80 % or better; for the class: 80 % of the students attain the established minimum standard; an exemplar or rubric would be referenced and included in the Evaluation Section

By the end of Unit 14, students will:

- ❖ Identify a family crisis situation, and a major change in the family.
- ❖ List who can be contacted when help is needed.
- ❖ Write what friendship means to you and explain its importance.
- ❖ List ways of showing care, emotion, and affection.
- ❖ Explain the differences between genders.

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<p>Unit 15 Alcohol Tobacco Drugs</p>	<p><i>Reference to (CCCS – 2.4</i></p> <p>Students will:</p> <p>Explain the correlation between</p> <ul style="list-style-type: none"> • Tobacco, and lung disease • Tobacco and fires • Tobacco and the environment • Secondary smoke and it’s effect on non smokers <p>Identify harmful substances like</p> <ul style="list-style-type: none"> • Look alike drugs • Glue • Poisons • Cleaning fluids
<p>INSTRUCTIONAL BENCHMARK</p> <p><i>Performance-based task to measure student proficiency for a specific interval, unit, or to date; mastery is defined for the individual at 80 % or better; for the class: 80 % of the students attain the established minimum standard; an exemplar or rubric would be referenced and included in the Evaluation Section</i></p> <p><u>By the end of Unit 15, students will:</u></p> <ul style="list-style-type: none"> ❖ Recognize the correlation between personal health hazards, and environmental health hazards. ❖ List several harmful substances and their effects on personal health. 	

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<u>Unit 16 Dependency/Addition and Treatment</u>	<i>Reference to (CCCS 2.3-C1-2)</i>
Dependency Getting help for dependency	Students will: <ul style="list-style-type: none"> • Discuss being dependent on alcohol, tobacco or other drugs. • Discuss how to get help if you become dependent.
INSTRUCTIONAL BENCHMARK	
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<u>By the end of Unit 17, students will:</u>	
<ul style="list-style-type: none"> ❖ Explain that some people cannot control their use of alcohol, tobacco or other drugs. ❖ Explain that people who abuse alcohol, tobacco and other drugs can get help. 	

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5. EVALUATION AND GRADING

Identify criteria for evaluation of student performance, for the course of study (i.e., completion of specific activities, levels of skill proficiency, participation, performance or product); include exemplars, rubrics, performance checklists, etc.

6. NEW JERSEY CORE CONTENT STANDARDS

Standard 2.1 (Wellness) All students will learn and apply health promotion concepts and skills to support a healthy, active lifestyle.

Standard 2.2 (Integrated Skills) All students will use the health-enhancing personal, interpersonal, and life skills to support a healthy, active lifestyle.

Standard 2.3 (Drugs and Medicines) All students will learn and apply information about alcohol, tobacco, other drugs, and medicines to make decisions that support a healthy, active lifestyle.

Standard 2.4 (Human Relationships and Sexuality) All students will learn the physical, emotional, and social aspects of human relations and sexuality and apply these concepts to support a healthy, active lifestyle.

7. NEW JERSEY CROSS-CONTENT WORKPLACE READINESS SKILLS

To be inserted for reference

SUBMITTED BY: _____ DATE: _____

CURRICULUM COUNCIL APPROVAL: YES NO DATE: _____

BOARD OF EDUCATION CURR. COMMITTEE: YES NO DATE: _____

BOARD OF EDUCATION APPROVAL: YES NO DATE: _____