

Ocean Academy Charter School
Curriculum Guide
Grade 2 - Health



Original Adoption:	August 2025
Created by:	Amy LaBarca and Dariaknna Yencer

OCEAN ACADEMY CHARTER SCHOOL Health Grade 2 Curriculum	
Content Area: Health and Physical Education	
Course Title: Health and Physical Education	
Grade Level: 2	
Unit Title	Pacing Guide in Days
Unit 1: Physical Wellness	3 days (Health is conducted one day a week for half the school year).
Unit 2: Safety	5 days (Health is conducted one day a week for half the school year).
Unit 3: Personal and Mental Health	10 days (Health is conducted one day a week for half the school year).

OCEAN ACADEMY CHARTER SCHOOL Unit 1 Overview	
Content Area: Health/Physical Education	
Unit Title: Unit 1 Physical Wellness	Duration: 3 days Health is conducted one day a week for half the school year
Target Course/Grade Level: 2	
Introduction/Unit Focus: In this unit, Grade 2 students will explore the importance of staying active and making healthy food choices as part of a healthy lifestyle. At this stage of development, children are becoming more independent in their choices and are learning how their actions affect their bodies and	

Ocean Academy Charter School
Curriculum Guide
Grade 2 - Health

well-being. This unit helps students understand how movement, exercise, and nutrition work together to support a strong, healthy, and energetic life.

Students will learn that physical fitness means being able to move, play, and do everyday activities with ease. They will explore different levels of physical activity from light movements like stretching to more active play like running or jumping. They will begin to understand how physical activity helps their heart, muscles, and brain, and how it gives them the energy to learn, play, and grow. The unit will emphasize that physical fitness isn't about being the best at a sport, it's about finding enjoyable ways to move every day and building confidence through participation.

The concept of lifelong fitness will be introduced as a way of encouraging students to make physical activity a regular part of their routine, not just at school, but also at home and in their community. Students will begin to see that fitness is something they can enjoy and continue throughout their lives. They'll set simple personal goals, reflect on how movement makes them feel, and learn how to work with others in cooperative play. They'll also understand that making time for movement helps prevent illness and injury, and helps them feel strong inside and out.

Nutrition will be explored alongside physical activity, showing students how food fuels their bodies and supports good health. They will learn about the major food groups and begin to identify foods that help them grow, think clearly, and feel energized. Through discussions, games, and hands-on activities, students will practice sorting healthy and less healthy foods and learn the importance of eating a balanced diet. They will also begin to understand how things like portion size, sugar, and fat affect their health, and how eating healthy foods and staying active go hand in hand.

By the end of this unit, students will have a stronger understanding of how to take care of their bodies through physical activity and nutrition. They will begin developing healthy habits that support their physical, mental, and emotional well-being. The goal is to empower children to make choices that help them feel good now and set the foundation for lifelong fitness and wellness.

Disciplinary Concepts for the Unit:

Standard 9.1 Personal Financial Literacy: This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

Standard 9.2 Career Awareness, Exploration, Preparation and Training. This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

Ocean Academy Charter School
Curriculum Guide
Grade 2 - Health

Standard 9.4 Life Literacies and Key Skills. This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.

Standard 8.1 Computer Science

Computer Science outlines a comprehensive set of concepts and skills, such as data and analysis, algorithms and programming, and computing systems.

Standard 8.2 Design Thinking

Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The framework design includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocide in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

Diversity and Inclusion

C.18A:35-4.36a Curriculum to include instruction on diversity and inclusion.

1. The instruction shall:
 - (1) highlight and promote diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance;
 - (2) examine the impact that unconscious bias and economic disparities have at both an individual level and on society as a whole; and
 - (3) encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

Asian Americans and Pacific Islanders (AAPI)

Ensures that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards (NJSLS) for Social Studies in kindergarten through Grade 12 (P.L.2021, c.416).

21st Century Themes and Skills

“Twenty-first century themes and skills” means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and

Ocean Academy Charter School
Curriculum Guide
Grade 2 - Health

innovation skills, including creativity and innovation, critical thinking and problem solving, and communication and collaboration; information, media, and technology skills; and life and career skills, including flexibility. Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy.”	
Disciplinary Concepts and Core Ideas	
Physical Fitness	
Lifelong Fitness	
Nutrition	
Comprehensive Health and Physical Education Practices	
Physical Fitness	Physical Fitness is the ability to move, perform daily tasks and unexpected physical challenges effectively without losing energy reserves. Fitness activities can be performed at many levels (low, moderate, and high), which will impact how efficiently the body functions.
Lifelong Fitness	Lifelong Fitness requires making fitness a part of a person’s daily life. It is about creating fitness habits that support individuals to plan and stay healthy throughout their lifetime. In addition, a person recognizes the medical consequences of a sedentary lifestyle and that the benefits of an active body and mind over time reduces diseases, injuries and pain. Lifelong fitness doesn’t focus on competition or high-level skill development, but rather on self-evaluation, personal goal setting, social engagement, sportsmanship, enjoyment of movement, and leisure-time fitness activities.
Nutrition	Nutrition is the intake of food, considered in relation to the body’s dietary needs. An adequate and well-balanced diet, in combination with regular physical activity, is a cornerstone of physical wellness. Nutritional wellness necessitates learning how to develop good eating habits, including choosing healthy foods and understanding the effects that portion size, sugars, fats, and high cholesterol foods have on a body. Additionally, balancing food intake with exercise, tempered by factors such as age, lifestyle, and hereditary are vitally important components of nutritional wellness.
Focus Standards (Major Standards) https://www.nj.gov/education/cccs	
Core Idea	Performance Expectation

