

Englewood Public School District

Comprehensive Health

Grade 2

Unit: Preventing Illness

Overview: Students will learn about personal safety at school and around the community as well as good hygiene and basic first aid. Students will also learn about safely taking medications and the dangers of illegal drugs.

Time Frame: One Marking Period

Enduring Understandings:

- Being consistently aware of the environment and taking safety precautions can reduce the risk of injury.
- Wellness is a way of life.
- People can protect themselves from germs.
- Just because it's medicine doesn't mean it's good for you.
- Only a trusted adult can give you medicine.

Essential Questions:

- How can knowing prevention save your life?
- How can our bodies support good health?
- What self-care practices support wellness and stop the spread of germs?
- Is there anything we can do to protect ourselves from germs?
- Why should we floss our teeth?
- Why must medicines be used correctly?

Standards	Topics and Objectives	Activities	Resources	Assessments
Comprehensive Health 2.1.2.D.2 Differentiate among the characteristics of strangers, acquaintances, and trusted adults and describe safe and appropriate behaviors/touches.	Topics Careful and Careless Behavior Bike safety Fire safety	Following a read aloud on stranger danger, students will learn how to use the buddy system to stay safe by creating stick buddy puppets and role-playing the buddy system.	Strangers, A to Z Teacher Stuff http://www.atozteacherstuff.com/pages/429.shtml Community Helpers (Images, Video)	Formative Assessments: Class discussion, participation in group and individual activities, Q &A, role-playing. Benchmark

2.1.2.D.3 Identify procedures associated with pedestrian, bicycle, and traffic safety.

2.2.2.B.1 Explain what a decision is and why it is advantageous to think before acting.

2.1.2.D.1 Identify ways to prevent injuries at home, school, and in the community (e.g., fire safety, poison safety, accident prevention).

Keeping your body safe

Rules for safe play

Objectives

Students will recognize, identify and alert adults to potentially harmful conditions/situations.

Students will explain and/or demonstrate the proper way to cross the street.

Students will explain what we wear while riding in a car, and why we wear it.

Students will explain what we wear while riding a bicycle or skateboard and why we wear it.

(NJSLs RL 2.1)(NJSLs RL 2.2)

Following a teacher led discussion, students will learn that unknown adults do not need help from a child. Students will role play and practice saying, "No, but I can get another adult to help you!"(NJSLs SL 2.1)

Students will watch a video about community helpers and create a class list of harmful or unsafe situations where they may need to alert a community helper. (NJSLs RL 2.7)

Students will discuss with peers how to cross a street safely following a teacher-led lesson and a following directions activity. (NJSLs SL 2.1)

Students will work in pairs to learn about seat belts and booster seats. They will create a class book about safety.

http://guides.rilinkschools.org/CRF_2community

Safety Lesson About Street Crossing, Bright Hub Education
<http://www.brighthouseeducation.com/lesson-plans-grades-1-2/108197-crossing-the-street-safety-lesson-plan/>

Keep Alabama's Kids Safe: Child Restraint Activity Book, Alabama Department of Public Health
<https://www.adph.org/injury-prevention/assets/BoosterActivityBook.pdf>

Bike Safety, Kids Health
http://classroom.kidshealth.org/prekto2/personal/safety/bike_safety.pdf

Assessment:
Common Formative Assessment

Summative Assessments:
Teacher made quiz on personal safety.

Medicine Quiz

Alternative Assessment:
Self-Assessment
Peer Assessment

Students will participate in a teacher-led discussion about bike and skateboard safety and the importance of wearing a helmet. All students will work together to create a class list of important reasons as to why we wear helmets. (NJSL SL 2.1)

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2.1.2.A.1 Explain what being “well” means and identify self-care practices that support wellness.

2.1.2.C.2 Summarize strategies to prevent the spread of common diseases and health conditions.

2.1.2.C.1 Summarize symptoms of common diseases and health conditions.

Comprehensive Health

2.1.2.A.1 Explain what being “well” means and identify self-care practices that support wellness.

