



Department of Health and Physical Education

# Health Curriculum Grade 2

**September 2022**

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**Effective Date:** September 2022

Health Education is an integral part of the total education of every child from kindergarten through grade 12. Health Education instruction provides a positive impact that can help students achieve in all curricular areas. Through this curriculum, students will focus on wellness, decision-making and refusal skills, as well as, participate in alcohol, tobacco and drug education.

The health education curriculum, written to the New Jersey Student Learning Standards, addresses various components of health education instruction that build from year to year. Each curricular unit includes interdisciplinary and technology connections to bridge learning in various content areas. While some of the skills are repeated at various grade levels, the content grows and addresses the students' needs at each level.

## Grade 2

### Scope and Sequence

	<b>Competent Kids Caring Communities (CKCC)</b>	<b>Healthy Lifestyle Choices (HLC) Unit/ Outside Resources</b>
September	<b>Unit 1: The CKCC Park</b> Lesson 1: The CKCC Park Lesson 2: Class Agreements: Squirrel's Ideas Lesson 3: On the Path: Paying Attention to Attention Lesson 4: Owl: The Problem Solving Plan	<b>HLC Unit 5- Safety</b> Lesson 1: Weather Safety Lesson 2: Tattling Vs. Important Telling Lesson 3: Street Safety Lesson 4: Fire Safety
October	<b>Unit 5: Managing Anger, Conflict and Bullying</b> Lesson 17: Opening The Door To Friendship Lesson 18: Bullying Lesson 19: Stop the Teasing Lesson 20: The Nature of Anger	
November	<b>Unit 4: About Our Feelings</b> Lesson 13: About our Feelings Lesson 14: All Our Feelings Are Okay Lesson 15: Our Thoughts Affect Our Feelings Lesson 16: Kindness Counts: It's Contagious	
December	<b>Unit 6: The Nature of Stress and Its Symptoms</b> Lesson 21: The Nature of Stress and Its Symptoms Lesson 22: Measuring Stress Lesson 23: Relaxation: Calming My Body Lesson 24: Relaxation: Calming My Mind	
January	<b>Unit 2: Organization and Study Skills</b> Lesson 5: Set Goals, Get Organized and S.O.A.R. Lesson 6: There Are Many Ways to Sort and S.O.A.R. Lesson 7: Prioritizing Helps Us to S.O.A.R. Lesson 8: S.O.A.R. to Develop Study Skills	
February	<b>Unit 3: We Are Unique</b> Lesson 9: We Are You-nique Lesson 10: Our Culture Makes Us Unique Lesson 11: A View of My Own Lesson 12: Resolving Conflict: Sir Snake's Get Along Plan  <b>Counselor Led Health Lesson- Outside Resource- Stereotyping</b> <i>This unit includes a discussion of the range of ways people express their gender and how gender-role stereotypes may limit behavior.</i>	<b>HLC Unit 2- Conflict Resolution</b> Lesson 2- I Message Lesson 3- Stereotyping Lesson 4- Families
March	<b>Unit 7: Responsible Decision Making</b> Lesson 25: Frog: Look Before You Leap Lesson 26: Choices Lesson 27: Which Way You Choose Is Up To You Lesson 28: Learning From Our Mistakes	
April	<b>Unit 8: Park Memories</b> Lesson 29: Tickling My Memory Lesson 30: The CKCC Memory Game Lesson 31: Saying Thank You and Goodbye	<b>HLC Unit 3- Nutrition</b> Lesson 1: Recommended Daily Amounts Lesson 2: High Fiber/Low Fat Foods Lesson 3: Nutrient Dense Lesson 4: Drink More Water
May		<b>HLC Unit 6 - Fitness</b> Lesson 1: Physical Activity and Your Heart Lesson 2: Warming up and Cooling Down Lesson 3: Be Active Every Day Lesson 4: Controlling Stress
June		<b>HLC Unit 4- Substance Abuse Prevention</b> Lesson 1: Never Take Unknown Substances Lesson 2: Pollution Lesson 3: Smoking Lesson 4: Smoke All Around Us

Varies	<p><b>Nurse-Led Health Lesson- Grade 2</b>  <i>This lesson happens once during the second grade year. Time of the year may vary based on the nurse's schedule. A letter will be sent home to parents informing them of the lesson and providing links to lesson resources. This lesson includes using medically accurate names for body parts, including the genitals.</i></p>	
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<b>Healthy Habits</b>	
<i>The following standards are embedded into daily routines throughout the year.</i>	
<b>Standard</b>	<b>Example</b>
2.1.2.PGD. 2: Develop an awareness of healthy habits (e.g., wash hands, cough in arm, brush teeth).	Practice and discuss washing hands before snack or lunch. Coughing and sneezing in arms or tissues when it occurs in the classroom.
2.3.2.PS.5: Define bodily autonomy and personal boundaries	Personal space during rug time, walking in line, sitting at the lunch table.
2.3.2.PS.6: Demonstrate how to communicate personal boundaries and show respect for someone else's personal boundaries including friends and family	Discuss at the beginning of the year in tandem with the standard above.
2.1.2.SSH.5: Identify basic social needs of all people.	Cover throughout the year in discussing friendships, emotions, etc.

## September CKCC (Lessons 1-4)

### Unit 1: The CKCC Park

#### Summary and Rationale

This unit marks the beginning of the Competent Kids, Caring Communities program (CKCC) for you and your students. Lessons in this unit involve meeting the Park Friends, the principal characters in the second-grade curriculum. The Park Friends learn from one another and help teach some of life's important lessons, such as paying attention, using kind words, doing kind deeds, behaving ethically and responsibly, understanding and expressing feelings, appreciating uniqueness and diversity, solving problems, resolving conflict, managing stress, and making decisions. Throughout the Competent Kids curriculum, the dialogue between the Park Friends is used to help teach students difficult concepts.

#### Recommended Pacing

4 weeks

#### Standards

##### Personal and Mental Health

2.1.2.EH.5	Explain healthy ways of coping with stressful situations.
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2.1.2.CHSS.5	Identify situations that might result in individuals feeling sad, angry, frustrated, or scared.
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##### Interdisciplinary Connections

##### Standard x.x

R.2.11	Make connections between self, text, and the world around them.
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W.2.11	Create and present a poem, narrative, play, art work, or personal response to a particular author or theme studied in class, with support as needed.
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SL.2.1	Participate in collaborative conversations with diverse partners and grade 2 topics and texts with peers and adults in small and larger groups.
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SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
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9.4.2.CI.1	Demonstrate openness to new ideas and perspectives.
9.4.2.CT.2 9.4.2.CT.3:	Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3). Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
<b>Instructional Focus</b>	
<b>Enduring Understandings:</b>	<b>Essential Questions:</b>
<ul style="list-style-type: none"> <li>● We can enhance the effects of a positive classroom environment through the techniques taught in CKCC.</li> <li>● When everyone participates in the creation of rules, we are more likely to feel connected and follow them.</li> <li>● We can develop the ability to regulate and self-monitor our attention in the classroom.</li> <li>● Brainstorming helps people identify ideas that can help them solve problems.</li> </ul>	<ul style="list-style-type: none"> <li>● How can we create a positive classroom environment?</li> <li>● Why should we discuss appropriate classroom behaviors?</li> <li>● How can we regulate and self-monitor our attention during class?</li> <li>● How can we solve problems we encounter in the classroom?</li> </ul>
<b>Evidence of Learning (Assessments)</b>	
<p>CKCC Home Weekly Activity  Class/ Small Group Discussions  Think Pair Share  Small Group Discussions  Teacher Observations  Written Responses/ Reflections  Exit Tickets  Role Play</p>	
<b>Objectives (SLO)</b>	
<p>Students will know:</p> <ul style="list-style-type: none"> <li>● Tools from the Competent Kids, Caring Communities program can help teachers and students</li> <li>● create a happy and productive classroom.</li> <li>● A caring classroom will help students grow and develop.</li> <li>● The Park Friends will teach many important lessons throughout the year.</li> <li>● By making class agreements, children can participate in creating guidelines for their behavior that will help keep the class On-Track this year.</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>● Be introduced to the Competent Kids, Caring Communities program</li> <li>● Decorate the CKCC Park, which will serve as the home for the new Park Friends</li> <li>● Meet Squirrel and Owl, the new Park Friends</li> <li>● Identify appropriate classroom behaviors</li> <li>● Create and select class agreements for the school year</li> <li>● Explain the five steps to get on the Attention Path</li> <li>● Name ways to improve their attention skills</li> <li>● Practice Brain Buzz brainstorming skills</li> </ul>

- Practicing appropriate classroom behavior will create an environment that is conducive to learning.
- The ability to pay attention is one of the most important skills that students can have at school.
- In order to store information in our memory, it is crucial that we pay attention.
- It is possible to improve attention skills.
- Problem-solving skills can be learned.
- Good ideas help people solve problems.