Ocean Academy Charter School
Curriculum Guide
Grade 2 - Health

The ability to move and perform at different levels and different types and amounts of physical activity enhance personal health.	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). 2.2.2.PF.2: Explore how to move different body parts in a controlled manner. 2.2.2.PF.3: Engage in moderate to vigorous age-appropriate physical movement and physical activities that promote movement (e.g., games, challenges, team building). 2.2.2.PF.4: Demonstrate strategies and skills that enable team and group members to achieve goals.
Exploring wellness components provide a foundational experience of physical movement activities.	2.2.2.LF.1: Express one's feelings and emotions when involved in movement and physical activities to increase positive behaviors. 2.2.2.LF.2: Perform movement skills that involve controlling and adapting posture and balance, to successfully negotiate different environments (e.g., mats, turf fields, grass fields, hard surfaces, gym floors, sand, water, snow) during physical activity. 2.2.2.LF.3: Explore the body's range of motion through participating in flexibility and breathing exercises (e.g., stretching, mindfulness, yoga).
Resources that support physical activity are all around you.	2.2.2.LF.4: Identify physical activities available outside of school that are in the community.
Nutritious food choices promote wellness and are the basis for healthy eating habits.	2.2.2.N.1: Explore different types of foods and food groups. 2.2.2.N.2: Explain why some foods are healthier to eat than others. 2.2.2.N.3: Differentiate between healthy and unhealthy eating habits.

New Jersey Student Learning Standards: Interdisciplinary Connections
<https://www.nj.gov/education/cccs>

- Reading Language Arts
 - SL.II.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
 - SL.ES.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.
 - SL.PE.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

Ocean Academy Charter School
Curriculum Guide
Grade 2 - Health

A. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). B. Build on others' talk in conversations by linking their explicit comments to the remarks of others. C. Ask for clarification and further explanation as needed about the topics and texts under discussion. • Science ○ K-2-ETS1-1 Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost	
New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills Articulation Guide	
Core Ideas	Performance Expectations (Identified with Standard Number and statement)
You can give back in areas that matter to you.	9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.
Collaboration with individuals with diverse perspectives can result in new ways of thinking and/or innovative solutions.	9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3, 7.1.NM.IPERS.6). 9.4.5.CI.2: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7).
Curiosity and a willingness to try new ideas (intellectual risk-taking) contributes to the development of creativity and innovation skills.	9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a). 9.4.5.CI.4: Research the development process of a product and identify the role of failure as a part of the creative process (e.g., W.4.7, 8.2.5.ED.6).
The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.	9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2). 9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).

Ocean Academy Charter School
Curriculum Guide
Grade 2 - Health

	9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems. 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).
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New Jersey Student Learning Standards: [Computer Science and Design Thinking Articulation Guide](#)

Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
Engineering design is a systematic and creative process of communicating and collaborating to meet a design challenge. Often, several design solutions exist, each better in some way than the others.	8.2.5.ED.1: Explain the functions of a system and its subsystems. 8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models. 8.2.5.ED.3: Follow step by step directions to assemble a product or solve a problem, using appropriate tools to accomplish the task.
Technological choices and opportunities vary due to factors such as differences in economic resources, location, and cultural values.	8.2.5.EC.1: Analyze how technology has contributed to or reduced inequities in local and global communities and determine its short- and long-term effects.

New Jersey Student Learning Standards: [Climate Change Mandate](#)

Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
People in the community work to keep us safe.	2.1.2.CHSS.4: Describe how climate change affects the health of individuals, plants and animals.

Knowledge and Skills

Unit Learning Targets (Objectives):

Students will be able to...

- Explain how physical activity helps the body stay strong and healthy.

Ocean Academy Charter School
Curriculum Guide
Grade 2 - Health

- Describe how moving your body can help you feel better and behave more positively.
- Identify fun ways to be active outside of school, like in parks or with family and friends.
- Explore and name different types of foods and group them into categories like fruits, vegetables, grains, dairy, and proteins.
- Explain why choosing healthy foods helps the body grow and feel good.
- Tell the difference between healthy and unhealthy eating habits, including snacks and portion sizes.

Unit Enduring Understandings:

Students will know...

- Being active in different ways helps our bodies stay strong and our minds feel good.
- Moving our bodies every day is important and can happen in lots of fun ways, not just during sports.
- There are many places in our communities where we can play and be active.
- Eating a variety of healthy foods from all the food groups helps us grow and stay well.
- Good food choices and regular movement are both important parts of living a healthy life.

Unit Essential Questions:

- What can I do to help my body stay fit and strong?
- Why is physical activity important for my health?
- How does moving my body help me feel and act better?
- What can I do to stay active if I don't like playing sports?
- Why is warming up and stretching helpful before physical activity?
- What are the food groups, and how do they help my body?
- What are proteins, and why do I need them?
- What are grains, and how do they help me grow?
- What is dairy, and what does it do for my body?
- What foods are healthy for my body?
- Why are some foods healthier than others?
- Is it okay to have unhealthy foods sometimes? When?

Instructional Plan

- Health and Wellness- connecting health and wellness components to activities in everyday life which can increase each student's chance of being physically active for a lifetime.
- Health and Physical activity- explore the benefits of physical activity, types of physical activity and effect of physical activity on one's health and overall well-being.
- Nutrition- food is a vital nutrient to one's life and wellbeing and is broken into 5 major food groups. There are many types of food but some are healthier than others. Identify health vs. unhealthy food and how often an individual should indulge in unhealthy eating.

Evidence of Student Learning

Formative Assessments:

- Participation/Observation during discussion, small group, conferencing and white board activities
- Verbal questioning
- Anecdotal Notes
- Peer/Self Assessments/rubrics
- Presentations
- Work samples
- Hands on worksheets and assignments

Summative Assessments

- Teacher made assessments
- Pre-test, test, and daily work

Benchmark Assessments:

- Interim assessments

Alternative Assessments

- Based on IEP or 504 as needed

Performance Tasks: (When appropriate)

- Presentations

Suggested Options for Differentiation and Modifications

Special Education

- Follow all IEP modifications.
- Use visuals, gestures, and modeling to teach key health concepts.
- Pre-teach/review health and safety vocabulary (e.g., body parts, feelings, healthy choices).
- Provide peer tutoring or a student “buddy.”
- Incorporate songs, chants, and role-play.
- Offer preferential seating and structured routines.
- Allow oral or dictated responses instead of writing.
- Provide small-group instruction and guided practice.
- Allow extra time to complete activities.
- Provide large-print, Braille, or digital text.
- Use assistive technology, scribes, or augmentative communication systems as needed.

