

Second Grade Comprehensive Health Curriculum Map 2022

<b>Pacing Guide</b>	<b>Standard Code &amp; Indicator</b>	<b>Sample Learning Activities</b>	<b>Sample Assessments</b>	<b>Additional Standards</b>
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<p><b>August - November</b></p>	<p>2.1.2.PGD.1: Explore how activity helps all human bodies stay healthy.</p> <p>2.1.2.PGD. 2: Develop an awareness of healthy habits (e.g., wash hands, cough in arm, brush teeth).</p> <p>2.1.2.PGD.3: Explain what being “well” means and identify self-care practices that support wellness.</p> <p>2.1.2.CHSS.5: Identify situations that might result in individuals feeling sad, angry, frustrated, or scared.</p> <p>2.1.2.CHSS.6: Identify individuals who can assist with expressing one’s feelings (e.g., family members, teachers, counselors, medical professionals).</p> <p>2.1.2.PP.1: Define reproduction.</p> <p>2.1.2.PP.2: Explain the ways in which parents may care for their offspring (e.g., animals, people, fish).</p>	<p>Search for images of your favorite activities, create a collage and write/record 3 sentences to explain why and how these activities help you stay healthy.</p> <p>Discuss and demonstrate proper hand washing techniques and discuss reasons why it is important in disease prevention.</p> <p>Students draw a picture of a time when they made a healthy decision and write/record 2 sentences to explain it. Make a list of their morning/night routine.</p> <p>Identify situations that can evoke anger, sadness, frustration and feeling scared and discuss/ discover helpful ways to deal with these events and feelings. Created role play situations or scenarios for students to act out or analyze. Then compare healthy and unhealthy ways to behave when something or someone makes you mad.</p> <p>Teacher-created matching worksheet. Draw a line to the person you can talk to for each scenario. Additionally, invite the guidance counselor into the</p>	<p><b>Formative Assessments:</b>  Teacher Observation  Student Feedback  Exit tickets  Classwork/Homework  Teacher/peer conferences  Small group/large group discussions  Small group work stations</p> <p><b>Summative Assessments:</b>  Quizzes  Unit Test  Project  Written responses</p> <p><b>Benchmark Assessments:</b>  BOY Benchmark</p> <p><b>Alternative Assessments:</b>  Open book exams  Take home exams  Collaborative testing  Student portfolios  Performance Tests  Retake option</p> <p><a href="#"><u>Accommodations and Modifications</u></a></p>	<p><b>Interdisciplinary Standard:</b>  RI.2.4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</p> <p><b>Technology Standard:</b>  8.1.2.DA.1  Collect and present data on healthy habits.</p>
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<p><b>December - April</b></p>	<p>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).</p> <p>2.3.2.ATD.1: Explain what medicines are, how they are used, and the importance of utilizing medications properly.</p> <p>2.3.2.ATD.2: Identify ways in which drugs, including some medicines, can be harmful.</p> <p>2.3.2.ATD.3: Explain effects of tobacco use on personal hygiene, health, and safety.</p> <p>2.3.2.DSDT.1: Recognize that some people may have difficulty controlling their use of alcohol, tobacco, and other drugs.</p> <p>2.3.2.DSDT.2: Explain that individuals who abuse alcohol, tobacco, and other drugs can get help.</p>	<p>Create Hygiene posters for classroom, lunchroom, and bathroom.</p> <p>Identify what is and is not a medicine. Practice, through role-play, routines to keep you safe when you are sick, including checking to see that you are taking the right medicine. Predict what could happen if you took medicine not meant for you.</p> <p>Discuss with the class situations where medicine and drugs are involved. Provide scenarios/ situations and have the students respond to accordingly. Make a poster to help someone to stop smoking. If you don't know anyone who smokes, make a poster to explain why someone should never start smoking.</p> <p>What are some ideas for people to not use alcohol, tobacco or other drugs? Practice refusal skills.