

PLANNED INSTRUCTION

A PLANNED COURSE FOR:

Health

Curriculum Writing Committee:
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Grade Level: 2

Date of Board Approval: 2021

Course Weighting

Participation	60%
Classwork / Homework	20%
Projects / Quizzes / Tests	20%
Total	100%

Curriculum Map

Overview:

The curriculum will introduce and reinforce concepts that will lead the student toward a better understanding and appreciation of their body. The student will recognize how healthy choices and personal responsibility will help them gain and maintain an active and healthy lifestyle.

Goals:

1. Unit One –Personal Health, Wellness, and Safety

Overview with time range in days: 30

Unit One -Goals:

Understanding of:

- Tobacco
- Alcohol
- Drugs
- Family Health
- Nutrition
- Physical Activity
- Mental and Emotional Health
- Peer Pressure
- Anatomy
- Technologies Impact on health

2. Unit Two –Community Health

Overview with time range in days: 15

Unit Two -Goals:

Understanding of:

- Self-respect/empathy

- Community Health
- Environmental health
- Personal and consumer health
- Bullying

Big Ideas:

- Health concepts are essential for wellness and a health-enhancing lifestyle.
- Participation in physical activity impacts wellness throughout a lifetime.
- Community well-being is dependent on a balance of personal and social responsibility.

Textbook and Supplemental Resources:

Mendez Foundation, *Too Good for Drugs Grade 3*, CE Mendez Foundation, Inc. 2019

www.healthteacher.com

www.kidshealth.org

www.aahperd.org

www.naspe.org

Curriculum Plan

Unit: Personal Health, Wellness, and Safety

Time Range in Days: 30 lessons

Standards Addressed:

PA Academic Standards: 10.1.3A, 10.1.3B, 10.1.3C, 10.1.3D, 10.2.3A, 10.3.3A, 10.3.3B, 10.3.3C, 10.3.3D

SHAPE America's National Standards: 1,2,3,4,5,7

Eligible Content:

- Recognize consequences of bad decisions.
- Recognize positive outcome of good decisions.
- Identify and describe the stages of growth and development.
- Identify and know the location and function of the major body organs and systems.
- Explain the role of the food guide pyramid in helping people eat a healthy diet.
- Know age appropriate drug information.
- Identify the steps in a decision-making process.
- Recognize emergency situations and explain appropriate responses.
- Recognize conflict situations and identify strategies to avoid or resolve.

Objectives:

- Define consequence. (DOK 1)
- Define Peer Pressure. (DOK1)
- Describe the effect of peer pressure on decision making. (DOK 3)
- Identify and apply four ways to handle peer pressure. (DOK 1)
- Differentiate positive and negative self-talk. (DOK 2)
- Define over the counter medicine. (DOK 1)
- Define prescription medication. (DOK 1)
- Identify harmful substances around the home including tobacco and alcohol. (DOK 1)
- Identify technologies used in fitness. (DOK 1)
- Identify types of changes between childhood and adolescence. (DOK 1)
- Describe how growth and behavior influence behavior. (DOK 3)
- Define responsibility. (DOK 1)
- Identify things that demonstrate responsibility. (DOK 1)
- Design a plan to care for minor wounds. (DOK 4)

- Make observations about the importance of electricity in their lives. (DOK 2)
- Synthesize ways to stay safe around electricity. (DOK 4)
- Assess emergency situations. (DOK 3)
- Recall ways to get help in an emergency. (DOK 1)
- Compare adults who are safe and strangers. (DOK 3)
- Distinguish potential weapons. (DOK 2)
- Hypothesize the importance of wearing helmets when skating or when riding a bike/scooter. (DOK 3)
- Demonstrate the proper use of helmets. (DOK 1)
- Advocate the use of helmets to others. (DOK 3)
- Identify poisons that are common in their homes and surroundings. (DOK 1)
- Analyze ways to stay safe around poisons. (DOK 4)
- Investigate ways that fire starts. (DOK 3)
- Demonstrate stop, drop, and roll. (DOK 1)
- Recall basic parts of the digestive system. (DOK 1)
- Analyze foods that help to maintain the health of the digestive system. (DOK 4)
- Recall that the heart is a pump with chambers and valves. (DOK 1)
- Compare the beating of the heart and the working valves. (DOK 3)
- Correlate the number of beats of the heart per minute to the rigor of the exercise performed. (DOK 3)
- Identify the importance of an active lifestyle to maintaining a healthy heart. (DOK 1)
- List the major components of the skeletal system including skull, spine, and ribs. (DOK 1)
- Assess the function of joints. (DOK 3)
- Illustrate different kinds of joints such as hinge and ball and socket. (DOK 1)
- Recall that muscles work by pulling and relaxing. (DOK 1)
- Hypothesize ways to keep muscles healthy. (DOK 3).
- Identify and explain the function of the cerebellum, the cerebrum, and the brain stem. (DOK 1)
- State one way to maintain brain health and /or safety. (DOK 1)
- Classify characteristics of friends. (DOK 2) Describe effects of cigarette smoking on breathing. (DOK 1)
- Identify credible sources of health information. (DOK 1)
- Analyze the importance of following label directions when taking medicines. (DOK 4) (DOK 1)
- Draw conclusions about sun exposure and the effects on the skin. (DOK 3)
- Identify ways to protect their skin from sun exposure. (DOK 1)

