

COURSE	HEALTH			GRADE:	2 ND GRADE
STATE STANDARD:	10.1.3 CONCEPTS OF HEALTH			TIME FRAME:	3 LESSONS
STANDARD STATEMENT	CONTENT WORDS	ESSENTIAL QUESTIONS	KNOWLEDGE AND/OR SKILL	TOPIC	ASSESSMENT
<p>C. EXPLAIN THE ROLE OF MYPLATE IN HELPING PEOPLE EAT A HEALTHY DIET.</p> <ul style="list-style-type: none"> • FOOD GROUPS • NUMBER OF SERVINGS • VARIETY OF FOOD • NUTRIENTS 	<ul style="list-style-type: none"> ▪ CALORIES ▪ INCREASE ▪ REDUCE 	<ul style="list-style-type: none"> ▪ <i>HOW DOES FOOD AFFECT YOUR HEALTH?</i> ▪ <i>WHAT FOOD CHOICES CAN I MAKE TO IMPROVE MY HEALTH AND WELL-BEING?</i> 	<ul style="list-style-type: none"> ▪ IDENTIFY PARTS OF THE PLATE ▪ FOODS TO INCREASE ▪ FOODS TO REDUCE ▪ HEALTHY SNACKS ▪ EMPTY CALORIES ▪ SELF-MANAGEMENT 	<ul style="list-style-type: none"> ▪ NUTRITION 	<p>QUIZZES, TESTS, OBSERVATION CHECKLIST, VARIOUS ASSESSMENTS OF PROJECTS (INDIVIDUAL, GROUP, PARTNER)</p> <p>RUBRICS</p>
<p>E. IDENTIFY TYPES AND CAUSES OF COMMON HEALTH PROBLEMS OF CHILDREN.</p> <ul style="list-style-type: none"> • INFECTIOUS DISEASES (E.G., COLDS, FLU, CHICKENPOX) • NON-INFECTIOUS DISEASES (E.G., ASTHMA, HAY FEVER, ALLERGIES, LYME DISEASE) • GERMS • PATHOGENS • HEREDITY 	<ul style="list-style-type: none"> ▪ GERM ▪ DISEASE 	<ul style="list-style-type: none"> ▪ <i>HOW ARE GERMS SPREAD?</i> ▪ <i>HOW ARE DISEASES PREVENTED?</i> 	<ul style="list-style-type: none"> ▪ PLACES/OBJECTS WHERE GERMS ARE IN ABUNDANCE ▪ HAND WASHING ▪ VACCINES ▪ DISEASE PASSED THROUGH FAMILY MEMBERS ▪ SELF -MANAGEMENT 	<ul style="list-style-type: none"> ▪ PERSONAL AND COMMUNITY HEALTH 	<p>TEACHER DESIGNED ASSESSMENTS</p> <p>TEACHER OBSERVATION</p>
ENRICHMENT:	JOURNAL WRITING, RELATED READING ACTIVITIES, PEER ASSISTED ACTIVITIES, INDEPENDENT PROJECTS, RESEARCH USING THE LIBRARY, INTERNET, ETC.				
REMEDATION:	SMALL GROUPS, PEER ASSISTANCE, ADDITIONAL INDIVIDUALIZED ASSISTANCE, VARIATION OF ACTIVITIES/ASSIGNMENTS, MODIFICATIONS AND ACCOMODATIONS.				
RESOURCES:	WWW.HEALTHTEACHER.COM , WWW.CDC.ORG , COMPREHENSIVE SCHOOL HEALTH EDUCATION/MEEKS HEIT , HTTP://KIDSHEALTH.ORG/KID/ VARIETY OF INTERNET SOURCES AND REFERENCE BOOKS, PA STANDARDS ALIGNED SYSTEM, NATIONAL & STATE HEALTH EDUCATION STANDARDS AND SKILLS, POCONO MOUNTAIN CURRICULUM				

