

NEW MILFORD PUBLIC SCHOOLS

New Milford, Connecticut



2nd Grade Health

December 2020

**REVISION**

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## **New Milford's Mission Statement**

The mission of the New Milford Public Schools, a collaborative partnership of students, educators, family and community, is to prepare each and every student to compete and excel in an ever-changing world, embrace challenges with vigor, respect and appreciate the worth of every human being, and contribute to society by providing effective instruction and dynamic curriculum, offering a wide range of valuable experiences, and inspiring students to pursue their dreams and aspirations.

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## Health Education

### Grade 2

The Grade 2 Health course will encapsulate all aspects of a student's well-being including social, mental, and physical health. Students will be able to use the knowledge and skills learned in health class and apply them to real life situations whether they be in or outside of school. Students will be engaged through a variety of developmentally appropriate activities and lessons that will lead to them practicing health-enhancing behaviors throughout the school year and beyond.

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## Pacing Guide

### Unit 1 – Physical Well Being:

Session #	Lesson Title	Summative Assessment / Performance Task
1	Safer Smarter Kids Lesson 3: Writing a PLAN	Reflective Journal Writing
2	Safer Smarter Kids Lesson 4: Safe and Unsafe Secrets	Safety Barometers "What Would You Do?" Situations (WWID?); create a safety PLAN.
3	Head Injury Prevention L1	Role Play safe and unsafe situations
4	Head Injury Prevention L2	Proper helmet Use Assessment
5	Lice Prevention Lesson 1	"Bugs In My Hair" What is Fact and what is Fiction?
6-7	Nutrition	Healthy Breakfast Creation

**Unit 2 – Social and Emotional Wellbeing:**

<b>Session #</b>	<b>Lesson Title</b>	<b>Summative Assessment / Performance Task</b>
8	Kindness Lesson	Kindness Calendar
9	Managing our Feelings: communication practice	Critique positive/negative ways to communicate
10	Managing our Feelings part 2	Construct a emotions "tool box"
11	Resolving Conflicts	Completed written assignment
12	Resolving Conflicts part 2	Conflict resolution scenarios
13	Safer, Smarter Kids Lesson 5: Body boundaries and privacy/ feeling safe and respected	Self-reflective journals

14-15	Safer, Smarter Kids Lesson 6: Body boundaries and privacy, bullying, safe use of cellphone camera	What Would You Do? Scenarios  Code of Conduct Declaration
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**Stage 1 Desired Results**

ESTABLISHED GOALS	<i>Transfer</i>	
<p><b>NHES 1:</b> Students will comprehend concepts related to health promotion and disease prevention to enhance health.</p> <p><b>NHES 4:</b> Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p>	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>• Live a healthy life by making choices and decisions regarding physical safety and nutrition.</li> <li>• Make decisions and understand why it is important to keep their brain healthy.</li> <li>• Communicate effectively in comfortable and uncomfortable situations.</li> </ul>	
<p><b>NHES 5:</b> Students will demonstrate the ability to use decision-making skills to enhance health.</p> <p><b>NHES 7:</b> Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p> <p><b>NHES 8:</b> Students will demonstrate the ability to advocate for personal, family, and community health.</p> <p><b>NPES 4:</b> The physically literate individual</p>	<i>Meaning</i>	<i>Essential Questions</i>
	<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• Prevention is key to good health and safety.</li> <li>• Effective communication is vital to their physical, social and emotional health.</li> <li>• High quality food choices should be chosen more often than low quality food choices.</li> <li>• Healthy foods can have an impact on our health.</li> <li>• Everyone should feel respected and</li> </ul>	<p><i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li>• What do I need to know to keep me healthy and safe?</li> <li>• What do I need to do to help keep me healthy and safe?</li> <li>• Who can help me stay healthy and safe?</li> <li>• When and who do I talk to when changing a P.L.A.N.?</li> <li>• What are easy ways to make healthy food decisions?</li> </ul>