Students with 504 Plans

- Follow the 504 plan.
- Allow extended time for activities and assessments.
- Provide small-group or quiet settings.
- Accept oral or alternative formats for responses.
- Use assistive technology, scribes, or communication supports.

Students at Risk of Failure

- Use visuals, modeling, and repeated practice.
- Pre-teach and reinforce vocabulary and routines.
- Read aloud or demonstrate directions clearly.
- Provide peer support or “buddy” systems.
- Use songs, chants, or movement-based learning.
- Offer preferential seating near teacher or peers who can assist.
- Give frequent encouragement and feedback.

Gifted and Talented

- Ask open-ended and higher-order “why” and “what if” questions.
- Encourage critical thinking about health choices (e.g., “What would happen if...?”).
- Provide opportunities for discovery and independent exploration.
- Offer choice in projects, topics, or presentation formats.
- Provide enrichment through role-play, health campaigns, or peer teaching.
- Encourage connections between health, community, and environment.
- Use interest-based extension activities and flexible grouping.

Multilingual Learners (MLs)

- Collaborate with ESL/MLL staff.
- Pre-teach key health vocabulary with visuals and gestures.
- Use picture labels, realia, and movement for new concepts.
- Allow oral, dictated, or group responses.
- Provide extra time for assignments and discussions.
- Pair MLs with supportive peers.
- Use captioned videos and multilingual word walls.

Diversity and Inclusion

- Highlight and respect cultural traditions in health, food, and wellness.
- Involve families in health-related activities and projects.
- Provide alternative assignments when needed.
- Use visuals and clear, simple language.
- Ensure materials reflect diverse backgrounds and abilities.
- Encourage students to share personal or cultural perspectives on health.

Ocean Academy Charter School
Curriculum Guide
Grade 2 - Health

- Establish a safe, nurturing, and respectful classroom environment.

Supplemental Resources

Teacher Notes

**OCEAN ACADEMY CHARTER SCHOOL
Unit 2 Overview**

Content Area: Health and Physical Education

Unit Title: Unit 2- Safety

Duration: 5 days Health is conducted one day a week for half the school year

Target Course/Grade Level: 2

Introduction/Unit Focus:

In this unit, Grade 2 students will learn how to take care of themselves by staying safe, making smart choices about their health, and understanding the role of medicine. These topics are introduced in an age-appropriate and supportive way, helping students begin to build awareness of how their actions and decisions can affect their own safety and well-being, as well as the health of others.

Students will first explore personal safety by learning how to recognize situations that might be unsafe or uncomfortable. They will begin to understand the importance of being aware of their surroundings and thinking ahead to avoid injury or illness. This includes learning basic safety rules at school, at home, and in the community, such as crossing the street safely, staying away from dangerous items like sharp tools or unknown substances, and recognizing unsafe behaviors. Students will also learn that sometimes things happen that are out of their control, and in those moments, it's important to ask for help and understand that it's not their fault. They will be taught how to seek help from trusted adults, including parents, teachers, and other community helpers.

The unit will also introduce health conditions, helping students understand that people can get sick in different ways; some illnesses are short-term, while others may last longer. They will learn that many illnesses are caused by germs and that good habits like handwashing, covering their mouth when sneezing or coughing, and staying home when sick can help keep themselves

Ocean Academy Charter School
Curriculum Guide
Grade 2 - Health

and others healthy. Students will be introduced to the idea that some diseases can spread from one person to another, while others cannot. They will also begin to understand that doctors, nurses, and caregivers play an important role in helping people get well, and that vaccines and regular check-ups help prevent illness.

In connection with this, students will learn about medicine: what it is, why it's used, and how to use it safely. They will be taught that medicine can help people feel better, but it must only be taken when given by a trusted adult, like a parent, school nurse, or doctor. They will understand that taking the wrong medicine or too much medicine can be harmful, and that medicine is never something to play with or share with others.

By the end of the unit, students will begin to build the skills and knowledge they need to make safe, healthy choices. They will know when to ask for help, how to care for their bodies to prevent sickness, and how to use medicine safely and responsibly. This unit helps lay the foundation for a lifetime of health awareness, safety, and personal responsibility.

Disciplinary Concepts for the Unit:

Standard 9.1 Personal Financial Literacy: This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

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Ocean Academy Charter School
Curriculum Guide
Grade 2 - Health

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Disciplinary Concepts and Core Ideas

Personal Safety

Health Conditions, Diseases, and Medicines

Alcohol, Tobacco and other Drugs

Dependency, Substances, Disorder and Treatment

Comprehensive Health and Physical Education Practices

Personal Safety

Personal Safety involves being aware of your surroundings and understanding of how certain situations and/or unhealthy behaviors can lead to

Ocean Academy Charter School
Curriculum Guide
Grade 2 - Health

	injury, illness or death. The ability to identify potential risks and an awareness of the steps that can likely prevent injuries and diseases are key to being safe. In addition, it is essential that individuals understand that there are circumstances that may make them feel uncomfortable or are unsafe/dangerous that are beyond their control. In those circumstances, it is essential that individuals know where and how to seek help and do not blame themselves.
Health Conditions, Diseases and Medicines	Health conditions are acute or chronic illnesses and diseases, which can be either controllable or life threatening. People contract different types of diseases, such as communicable diseases, Vector-borne diseases and Zoonotic diseases to name a few. Access to care and facilities affect the conditions of health. Health-enhancing behaviors help a person avoid and reduce health risks, and diseases. Early detection, treatment, screenings, and vaccines assist in preventing (personal, community and global) illnesses and outbreaks. Medicines are substances that treat or relieve diseases and pain. Medications are prescribed by a physician or can be accessed over the counter. Medications can be misused and abused if not taken properly
Alcohol, Tobacco and other Drugs	Alcohol, other drugs and tobacco can be found in a variety of forms. The use of alcohol and other drugs has both short-term and long-term effects. Alcohol and other drugs use refer to all types of legal and illicit drugs. Over the counter medicines and prescription medications, when taken correctly are drugs used to treat pain and illness. These drugs have both benefits and risks. There are many types of tobacco products such as cigarettes, e-cigarettes, and marijuana to name a few that can cause damage both physically and mentally. Tobacco, alcohol, and other illicit drug products