- Use and explain the ABCDE Problem-Solving Plan

### Suggested Resources/Technology Tools

Competent Kids, Caring Communities Resource Grade 2  
 CKCC Read Aloud Video Links Grade 2  
 CKCC Worksheets Grade 2

Tier 1 Modifications and Accommodations Including special education students, Multilingual Language Learners (MLLs), students at risk of school failure, gifted and talented students, and students with 504 plans

#### ELL -

- Provide additional wait time for student responses to questions.
- Simplify and repeat sentences and questions.
- Ensure all materials are explained and key words are defined.
- Allow the use of Google Translate where appropriate.
- Utilize bilingual materials where appropriate

#### Gifted and Talented -

Utilize differentiation in the areas of acceleration, enrichment, and grouping. Examples include, but are not limited to:

- Advance, accelerated, or compacted content
- Abstract and advanced higher-level thinking questions
- Interdisciplinary and problem based assignments
- Assignments geared to development in areas of affect, creativity, cognition, and research skills
- Complex, in-depth assignments
- Diverse enrichment that broadens learning
- Use of varied resources
- Internships, mentorships and independent study where applicable

#### 504/IEP -

Modifications and accommodations must be aligned to the stated plan and uphold expectations of the plan lawfully. Every student requires a different set of accommodations based upon need. Examples specific to science practice include, but are not limited to:

- Note taking assistance
- Group work
- Additional time for assignments
- Visual and tactile instructional demonstrations
- Use of computer where applicable
- Preferential seating

- Information presented in multiple ways
- Large-print handouts

## Career Readiness, Life Literacies, and Key Skills NJSLs

Please select all standards that apply to this unit of study:

Act as a responsible and contributing community members and employee

Attend to financial well-being

Consider the environmental, social and economic impacts of decisions

Demonstrate creativity and innovation

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

Model integrity, ethical leadership and effective management

Plan education and career paths aligned to personal goals

Use technology to enhance productivity increase collaboration and communicate effectively

Work productively in teams while using cultural/global competence

Suggestions on integrating these standards can be found at:

<https://www.nj.gov/education/standards/clicks/>



## October CKCC (Lessons 17-20)

### Unit 5: Managing Anger, Conflict and Bullying

#### Summary and Rationale

The ability to meet new people and make new friends is an important social skill for children to develop. Some people have the natural ability to make friends wherever they go, while others may not know where to begin. Children who struggle with making friends often feel isolated and rejected, and they may exhibit a diminished motivation to learn. School is a great place for children to practice making friends. In this unit, students will learn about concrete ways to approach new people and open doors to new friendships. Developing the skills to make friends will help all children in the class participate in a caring community where they feel safe and cared for and where they feel that they belong.

#### Recommended Pacing

4 weeks

#### Standards

##### Personal and Mental Health

2.1.2.EH.1	Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others.
2.1.2.EH.4	Demonstrate strategies for managing one's own emotions, thoughts and behaviors.
2.1.2.EH.5	Explain healthy ways of coping with stressful situations.
2.1.2.SSH.6	Determine the factors that contribute to healthy relationships.
2.1.2.SSH.7	Explain healthy ways for friends to express feelings for and to one another.
2.1.2.SSH.9	Define bullying and teasing and explain why they are wrong and harmful

##### Safety

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 (e.g., bullying, teasing, child sexual abuse)
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Interdisciplinary Connections	
Standard x.x	
R.2.2	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
R.2.11	Make connections between self, text, and the world around them.
W.2.11	Create and present a poem, narrative, play, art work, or personal response to a particular author or theme studied in class, with support as needed.
W.2.8	Recall information from experiences or gather information from provided sources to answer a question.
SL.2.1	Participate in collaborative conversations with diverse partners and grade 2 topics and texts with peers and adults in small and larger groups.
9.4.2.CI.1	Demonstrate openness to new ideas and perspectives.
9.4.2.CT.2 9.4.2.CT.3:	Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3). Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
Instructional Focus	
Enduring Understandings:	Essential Questions:
<ul style="list-style-type: none"> <li>• We can open or close the door to friendship with our words and actions.</li> <li>• There are many forms of bullying including physical, verbal, social, and cyber-bullying.</li> <li>• Teasing and making fun are forms of bullying.</li> <li>• Anger is a normal, healthy emotion</li> </ul>	<ul style="list-style-type: none"> <li>• How can we open the door to friendship?</li> <li>• How can we respond to a bully?</li> <li>• How can we respond to hurtful teasing?</li> <li>• How can we cool down our anger?</li> </ul>
Evidence of Learning (Assessments)	
CKCC Home Weekly Activity Class/ Small Group Discussions Think Pair Share Small Group Discussions Teacher Observations Written Responses/ Reflections Exit Tickets Role Play	

## Objectives (SLO)

Students will know:

- Our words and actions affect how others behave toward us.
- We can open or close the door to friendship with our words and actions.
- All friends get angry at each other at one time or another.
- The door to friendship will open and close throughout any friendship.
- Bullying is a series of repeated, unprovoked actions intended to harm a victim psychologically and/or physically.
- Teachers can work with students at the classroom level to develop rules against bullying.
- There are different types of teasing.
- Some types of teasing can hurt.
- Words can break our hearts.
- We can learn strategies to deal with teasing.
- Anger is a normal, healthy emotion.
- We all feel angry at one time or another.
- Learning to recognize our anger helps us to regulate it before it becomes a problem.
- Our thoughts can heat up or cool down our anger.

Students will be able to:

- Identify ways to open and close the door to friendship
- Identify problems that friends might encounter and generate possible solutions for those problems
- Identify bullying behavior and discuss times when they may have been bullied
- Practice using strategies to handle bullying effectively
- Discuss teasing and the feelings associated with it
- Identify and practice several strategies to deal with teasing
- Identify the signs of anger in their bodies
- Rate their levels of anger in different scenarios on a scale of 1 to 10
- Recognize thoughts that can either heat up (hot talk) or cool down (cool talk) their anger
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## Suggested Resources/Technology Tools

Competent Kids, Caring Communities Resource Grade 2  
CKCC Read Aloud Video Links Grade 2  
CKCC Worksheets Grade 2

Tier 1 Modifications and Accommodations Including special education students, Multilingual Language Learners (MLLs), students at risk of school failure, gifted and talented students, and students with 504 plans

ELL -

- Provide additional wait time for student responses to questions.
- Simplify and repeat sentences and questions.
- Ensure all materials are explained and key words are defined.
- Allow the use of Google Translate where appropriate.
- Utilize bilingual materials where appropriate

Gifted and Talented -

Utilize differentiation in the areas of acceleration, enrichment, and grouping. Examples include, but are not limited to:

- Advance, accelerated, or compacted content

- Abstract and advanced higher-level thinking questions
- Interdisciplinary and problem based assignments
- Assignments geared to development in areas of affect, creativity, cognition, and research skills
- Complex, in-depth assignments
- Diverse enrichment that broadens learning
- Use of varied resources
- Internships, mentorships and independent study where applicable

504/IEP -

Modifications and accommodations must be aligned to the stated plan and uphold expectations of the plan lawfully. Every student requires a different set of accommodations based upon need. Examples specific to science practice include, but are not limited to:

- Note taking assistance
- Group work
- Additional time for assignments
- Visual and tactile instructional demonstrations
- Use of computer where applicable
- Preferential seating
- Information presented in multiple ways
- Large-print handouts

### Career Readiness, Life Literacies, and Key Skills NJSLs

Please select all standards that apply to this unit of study:

Act as a responsible and contributing community members and employee

Attend to financial well-being

Consider the environmental, social and economic impacts of decisions

Demonstrate creativity and innovation

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

Model integrity, ethical leadership and effective management

Plan education and career paths aligned to personal goals

Use technology to enhance productivity increase collaboration and communicate effectively

Work productively in teams while using cultural/global competence

Suggestions on integrating these standards can be found at:

<https://www.nj.gov/education/standards/clicks/>

## September & October HLC

### HLC Unit 5: Safety

#### Summary and Rationale

As safe as we feel our homes and neighborhoods may be, there are potential hazards for our students all around us. There are many things that can be done to help a child avoid these hazards and make safe choices. Students will learn to reduce injuries by avoiding risks and thinking before acting, internet responsibility, and how to use 9-1-1 in an emergency.

#### Recommended Pacing

8 weeks

#### Standards

##### Safety

2.3.2.PS.1	Demonstrate personal habits and behaviors that contribute to keeping oneself and others healthy and the environment clean and safe.
2.3.2. PS.3	Recognize and demonstrate safety strategies to prevent injuries at home, school, in the community (e.g., traffic safety, bicycle/scooter safety, fire safety, poison safety, accident prevention).
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 (e.g., bullying, teasing, child sexual abuse)

##### Interdisciplinary Connections

##### Standard x.x

W.2.8	Recall information from experiences or gather information from provided sources to answer a question.
W.2.1	Write opinion pieces in which they introduce the topic they are writing about, state an opinion, supply reasons that support the opinion, use linking words to connect opinion and reasons, and provide a concluding statement.
W.2.11	Create and present a poem, narrative, play, art work, or personal response to a particular author or theme studied in class, with support as needed.

SL.2.1	Participate in collaborative conversations with diverse partners and grade 2 topics and texts with peers and adults in small and larger groups.
Integration of Technology	
<b>Instructional Focus</b>	
<b>Enduring Understandings:</b>	<b>Essential Questions:</b>
<ul style="list-style-type: none"> <li>● Weather safety helps me take precautions in different kinds of weather.</li> <li>● Knowing the difference between tattling and reporting, can help us understand when to seek help from a trusted adult.</li> <li>● Follow traffic signs and safety rules to stay safe on foot or on a bicycle.</li> <li>● Fire safety rules can save our lives in a fire emergency.</li> </ul>	<ul style="list-style-type: none"> <li>● How do weather conditions affect what we do and where we go?</li> <li>● How can we tell the difference between tattling and reporting?</li> <li>● Why is it important to follow traffic signs and safety rules?</li> <li>● How can we stay safe in case of a fire?</li> </ul>
<b>Evidence of Learning (Assessments)</b>	
<p>Class/ Small Group Discussions  Think Pair Share  Small Group Discussions  Teacher Observations  Written Responses/ Reflections  Wrap Up Questions  Lesson Boosters</p>	
<b>Objectives (SLO)</b>	
<p>Students will know:</p> <ul style="list-style-type: none"> <li>● To take precautions to stay safe in different kinds of weather.</li> <li>● It is important to tell a trusted adult when someone may be hurt.</li> <li>● That traffic signs help us stay safe.</li> <li>● Safety rules are for our protection and help us stay safe.</li> <li>● Be prepared and know fire safety rules</li> <li>● Fire can spread out of control very quickly.</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>● Create safety rules for various types of weather</li> <li>● Recognize how a weather report can help them plan for safety</li> <li>● Explain how weather affects their personal safety</li> <li>● Respond to scenarios that require the help of an adult</li> <li>● Distinguish between tattling and important telling</li> <li>● Identify a trusted adult</li> </ul>

- Inhaling hot air can hurt our bodies.