<p>exhibits responsible personal and social behavior that respects self and others.</p>	<p>happy no matter where they are.</p> <ul style="list-style-type: none"> <li>• There is a difference between keeping and telling safe or unsafe secrets and what that difference is</li> </ul>	
<p><b><u>CCSS.ELA-Literacy.SL.2.1</u></b> Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.</p> <p><b><u>CCSS.ELA-Literacy.SL.2.2</u></b> Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p><b><u>CCSS.ELA-Literacy.SL.2.3</u></b> Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p>	<p style="text-align: center;"><b>Acquisition</b></p> <p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• How the brain works to support health and the enjoyment activities we enjoy.</li> <li>• The importance of wearing a helmet to protect the brain when biking, playing contact sports or similar activities.</li> <li>• Other safety precautions to take while being active</li> <li>• How lice are passed from person to person.</li> <li>• The importance of eating healthy foods for breakfast.</li> <li>• Unsafe situations and unsafe surroundings and what to when in these</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>• Following safety rules on injury prevention</li> <li>• Advocating and protecting oneself from lice in a school setting.</li> <li>• Practicing lice prevention measures at home</li> <li>• Constructing a healthy breakfast meal by choosing foods from at least 3 food groups for every meal.</li> <li>• Interpreting a situation that might be deemed unsafe and how to make a safe decision.</li> <li>• Creating and Implementing each step of their safety P.L.A.N.</li> <li>• Making Healthy food decisions</li> </ul>

situations

- The key words associated with the acronym P.L.A.N.

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**Stage 2 – Evidence**

Code	Evaluative Criteria	Assessment Evidence
T A T M	<ul style="list-style-type: none"> <li>- Students will explain their responses verbally, through pictures, and reflective journal writing about how to keep their bodies safe when being physically active</li> </ul>	<p>PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i></p> <ul style="list-style-type: none"> <li>• Proper helmet use through interpretation of pictures and then choosing the best depiction</li> </ul>
T A	<ul style="list-style-type: none"> <li>- Students will include detail in their work that explains their thinking about making healthy food choices for breakfast</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying Safe activities and precautions to take if it's not a safe activity</li> <li>• Lice prevention practices by creating "hats" that will depict safety reminders to be displayed in school</li> </ul>
M A T A	<ul style="list-style-type: none"> <li>- Students will design and share meal options with the class by participating in a gallery walk, allowing peers to leave a sticky note on a student's desk with a star and a wish (a star shows where a student's work excelled and a wish shows an area where there can be improvement)</li> </ul>	<ul style="list-style-type: none"> <li>• Designing 6 healthy breakfast meals with the guidance of MyPlate parameters (and a word bank of food choices for those students who need extra support)</li> </ul>
	<ul style="list-style-type: none"> <li>- Students will state the importance of having a safety P.L.A.N and explain a personally designed one using the GRASPS concept</li> <li>- Students will distinguish the difference between safe secrets to keep and</li> </ul>	<ul style="list-style-type: none"> <li>• The differences between safe and unsafe secrets by roleplaying 6 different situations with a small group of peers. The goal would be to identify what a safe or unsafe secret is. The role and the situation of the students would be to act out whichever scenario they are given via SSK. The audience will be their peers. The purpose and criteria success would be for the students to accurately identify whether a secret was safe or not and how to respond to an unsafe secret</li> <li>• Students will analyze how to react in a said scenario through reflective journal writing</li> </ul>

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	<p>unsafe secrets you should report using the GRASPS concepts</p> <ul style="list-style-type: none"> <li>- Teacher may use dry erase boards for immediate responses from 100% of the class</li> </ul>	<ul style="list-style-type: none"> <li>• What P.L.A.N stands for by recalling what each letter stands for and will practice writing one. The goal is to maintain good communication with their trusted adults. The role of the student is to simply be who they are. The audience will be their peers in the class. The situation can either be realistic such as going with friends to the park, or one they can make up and be creative such as travelling the galaxy. The performance and criteria success will be to accurately explain their PLAN (permission, location, action, name/number)</li> </ul>
T M A	<ul style="list-style-type: none"> <li>- Students will engage in a whole group verbal assessment</li> </ul>	<p>OTHER EVIDENCE:  <i>Students will show they have achieved Stage 1 goals by...</i></p> <ul style="list-style-type: none"> <li>• Empathetic acts recorded in reflective journaling</li> </ul>

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### Stage 3 – Learning Plan

Code

*Pre-Assessment*

MA

- Students will complete a “fill in the blank” activity to establish prior knowledge regarding brain safety.
- As a class, students will share what they know about lice and head safety which will be put on the board
- Students will connect their 5 favorite foods to the correct food group.