Ocean Academy Charter School
Curriculum Guide
Grade 2 - Health

	can adversely affect the user, family members, and those in the community.
Dependency, Substances Disorder and Treatment	Dependency is when a person develops a tolerance and an increased need for a drug or substance. There are types of dependency such as physical, and psychological addictions. Disorder or a substance use disorder is when casual or experimental use of alcohol or other substances (including illegal drugs, medications prescribed or not) escalates. Treatment includes programs and facilities a person can enroll in, to seek assistance and to receive help to recover. There are many types of treatment facilities for a person to receive help to recover. Students should know who to see and where to go for resources in the school and in the community (e.g., teacher, coach, school counselor, SAC, school nurse, resource officer, peer leadership individual, mental health specialist, parents, social worker).
Attending to personal health, emotional, social and physical wellbeing	Individuals who possess health, emotional, social and physical literacy understand the relationship between the body and the mind. They create and implement a personal self-care plan that promotes a healthy lifestyle. They recognize the importance of a healthy diet, regular exercise, and promote mental health activities that lead to healthier behaviors. They also take regular actions that contribute to their personal, emotional, and social well-being by regulating emotions, understanding personal self-care, and engaging in appropriate self-expression. Establishing outlets that are safe and take place in healthy environments allow for positive social interaction for self and others. They recognize that an active body promotes an active healthy mind that contributes to their overall health.

Ocean Academy Charter School
Curriculum Guide
Grade 2 - Health

Engaging in an active lifestyle	Individuals who possess health and physical literacy understand the importance of wellness and being active throughout their lifetime. They understand that daily activity is crucial to establishing and maintaining good health habits of regular exercise, a balanced diet, and healthy social and mental activities that encourage help seeking skills. They know that an active lifestyle lowers the risk of cardiovascular diseases by strengthening the immune system. They also take regular action to contribute to their active lifestyle with regular health exams, a personalized fitness plan, and balanced daily schedule that provides the peace of mind and satisfaction required to fully enjoy an active lifestyle.
Focus Standards (Major Standards) https://www.nj.gov/education/cccs	
Core Idea	Performance Expectation
The environment can impact personal health and safety in different ways.	2.3.2.PS.1: Demonstrate personal habits and behaviors that contribute to keeping oneself and others healthy and the environment clean and safe.
Potential hazards exist in personal space, in the school, in the community, and globally.	2.3.2.PS.2: Discuss healthy and safe choices both indoors and outdoors (e.g., using equipment, wearing bike helmets, vehicle, water, weather safety). 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.4: Develop an awareness of warning symbols and their meaning (e.g., red light, stop sign, poison symbol).
Any time children feel uncomfortable or in an unsafe situation, they should reach out to a trusted adult for help.	2.3.2.PS.5: Define bodily autonomy and personal boundaries. 2.3.2.PS.6: Demonstrate how to communicate personal boundaries and show respect for someone else's personal boundaries including friends and family.

Ocean Academy Charter School
Curriculum Guide
Grade 2 - Health

	2.3.2.PS.7: Identify behaviors that would be considered child abuse (e.g., emotional, physical, sexual). 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).
People need food, water, air, waste removal, and a particular range of temperatures in their environment to stay healthy.	2.3.2.HCDM.1: Explain the consequences on a person's health if he or she does not have adequate food and a clean environment. 2.3.2.HCDM.2: Demonstrate personal hygiene and the use of necessary and appropriate health-enhancing behaviors that can keep a person healthy (e.g., precautions to avoid illnesses, handle food hygienically, brush teeth, regular physical activity, adequate sleep, appropriate dress for various weather conditions). 2.3.2.HCDM.3: Explain strategies and develop skills to prevent the spread of communicable diseases and health conditions (e.g., Lyme disease, influenza, cardiovascular diseases).
The use of alcohol, tobacco, and other drugs in unsafe ways is harmful to one's health.	2.3.2.ATD.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.
Substance abuse is caused by a variety of factors.	2.3.2.DSDT.1: Recognize that some people may have difficulty controlling their use of alcohol, tobacco, and other drugs.
There are many ways to obtain help for treatment of alcohol, tobacco, and other substance abuse problems.	2.3.2.DSDT.2: Explain that individuals who abuse alcohol, tobacco, and other drugs can get help.
New Jersey Student Learning Standards: Interdisciplinary Connections https://www.nj.gov/education/cccs	
• Reading Language Arts	

Ocean Academy Charter School
Curriculum Guide
Grade 2 - Health

○ SL.II.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. ○ SL.ES.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. ○ SL.PE.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. A. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). B. Build on others' talk in conversations by linking their explicit comments to the remarks of others. C. Ask for clarification and further explanation as needed about the topics and texts under discussion. ● Science ○ K-2 ETS1: Engineering Design ○ K-2-ETS1-1 Ask questions, make observations, and gather information about a situation people want to change (e.g., climate change) to define a simple problem that can be solved through the development of a new or improved object or tool.	
New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills Articulation Guide	
Core Ideas	Performance Expectations (Identified with Standard Number and statement)
There are actions an individual can take to help make this world a better place.	9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community. 9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.
Brainstorming can create new, innovative ideas	9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2). 9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem.	9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGl.2). 9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).