- Demonstrate basic traffic safety rules for riding a bicycle and being a pedestrian in a variety of situations.
- Identify common traffic signs and signals
- Design a new traffic sign for an area of the school
- Explain or illustrate safety rules for fire emergencies
- Identify the devastating effects of fire
- Create a home evacuation plan with their families

### Suggested Resources/Technology Tools

Healthy Lifestyle Choices (HLC) Resource- Grade 2

HLC Lesson 2 - Tattling vs. Important Telling resource sheet, Scenarios activity sheet

HLC Lesson 3 - Street Safety activity sheet

HLC Lesson 4 - Fire Safety activity sheet

Tier 1 Modifications and Accommodations Including special education students, Multilingual Language Learners (MLLs), students at risk of school failure, gifted and talented students, and students with 504 plans

ELL -

- Provide additional wait time for student responses to questions.
- Simplify and repeat sentences and questions.
- Ensure all materials are explained and key words are defined.
- Allow the use of Google Translate where appropriate.
- Utilize bilingual materials where appropriate

Gifted and Talented -

Utilize differentiation in the areas of acceleration, enrichment, and grouping. Examples include, but are not limited to:

- Advance, accelerated, or compacted content
- Abstract and advanced higher-level thinking questions
- Interdisciplinary and problem based assignments
- Assignments geared to development in areas of affect, creativity, cognition, and research skills
- Complex, in-depth assignments
- Diverse enrichment that broadens learning
- Use of varied resources
- Internships, mentorships and independent study where applicable

504/IEP -

Modifications and accommodations must be aligned to the stated plan and uphold expectations of the plan lawfully. Every student requires a different set of accommodations based upon need. Examples specific to science practice include, but are not limited to:

- Note taking assistance
- Group work
- Additional time for assignments
- Visual and tactile instructional demonstrations
- Use of computer where applicable

- Preferential seating
- Information presented in multiple ways
- Large-print handouts

## Career Readiness, Life Literacies, and Key Skills NJSLs

Please select all standards that apply to this unit of study:

Act as a responsible and contributing community members and employee

Attend to financial well-being

Consider the environmental, social and economic impacts of decisions

Demonstrate creativity and innovation

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

Model integrity, ethical leadership and effective management

Plan education and career paths aligned to personal goals

Use technology to enhance productivity increase collaboration and communicate effectively

Work productively in teams while using cultural/global competence

Suggestions on integrating these standards can be found at:

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## November CKCC (Lessons 13-16)

### CKCC Unit 4: About Our Feelings

#### Summary and Rationale

In this unit, students will explore the nature of feelings. They will learn the importance of kind words and deeds and how they make good feelings grow. They will learn how to identify different kinds of feelings in themselves and others by looking, listening, asking and telling. They will also begin to develop a feelings vocabulary. In addition, students will discover how thoughts affect feelings and how feelings affect behavior. Finally, students will explore the idea that kindness counts in all areas of life; it's contagious and it makes good feelings grow.

#### Recommended Pacing

4 weeks

#### Standards

##### Personal and Mental Health

2.1.2.EH.1	Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others.
2.1.2.EH.3	Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs).
2.1.2.EH.4	Demonstrate strategies for managing one's own emotions, thoughts and behaviors.
2.1.2.EH.5	Explain healthy ways of coping with stressful situations.
2.1.2.SSH.7	Explain healthy ways for friends to express feelings for and to one another.

##### Interdisciplinary Connections

##### Standard x.x

R.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
W.2.2	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points and provide a concluding statement or section.
W.2.8	Recall information from experiences to answer a question

W.2.11	Create and present a poem, narrative, play, art work, or personal response to a particular author or theme studied in class, with support as needed.
SL.2.1	Participate in collaborative conversations with diverse partners and grade 2 topics and texts with peers and adults in small and larger groups.
Integration of Technology	
<b>Instructional Focus</b>	
<b>Enduring Understandings:</b>	<b>Essential Questions:</b>
<ul style="list-style-type: none"> <li>● Feeling vocabulary increases our ability to identify, express, understand, and manage our emotions.</li> <li>● Feelings can be pleasant or unpleasant.</li> <li>● Feelings are unique to each person.</li> <li>● Kindness is an essential ingredient in the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>● Why is it important to understand our feelings?</li> <li>● How can we manage different types of feelings?</li> <li>● Why is it important to respect the feelings of others?</li> <li>● Why is it important to treat others with kindness?</li> </ul>
<b>Evidence of Learning (Assessments)</b>	
<p>CKCC Home Weekly Activity  Class/ Small Group Discussions  Think Pair Share  Small Group Discussions  Teacher Observations  Written Responses/ Reflections  Exit Tickets  Role Play</p>	
<b>Objectives (SLO)</b>	
<p>Students will know:</p> <ul style="list-style-type: none"> <li>● We all have feelings.</li> <li>● There are many different kinds of feelings: happiness, sadness, anger, excitement, hurt, loneliness, surprise, etc.</li> <li>● We learn how others feel by looking, listening, and asking.</li> <li>● We can use our words to tell others how we feel.</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>● List feeling words</li> <li>● Begin to identify how others feel by looking, listening, and asking</li> <li>● Use words to express how they feel and what makes them feel that way</li> <li>● Recognize feelings of others based on their experiences</li> </ul>

- Some feelings are pleasant and others are unpleasant.
- All our feelings are okay.
- Our feelings are unique.
- Two people may feel differently about the same situation.
- Our feelings are unique.
- Our thoughts affect our feelings.
- Our feelings affect our behavior.
- Two people may feel differently about the same situation.
- Kind words and deeds make good feelings grow.
- Being kind is one way to be a friend.
- When we are kind to others, people want to be our friend.
- Kindness is contagious.

- Identify pleasant and unpleasant feelings
- Discuss that their feelings are unique and may change based on events
- Discuss how our thoughts affect our feelings and how feelings affect our behavior
- Explain possible reactions to thoughts and feelings
- Identify kind words and deeds and the feelings associated with them
- Describe the importance of treating each other with kindness
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### Suggested Resources/Technology Tools

Competent Kids, Caring Communities Resource Grade 2  
 CKCC Read Aloud Video Links Grade 2  
 CKCC Worksheets Grade 2

Tier 1 Modifications and Accommodations Including special education students, Multilingual Language Learners (MLLs), students at risk of school failure, gifted and talented students, and students with 504 plans

ELL -

- Provide additional wait time for student responses to questions.
- Simplify and repeat sentences and questions.
- Ensure all materials are explained and key words are defined.
- Allow the use of Google Translate where appropriate.
- Utilize bilingual materials where appropriate

Gifted and Talented -

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- Advance, accelerated, or compacted content
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- Complex, in-depth assignments
- Diverse enrichment that broadens learning
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- Internships, mentorships and independent study where applicable

504/IEP -

Modifications and accommodations must be aligned to the stated plan and uphold expectations of the plan lawfully. Every student requires a different set of accommodations based upon need. Examples specific to science practice include, but are not limited to:

- Note taking assistance
- Group work
- Additional time for assignments
- Visual and tactile instructional demonstrations
- Use of computer where applicable
- Preferential seating
- Information presented in multiple ways
- Large-print handouts

### Career Readiness, Life Literacies, and Key Skills NJSLs

Please select all standards that apply to this unit of study:

Act as a responsible and contributing community members and employee

Attend to financial well-being

Consider the environmental, social and economic impacts of decisions

Demonstrate creativity and innovation

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

Model integrity, ethical leadership and effective management

Plan education and career paths aligned to personal goals

Use technology to enhance productivity increase collaboration and communicate effectively

Work productively in teams while using cultural/global competence

Suggestions on integrating these standards can be found at:

<https://www.nj.gov/education/standards/clicks/>

## December CKCC (Lessons 21-24)

### CKCC Unit 6: The Nature of Stress and Its Symptoms

#### Summary and Rationale

Students will discuss the nature of stress and learn that stress is an internal response to an outside event or situation. They will continue to explore how thoughts affect feelings by discussing the idea that our unique thoughts and perceptions affect whether or not an event or situation is stressful to us. They will also learn that thoughts influence the way our bodies respond to stress. Students will learn to identify signs of stress in their bodies and will measure what their own stress levels might be in different situations. Then, students will learn and practice several relaxation techniques that can help them calm their bodies and minds when they are stressed, angry, worried, scared, or anxious for any reason.

#### Recommended Pacing

4 weeks

#### Standards

##### Personal and Mental Health

2.1.2.EH.3	Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs)
2.1.2.EH.4	Demonstrate strategies for managing one's own emotions, thoughts and behaviors
2.1.2.EH.5	Explain healthy ways of coping with stressful situations.

##### Interdisciplinary Connections

##### Standard x.x

W.2.8	Recall information from experiences or gather information from provided sources to answer a question.
W.2.11	Create and present a poem, narrative, play, art work, or personal response to a particular author or theme studied in class, with support as needed.
SL.2.1	Participate in collaborative conversations with diverse partners and grade 2 topics and texts with peers and adults in small and larger groups.