- Identify ways to take care of eyes and ears. (DOK 1)
- Identify foods and drinks that contribute to good dental health. (DOK 1)
- Analyze the information found on medicine labels. (DOK 4)
- Compare sunscreen labels. (DOK 3)
- Assess why people use sign language and Braille. (DOK 3)
- Synthesize a plan to resolve conflicts peacefully. (DOK 4)
- Demonstrate ways to resolve conflicts without hurting others. (DOK 1)
- Identify components of being a good listener. (DOK 1)
- Demonstrate ways to respect the uniqueness of others. (DOK 1)
- Identify a family member as a source for help. (DOK 1)
- Assess the benefits of physical activity. (DOK 4)
- Differentiate between sedentary activities and vigorous or moderate activities. (DOK 3)
- Assess why people should be physically active for 60 minutes each day. (DOK 4)
- Identify the five food groups. (DOK 1)
- Recognize that people get different nutrients from different foods. (DOK 1)
- Differentiate between foods that are smart choices and once in a while food. (DOK 3)
- Recognize appropriate serving sizes for each of the five food groups. (DOK 1)
- Analyze the different parts of the Nutrition Facts panel. (DOK 4)
- Identify the main ingredients of a packaged food. (DOK 1)
- Recognize MyPlate. (DOK 1)
- Assess why medicines have safety caps. (DOK 4)
- Define the concept of risk. (DOK 1)
- Identify reliable sources of drug information. (DOK 1)
- Describe how using alcohol and other drugs affect the body and the mind. (DOK 1)
- Illustrate decision making steps to use in problem solving. (DOK 1)

Core Activities and Corresponding Instructional Methods:

- Too Good for Drugs lesson activities and extensions.
- Discuss new technology.
- Brainstorm appropriate ways to use technology with health and exercise.
- Brainstorm ways they have changed since they were five years old.
- T-chart physical and emotional changes.
- Create responsibility collages.
- Discuss how changes influence behaviors.
- Students write stories about change.
- Discuss different types of minor wounds.

- Demonstrate ways to care for a minor wound.
- Discuss ways to stay safe around electricity.
- Define an emergency.
- Discuss ways to get help in an emergency.
- Demonstrate calling for help in emergency situations.
- Identify types of weapons.
- Brainstorm places where guns and other weapons may be found.
- Discuss what to do if students see a gun or weapon.
- Discuss the importance of wearing bike helmets.
- Identify common household poisons.
- Discuss how common household products can make people sick.
- Brainstorm ways that fires can start.
- Brainstorm ways that children can prevent fires.
- Demonstrate stop, drop, and roll, practice, and then create posters to teach the skill.
- Role play the journey of what happens to our food why we eat it.
- Discuss the major organs involved in the digestive process.
- Listen to each other's hearts with stethoscopes or empty paper towel tubes.
- Discover how a valve works by creating a valve model.
- Mapping the movement of blood through the heart.
- Discuss with the class methods to keep the heart healthy through exercise.
- Explain the skeletal system using a model.
- Discuss how the skeletal system protects us and why we need to protect it (riding a bike, hockey, football, riding in a car.)
- Demonstrate how a muscle works by using a rubber band. Brainstorm a list of ways to keep muscles healthy.
- Discuss what kinds of exercise build muscle strength.
- List the three components of the brain.
- Complete posters of that promote brain health and safety. Posters should address nutrition, exercise, rest, or helmets.
- Review the function of the lungs.
- Demonstrate how tar in cigarettes damages lungs.
- Brainstorm characteristics of friends.
- Brainstorm physical activities.
- Define conflict.
- Brainstorm causes of conflicts.
- Groups role play conflict resolution.