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Summary of Key Learning Events and Instruction  
*Student success at transferring meaning and acquisition depends on...*

Brain Safety:

- Students will construct a skull model and make observations
- Students will read a brief non-fiction excerpt and demonstrate (“My Brain and Nerves” or other similar text) reading comprehension.
- Students will listen to and discuss books (“I Always Wear My Helmet” or other similar texts)
- *Students will watch a BrainPopJr video and discuss (or other related video such as from storybots)*

Lice Prevention:

- Students will take part in a guided discovery and discussion about lice facts after reading the book “Bugs in My Hair” by David Shannon (or a similar title)
- Students will watch a BrainPopJr video and discuss (or other related video)
- Brainstorm prevention ideas

Safer, Smarter Kids:

- Students will analyze pictures of secrets to discuss if they are safe or not.
- Students will role play with a partner and individually (situations provided in curriculum)

Progress Monitoring

- Teacher will use guiding questions to facilitate deeper thinking.
- Follow lesson 3 and 4 of the teacher guide included in the Safer Smarter Kids curriculum.
- Teacher will challenge students by asking them to focus on a specific concept or skill, giving them specific direction while viewing the video. This can include information about the brain from “storybots”, information about lice from “brainpopjr” and how to keep our brains healthy as a result of eating right and exercise.
- Teacher will provide the “food pantry” using Interactive Smartboard, allowing students to make healthy food decisions in real time
- Teacher will provide individual feedback in person or on google classroom
- Recommended resources: Kidshealth.org, Brainpopjr.com, myplate.gov

- Students will watch videos and discuss (use approved video only)
- Students will complete miniature projects from [safersmarterfamilies.org](http://safersmarterfamilies.org) to help them identify the importance of privacy, having a PLAN, and role playing safe and unsafe secret situations

Nutrition:

- Students will review MyPlate in order to learn the food groups or how to have an array of color on your plate
- Students will analyze and organize a food pantry using all 5 food groups.
- Students will watch a BrainPopJr video and discuss (or other related video)
- Students will be virtual chefs if time allows ([myplate.gov](http://myplate.gov) can be a resource)