Integration of Technology	
<b>Instructional Focus</b>	
<b>Enduring Understandings:</b>	<b>Essential Questions:</b>
<ul style="list-style-type: none"> <li>Stress is an internal response to an external event or situation.</li> <li>Recognizing the signs of stress helps us to identify events and situations that cause us to feel stressed.</li> <li>Relaxation activities can help relieve stress, anger, nervousness, fear, and anxiety.</li> </ul>	<ul style="list-style-type: none"> <li>How does stress impact our health?</li> <li>How can healthy strategies reduce the amount of stress in life?</li> <li>How can we decrease our stress?</li> </ul>
<b>Evidence of Learning (Assessments)</b>	
<p>CKCC Home Weekly Activity  Class/ Small Group Discussions  Think Pair Share  Small Group Discussions  Teacher Observations  Written Responses/ Reflections  Exit Tickets  Role Play</p>	
<b>Objectives (SLO)</b>	
<p>Students will know:</p> <ul style="list-style-type: none"> <li>Our thoughts and perceptions affect whether or not we consider an event or situation to be stressful.</li> <li>Stress affects both children and adults.</li> <li>Stress causes physical and biochemical reactions in our bodies.</li> <li>Chronic stress has health consequences.</li> <li>Stress affects how children learn.</li> <li>Stress can build up like steam in a teapot.</li> <li>It is helpful to recognize symptoms of stress.</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>Describe how situations and events can cause stress</li> <li>Identify and name symptoms of stress in their bodies and ways their body reacts to stress</li> <li>Describe their experiences with stress</li> <li>Discuss and estimate their stress levels in different situations</li> <li>Identify that their thoughts can cause their stress level to either rise or fall</li> <li>Practice techniques to relax their bodies</li> <li>Name different ways to use to relax when they feel tense</li> </ul>

- Our unique biological make-up, history, thoughts, perceptions, and beliefs cause us to experience
- different levels of stress in response to potentially stressful situations or events.
- Stress affects how children learn.
- Relaxation activities can help relieve stress, anger, nervousness, fear, and anxiety.
- We can learn different strategies to calm our bodies down and relax.
- Relaxation activities help us develop better self-control.
- When we are angry, it is important to stop, think, and calm down before acting.
- It is important to practice relaxation techniques consistently in the classroom.
- Visualization exercises can help us calm down and relax our minds.
- Visualization exercises can help us take a break from the pressures and stress of everyday life.
- Visualization exercises can help us achieve our goals.

- Use their imaginations and senses to practice visualization exercises
- Verbalize their visualization experiences

### Suggested Resources/Technology Tools

Competent Kids, Caring Communities Resource Grade 2  
 CKCC Read Aloud Video Links Grade 2  
 CKCC Worksheets Grade 2

Tier 1 Modifications and Accommodations Including special education students, Multilingual Language Learners (MLLs), students at risk of school failure, gifted and talented students, and students with 504 plans

#### ELL -

- Provide additional wait time for student responses to questions.
- Simplify and repeat sentences and questions.
- Ensure all materials are explained and key words are defined.
- Allow the use of Google Translate where appropriate.
- Utilize bilingual materials where appropriate

#### Gifted and Talented -

Utilize differentiation in the areas of acceleration, enrichment, and grouping. Examples include, but are not limited to:

- Advance, accelerated, or compacted content
- Abstract and advanced higher-level thinking questions
- Interdisciplinary and problem based assignments
- Assignments geared to development in areas of affect, creativity, cognition, and research skills
- Complex, in-depth assignments

- Diverse enrichment that broadens learning
- Use of varied resources
- Internships, mentorships and independent study where applicable

504/IEP -

Modifications and accommodations must be aligned to the stated plan and uphold expectations of the plan lawfully. Every student requires a different set of accommodations based upon need. Examples specific to science practice include, but are not limited to:

- Note taking assistance
- Group work
- Additional time for assignments
- Visual and tactile instructional demonstrations
- Use of computer where applicable
- Preferential seating
- Information presented in multiple ways
- Large-print handouts

### Career Readiness, Life Literacies, and Key Skills NJSLs

Please select all standards that apply to this unit of study:

Act as a responsible and contributing community members and employee

Attend to financial well-being

Consider the environmental, social and economic impacts of decisions

Demonstrate creativity and innovation

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

Model integrity, ethical leadership and effective management

Plan education and career paths aligned to personal goals

Use technology to enhance productivity increase collaboration and communicate effectively

Work productively in teams while using cultural/global competence

Suggestions on integrating these standards can be found at:

<https://www.nj.gov/education/standards/clicks/>



## January CKCC (Lessons 5-8)

### CKCC Unit 2: Organization and Study Skills

#### Summary and Rationale

Children who master organization and study skills have an easier time in school and in life. Anxiety and chaos are frequent companions to the disorganized child, and are frustrating for the teacher, the student, and the class as a whole. Organized children tend to be less anxious and worried because they know how to plan for and tackle a task from beginning to middle to end. By second grade, being organized and establishing good study habits are critical to academic success. Knowing how to prioritize and plan for studying, implement one's plan, assess how one is doing, and modify one's plan accordingly are key ingredients to academic success. The lessons in this unit are designed to build on the foundation laid in earlier grades, and to introduce more sophisticated organizational and study tools in a child-friendly manner. As children learn the skills necessary for getting organized and developing good study habits, they begin to internalize these skills in order to manage themselves as academic expectations increase.

#### Recommended Pacing

4 weeks

#### Standards

##### Personal and Mental Health

2.1.2.EH.2	Identify what it means to be responsible and list personal responsibilities
2.1.2.EH.5	Explain healthy ways of coping with stressful situations.
2.1.2.CHSS.5	Identify situations that might result in individuals feeling sad, angry, frustrated, or scared.

##### Interdisciplinary Connections

##### Standard x.x

R.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
RL2.3	Describe how characters in a story respond to major events and challenges

RL.2.4	Describe how words and phrases supply rhythm and meaning in a story, poem, or song
W.2.2	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points and provide a concluding statement or section.
W.2.3	Write narratives in which they recount a short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
W.2.11	Create and present a poem, narrative, play, art work, or personal response to a particular author or theme studied in class, with support as needed.
SL.2.1	Participate in collaborative conversations with diverse partners and grade 2 topics and texts with peers and adults in small and larger groups.
SL.2.1b	Build on others' talk in conversations by linking their comments to the remarks of others.
SL.2.3	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
M.OA.B.2.2	Fluently add and subtract within 20 using mental strategies.
Integration of Technology	
<b>Instructional Focus</b>	
<b>Enduring Understandings:</b>	<b>Essential Questions:</b>
<ul style="list-style-type: none"> <li>● Goal setting helps with organization.</li> <li>● There are many strategies to stay organized.</li> <li>● Prioritizing leads to success in school.</li> <li>● Good study skills are important for success in school</li> </ul>	<ul style="list-style-type: none"> <li>● Why is it important to make goals for ourselves?</li> <li>● Why is it important to stay organized in school?</li> <li>● How can we prioritize what is important?</li> <li>● How can we improve our study skills?</li> </ul>
<b>Evidence of Learning (Assessments)</b>	
CKCC Home Weekly Activity Class/ Small Group Discussions Think Pair Share Small Group Discussions Teacher Observations Written Responses/ Reflections Exit Tickets	

Role Play

### Objectives (SLO)

Students will know:

- It is important to set a goal and keep it in mind
- Organization is a process that may have many steps and many strategies to choose from
- Knowledge of organization strategies can be used to support others
- Plans help with organization
- Prioritizing means putting the most important tasks at the top of your “to do” list
- It is better to get the more challenging tasks over with than to avoid them
- We can strategize to make a plan about how to study
- Studying requires practice and repetition

Students will be able to:

- Identify goals for themselves
- Identify strategies that contribute to organization and success
- Engage in an activity that organizes thinking and action to demonstrate understanding of the overall function and importance of organization
- Identify strategies that contribute to organization and success.
- Engage in an activity that organizes thinking and action to demonstrate understanding of various types of sorting.
- Better organize and prioritize their after-school activities.
- Engage in a collaborative activity that prepares a plan for a simple performance task.
- Articulate a study strategy for challenging material
- Consider academic areas that are challenging to each of them
- Begin to apply new study skills to challenging academic tasks

### Suggested Resources/Technology Tools

Competent Kids, Caring Communities Resource Grade 2  
CKCC Read Aloud Video Links Grade 2  
CKCC Worksheets Grade 2

Tier 1 Modifications and Accommodations Including special education students, Multilingual Language Learners (MLLs), students at risk of school failure, gifted and talented students, and students with 504 plans

ELL -

- Provide additional wait time for student responses to questions.
- Simplify and repeat sentences and questions.
- Ensure all materials are explained and key words are defined.
- Allow the use of Google Translate where appropriate.
- Utilize bilingual materials where appropriate

Gifted and Talented -

Utilize differentiation in the areas of acceleration, enrichment, and grouping. Examples include, but are not limited to:

- Advance, accelerated, or compacted content
- Abstract and advanced higher-level thinking questions
- Interdisciplinary and problem based assignments
- Assignments geared to development in areas of affect, creativity, cognition, and research skills
- Complex, in-depth assignments
- Diverse enrichment that broadens learning
- Use of varied resources
- Internships, mentorships and independent study where applicable

504/IEP -

Modifications and accommodations must be aligned to the stated plan and uphold expectations of the plan lawfully. Every student requires a different set of accommodations based upon need. Examples specific to science practice include, but are not limited to:

- Note taking assistance
- Group work
- Additional time for assignments
- Visual and tactile instructional demonstrations
- Use of computer where applicable
- Preferential seating
- Information presented in multiple ways
- Large-print handouts

### Career Readiness, Life Literacies, and Key Skills NJSL

Please select all standards that apply to this unit of study:

Act as a responsible and contributing community members and employee

Attend to financial well-being

Consider the environmental, social and economic impacts of decisions

Demonstrate creativity and innovation

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

Model integrity, ethical leadership and effective management

Plan education and career paths aligned to personal goals

Use technology to enhance productivity increase collaboration and communicate effectively

Work productively in teams while using cultural/global competence

Suggestions on integrating these standards can be found at:

<https://www.nj.gov/education/standards/clicks/>

## February CKCC (Lessons 9-12)

### CKCC Unit 3: We Are Unique

#### Summary and Rationale

In this unit, students will begin to investigate how our differences as individuals and communities make us unique and special, and they will come to realize that diversity and uniqueness make the world an interesting place. They will discover the unique characteristics and traditions of the many cultures represented in their classroom, and how these factors, coupled with our unique experiences, thoughts, and beliefs, cause us to view the world in our own special ways. Students will explore the idea that two people can look at the same thing or experience the same event and each have a different reaction. Sometimes, due to differences of opinion or other reasons, disagreements can lead to conflict. To help students learn to resolve conflicts, a new Park Friend, Sir Snake, will teach them his step-by-step Get-Along Plan.