- Discuss listening skills, practice listening skills.
- Brainstorm places to make friends.
- Brainstorm unique qualities and abilities, identify their unique qualities.
- Brainstorm feelings.
- Discuss the importance of feelings.
- Discuss appropriate ways to express feelings.
- Discuss “I statements”.
- Pairs of students practice I statements.
- Discuss benefits of physical activity.
- Make a T chart on active and sedentary activities.
- Food sort activity.
- Students try to guess whether substances are medicine or candy.
- Review rules for taking medicines.
- Discuss why medicines have safety caps.
- Students play a decision making game.
- Discuss the decision making process.
- Review the effects of alcohol and other drugs.
- Simulate how drugs could impact their goals.
- Discuss over the counter drugs.
- Discuss prescription medicines.
- Decide whether substances are healthful or harmful for the body.
- Discuss hazards of alcohol and other drug use.
- Simulate how drug use could affect daily activities.
- Brainstorm how activities might be affected by drugs.
- Discuss ways to solve problems without using drugs.
- Practice decision making.
- Discuss problem solving with their families.

Assessments:

Diagnostic:

- Pretest/quiz
- KWL Chart
- Question and answer discussion
- Self-evaluation

Formative:

- Learning log
- Review Game
- Think Pair Share
- Check and recheck knowledge

Summative:

- Projects
- Written test
- Homework assignment

Unit: Community Health

Time Range in Days: 15 lessons

Standards Addressed:

PA Academic Standards: 10.1.3E, 10.2.3A, 10.2.3B, 10.2.3C, 10.2.3E, 10.3.3A, 10.3.3B, 10.3.3D

National Standards: 1,2,3,4,5,6,7

Eligible Content:

- Identify types and causes of common health problems of children.
- Identify personal hygiene practices and community helpers that promote health and prevent the spread of disease.
- Identify health-related information.
- Identify media sources that influence health and safety.
- Identify environmental factors that affect health.
- Recognize safe/unsafe practices in the home, school and community.
- Recognize emergency situations and explain appropriate responses.
- Identify and use safe practices in physical activity settings.

Objectives:

- Identify and give examples of common bullying behaviors. (DOK 1)
- Assess ways to deal with bullying behaviors. (DOK 3)
- Synthesize "I" messages and when to use them. (DOK 4)
- Critique reactions to bullying scenarios. (DOK 4)
- Create anti-bullying tactics for themselves and for their classroom. (DOK 4)
- Recall that in certain bullying situations, it is appropriate to request help from an adult. (DOK 1)
- Define cyber bullying. (DOK 1)
- Assess what is safe to use on the internet and what is not. (DOK 3)
- Identify how personal behaviors can contribute to the pollution of resources. (DOK 1)
- Hypothesize ways to prevent pollution in the community. (DOK 3)
- Identify the need for recycling to save resources and prevent pollution in the community. (DOK 1)
- Summarize the importance of protecting the earth's resources and environment. (DOK 2)
- Identify ways that resources can be reused. (DOK 1)
- Relate germs to the spread of disease. (DOK 2)
- Identify healthy ways to prevent the spread of germs. (DOK 1)

- Describe the role of antibodies in the body. (DOK 1)
- Analyze the importance of immunizations and medicines in fighting diseases. (DOK 4)
- Recall that lice are insects that can spread easily. (DOK 1)
- Hypothesize methods to avoid spreading lice. (DOK 3)
- Identify the role of antibodies in the body. (DOK 1)
- Describe the importance of immunizations and medicines in fighting diseases. (DOK 1) □
Compare and contrast how the student feels when he is sick. (DOK 3)

Core Activities and Corresponding Instructional Methods:

- Take pre/post-test on bullying.
- View bullying video segments.
- Identify the bully in each of the video segments, what the bully did and why the bully said or did what they did.
- Identify the victim in each of the video segments (what can the victim do or should have done).
- Identify and role play how not to be a victim (standing up for one self).
- Participate in various role plays, sequencing games, guessing games, How I feel discussions, etc.
- Story starters, and Bully Buster Activities.
- Identify ways to reduce, reuse, and recycle.
- Discuss pollution in the community.
- Discuss ways to prevent air pollution, water pollution, noise pollution.
- Review goal setting steps.
- Set goals to reduce pollution.
- Discuss recycling.
- Demonstrate ways to prepare materials for recycling.
- Discuss the importance of reusing materials.
- Brainstorm ways to reuse materials.
- Groups list reusable items.
- Identify ways to reuse materials.

Assessments:

Diagnostic:

- Pretest
- KWL chart
- Question and answer session

Formative:

- Age appropriate worksheets
- Think Pair Share
- Homework assessments
- Review Game
- Classroom work (role plays)

Summative:

- Post test
- Written assessment
- Project assessment