

Mullica Township School District



Health Education Grade 2

Board approval: 11/28/2018

**Mullica Township School District
Health Curriculum
Grade 2**

<p>Grade 2 14 Days</p>	<p>Topic: Unit 1-Personal and Mental Health</p>	
<p>Objectives/CPI's/Standards</p>	<p>Essential Questions/Enduring Understandings</p>	<p>Materials/Assessment</p>
<p>Content Standards 2.1.2.C.3 Determine how personal feelings can affect one's wellness. 2.1.2.E.3 Explain healthy ways of coping with common stressful situations experienced by children. 2.2.2.B.1 Explain what a decision is and why it is advantageous to think before acting. 2.2.2.B.2 Relate decision-making by self and others to one's health. 2.2.2.B.4 Select a personal health goal and explain why setting a goal is important. 2.2.2.D.1 Determine the benefits for oneself and others of participating in a class or school service activity. Interdisciplinary Connections SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p>	<p>Essential Questions How can setting goals and making good decisions enhance one's health? Enduring Understandings Use effective interpersonal skills to enhance health Learn how to use goal setting & decision making to improve health</p>	<p>Learning Activities: Self Esteem & Emotional Health(10-15) Setting Personal Goals(22-27) Coping & Resolving Conflicts(44-48) Resources / Materials: <ul style="list-style-type: none"> • Health Promotion Wave-Grade 2 <ul style="list-style-type: none"> ● Newsela articles (leveled) ● Readworks.org (leveled) Web Site Resources: http://www.brainpop.com/health/personalhealth/ Assessments: Formative Assessments <ul style="list-style-type: none"> ● Teacher Observation ● Checklist ● Writing Prompt ● Student self-assessment ● Student participation ● Question and Answer Summative Assessments</p>

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<p>SL.2.1.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).</p> <p>21st Century Life and Career CRP3. Attend to personal health and financial well-being. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP12. Work productively in teams while using cultural global competence.</p> <p>Technology Integration 8.1.2.E.1. Use digital tools and online resources to explore a problem or issue.</p>		<ul style="list-style-type: none">• Notebook Check with Teacher Created Rubric• Health Promotion Wave Assessments <p>Alternative Assessments (choice)</p> <ul style="list-style-type: none">• Role- play• Creation of presentation• Choice board of activities <p>Benchmark Assessment</p> <ul style="list-style-type: none">• Student Growth Objectives
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Modifications:

English Language Learners

- Pair ELL student with student who speaks English and understands/ able to communicate with student's native language
- Simplify content
- Google Translator
- Multi - language word wall

Gifted and Talented

- Allow students who exceed objective expectations, the opportunity to visit subject specified interactive websites
- Provide more challenging opportunities with use of manipulatives that will challenge the skill being taught to other students

504

- Keep in mind learner's multi-sensory, visual, and auditory style
- Pre teach Vocabulary
- Graphic Organizers to Organize and Collect Important Information
- Collaborative Grouping to Support Student Needs

At - Risk

- Keep in mind learner's multi-sensory, visual, and auditory style
- Preview Lesson to Help Build Student Background Knowledge
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- Accountable Talk Stems and Sentence Starters to Engage Students in Group and Peer Conversations

Special Education (IEP)

- Provide differentiated instruction as needed
- Follow all IEP modifications/504 plan
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Grade 2 8 Days	Topic: Unit 2-Diseases and Health Conditions	
Objectives/CPI's/Standards	Essential Questions/Enduring Understandings	Materials/Assessment

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Health Curriculum
Grade 2

<p>2.1.2.C.1 Summarize symptoms of common diseases and health conditions.</p> <p>2.1.2.C.2 Summarize strategies to prevent the spread of common diseases and health conditions.</p> <p>Interdisciplinary Connections SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p>SL.2.1.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).</p> <p>21st Century Life and Career CRP3. Attend to personal health and financial well-being. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP12. Work productively in teams while using cultural global competence.</p> <p>Technology Integration 8.1.2.E.1. Use digital tools and online resources to explore a problem or issue.</p>	<p>Essential Questions</p> <p>What are some of the causes of disease? Which behaviors promote healthy well-being?</p> <p>Enduring Understandings Understand the concept of disease & identify causes Develop healthy personal behaviors which help to prevent disease and promote healthy well being</p>	<p>Learning Activities:</p> <ul style="list-style-type: none"> • The Disease Concept(156-161) • Staying Healthy(166-170) <p>Resources / Materials:</p> <ul style="list-style-type: none"> • Health Promotion Wave-Grade 2 • Newsela articles (leveled) • Readworks.org (leveled) <p>Web Site Resources: http://www.brainpop.com/health/personalhealth/</p> <p>Assessments:</p> <p>Formative Assessments</p> <ul style="list-style-type: none"> • Teacher Observation • Checklist • Writing Prompt • Student self-assessment • Student participation • Question and Answer <p>Summative Assessments</p> <ul style="list-style-type: none"> • Notebook Check with Teacher Created Rubric • Health Promotion Wave Assessments <p>Alternative Assessments (choice)</p> <ul style="list-style-type: none"> • Role- play • Creation of presentation • Choice board of activities <p>Benchmark Assessment</p>
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- Student Growth Objectives