Ocean Academy Charter School
Curriculum Guide
Grade 2 - Health

	9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
New Jersey Student Learning Standards: Computer Science and Design Thinking Articulation Guide	
Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
The availability of technology for essential tasks varies in different parts of the world	8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.
Human needs and desires determine which new tools are developed	8.2.2.ITH.1: Identify products that are designed to meet human wants or needs. 8.2.2.ITH.2: Explain the purpose of a product and its value.
New Jersey Student Learning Standards: Climate Change Mandate	
Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
People in the community work to keep us safe.	2.1.2.CHSS.4: Describe how climate change affects the health of individuals, plants and animals.

Knowledge and Skills
Unit Learning Targets (Objectives): <i>Students will be able to...</i> ➤ Name community helpers and agencies that provide information and support about health and safety. ➤ State the rules about using medicine safely at school. ➤ Identify reasons why people use different kinds of medicines. ➤ Explain how alcohol, tobacco, and other drugs can harm the body. ➤ Describe what addiction means in simple terms.
Unit Enduring Understandings: <i>Students will know...</i> ➤ Trusted adults and community helpers are good sources for accurate health information. ➤ Medicines and some household products contain chemicals that can help or harm the body. ➤ Harmful substances can sometimes be found in nature as well as in man-made products. ➤ Alcohol, tobacco, and other drugs can have many harmful effects on how the body and mind work. ➤ Learning to say “no” helps keep me safe when I’m in unsafe or uncomfortable situations.

Ocean Academy Charter School
Curriculum Guide
Grade 2 - Health

Unit Essential Questions:

- Who can I talk to when I have questions about medicines or drugs?
- Why is it important to use medicines correctly?
- Who is allowed to give me medicine?
- What are healthy habits, and what are unhealthy habits?
- Why can't I tell what a chemical or drug is just by looking at it?
- What are the harmful effects of drugs like alcohol and tobacco?
- How can drugs affect my body and my mind?
- How can I make safe choices when others try to pressure me?

Instructional Plan

- Personal Hygiene - Young children get about eight colds each year. The flu is another cause of missed class
- time. Students learn how to protect themselves from both the common cold and the flu.
- Alcohol - Many kids see parents or other adults drinking alcohol. Since alcohol is legal and socially acceptable
- among adults, kids can be confused about its harmful effects and consequences of abuse.
- Help your students understand how alcohol can affect the mind and body, and how to make safe and healthy choices.
- Drugs - A drug is a chemical that's used to treat, cure, or prevent a disease or sickness. Many drugs, or medicines, are good for you when you need them. There are many other drugs that are illegal or can make you sick if you don't take them properly.
- Smoking - It's never too early to warn your students about the dangers of smoking and tobacco.

Evidence of Student Learning

Formative Assessments:

- Participation/Observation during discussion, small group, conferencing and white board activities
- Verbal questioning
- Anecdotal Notes
- Peer/Self Assessments/rubrics
- Presentations
- Work samples
- Kinesthetic Assessments
- Hands on worksheets and assignments

Summative Assessments

- Pre-test, test, Teacher made assessments

Benchmark Assessments

- Unit Assessment

Alternative Assessments

- Based on IEP or 504 as needed

Performance Tasks:

- Hands on exploratory activities

Suggested Options for Differentiation and Modifications

Special Education

- Follow all IEP modifications.
 - Use visuals, gestures, and modeling to teach key health concepts.
 - Pre-teach/review health and safety vocabulary (e.g., body parts, feelings, healthy choices).
 - Provide peer tutoring or a student “buddy.”
 - Incorporate songs, chants, and role-play.
 - Offer preferential seating and structured routines.
 - Allow oral or dictated responses instead of writing.
 - Provide small-group instruction and guided practice.
 - Allow extra time to complete activities.
 - Provide large-print, Braille, or digital text.
 - Use assistive technology, scribes, or augmentative communication systems as needed.
-

Students with 504 Plans

- Follow the 504 plan.
 - Allow extended time for activities and assessments.
 - Provide small-group or quiet settings.
 - Accept oral or alternative formats for responses.
 - Use assistive technology, scribes, or communication supports.
-

Students at Risk of Failure

- Use visuals, modeling, and repeated practice.
 - Pre-teach and reinforce vocabulary and routines.
 - Read aloud or demonstrate directions clearly.
 - Provide peer support or “buddy” systems.
 - Use songs, chants, or movement-based learning.
 - Offer preferential seating near teacher or peers who can assist.
 - Give frequent encouragement and feedback.
-

Gifted and Talented

- Ask open-ended and higher-order “why” and “what if” questions.
- Encourage critical thinking about health choices (e.g., “What would happen if...?”).
- Provide opportunities for discovery and independent exploration.

Ocean Academy Charter School
Curriculum Guide
Grade 2 - Health

- Offer choice in projects, topics, or presentation formats.
- Provide enrichment through role-play, health campaigns, or peer teaching.
- Encourage connections between health, community, and environment.
- Use interest-based extension activities and flexible grouping.

Multilingual Learners (MLs)

- Collaborate with ESL/MLL staff.
- Pre-teach key health vocabulary with visuals and gestures.
- Use picture labels, realia, and movement for new concepts.
- Allow oral, dictated, or group responses.
- Provide extra time for assignments and discussions.
- Pair MLs with supportive peers.
- Use captioned videos and multilingual word walls.

Diversity and Inclusion

- Highlight and respect cultural traditions in health, food, and wellness.
- Involve families in health-related activities and projects.
- Provide alternative assignments when needed.
- Use visuals and clear, simple language.
- Ensure materials reflect diverse backgrounds and abilities.
- Encourage students to share personal or cultural perspectives on health.
- Establish a safe, nurturing, and respectful classroom environment.

