

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				

Course:	Health	Grade:	Grade 2		
State Standard:	10.2.3 Healthful Living	Time Frame:	2 Lessons		
Standard Statement	Content Words	Essential Questions	Knowledge and/or Skill	Topic	Assessment
<p>A. Identify personal hygiene practices and community helpers that promote health and prevent the spread of disease.</p> <p>E. Identify environmental factors that affect health.</p> <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"> • hygiene practices • pollution 	<ul style="list-style-type: none"> • What does the word hygiene mean? • What is pollution? 	<p>Core concepts</p> <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 clothes ○ Hair/nails ○ Ears • 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 • Personal and community health Benchmark 	<p>Quizzes, tests, observation checklist, various assessments of projects (individual, group, partner)</p> <p>Rubrics</p> <p>Performance tasks</p> <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.				
REMIEDIATION:	Small groups, peer assistance, additional individualized assistance, variation of activities/assignments, modifications and accommodations.				
RESOURCES:	www.cdc.org , www.comprehensiveschoolhealtheducation/meeksheit , http://kidshealth.org/kid/ , variety of internet sources and reference books, PA Standards Aligned System, National & State Health Education Standards and Skills, Pocono Mountain School District Curriculum.				

COURSE	HEALTH			GRADE:	2 ND GRADE
STATE STANDARD:	10.3.3 SAFETY AND INJURY PREVENTION			TIME FRAME:	3 LESSONS
STANDARD STATEMENT	CONTENT WORDS	ESSENTIAL QUESTIONS	KNOWLEDGE AND/OR SKILL	TOPIC	ASSESSMENT
<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 	<p>INJURY PREVENTION AND SAFETY</p> <p>BENCHMARK</p>	<p>QUIZZES, TESTS, OBSERVATION CHECKLIST, VARIOUS ASSESSMENTS OF PROJECTS (INDIVIDUAL, GROUP, PARTNER)</p> <p>RUBRICS</p> <p>TEACHER DESIGNED ASSESSMENTS</p> <p>TEACHER OBSERVATION</p>
<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? 	<p>CORE CONCEPTS</p> <ul style="list-style-type: none"> ▪ RECOGNIZING A CONFLICT ▪ REFUSAL SKILLS ▪ I-STATEMENTS ▪ PEER/ADULT INTERVENTIONS ▪ INCLUSION/EXCLUSION <p>EXAMPLE: BULLYING</p> <p>REINFORCE BULLYING INFORMATION FROM GRADE 1</p>	<p>MENTAL, EMOTIONAL, AND SOCIAL HEALTH</p> <p>INTRODUCE/REINFORCE BULLYING INFORMATION FROM GRADE 1</p>	<p>TEACHER OBSERVATION</p>
ENRICHMENT:	JOURNAL WRITING, RELATED READING ACTIVITIES, PEER ASSISTED ACTIVITIES, INDEPENDENT PROJECTS, RESEARCH USING THE LIBRARY, INTERNET, ETC.				
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