</p> <p>Identify the individuals and agencies that are health advocates- in the area of drugs, alcohol, and tobacco</p>	<p><b>Formative Assessments:</b>  Teacher Observation  Completed Graphic Organizers  Exit tickets  Classwork/Homework  Teacher Conferences  Small group/large group discussions and work stations  Reading aloud</p> <p><b>Summative Assessments:</b>  Unit tests  Quiz  Written responses  Quizzes</p> <p><b>Benchmark:</b>  EOY Benchmark</p> <p><b>Alternative Assessments:</b>  Open book exams  Take home exams  Collaborative testing  Student portfolios  Performance Tests  Retake option</p> <p><a href="#">Accommodations and Modifications</a></p>	<p><b>Interdisciplinary Standard:</b>  RI.2.4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</p> <p><b>Technology Standard:</b>  8.1.2.DA.1  Collect and present data on hygiene.</p>
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<p><b>May/June</b></p>	<p>2.1.2.PGD.5: List medically accurate names for body parts, including the genitals.</p> <p>2.1.2.SSH.1: Discuss how individuals make their own choices about how to express themselves.</p> <p>2.1.2.SSH.2: Discuss the range of ways people express their gender and how gender-role stereotypes may limit behavior.</p> <p>2.1.2.SSH.3: Describe different kinds of families locally, nationally and globally and note similarities in the ways in which they keep their children safe.</p> <p>2.1.2.SSH.4: Determine the factors that contribute to healthy relationships within a family.</p> <p>2.1.2.SSH.5: Identify basic social needs of all people.</p> <p>2.1.2.SSH.6: Determine the factors that contribute to healthy relationships.</p> <p>2.1.2.SSH.7: Explain healthy ways for friends to express feelings for and to one another.</p> <p>2.3.2.PS.5: Define bodily autonomy and personal boundaries.</p> <p>2.3.2.PS.6: Demonstrate how to communicate personal boundaries and</p>	<p>Identify body parts using medically accurate names.</p> <p>Draw a picture of something that makes you feel good and write two sentences describing your picture and why it makes you feel good.</p> <p>Discussing different gender stereotypes and the uniqueness of every individual is special. Watch the video below and analyze the content of the story.</p> <p><a href="https://www.youtube.com/watch?v=_6W3jujJIWs">https://www.youtube.com/watch?v=_6W3jujJIWs</a></p> <p>Discuss diverse family structures and have students draw pictures of their own families.</p> <p>Read the article from Kids Health, Getting Along with Parents, to the class and then have the students brainstorm various ways to stay close, get along, and build a strong relationship. <a href="https://kidshealth.org/en/teens/talk-to-parents.html">https://kidshealth.org/en/teens/talk-to-parents.html</a></p> <p>Students write a “Dear Diary” letter, explaining the qualities they want in a friend. Draw a “friend,” list qualities of a good friend.</p>	<p><b>Formative Assessments:</b>  Teacher Observation  Completed Graphic Organizers  Exit tickets  Classwork/Homework  Teacher Conferences  Whole group/small group work stations</p> <p><b>Summative Assessments:</b>  Test  Quizzes  Project  Written responses</p> <p><b>Benchmarks:</b></p> <p><b>Alternative Assessments:</b>  Open book exams  Take home exams  Collaborative testing  Student portfolios  Performance Tests  Retake option</p> <p><a href="#">Accommodations and Modifications</a></p>	<p><b>Interdisciplinary Standard:</b>  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><b>Technology Standard:</b>  8.1.2.DA.1  Collect and present data on healthy ways to express feelings.</p>
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**Instructional/Supplemental Materials:** Internet/YouTube/Pinterest, Paper/graphic organizer, Colored pencils/crayons, SmartBoard/Computer/projector, Pamphlets/posters, Kidshealth.org, Healthsmart Text Series

**21st Century Standards:** 9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

**21st Century Skills:** Collaboration, communication, information literacy, media literacy, technology literacy

**Career Ready Practices:** CRP1. Act as a responsible and contributing citizen and employee. CRP4. Communicate clearly and effectively and with reason.