Supplemental Resources

Teacher Notes

**OCEAN ACADEMY CHARTER SCHOOL
Unit 3 Overview**

Content Area: Health and Physical Education

Ocean Academy Charter School
Curriculum Guide
Grade 2 - Health

Unit Title: Unit 3- Personal and Mental Health	Duration: 10 days: Health is conducted one day a week for half the school year
Target Course/Grade Level: 2	
Introduction/Unit Focus: This unit introduces Grade 2 students to the important ideas of personal growth and development, emotional health, and the support available through community health services. Students will begin to understand how their bodies, minds, and feelings grow and change as they get older, and how these changes are a natural part of life for all living things. Students will learn about how taking care of their physical health helps them grow strong and healthy. They will also explore how their feelings and emotions are important and learn ways to express themselves in healthy ways. Understanding emotions helps children handle everyday stresses and challenges, communicate their feelings with confidence, and recognize when to ask for help from trusted adults. The unit also introduces the concept of community health services, the many people and organizations in their community that help keep everyone safe, healthy, and cared for. Students will learn about different kinds of support, such as doctors, nurses, shelters, and food programs, and understand how these services help people stay well or get better when they are sick. By learning about personal growth, emotional health, and community resources, students will gain knowledge and skills to care for themselves and others. They will begin to understand that growth and change happen throughout life and that help is always available when needed. This unit lays the foundation for making healthy choices and building supportive relationships now and in the future.	
Disciplinary Concepts for the Unit: Standard 9.1 Personal Financial Literacy: This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers. Standard 9.2 Career Awareness, Exploration, Preparation and Training. This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements. Standard 9.4 Life Literacies and Key Skills. This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy. Standard 8.1 Computer Science	

Computer Science outlines a comprehensive set of concepts and skills, such as data and analysis, algorithms and programming, and computing systems.

Standard 8.2 Design Thinking

Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The framework design includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocide in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

Diversity and Inclusion

C.18A:35-4.36a Curriculum to include instruction on diversity and inclusion.

1. The instruction shall:
 - (1) highlight and promote diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance;
 - (2) examine the impact that unconscious bias and economic disparities have at both an individual level and on society as a whole; and
 - (3) encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

Asian Americans and Pacific Islanders (AAPI)

Ensures that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards (NJSLS) for Social Studies in kindergarten through Grade 12 (P.L.2021, c.416).

21st Century Themes and Skills

“Twenty-first century themes and skills” means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving, and communication and collaboration; information, media, and technology skills; and life and career skills, including flexibility. Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and to successfully meet the

Ocean Academy Charter School
Curriculum Guide
Grade 2 - Health

challenges and opportunities in an interconnected global economy.”	
Disciplinary Concepts and Core Ideas	
Personal Growth and Development	
Pregnancy and Parenting (Family Life)	
Emotional Health	
Social and Sexual Health	
Community Health Services and Support	
Comprehensive Health and Physical Education Practices	
Acting as responsible and contributing member of society	Individuals who possess health and physical literacy understand the obligations and responsibilities of being a member of a community. They demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and on their environment. They consider the short-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their families, teams, community, and school. They are reliable and consistent in going beyond the minimum expectation and in participating in community outreach that serves the greater good.
Building and maintaining healthy relationships	Individuals who possess health and physical literacy establish and maintain healthy relationships by utilizing positive communication and social skills to interact effectively with others. They are aware of others’ feelings and ideas. They respect differences and identify ways to resist inappropriate social pressure. Students demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways. They identify who, when and where, or how to seek help for oneself or others when needed.
Communicating clearly and effectively (verbal and nonverbal)	Individuals who possess health and physical literacy communicate thoughts, ideas, emotions and action plans with clarity, using written, verbal and/or visual methods. They are excellent communicators who master movements, word choices, and use of effective tone and presentation skills to articulate ideas and movements. They are skilled at interacting with others as they are active listeners who speak

Ocean Academy Charter School
Curriculum Guide
Grade 2 - Health

	clearly and with a purpose. They demonstrate and perform movements and skills with accuracy and balance. They consider the audience and prepare accordingly to ensure the desired outcome.
Resolving conflict	Individuals who possess health and physical literacy acknowledge problems in school and in the community and develop skills to create strategies to resolve the issue. They are aware of the reason(s) of the conflict and quickly take positive action to address the problem. They thoughtfully probe the root cause of the conflict prior to introducing a resolution. They carefully consider the consequences both positive and negative to resolve the conflict. Once a resolution is agreed upon, they follow through to ensure the conflict is resolved, whether through their own actions or the actions of others and they take the necessary steps to eliminate the conflict from recurring.
Attending to personal, health, emotional, social and physical well-being	Individuals who possess health, emotional, social and physical literacy understand the relationship between the body and the mind. They create and implement a personal self-care plan that promotes a healthy lifestyle. They recognize the importance of a healthy diet, regular exercise, and promote mental health activities that lead to healthier behaviors. They also take regular actions that contribute to their personal, emotional, and social well-being by regulating emotions, understanding personal self-care, and engaging in appropriate self-expression. Establishing outlets that are safe and take place in healthy environments allow for positive social interaction for self and others. They recognize that an active body promotes an active healthy mind that contributes to their overall health.
Engaging in an active lifestyle	Individuals who possess health and physical literacy understand the importance of wellness and being active throughout their lifetime. They understand that daily activity is crucial to establishing and maintaining good health habits of

Ocean Academy Charter School
Curriculum Guide
Grade 2 - Health

	regular exercise, a balanced diet, and healthy social and mental activities that encourage help seeking skills. They know that an active lifestyle lowers the risk of cardiovascular diseases by strengthening the immune system. They also take regular action to contribute to their active lifestyle with regular health exams, a personalized fitness plan, and balanced daily schedule that provides the peace of mind and satisfaction required to fully enjoy an active lifestyle.
Making decisions	Individuals who possess health and physical literacy make informed, responsible decisions in order to lead a lifestyle that promotes wellness. Students examine their options and consider their values, their own beliefs, and consequences that will impact their decisions. They develop, implement, and model effective critical thinking skills in their decision-making process. They consider the impacts of the decisions to self and others and evaluate whether the results of their decision promote one's health or present a risk. They analyze if a decision can be made individually or collaboratively.
Managing-self	Individuals who possess health and physical literacy understand and practice strategies for managing one's own emotions, thoughts and behaviors. They recognize the skills needed to establish and achieve success in situations. They identify and apply skills, such as self-regulating, self-control, asking questions, and setting goals to persevere and overcome barriers. They research reliable sources to inform and engage in healthy behaviors. They reflect on personal experiences, and recognize their strengths, traits and limitations to avoid risky or dangerous behaviors and situations.
Setting goals	Individuals who possess health and physical literacy are focused with a plan in mind and a task to complete. They set high but realistic