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<p>Grade 2 17 Days</p>	<p>Topic: Unit 3-Nutrition</p>	
<p>Objectives/CPI's/Standards</p>	<p>Essential Questions/Enduring Understandings</p>	<p>Materials/Assessment</p>
<p>Content Standards:</p> <p>2.1.2.B.1 Explain why some foods are healthier to eat than others.</p> <p>2.1.2.B.2 Explain how foods in the food pyramid differ in nutritional content and value.</p> <p>2.1.2.B.3 Summarize information about food found on product labels.</p> <p>Interdisciplinary Connections SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p>SL.2.1.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).</p> <p>21st Century Life and Career CRP3. Attend to personal health and financial well-being.</p>	<p>Essential Questions</p> <p>How can I make healthy choices regarding the foods I eat?</p> <p>Enduring Understandings</p> <p>Demonstrate a basic understanding of nutrition concepts Practice making healthy nutrition choices</p>	<p>Learning Activities:</p> <p>Nutrition and Fitness Concepts(66-73) Sources and Variety of Foods(74-79) Healthy Choices(86-90)</p> <p>Materials: Health Promotion Wave-Grade 2 Newsela articles (leveled) Readworks.org (leveled)</p> <p>Web Site Resources: http://www.brainpop.com/health/nutrition</p> <p>Assessments: Formative Assessments</p> <ul style="list-style-type: none"> ● Teacher Observation ● Checklist ● Writing Prompt ● Student self-assessment ● Student participation ● Question and Answer <p>Summative Assessments</p> <ul style="list-style-type: none"> • Notebook Check with Teacher Created Rubric

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<p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p> <p>Technology Integration</p> <p>8.1.2.E.1. Use digital tools and online resources to explore a problem or issue.</p>		<ul style="list-style-type: none">• Health Promotion Wave Assessments <p>Alternative Assessments (choice)</p> <ul style="list-style-type: none">• Role- play• Creation of presentation• Choice board of activities <p>Benchmark Assessment</p> <ul style="list-style-type: none">• Student Growth Objectives
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<p>Grade 2 23 Days</p>	<p>Topic: Unit 4-Drug Prevention</p>	
<p>Objectives/CPI's/Standards</p>	<p>Essential Questions/Enduring Understandings</p>	<p>Materials/Assessment</p>

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<p>2.2.2.B.3 Determine ways parents, peers, technology, culture, and the media influence health decisions.</p> <p>2.3.2.B.1 Identify ways that drugs can be abused.</p> <p>2.3.2.B.2 Explain effects of tobacco use on personal hygiene, health, and safety.</p> <p>2.3.2.B.3 Explain why tobacco smoke is harmful to nonsmokers.</p> <p>2.3.2.B.4 Identify products that contain alcohol.</p> <p>2.3.2.B.5 List substances that should never be inhaled and explain why.</p> <p>2.3.2.C.1 Recognize that some people may have difficulty controlling their use of alcohol, tobacco, and other drugs.</p> <p>2.3.2.C.2 Explain that people who abuse alcohol, tobacco, and other drugs can get help.</p> <p>Interdisciplinary Connections SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p>	<p>Essential Questions How can I prevent using drugs?</p> <p>Enduring Understandings Develop an understanding of drug prevention concepts Recognize and avoid drugs and other substances that might be harmful to the body Develop skills for avoiding unhealthy behavior</p>	<p>Learning Activities:</p> <p>Introduction to Drug Prevention(92-95) The Effects of Drugs on the Body(96-101) Tobacco Prevention(102-106) Alcohol (Information and Prevention) (108-111) Prevention Skills (114-118)</p> <p>Materials: Health Promotion Wave-Grade 2 Newsela articles (leveled) Readworks.org (leveled)</p> <p>Web Site Resources: http://www.brainpop.com/health/personalhealth/</p> <p>Assessments: Formative Assessments</p> <ul style="list-style-type: none"> ● Teacher Observation ● Checklist ● Writing Prompt ● Student self-assessment ● Student participation ● Question and Answer <p>Summative Assessments</p> <ul style="list-style-type: none"> • Notebook Check with Teacher Created Rubric • Health Promotion Wave Assessments <p>Alternative Assessments (choice)</p> <ul style="list-style-type: none"> • Role- play • Creation of presentation
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21st Century Life and Career

CRP3. Attend to personal health and financial well-being.

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CRP12. Work productively in teams while using cultural global competence.

Technology Integration

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- Choice board of activities

Benchmark Assessment

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