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STATE STANDARD:	10.2.3 HEALTHFUL LIVING			TIME FRAME:	
STANDARD STATEMENT	CONTENT WORDS	ESSENTIAL QUESTIONS	KNOWLEDGE AND/OR SKILL	TOPIC	ASSESSMENT
A. IDENTIFY PERSONAL HYGIENE PRACTICES AND COMMUNITY HELPERS THAT PROMOTE HEALTH AND PREVENT THE SPREAD OF DISEASE.	<ul style="list-style-type: none"> ▪ <i>HYGIENE PRACTICES</i> 	<ul style="list-style-type: none"> ▪ <i>WHAT DOES THE WORD HYGIENE MEAN?</i> 	<ul style="list-style-type: none"> ▪ CORE CONCEPT <ul style="list-style-type: none"> ○ HYGIENE IS ANOTHER WORD FOR KEEPING CLEAN ○ WAYS TO PRACTICE GOOD HYGIENE <ul style="list-style-type: none"> ● BATH/SHOWERS ● DENTAL ● HAND WASHING ● CLEAN CLOTHS ● HAIR/NAILS ● EARS 	<ul style="list-style-type: none"> ▪ PERSONAL AND COMMUNITY HEALTH BENCHMARK 	PERFORMANCE TASKS, LEARNING LOGS, JOURNALS, RURICS, TEACHER MADE TESTS AND QUIZES
C. IDENTIFY MEDIA SOURCES THAT INFLUENCE HEALTH AND SAFETY.	<ul style="list-style-type: none"> ▪ <i>MEDIA</i> ▪ <i>INFLUENCE</i> 	<ul style="list-style-type: none"> ▪ <i>HOW DOES THE MEDIA INFLUENCE OUR FOOD CHOICES?</i> 	<ul style="list-style-type: none"> ▪ MEDIA INFLUENCES <ul style="list-style-type: none"> ○ MY PLATE ○ TELEVISION COMMERCIALS ○ PRINT MEDIA ○ INTERNET 	<ul style="list-style-type: none"> ▪ NUTRITION BENCHMARK 	
E. IDENTIFY ENVIRONMENTAL FACTORS THAT AFFECT HEALTH. <ul style="list-style-type: none"> ● POLLUTION (E.G., AIR, WATER, NOISE, SOIL) ● WASTE DISPOSAL ● TEMPERATURE EXTREMES ● INSECTS/ANIMALS 	<ul style="list-style-type: none"> ▪ POLLUTION 	<ul style="list-style-type: none"> ▪ <i>WHAT IS POLLUTION?</i> 	<ul style="list-style-type: none"> ▪ CORE CONCEPT <ul style="list-style-type: none"> ▪ POLLUTION IS THE HUMAN MADE CHEMICALS THAT ARE RELEASED INTO OUR AIR, WATER AND SOIL 	<ul style="list-style-type: none"> ▪ PERSONAL AND COMMUNITY HEALTH BENCHMARK 	
ENRICHMENT:	JOURNAL WRITING, RELATED READING ACTIVITIES, PEER ASSISTED ACTIVITIES, INDEPENDENT PROJECTS, RESEARCH USING THE LIBRARY, INTERNET, ETC.				
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STATE STANDARD:	10.3.3 SAFETY AND INJURY PREVENTION			TIME FRAME:	3 LESSONS
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<p>B. RECOGNIZE EMERGENCY SITUATIONS AND EXPLAIN APPROPRIATE RESPONSES.</p> <ul style="list-style-type: none"> • IMPORTANCE OF REMAINING CALM • HOW TO CALL FOR HELP • SIMPLE ASSISTANCE PROCEDURES • HOW TO PROTECT SELF 	<ul style="list-style-type: none"> ▪ EMERGENCY ▪ 9-1-1 	<ul style="list-style-type: none"> ▪ WHAT IS AN EMERGENCY SITUATION? ▪ WHAT SHOULD SOMEONE DO IN AN EMERGENCY SITUATION? 	<ul style="list-style-type: none"> ▪ RECOGNIZING AN EMERGENCY ▪ REMAINING CALM ▪ CALLING FOR HELP ▪ PROCEDURES ▪ PROTECTING SELF ▪ CORE CONCEPTS 	INJURY PREVENTION AND SAFETY BENCHMARK	QUIZZES, TESTS, OBSERVATION CHECKLIST, VARIOUS ASSESSMENTS OF PROJECTS (INDIVIDUAL, GROUP, PARTNER) RUBRICS TEACHER DESIGNED ASSESSMENTS
<p>C. RECOGNIZE CONFLICT SITUATIONS AND IDENTIFY STRATEGIES TO AVOID OR RESOLVE.</p> <ul style="list-style-type: none"> • WALK AWAY • "I" STATEMENTS • REFUSAL SKILLS • ADULT INTERVENTION 	<ul style="list-style-type: none"> ▪ CONFLICT ▪ REFUSAL ▪ "I" STATEMENTS ▪ INCLUDING ▪ EXCLUDING 	<ul style="list-style-type: none"> ▪ WHAT IS CONFLICT? ▪ HOW DOES SOMEONE AVOID OR RESOLVE CONFLICT? ▪ HOW DOES SOMEONE MAKE OTHERS FEEL INCLUDED? 	CORE CONCEPTS <ul style="list-style-type: none"> ▪ RECOGNIZING A CONFLICT ▪ REFUSAL SKILLS ▪ I-STATEMENTS ▪ PEER/ADULT INTERVENTIONS ▪ INCLUSION/EXCLUSION EXAMPLE: BULLYING REINFORCE BULLYING INFORMATION FROM GRADE 1	MENTAL, EMOTIONAL, AND SOCIAL HEALTH INTRODUCE/REINFORCE BULLYING INFORMATION FROM GRADE 1	TEACHER OBSERVATION

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