#### Recommended Pacing

4 weeks

#### Standards

##### Personal and Mental Health

2.1.2.SSH.1	Discuss how individuals make their own choices about how to express themselves.
2.1.2.SSH.7	Explain healthy ways for friends to express feelings for and to one another
2.1.2.SSH.8	Demonstrate healthy ways to respond to disagreements or conflicts with others (e.g., leave, talk to trusted adults, tell a sibling or peer)
2.1.2.SSH.2	Discuss the range of ways people express their gender and how gender-role stereotypes may limit behavior.

##### Interdisciplinary Connections

##### Standard x.x

R.2.2	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
W.2.2	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points and provide a concluding statement or section.

W.2.11	Create and present a poem, narrative, play, art work, or personal response to a particular author or theme studied in class, with support as needed.
SL.2.1	Participate in collaborative conversations with diverse partners and grade 2 topics and texts with peers and adults in small and larger groups.
9.4.2.DC.4	Compare information that should be kept private to information that might be made public.
9.4.2.DC.6	Identify respectful and responsible ways to communicate in digital environments.
Integration of Technology	
<b>Instructional Focus</b>	
<b>Enduring Understandings:</b>	<b>Essential Questions:</b>
<ul style="list-style-type: none"> <li>● Diversity is an asset.</li> <li>● Awareness of different cultures can help us create a caring classroom community.</li> <li>● Our unique experiences, thoughts, beliefs, and perceptions cause us to view the world in our own ways.</li> <li>● We can find safe and helpful ways to resolve an argument.</li> </ul>	<ul style="list-style-type: none"> <li>● How are each of us unique?</li> <li>● How is our community unique?</li> <li>● How does our view of the world differ between us?</li> <li>● What strategies can we use to resolve conflicts with others?</li> </ul>
<b>Evidence of Learning (Assessments)</b>	
CKCC Home Weekly Activity Class/ Small Group Discussions Think Pair Share Small Group Discussions Teacher Observations Written Responses/ Reflections Exit Tickets Role Play	
<b>Objectives (SLO)</b>	

Students will know:

- Many characteristics can make people different from each other.
- We are all unique in different ways.
- Uniqueness is the basis for richness in the world.
- Accepting our own uniqueness and the uniqueness of our classmates helps us celebrate differences.
- Our differences make us unique.
- Our country and culture of origin contribute to our uniqueness.
- Awareness of different cultures can help us create a caring classroom community.
- Diversity is an asset.
- Diversity and uniqueness make the world an interesting place.
- We all have different ideas.
- The world is made up of different people with different perceptions.
- We all have different ideas.
- When we don't agree we can find safe and helpful ways to solve an argument.
- We can use our words, instead of our hands, to solve a disagreement.
- Friends need to find ways to resolve arguments.
- Our class is a safe and peaceful class.

Students will be able to:

- Explain that differences make us unique
- Describe and recognize differences as special and positive
- Identify the personal characteristics that make them unique
- Compare and contrast characteristics of different countries and cultures
- Locate other countries on a map
- Identify a conflict
- Explain a plan that will help them solve disagreements with other students
- Use and practice the steps in the plan to resolve a conflict
- Explain that we all see things in our own unique ways
- Describe how different people can look at the same thing and have different perceptions

### Suggested Resources/Technology Tools

Competent Kids, Caring Communities Resource Grade 2  
CKCC Read Aloud Video Links Grade 2  
CKCC Worksheets Grade 2

**Counselor Led Health Lesson- Outside Resource-** Respecting Differences, Avoiding Stereotypes- *This lesson includes a discussion of the range of ways people express their gender and how gender-role stereotypes may limit behavior.*  
Teacher note- Please incorporate the read aloud book All Are Welcome Here by Alexandra Penfold before the counselor-led lesson. This book follows a group of children through a day in their school, where everyone is welcomed with open arms no matter their race, religion, or background.

Tier 1 Modifications and Accommodations Including special education students, Multilingual Language Learners (MLLs), students at risk of school failure, gifted and talented students, and students with 504 plans

ELL -

- Provide additional wait time for student responses to questions.

- Simplify and repeat sentences and questions.
- Ensure all materials are explained and key words are defined.
- Allow the use of Google Translate where appropriate.
- Utilize bilingual materials where appropriate

Gifted and Talented -

Utilize differentiation in the areas of acceleration, enrichment, and grouping. Examples include, but are not limited to:

- Advance, accelerated, or compacted content
- Abstract and advanced higher-level thinking questions
- Interdisciplinary and problem based assignments
- Assignments geared to development in areas of affect, creativity, cognition, and research skills
- Complex, in-depth assignments
- Diverse enrichment that broadens learning
- Use of varied resources
- Internships, mentorships and independent study where applicable

504/IEP -

Modifications and accommodations must be aligned to the stated plan and uphold expectations of the plan lawfully. Every student requires a different set of accommodations based upon need. Examples specific to science practice include, but are not limited to:

- Note taking assistance
- Group work
- Additional time for assignments
- Visual and tactile instructional demonstrations
- Use of computer where applicable
- Preferential seating
- Information presented in multiple ways
- Large-print handouts

### Career Readiness, Life Literacies, and Key Skills NJSLs

Please select all standards that apply to this unit of study:

Act as a responsible and contributing community members and employee

Attend to financial well-being

Consider the environmental, social and economic impacts of decisions

Demonstrate creativity and innovation

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

Model integrity, ethical leadership and effective management

Plan education and career paths aligned to personal goals

Use technology to enhance productivity increase collaboration and communicate effectively

Work productively in teams while using cultural/global competence

Suggestions on integrating these standards can be found at:

<https://www.nj.gov/education/standards/clicks/>



## March CKCC (Lessons 25-28)

### CKCC Unit 7: Responsible Decision Making

#### Summary and Rationale

In this unit, students will talk about making responsible choices and decisions. They will learn to differentiate between choices that are easy to make, choices that are hard to make, and choices that are somewhere in the middle. The theme of taking personal responsibility for our actions is central to this unit. Students will learn that what we say and how we behave are decisions that we make. They will become acquainted with Frog, a new Park Friend who will teach them the importance of thinking things over before making a decision and acting upon it. Finally, students will learn that we all make mistakes. They will identify the different feelings associated with making mistakes and will discover that we can learn from our mistakes.

#### Recommended Pacing

4 weeks

#### Standards

##### Personal and Mental Health

2.1.2.EH.1	Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others.
2.1.2.EH.2	Identify what it means to be responsible and list personal responsibilities
2.1.2.EH.4	Demonstrate strategies for managing one's own emotions, thoughts and behaviors

##### Interdisciplinary Connections

##### Standard x.x

W.2.8	Recall information from experiences or gather information from provided sources to answer a question.
W.2.1	Write opinion pieces in which they introduce the topic they are writing about, state an opinion, supply reasons that support the opinion, use linking words to connect opinion and reasons, and provide a concluding statement.
W.2.11	Create and present a poem, narrative, play, art work, or personal response to a particular author or theme studied in class, with support as needed.

SL.2.1	Participate in collaborative conversations with diverse partners and grade 2 topics and texts with peers and adults in small and larger groups.
Integration of Technology	
<b>Instructional Focus</b>	
<b>Enduring Understandings:</b>	<b>Essential Questions:</b>
<ul style="list-style-type: none"> <li>● All of our decisions have outcomes and consequences.</li> <li>● We are responsible for the choices we make.</li> <li>● Weighing the pros and cons of a decision can help us make good choices.</li> <li>● We can learn from our mistakes.</li> </ul>	<ul style="list-style-type: none"> <li>● Why is it important to think things over before making a decision?</li> <li>● Why is it important to take responsibility for our choices?</li> <li>● How can our new strategies support making good choices?</li> <li>● How can we learn from our mistakes?</li> </ul>
<b>Evidence of Learning (Assessments)</b>	
<p>CKCC Home Weekly Activity  Class/ Small Group Discussions  Think Pair Share  Small Group Discussions  Teacher Observations  Written Responses/ Reflections  Exit Tickets  Role Play</p>	
<b>Objectives (SLO)</b>	
<p>Students will know:</p> <ul style="list-style-type: none"> <li>● It is essential that we learn to think things over before making decisions and acting on them.</li> <li>● When we think things over before acting, we are more likely to make good decisions.</li> <li>● We make choices all the time.</li> <li>● Some choices are easy to make, some are hard to make, and some are in the middle.</li> <li>● We make choices all the time.</li> <li>● We are responsible for the choices we make.</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>● Explain importance of thinking things over before making decisions and acting on them</li> <li>● Identify characters who look before they leap and characters who do not</li> <li>● Name situations in school and at home when it is important to look before they leap</li> <li>● Differentiate between choices that are hard to make, choices that are easy to make, and choices that are somewhere in the middle</li> </ul>

- The choices we make can lead to good or bad endings.
- We all make mistakes.
- When we make mistakes, we might feel embarrassed, ashamed, or angry at ourselves.
- We can forgive ourselves, and others, for making mistakes.