	Topics			
	Dental Care	Students will be able to demonstrate proper dental hygiene by watching a teacher led demonstration of how plaque builds up on your teeth and causes tooth decay. Students will create a checklist for all the steps in tooth brushing.	2 nd -3 rd Grade Lesson Plan, Kool Smiles https://www.mykoolsmiles.com/downloads/Kool-Smiles-2nd-and-3rd-Grade-Lesson-Plan.PDF	Formative Assessment: Class discussion, participation in group and individual activities
	Objectives			
	Students will demonstrate how to properly floss.	Students will learn how to floss by creating a model of teeth using play-doh or paper and pipe cleaners to floss in between teeth. Students will present these to their small groups. (NJSL SL.1)	Dental Care lessons https://www.dentalcare.com/en-us/patient-education/childrens-dental-health/lesson-plans	Summative Assessment: Presentation of flossing
	Students will tell how often to floss.			Alternative Assessment: Self-Assessment Peer Assessment
	Topics			
	Disease Prevention	Following a teacher led lesson about germs, students will see a concrete demonstration about how germs are everywhere using glitter	Glitter Germs, A to Z Teacher Stuff http://lessons.atozteacherstuff.com/682/glitter-germs/	Formative Assessments: Class discussion, participation in group and individual activities, Q &A, role-playing.
	First aid		Hand Washing for young	

2.1.2.A.2 Use correct terminology to identify body parts, and explain how body parts work together to support wellness.

2.1.2.D.1 Identify ways to prevent injuries at home, school, and in the community (e.g., fire safety, poison safety, accident prevention).

Objectives

Students will explain and show that germs are everywhere.

Students will identify ways in which germs can be spread.

Students will discuss ways to prevent spreading germs when coughing and sneezing.

Students will model how to take care of a nosebleed, scratch, insect bite and other common injuries.

to represent germs. Students will also learn how to prevent germs from spreading by washing their hands properly.

Following a video about hand washing and germ prevention, students will have a class discussion about the importance of hand washing before eating, after using the restroom, after outside play, and whenever they sneeze or cough. Students will work in groups to create hand-washing posters. (NJSL SL2.1)

Students will watch a video to learn about first aid and how to use a first aid kit. Students will then pair-share about what needs to be in a first aid kit. Students will ask parents at home if they have these items. (NJSL SL 2.1)(NJSL SL 2.2)

Following a teacher-led lesson and modeling about first aid for a nosebleed, students will role play the steps for nose bleed care.

Children, You Tube
<https://youtu.be/TCBoDZrTncg>

The Busy World of Richard Scarry- Play It Safe First Aid, Watch Know Learn
<http://www.watchknowlearn.org/Video.aspx?VideoID=27478&CategoryID=311>

First-Aid Kit, Kids Health
<http://kidshealth.org/en/parents/firstaid-kit.html#catsafe-play>

Nose-bleeds, Kids Health
<http://kidshealth.org/en/parents/nosebleeds-sheet.html#catsafe-play>

Health Curriculum
http://pe.dadeschools.net/healthliteracy/healthlit_curriculum/elementaryk-5healthcurriculum.pdf

Summative Assessment:
Teacher made hand washing quiz

Alternative Assessment:
Self-Assessment
Peer Assessment

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2.3.2.A.2 Explain why medicines should be administered as directed.

2.3.2.A.1 Explain what medicines are and when some types of medicines are used.

2.3.2.B.1 Identify ways that drugs can be abused.