Ocean Academy Charter School
Curriculum Guide
Grade 2 - Health

	standards, prioritize responsibilities, utilize time wisely and think short and long-term to achieve the intended results. Goal-setters are organized, self-directed, highly motivated, curious, and desirous of living healthy and productive lives.
Using technology tools responsibly	Individuals who possess health and physical literacy find and maximize the productive value of existing with new technology to accomplish personal and professional tasks. They are flexible and adaptive in acquiring and operating new technology. They are proficient with ubiquitous technology applications. They understand the laws, inherent risks - personal and organizational - of technology applications, and they take actions to prevent or mitigate these risks as responsible users.
Focus Standards (Major Standards) https://www.nj.gov/education/cccs	
Core Idea	Performance Expectation
Personal hygiene and self-help skills promote healthy habits.	2.1.2.PGD.3: Explain what being “well” means and identify self-care practices that support wellness. 2.1.2.PGD.4: Use correct terminology to identify body parts and explain how body parts work together to support wellness. 2.1.2.PGD.5: List medically accurate names for body parts, including the genitals.
All living things may have the capacity to reproduce.	2.1.2.PP.1: Define reproduction. 2.1.2.PP.2: Explain the ways in which parents may care for their offspring (e.g., animals, people, fish).
Many factors influence how we think about ourselves and others.	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.3: Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs).

Ocean Academy Charter School
Curriculum Guide
Grade 2 - Health

There are different ways that individuals handle stress, and some are healthier than 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.
Every individual has unique skills and qualities, which can include the activities they enjoy things such as how they may dress, their mannerisms, things they like to do.	2.1.2.SSH.1: Discuss how individuals make their own choices about how to express themselves. 2.1.2.SSH.2: Discuss the range of ways people express their gender and how gender-role stereotypes may limit behavior.
Families shape the way we think about our bodies, our health and our behaviors.	2.1.2.SSH.4: Determine the factors that contribute to healthy relationships within a family.
People have relationships with others in the local community and beyond.	2.1.2.SSH.6: Determine the factors that contribute to healthy relationships. 2.1.2.CHSS.4: Describe how climate change affects the health of individuals, plants and animals.
Communication is the basis for strengthening relationships and resolving conflict between people.	2.1.2.SSH.7: Explain healthy ways for friends to express feelings for and to one another.
Conflicts between people occur, and there are effective ways to resolve them.	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).
People in the community work to keep us safe.	2.1.2.CHSS.1: Identify community professionals and school personnel who address health emergencies and provide reliable health information to us. 2.1.2.CHSS.2: Determine where to access home, school and community health professionals.
Individuals face a variety of situations that may result in different type of feelings and learning how to talk about their feelings is important.	2.1.2.CHSS.5: Identify situations that might result in individuals feeling sad, angry, frustrated, or scared. 2.1.2.CHSS.6: Identify individuals who can assist with expressing one's feelings (e.g., family members, teachers, counselors, medical professionals).

Ocean Academy Charter School
Curriculum Guide
Grade 2 - Health

New Jersey Student Learning Standards: Interdisciplinary Connections https://www.nj.gov/education/cccs	
● Reading Language Arts ○ SL.II.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. ○ SL.ES.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. ○ SL.PE.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. A. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). B. Build on others' talk in conversations by linking their explicit comments to the remarks of others. C. Ask for clarification and further explanation as needed about the topics and texts under discussion. ● Science ○ K-2 ETS1: Engineering Design ○ K-2-ETS1-1 Ask questions, make observations, and gather information about a situation people want to change (e.g., climate change) to define a simple problem that can be solved through the development of a new or improved object or tool.	
New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills Articulation Guide	
Core Ideas	Performance Expectations (Identified with Standard Number and statement)
There are actions an individual can take to help make this world a better place.	9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community. 9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.
Brainstorming can create new, innovative ideas	9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2). 9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
Critical thinkers must first identify	9.4.2.CT.1: Gather information about an issue, such as

Ocean Academy Charter School
Curriculum Guide
Grade 2 - Health

a problem then develop a plan to address it to effectively solve the problem.	climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGl.2). 9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3). 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
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New Jersey Student Learning Standards: [Computer Science and Design Thinking Articulation Guide](#)

Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
The availability of technology for essential tasks varies in different parts of the world	8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.
Human needs and desires determine which new tools are developed	8.2.2.ITH.1: Identify products that are designed to meet human wants or needs. 8.2.2.ITH.2: Explain the purpose of a product and its value.

New Jersey Student Learning Standards: [Climate Change Mandate](#)

Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
People in the community work to keep us safe.	2.1.2.CHSS.4: Describe how climate change affects the health of individuals, plants and animals.

Knowledge and Skills

Unit Learning Targets (Objectives):
Students will be able to...

- Understand how the decisions we make affect our health.
- Recognize basic social and emotional needs that all people share.
- Describe personal needs and wants related to health and safety.
- Differentiate between appropriate and inappropriate behaviors related to mental and sexual abuse.
- Identify different types of disabilities and show respectful behavior when interacting with people who have disabilities.
- Practice strategies to build and maintain positive mental health.
- Work with others to find healthy ways to handle conflict and stress.
- Use healthy communication skills to solve conflicts peacefully.

Ocean Academy Charter School
Curriculum Guide
Grade 2 - Health

- Act out scenarios that show how to handle conflicts and stress in positive ways.
- Understand how physical health and mental well-being are connected.
- Recognize how parents and caregivers can influence health choices.

Unit Enduring Understandings:

Students will know...