- Describe how we are responsible for the choices we make
- Identify good choices, bad choices, and so-so choices
- Use a strategy that will help them make choices
- Discuss how we all make mistakes and we can all learn from our mistakes
- Identify different feelings we might have when we make mistakes

### Suggested Resources/Technology Tools

Competent Kids, Caring Communities Resource Grade 2  
 CKCC Read Aloud Video Links Grade 2  
 CKCC Worksheets Grade 2

Tier 1 Modifications and Accommodations Including special education students, Multilingual Language Learners (MLLs), students at risk of school failure, gifted and talented students, and students with 504 plans

ELL -

- Provide additional wait time for student responses to questions.
- Simplify and repeat sentences and questions.
- Ensure all materials are explained and key words are defined.
- Allow the use of Google Translate where appropriate.
- Utilize bilingual materials where appropriate

Gifted and Talented -

Utilize differentiation in the areas of acceleration, enrichment, and grouping. Examples include, but are not limited to:

- Advance, accelerated, or compacted content
- Abstract and advanced higher-level thinking questions
- Interdisciplinary and problem based assignments
- Assignments geared to development in areas of affect, creativity, cognition, and research skills
- Complex, in-depth assignments
- Diverse enrichment that broadens learning
- Use of varied resources
- Internships, mentorships and independent study where applicable

504/IEP -

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- Note taking assistance
- Group work
- Additional time for assignments
- Visual and tactile instructional demonstrations
- Use of computer where applicable
- Preferential seating
- Information presented in multiple ways

- Large-print handouts

## Career Readiness, Life Literacies, and Key Skills NJSLs

Please select all standards that apply to this unit of study:

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Attend to financial well-being

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

Model integrity, ethical leadership and effective management

Plan education and career paths aligned to personal goals

Use technology to enhance productivity increase collaboration and communicate effectively

Work productively in teams while using cultural/global competence

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<https://www.nj.gov/education/standards/clicks/>

## February & March HLC

### HLC Unit 2: Conflict Resolution

#### Summary and Rationale

One of the most basic ways to avoid conflict and to understand one another better is by expressing our emotions and opinions. Everyone experiences a range of emotions in their everyday lives. It is important for students to develop the ability to honestly and clearly express how they feel. Students will learn that the best way to avoid conflict and misunderstandings is by trying to see something from another person's point of view.

#### Recommended Pacing

2 weeks

#### Standards

##### Personal and Mental Health

2.1.2.EH.3:	Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs)
2.1.2.SSH.3	Describe different kinds of families locally, nationally and globally and note similarities in the ways in which they keep their children safe.
2.1.2.SSH.7	Explain healthy ways for friends to express feelings for and to one another.
2.1.2.SSH.8	Demonstrate healthy ways to respond to disagreements or conflicts with others (e.g., leave, talk to trusted adults, tell a sibling or peer)
2.1.2.SSH.4	Determine the factors that contribute to healthy relationships within a family.

##### Interdisciplinary Connections

##### Standard x.x

W.2.8	Recall information from experiences or gather information from provided sources to answer a question.
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W.2.1	Write opinion pieces in which they introduce the topic they are writing about, state an opinion, supply reasons that support the opinion, use linking words to connect opinion and reasons, and provide a concluding statement.
W.2.11	Create and present a poem, narrative, play, art work, or personal response to a particular author or theme studied in class, with support as needed.
SL.2.1	Participate in collaborative conversations with diverse partners and grade 2 topics and texts with peers and adults in small and larger groups.
9.4.2.GCA:1	Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).
Integration of Technology	
<b>Instructional Focus</b>	
<b>Enduring Understandings:</b>	<b>Essential Questions:</b>
<ul style="list-style-type: none"> <li>● Assertive communication can help you express your feelings in a positive way.</li> <li>● Stereotypes often lead to misperceptions about a group or individual.</li> <li>● Families are unique.</li> <li>● Outside Resource - People choose to express themselves, and aspects of what makes them unique in a variety of ways.</li> </ul>	<ul style="list-style-type: none"> <li>● Why is it important to express your feelings in a positive way?</li> <li>● How can stereotyping lead to misunderstandings?</li> <li>● How is your family unique?</li> <li>● Outside Resources - What are some ways people express themselves?</li> </ul>
<b>Evidence of Learning (Assessments)</b>	
Class/ Small Group Discussions Think Pair Share Small Group Discussions Teacher Observations Written Responses/ Reflections Wrap Up Questions Lesson Boosters	
<b>Objectives (SLO)</b>	

Students will know:

- To use “i” messages to express themselves.
- Stereotypes are assumptions you make that can lead to misunderstandings.
- Appreciate the similarities and differences between individuals and families.

Students will be able to:

- Explain assertive communication
- Describe the parts of an “i” message
- Use “i” messages to express feelings and opinions
- Discuss the meaning of stereotyping
- Recognize that stereotyping can lead to misunderstandings
- Examine commonly held stereotypes
- Compare and contrast the make-up of families
- Describe how families can be similar and different
- Identify special characteristics of their families.

### Suggested Resources/Technology Tools

Healthy Lifestyle Choices (HLC) Resource- Grade 2

HLC Lesson 1 - Find Someone Who.. activity sheet, Respect the Feelings of Peers activity sheet

HLC Lesson 2 - Scenarios activity sheet, “I” Messages activity sheet

HLC Lesson 4 - Family Crest activity sheet, Family Word Search activity sheet

Tier 1 Modifications and Accommodations Including special education students, Multilingual Language Learners (MLLs), students at risk of school failure, gifted and talented students, and students with 504 plans

ELL -

- Provide additional wait time for student responses to questions.
- Simplify and repeat sentences and questions.
- Ensure all materials are explained and key words are defined.
- Allow the use of Google Translate where appropriate.
- Utilize bilingual materials where appropriate

Gifted and Talented -

Utilize differentiation in the areas of acceleration, enrichment, and grouping. Examples include, but are not limited to:

- Advance, accelerated, or compacted content
- Abstract and advanced higher-level thinking questions
- Interdisciplinary and problem based assignments
- Assignments geared to development in areas of affect, creativity, cognition, and research skills
- Complex, in-depth assignments
- Diverse enrichment that broadens learning
- Use of varied resources
- Internships, mentorships and independent study where applicable

504/IEP -

Modifications and accommodations must be aligned to the stated plan and uphold expectations of the plan lawfully. Every student requires a different set of accommodations based upon need. Examples specific to science practice include, but are not limited to:

- Note taking assistance
- Group work
- Additional time for assignments
- Visual and tactile instructional demonstrations
- Use of computer where applicable
- Preferential seating
- Information presented in multiple ways
- Large-print handouts

## Career Readiness, Life Literacies, and Key Skills NJSLs

Please select all standards that apply to this unit of study:

Act as a responsible and contributing community members and employee

Attend to financial well-being

Consider the environmental, social and economic impacts of decisions

Demonstrate creativity and innovation

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

Model integrity, ethical leadership and effective management

Plan education and career paths aligned to personal goals

Use technology to enhance productivity increase collaboration and communicate effectively

Work productively in teams while using cultural/global competence

Suggestions on integrating these standards can be found at:

<https://www.nj.gov/education/standards/clicks/>



## April (Lessons 29-31)

### CKCC Unit 8: Park Memories

#### Summary and Rationale

At the end of this year, students will review the concepts they learned throughout the year, and they will organize their memories of CKCC into a final written product. The class will thank the Park Friends for everything they have learned and wish them a happy summer.

#### Recommended Pacing

4 weeks

#### Standards

##### Personal and Mental Health

2.1.2.EH.1	Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others.
2.1.2.EH.2	Identify what it means to be responsible and list personal responsibilities
2.1.2.EH.4	Demonstrate strategies for managing one's own emotions, thoughts and behaviors

##### Interdisciplinary Connections

##### Standard x.x

RI.2.6	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
W.2.8	Recall information from experiences or gather information from provided sources to answer a question.
W.2.1	Write opinion pieces in which they introduce the topic they are writing about, state an opinion, supply reasons that support the opinion, use linking words to connect opinion and reasons, and provide a concluding statement.
W.2.11	Create and present a poem, narrative, play, art work, or personal response to a particular author or theme studied in class, with support as needed.