Topics			
Medicines		As an introduction to medicines and drug safety students will watch a video then have a teacher-led class discussion about what medicines are and how they should be used. (NJSLs SL 2.2)	Medicine Video https://www.youtube.com/watch?v=9OK6_OdWxTA
Objectives			Medicine lesson http://www.scholastic.com/browse/article.jsp?id=3757744
Students will discuss the purpose and administration of medicines.	Students will answer the following questions: <ol style="list-style-type: none">1. What are medicines?2. How do medicines help the body?3. What is the difference between a medicine and a drug?4. Who can give a child medicine?	Students will learn about different types of medicines by working in small groups to create a medicine collage and index card emergency student files listing the type of medicine to use when they do not feel well.	Drugs https://kidshealth.org/classroom/prekto2/problems/drugs/drugs.pdf
Students will identify how drugs can be abused.		Students will learn the dangers of illegal drugs. They will discuss how telling a trusted adult is the best solution.	Illegal Drugs-activities https://d14rmgtrwzf5a.cloudfront.net/sites/default/files/mo d4.pdf Drugs https://kidshealth.org/en/kids/know-drugs.html Trusted Adults-Drugs https://classroom.kidshealth.org/classroom/prekto2/problems/drugs/drugs_handout1.pdf?ref=search

Formative Assessments:
Class discussion, participation in group and individual activities, Q &A, role-playing.

Summative Assessments:
Teacher created quiz

Alternative Assessment:
Self-Assessment
Peer Assessment

Key Vocabulary:

Medicine – The science or practice of the diagnosis, treatment, and prevention of disease.

Drugs – A medicine or other substance which has a physiological effect when ingested or otherwise introduced into the body.

First Aid – Help given to a sick or injured person until full medical treatment is available.

Dental Floss – A soft thread of silk or similar material used to clean between the teeth.

Pedestrian – A person walking along a road or in a developed area.

Germs – A microorganism, especially one that causes disease.

Integration of 21st Century Standards NJSLs 9:

9.2.4.A.2 Identify various life roles and civic and work - related activities in the school, home, and community.

Accommodations and Modifications:

Students with special needs: Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered. Additional safety precautions will be made along with additional staff so all student can fully participate in the standards associated with this curriculum.

ELL/ESL students: Students will be supported according to the recommendations for “can do’s” as outlined by WIDA - https://www.wida.us/standards/CAN_DOs/

Students at risk of school failure: Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support this may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time and will be made available with a certified instructor to aid students in reaching the standards.

Gifted and Talented Students: Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity of the requirements.

English Language Learners

- Students will share information about how families in their culture deal with illness
- Speak and display terminology and movement
- Look for children’s books in student’s native languages
- Teacher modeling
- Peer modeling
- Develop and post routines
- Label classroom materials
- Word walls

Special Education

- Provide a mat to sit on to teach boundaries
- Utilize modifications & accommodations delineated in the student’s IEP
- Work with paraprofessional
- Use multi-sensory teaching approaches. Pictures, scarves, hula hoops, and other props provide helpful visual, auditory, and tactile reinforcement of ideas.
- Work with a partner
- Provide concrete examples and relate all new movements to previously learned moves (i.e., walking on a balance beam, kicking a ball).
- Solidify and refine concepts through repetition.
- Change movement

At-Risk

- Using visual demonstrations, illustrations, and models
- Give directions/instructions verbally and in simple written format.
- Peer Support
- Increase one on one time
- Teachers may modify instructions by modeling what the student is expected to do
- Instructions may be printed out in large print and hung up for the student to see during the time of the lesson.
- Review behavior expectations and make adjustments for personal space or other behaviors as needed.

Gifted and Talented

- Students that can read can read the book aloud to peers
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher order thinking skills
- Adjusting the pace of lessons
- Interest based content
- Real world scenarios
- Student Driven Instruction

	requirements to reduce activity time		
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Interdisciplinary Connections:

ELA - NJSL/ELA:

- RL.2.1. Ask and answer such questions as *who, what, where, when, why,* and *how* to demonstrate understanding of key details in a text.
- RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral.
- RL.2.3. Describe how characters in a story respond to major events and challenges using key details.
- RL.2.7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
- 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.
- SL.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

Integration of Technology Standards NJSL 8:

- 8.2.2.E.1: List and demonstrate the steps to an everyday task.
- 8.1.2.E.1 Use digital tools and online resources to explore a problem or issue.

Career Ready Practices:

- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.