- I am responsible for my thoughts and actions in different places and situations.
- My character is shown through how I think and act.
- Taking care of my body through exercise keeps me healthy.
- Healthy habits like brushing teeth, washing hands, and covering coughs help protect me and others.
- Practicing self-care supports my overall well-being.
- I can name my body parts correctly and understand how they work together.
- There are good and not-so-good ways to deal with stress.
- All living things have the ability to reproduce.
- People express themselves in many different ways
- Gender stereotypes can sometimes limit what people feel they can do.
- Families care for their children and each other in many ways.
- Families look different around the world and in our community.
- Healthy families have qualities that help everyone feel safe and cared for.
- Everyone has important social needs like friendship and respect.
- I can share my feelings in healthy ways with friends and family.
- I know how to solve problems and disagreements with others in a kind way.
- Bullying and teasing hurt others and are not acceptable.
- Many community helpers, like police officers, teachers, and firefighters, help keep us safe.
- In emergencies, calling 911 is the right thing to do.
- Changes in the environment, like climate change, affect our community.
- I can express my feelings in ways that are safe and respectful.

Unit Essential Questions:

- How can I peacefully solve a problem with a friend?
- Why is bullying harmful?
- What makes a family?
- What are some ways to keep ourselves clean and healthy?
- Why is it important to take care of our bodies?
- What are the names of different parts of the body?
- How do different parts of the body work together?
- What does it mean for living things to reproduce?
- How do my thoughts and actions show who I am?
- What does it mean to be responsible?
- How can I handle stress in healthy ways?
- In what ways can people express who they are?
- What are some ideas about gender that might limit what people think they can do?

Ocean Academy Charter School
Curriculum Guide
Grade 2 - Health

➤ What should I do if there is an emergency?
Instructional Plan
➤ Immune System - Your immune system works with different parts of your body to fight germs and other invaders so you stay healthy. It works even better if you wash your hands, eat healthy foods, exercise, and visit the doctor. ➤ Germs - Germs are tiny living organisms that can make us sick if we don't know how to protect ourselves from the harmful ones. ➤ Head lice can be annoying and difficult to get rid of, but they aren't dangerous and they don't spread disease ➤ Mouth and Teeth - Proper oral hygiene. ➤ Bones, Muscles, and Joints - Activities that will help your students understand what bones, muscles, and joints ➤ are and how they work together to keep us moving. ➤ Nutrition - Kids need to refuel more often than at breakfast, lunch, and dinner. Explain the difference between healthy and unhealthy snacks ➤ Different kinds of families refers to the many family structures represented in classrooms and in society today, including, but not limited to: traditional two-parent (i.e., mother and father) families, blended families, single-parent families, multi-racial families, multi-generational families, and same-sex-parent families.
Evidence of Student Learning
Formative Assessments: ● Participation/Observation during discussion, small group, conferencing and white board activities ● Verbal questioning ● Anecdotal Notes ● Peer/Self Assessments/rubrics ● Presentations ● Work samples ● Kinesthetic Assessments ● Hands on worksheets and assignments Summative Assessments ● Pre-test, test, Teacher made assessments Benchmark Assessments ● Unit Assessment Alternative Assessments ● Based on IEP or 504 as needed Performance Tasks: ● Hands on exploratory activities
Suggested Options for Differentiation and Modifications

Special Education

- Follow all IEP modifications.
 - Use visuals, gestures, and modeling to teach key health concepts.
 - Pre-teach/review health and safety vocabulary (e.g., body parts, feelings, healthy choices).
 - Provide peer tutoring or a student “buddy.”
 - Incorporate songs, chants, and role-play.
 - Offer preferential seating and structured routines.
 - Allow oral or dictated responses instead of writing.
 - Provide small-group instruction and guided practice.
 - Allow extra time to complete activities.
 - Provide large-print, Braille, or digital text.
 - Use assistive technology, scribes, or augmentative communication systems as needed.
-

Students with 504 Plans

- Follow the 504 plan.
 - Allow extended time for activities and assessments.
 - Provide small-group or quiet settings.
 - Accept oral or alternative formats for responses.
 - Use assistive technology, scribes, or communication supports.
-

Students at Risk of Failure

- Use visuals, modeling, and repeated practice.
 - Pre-teach and reinforce vocabulary and routines.
 - Read aloud or demonstrate directions clearly.
 - Provide peer support or “buddy” systems.
 - Use songs, chants, or movement-based learning.
 - Offer preferential seating near teacher or peers who can assist.
 - Give frequent encouragement and feedback.
-

Gifted and Talented

- Ask open-ended and higher-order “why” and “what if” questions.
- Encourage critical thinking about health choices (e.g., “What would happen if...?”).
- Provide opportunities for discovery and independent exploration.
- Offer choice in projects, topics, or presentation formats.
- Provide enrichment through role-play, health campaigns, or peer teaching.

Ocean Academy Charter School
Curriculum Guide
Grade 2 - Health

- Encourage connections between health, community, and environment.
- Use interest-based extension activities and flexible grouping.

Multilingual Learners (MLs)

- Collaborate with ESL/MLL staff.
- Pre-teach key health vocabulary with visuals and gestures.
- Use picture labels, realia, and movement for new concepts.
- Allow oral, dictated, or group responses.
- Provide extra time for assignments and discussions.
- Pair MLs with supportive peers.
- Use captioned videos and multilingual word walls.

Diversity and Inclusion

- Highlight and respect cultural traditions in health, food, and wellness.
- Involve families in health-related activities and projects.
- Provide alternative assignments when needed.
- Use visuals and clear, simple language.
- Ensure materials reflect diverse backgrounds and abilities.
- Encourage students to share personal or cultural perspectives on health.
- Establish a safe, nurturing, and respectful classroom environment.

Supplemental Resources

- Second Step
- New Jersey Bar Foundation's Teasing and Bullying Essential Lessons
- Medal of Honor Program Guide
- The Kids Health Resource guides K-2 on Human Body and Personal Health.

Teacher Notes