SL.2.1	Participate in collaborative conversations with diverse partners and grade 2 topics and texts with peers and adults in small and larger groups.
Integration of Technology	
<b>Instructional Focus</b>	
<b>Enduring Understandings:</b>	<b>Essential Questions:</b>
<ul style="list-style-type: none"> <li>● We can use the ideas we learned this year to help us next year.</li> </ul>	<ul style="list-style-type: none"> <li>● How can we use the ideas we learned this year to help us next year?</li> </ul>
<b>Evidence of Learning (Assessments)</b>	
<p>CKCC Home Weekly Activity  Class/ Small Group Discussions  Think Pair Share  Small Group Discussions  Teacher Observations  Written Responses/ Reflections  Exit Tickets  Role Play</p>	
<b>Objectives (SLO)</b>	
<p>Students will know:</p> <ul style="list-style-type: none"> <li>● Reviewing helps us reinforce what we have learned this year.</li> <li>● Playing a game is a fun way to review what we have learned.</li> <li>● Making a final project is a good way to remember what we learned this year.</li> <li>● Writing a letter of gratitude is a way to say thank you.</li> <li>● We can use the ideas we learned this year to help us next year.</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>● Review some of the main CKCC concepts they learned throughout the year</li> <li>● Describe and review the characters they met in the CKCC Park this year</li> <li>● Review what they learned during the CKCC lessons this year</li> <li>● Identify and discuss CKCC concepts and lessons that might help them in third grade</li> <li>● Review the charts and story webs they made in Lesson 29</li> <li>● Write letters to the Park Friends thanking them for all the important lessons they taught in CKCC this year</li> </ul>
<b>Suggested Resources/Technology Tools</b>	

Tier 1 Modifications and Accommodations Including special education students, Multilingual Language Learners (MLLs), students at risk of school failure, gifted and talented students, and students with 504 plans

ELL -

- Provide additional wait time for student responses to questions.
- Simplify and repeat sentences and questions.
- Ensure all materials are explained and key words are defined.
- Allow the use of Google Translate where appropriate.
- Utilize bilingual materials where appropriate

Gifted and Talented -

Utilize differentiation in the areas of acceleration, enrichment, and grouping. Examples include, but are not limited to:

- Advance, accelerated, or compacted content
- Abstract and advanced higher-level thinking questions
- Interdisciplinary and problem based assignments
- Assignments geared to development in areas of affect, creativity, cognition, and research skills
- Complex, in-depth assignments
- Diverse enrichment that broadens learning
- Use of varied resources
- Internships, mentorships and independent study where applicable

504/IEP -

Modifications and accommodations must be aligned to the stated plan and uphold expectations of the plan lawfully. Every student requires a different set of accommodations based upon need. Examples specific to science practice include, but are not limited to:

- Note taking assistance
- Group work
- Additional time for assignments
- Visual and tactile instructional demonstrations
- Use of computer where applicable
- Preferential seating
- Information presented in multiple ways
- Large-print handouts

Career Readiness, Life Literacies, and Key Skills NJSL

Please select all standards that apply to this unit of study:

- Act as a responsible and contributing community members and employee
- Attend to financial well-being
- Consider the environmental, social and economic impacts of decisions
- Demonstrate creativity and innovation
- Utilize critical thinking to make sense of problems and persevere in solving them
- Model integrity, ethical leadership and effective management

Plan education and career paths aligned to personal goals

Use technology to enhance productivity increase collaboration and communicate effectively

Work productively in teams while using cultural/global competence

Suggestions on integrating these standards can be found at:

<https://www.nj.gov/education/standards/clicks/>

## April HLC

### HLC Unit 3: Nutrition

#### Summary and Rationale

It is important to promote a variety of healthy foods and encourage daily physical activity in students. The food we eat is fuel for our bodies. Just as you put gasoline in a car to make it move, you need to put food in your body for energy and to support growth and strength. It is important for students to learn how to balance what they eat with physical activity to have a healthy lifestyle even at an early age.

#### Recommended Pacing

4 weeks

#### Standards

##### Physical Wellness

2.2.2.N.2	Explain why some foods are healthier to eat than others.
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2.2.2.N.3	Differentiate between healthy and unhealthy eating habits.
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##### Interdisciplinary Connections

##### Standard x.x

W.2.8	Recall information from experiences or gather information from provided sources to answer a question.
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W.2.1	Write opinion pieces in which they introduce the topic they are writing about, state an opinion, supply reasons that support the opinion, use linking words to connect opinion and reasons, and provide a concluding statement.
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W.2.11	Create and present a poem, narrative, play, art work, or personal response to a particular author or theme studied in class, with support as needed.
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SL.2.1	Participate in collaborative conversations with diverse partners and grade 2 topics and texts with peers and adults in small and larger groups.
Integration of Technology	
<b>Instructional Focus</b>	
<b>Enduring Understandings:</b>	<b>Essential Questions:</b>
<ul style="list-style-type: none"> <li>● Food from each group is important to consume on a daily basis to keep our bodies healthy.</li> <li>● Eating a diet high in fiber and low in fat can help us stay healthy.</li> <li>● Eating meals that are nutrient-dense can help us stay healthy.</li> <li>● Staying hydrated will keep your body healthy.</li> </ul>	<ul style="list-style-type: none"> <li>● Why is it important to eat a variety of foods from all food groups?</li> <li>● Why is fiber important for good health?</li> <li>● How can we add more nutrient-dense foods to our diet?</li> <li>● Why is it important to drink water?</li> </ul>
<b>Evidence of Learning (Assessments)</b>	
<p>Class/ Small Group Discussions  Think Pair Share  Small Group Discussions  Teacher Observations  Written Responses/ Reflections  Wrap Up Questions  Lesson Boosters</p>	
<b>Objectives (SLO)</b>	
<p>Students will know:</p> <ul style="list-style-type: none"> <li>● Eating the right amount of each food group is important to keep your body healthy.</li> <li>● A healthy diet is high in fiber and low in fat</li> <li>● Every meal should include healthy, nutrient-dense foods.</li> <li>● Choose to drink water instead of sugary drinks.</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>● Identify the appropriate amount of each food group they should consume daily.</li> <li>● Recognize some common food portion equivalents.</li> <li>● Determine the portion equivalents for a sample menu and compare to USDA recommended daily amounts.</li> <li>● Identify high-fiber foods</li> <li>● Recognize the role of fiber in the diet</li> <li>● Recognize the most nutrient-dense foods from a given list.</li> </ul>

- Explain how to improve food choices by making them more nutrient-dense.
- Identify foods that are high fiber, low fat, and nutrient-dense.
- Recognize foods that should be eaten in moderation.
- Recognize why it is important to drink water.
- Promote the benefits of drinking water instead of sugary drinks.
- Recognize situations that require the intake of water.

### Suggested Resources/Technology Tools

Healthy Lifestyle Choices (HLC) Resource- Grade 2

Tier 1 Modifications and Accommodations Including special education students, Multilingual Language Learners (MLLs), students at risk of school failure, gifted and talented students, and students with 504 plans

ELL -

- Provide additional wait time for student responses to questions.
- Simplify and repeat sentences and questions.
- Ensure all materials are explained and key words are defined.
- Allow the use of Google Translate where appropriate.
- Utilize bilingual materials where appropriate

Gifted and Talented -

Utilize differentiation in the areas of acceleration, enrichment, and grouping. Examples include, but are not limited to:

- Advance, accelerated, or compacted content
- Abstract and advanced higher-level thinking questions
- Interdisciplinary and problem based assignments
- Assignments geared to development in areas of affect, creativity, cognition, and research skills
- Complex, in-depth assignments
- Diverse enrichment that broadens learning
- Use of varied resources
- Internships, mentorships and independent study where applicable

504/IEP -

Modifications and accommodations must be aligned to the stated plan and uphold expectations of the plan lawfully. Every student requires a different set of accommodations based upon need. Examples specific to science practice include, but are not limited to:

- Note taking assistance
- Group work
- Additional time for assignments
- Visual and tactile instructional demonstrations
- Use of computer where applicable

- Preferential seating
- Information presented in multiple ways
- Large-print handouts

## Career Readiness, Life Literacies, and Key Skills NJSLs

Please select all standards that apply to this unit of study:

Act as a responsible and contributing community members and employee

Attend to financial well-being

Consider the environmental, social and economic impacts of decisions

Demonstrate creativity and innovation

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

Model integrity, ethical leadership and effective management

Plan education and career paths aligned to personal goals

Use technology to enhance productivity increase collaboration and communicate effectively

Work productively in teams while using cultural/global competence

Suggestions on integrating these standards can be found at:

<https://www.nj.gov/education/standards/clicks/>

## May HLC

### HLC Unit 6: Fitness

#### Summary and Rationale

The primary purpose of physical education is to develop in young people an understanding of the positive impact an active lifestyle will have on their lives. This unit also provides a unique learning environment where affective, psychomotor, and cognitive skills can be developed. In addition, good health practices, sportsmanship, self-control, self-expression and the opportunity for positive social interaction with peers are fostered. Research clearly shows that the active, healthy child is more likely to be academically motivated and establish habits of behavior that will promote lives that are models of wellness.

#### Recommended Pacing

4 weeks

#### Standards

##### Physical Wellness

2.2.2.PF.1	Explain the benefits of regular physical activity and what it means to be physically fit in relation to personal health. (e.g., healthy heart, strong bones, increased energy, strong muscles)
2.1.2.PGD.1	Explore how activity helps all human bodies stay healthy.
2.1.2.EH.4	Demonstrate strategies for managing one's own emotions, thoughts and behaviors

##### Interdisciplinary Connections

##### Standard x.x

W.2.8	Recall information from experiences or gather information from provided sources to answer a question.
W.2.1	Write opinion pieces in which they introduce the topic they are writing about, state an opinion, supply reasons that support the opinion, use linking words to connect opinion and reasons, and provide a concluding statement.
W.2.11	Create and present a poem, narrative, play, art work, or personal response to a particular author or theme studied in class, with support as needed.



SL.2.1	Participate in collaborative conversations with diverse partners and grade 2 topics and texts with peers and adults in small and larger groups.
Integration of Technology	
<b>Instructional Focus</b>	
<b>Enduring Understandings:</b>	<b>Essential Questions:</b>
<ul style="list-style-type: none"> <li>● Regular physical activities can improve our overall health.</li> <li>● Warm ups and cool downs before physical activity prevents injuries.</li> <li>● Regular participation in different physical activities can improve our overall health.</li> <li>● There are many ways to reduce stress.</li> </ul>	<ul style="list-style-type: none"> <li>● Why is exercise good for our body?</li> <li>● How do warm-ups and cool-downs benefit our bodies?</li> <li>● Why do you think it is important to be active in a variety of ways?</li> <li>● How can we relax when we are stressed?</li> </ul>
<b>Evidence of Learning (Assessments)</b>	
<p>Class/ Small Group Discussions  Think Pair Share  Small Group Discussions  Teacher Observations  Written Responses/ Reflections  Wrap Up Questions  Lesson Boosters</p>	
<b>Objectives (SLO)</b>	
<p>Students will know:</p> <ul style="list-style-type: none"> <li>● Physical activity makes your heart stronger.</li> <li>● The heart is a muscle.</li> <li>● Pulse is a way to check the movement of blood in the body.</li> <li>● Warm up and cool down when being physically active to prevent injuries.</li> <li>● Physical activity should be part of your daily routine.</li> <li>● There are three types of physical activities, Aerobic, muscle building, and bone growth.</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>● Locate two pulse points on the body</li> <li>● Compare pulse rates before and after exercising</li> <li>● Explain why physical activity is good for their hearts</li> <li>● Explain the benefits of warm-up and cool-down activities.</li> <li>● Identify several warm-up and cool-down activities and explain when to use them.</li> <li>● Demonstrate a warm-up and cool-down activity.</li> <li>● Recognize the criteria for choosing physical activities that they can incorporate into daily routines.</li> </ul>

- Identify physical activities that meet the criteria for choosing activities that they can incorporate into their daily routines.
- Set goals to include new activities into their daily routines.
- Identify stress makers and stress helpers
- Recognize the feeling of stress
- Apply stress management techniques or stress helpers in stressful situations.

## Suggested Resources/Technology Tools

Healthy Lifestyle Choices (HLC) Resource- Grade 2

HLC Lesson 4 - Scenarios activity sheet

Tier 1 Modifications and Accommodations Including special education students, Multilingual Language Learners (MLLs), students at risk of school failure, gifted and talented students, and students with 504 plans

ELL -

- Provide additional wait time for student responses to questions.
- Simplify and repeat sentences and questions.
- Ensure all materials are explained and key words are defined.
- Allow the use of Google Translate where appropriate.
- Utilize bilingual materials where appropriate

Gifted and Talented -

Utilize differentiation in the areas of acceleration, enrichment, and grouping. Examples include, but are not limited to:

- Advance, accelerated, or compacted content
- Abstract and advanced higher-level thinking questions
- Interdisciplinary and problem based assignments
- Assignments geared to development in areas of affect, creativity, cognition, and research skills
- Complex, in-depth assignments
- Diverse enrichment that broadens learning
- Use of varied resources
- Internships, mentorships and independent study where applicable

504/IEP -

Modifications and accommodations must be aligned to the stated plan and uphold expectations of the plan lawfully. Every student requires a different set of accommodations based upon need. Examples specific to science practice include, but are not limited to:

- Note taking assistance
- Group work
- Additional time for assignments
- Visual and tactile instructional demonstrations
- Use of computer where applicable
- Preferential seating
- Information presented in multiple ways

- Large-print handouts

## Career Readiness, Life Literacies, and Key Skills NJSLs

Please select all standards that apply to this unit of study:

- Act as a responsible and contributing community members and employee
- Attend to financial well-being
- Consider the environmental, social and economic impacts of decisions
- Demonstrate creativity and innovation
- Utilize critical thinking to make sense of problems and persevere in solving them
- Model integrity, ethical leadership and effective management
- Plan education and career paths aligned to personal goals
- Use technology to enhance productivity increase collaboration and communicate effectively
- Work productively in teams while using cultural/global competence

Suggestions on integrating these standards can be found at:

<https://www.nj.gov/education/standards/clicks/>

### June HLC

#### HLC Unit 4: Substance Abuse Prevention

#### Summary and Rationale

Every day we do dozens of things without even giving them a thought. When we do something so often that we don't even think about it, this is called a habit. Many of us have healthy habits, such as crossing our legs when we sit or putting gloves on before washing the dishes. Some habits, such as staying up too late or failing to wash hands before a meal, and using tobacco products can have a negative health consequence. Students learn to establish healthy habits and replace unhealthy habits with healthier ones.

#### Recommended Pacing

4 weeks

#### Standards

Safety

2.3.2.A TD.1	Explain what medicines are, how they are used, and the importance of utilizing medications properly.
2.3.2.ATD.2	Identify ways in which drugs, including some medicines, can be harmful.
2.3.2.ATD.3	Explain effects of tobacco use on personal hygiene, health, and safety.
2.3.2.DSDT. 1	Recognize that some people may have difficulty controlling their use of alcohol, tobacco, and other drugs.
2.3.2.DSDT. 2	Explain that individuals who abuse alcohol, tobacco, and other drugs can get help.
Interdisciplinary Connections	
Standard x.x	
W.2.8	Recall information from experiences or gather information from provided sources to answer a question.
W.2.1	Write opinion pieces in which they introduce the topic they are writing about, state an opinion, supply reasons that support the opinion, use linking words to connect opinion and reasons, and provide a concluding statement.
W.2.11	Create and present a poem, narrative, play, art work, or personal response to a particular author or theme studied in class, with support as needed.
SL.2.1	Participate in collaborative conversations with diverse partners and grade 2 topics and texts with peers and adults in small and larger groups.
Integration of Technology	
Instructional Focus	
<b>Enduring Understandings:</b>	<b>Essential Questions:</b>
<ul style="list-style-type: none"> <li>• A trusted adult should be notified if we come across any situation with an unknown substance.</li> <li>• Smoke pollutes the air and harms your body.</li> <li>• The use and abuse of tobacco not only impacts the individual, but also may have a profound impact on others.</li> </ul>	<ul style="list-style-type: none"> <li>• How can we describe a trusted adult?</li> <li>• Why is smoke harmful?</li> <li>• Why do people use and abuse tobacco, despite the warnings about the dangers?</li> <li>•</li> <li>• What is the difference between harmful and helpful drugs?</li> </ul>

<ul style="list-style-type: none"> <li>● Tobacco is a harmful substance that can hurt smokers and nonsmokers.</li> <li>●</li> <li>● Refusal skills build confidence when dealing with drugs, alcohol and tobacco</li> <li>● The use and abuse of tobacco not only impact the individual, but also may have a profound impact on others.</li> <li>● Media has a big influence on our lives.</li> </ul>	<ul style="list-style-type: none"> <li>● Why is it important to avoid alcohol?</li> <li>● Why do people use and abuse tobacco, despite the warnings about the dangers?</li> <li>● How and why does media have a big influence on our lives?</li> </ul>
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**Evidence of Learning (Assessments)**

Class/ Small Group Discussions  
 Think Pair Share  
 Small Group Discussions  
 Teacher Observations  
 Written Responses/ Reflections  
 Wrap Up Questions  
 Lesson Boosters

**Objectives (SLO)**

<p>Students will know:</p> <ul style="list-style-type: none"> <li>● To only take drugs given to them by a trusted adult.</li> <li>● Never accept unknown substances from anyone, even friends.</li> <li>● Smoke pollutes the air and harms your body.</li> <li>● Nicotine is an addictive substance found in tobacco and is harmful to your health.</li> <li>● Smoking is a difficult habit to break.</li> <li>● Tobacco is a harmful substance that can hurt smokers and nonsmokers.</li> <li>● Ongoing exposure to smoke filled air can cause harm.</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>● Identify situations involving unknown substances as unsafe</li> <li>● Explain why medicine should only be taken from a trusted adult</li> <li>● Recognize how peers can negatively influence their health decisions.</li> <li>● Identify common sources of indoor and outdoor pollutants</li> <li>● Explain the effects of polluted air on their health</li> <li>● Recognize how to avoid common air pollutants.</li> <li>● Recognize the addictive qualities of nicotine</li> <li>● Identify the effects of cigarette smoking</li> <li>● Identify ways to assist family and friends in quitting smoking.</li> <li>● Tell what immediate effects secondhand smoke has on their health</li> <li>● Identify strategies to avoid secondhand smoke</li> <li>● Demonstrate strategies for avoiding secondhand smoke to given scenarios.</li> </ul>
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**Suggested Resources/Technology Tools**

**Tier 1 Modifications and Accommodations Including special education students, Multilingual Language Learners (MLLs), students at risk of school failure, gifted and talented students, and students with 504 plans**

**ELL -**

- Provide additional wait time for student responses to questions.
- Simplify and repeat sentences and questions.
- Ensure all materials are explained and key words are defined.
- Allow the use of Google Translate where appropriate.
- Utilize bilingual materials where appropriate

**Gifted and Talented -**

Utilize differentiation in the areas of acceleration, enrichment, and grouping. Examples include, but are not limited to:

- Advance, accelerated, or compacted content
- Abstract and advanced higher-level thinking questions
- Interdisciplinary and problem based assignments
- Assignments geared to development in areas of affect, creativity, cognition, and research skills
- Complex, in-depth assignments
- Diverse enrichment that broadens learning
- Use of varied resources
- Internships, mentorships and independent study where applicable

**504/IEP -**

Tier 1 Modifications and Accommodations Including special education students, Multilingual Language Learners (MLLs), students at risk of school failure, gifted and talented students, and students with 504 plans and accommodations must be aligned to the stated plan and uphold expectations of the plan lawfully. Every student requires a different set of accommodations based upon need. Examples specific to science practice include, but are not limited to:

- Note taking assistance
- Group work
- Additional time for assignments
- Visual and tactile instructional demonstrations
- Use of computer where applicable
- Preferential seating
- Information presented in multiple ways
- Large-print handouts

**Career Readiness, Life Literacies, and Key Skills NJSLs**

Please select all standards that apply to this unit of study:

- Act as a responsible and contributing community members and employee
- Attend to financial well-being
- Consider the environmental, social and economic impacts of decisions
- Demonstrate creativity and innovation
- Utilize critical thinking to make sense of problems and persevere in solving them

Model integrity, ethical leadership and effective management

Plan education and career paths aligned to personal goals

Use technology to enhance productivity increase collaboration and communicate effectively

Work productively in teams while using cultural/global competence

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