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**Stage 1 Desired Results**

<p><b>ESTABLISHED GOALS</b></p>	<p><i>Transfer</i></p>			
<p><b>NHES 4:</b></p> <p>Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p>	<p><i>Students will be able to independently use their learning to...</i></p> <p>Live a healthy life by making healthful choices and decisions regarding self-regulation, conflict resolution and integrity.</p> <p>Communicate effectively in the real world while showing respect for self and others.</p> <p>Be respectful during all situations.</p>			
<p><b>NHES 5:</b></p> <p>Students will demonstrate the ability to use decision-making skills to enhance health.</p> <p><b>NHES 7:</b></p> <p>Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p> <p><b>NHES 8:</b></p> <p>Students will demonstrate the ability to advocate for personal, family, and community health.</p> <p><b>NPES 4:</b></p> <p>The physically literate individual</p>	<p><i>Meaning</i></p> <table border="1" style="width: 100%;"> <tr> <td data-bbox="577 747 1249 1421"> <p><b>UNDERSTANDINGS</b></p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• Everyone experiences uncomfortable feelings sometimes.</li> <li>• Some of the negative emotions we feel are also felt by our peers</li> <li>• There are no <i>wrong</i> emotions we can feel.</li> <li>• Everyone wants to feel accepted.</li> <li>• Everyone deserves to be respected.</li> <li>• Unsafe secrets should never be kept.</li> </ul> </td> <td data-bbox="1249 747 1984 1421"> <p><b>ESSENTIAL QUESTIONS</b></p> <p><i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li>• How should we deal with our uncomfortable feelings?</li> <li>• Why is it important to be a good listener?</li> <li>• How can we communicate our feelings without hurting others?</li> <li>• Why is it important to respect each other's privacy?</li> <li>• What are good ways to be kind to others?</li> </ul> </td> </tr> </table>		<p><b>UNDERSTANDINGS</b></p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• Everyone experiences uncomfortable feelings sometimes.</li> <li>• Some of the negative emotions we feel are also felt by our peers</li> <li>• There are no <i>wrong</i> emotions we can feel.</li> <li>• Everyone wants to feel accepted.</li> <li>• Everyone deserves to be respected.</li> <li>• Unsafe secrets should never be kept.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b></p> <p><i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li>• How should we deal with our uncomfortable feelings?</li> <li>• Why is it important to be a good listener?</li> <li>• How can we communicate our feelings without hurting others?</li> <li>• Why is it important to respect each other's privacy?</li> <li>• What are good ways to be kind to others?</li> </ul>
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<p>exhibits responsible personal and social behavior that respects self and others.</p>	<ul style="list-style-type: none"> <li>• We should respect each other’s privacy.</li> <li>• Being nice to others can make others and ourselves feel good.</li> </ul>	
<b>Acquisition</b>		
<p><b><u>CCSS.ELA-Literacy.SL.2.1</u></b> Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.</p> <p><b><u>CCSS.ELA-Literacy.SL.2.2</u></b> Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p><b><u>CCSS.ELA-Literacy.SL.2.3</u></b> Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p>	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• How to compare physical feelings and emotions</li> <li>• What it means to respect each other’s privacy</li> <li>• How to differentiate between comfortable and uncomfortable emotions</li> <li>• How to utilize variety of healthy tools to manage uncomfortable feelings.</li> <li>• How to resolve conflicts recalling the 4 steps</li> <li>• How being kind to others can be good for our health.</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>• Demonstrating the use of I-Feel statements.</li> <li>• Utilizing strategies to manage uncomfortable feelings in a healthy manner</li> <li>• Being able to relieve stress in healthy ways.</li> <li>• Following the four steps to resolving conflicts.</li> <li>• Advocating for self and others when feeling unsafe or uncomfortable.</li> <li>• Identifying times to be nice to people and how to make each other feel welcome and appreciated</li> <li>• Listening to each other with respect</li> </ul>

**Stage 2 – Evidence**

Code	Evaluative Criteria	Assessment Evidence
T A  M  T A  T M A	<ul style="list-style-type: none"> <li>● Teacher will provide verbal feedback in a whole group setting and on google classroom if remote</li> <li>● Teacher will walk the room and provide individual feedback or assistance where needed.</li> <li>● Students will generate at least 4 stools/strategies in their toolbox that help with managing stress or mental/emotional conflict.</li> <li>● Students will share their toolbox to help give each other ideas</li> <li>● Teacher will use checklists to ensure all steps were utilized during “what would you do” situations and other scenarios.</li> <li>● Students will share their kindness calendar with the class to give potential ideas. This can be a group project that can be shared with the school community. The principal can share out a kindness deed during morning announcements</li> </ul>	<p><b>PERFORMANCE TASK(S):</b> <i>Students will show that they really understand evidence of...</i></p> <ul style="list-style-type: none"> <li>● Showing empathy through imagination in a think-pair-share activity after being presented whole group, real world “what would you do?” situations</li> <li>● Completing an individual self-reflective journal page that describes a time they handled a negative emotion in a healthy way</li> <li>● Managing uncomfortable feelings in a healthy manner naming a strategy from their “tool box” they constructed. The goal of this project is to identify healthy stress relieving techniques. The role of the students is to simply be themselves, explaining to the class what they do when they are upset. The situation is that students are analyzing their own behavior when they are stressful. The product and criteria for success is if they can identify ways to to handle stress in a healthy manner.</li> <li>● Conflict resolution and when given scenarios and can act out appropriate ways to solve conflicts with their peers in front on the class</li> <li>● Students will critique pictures showing both positive and negative ways to communicate with a friend. This can be done by a gallery walk using a star and a wish with stickies to critique and praise peer to peer</li> </ul>

		<ul style="list-style-type: none"> <li>• The code of conduct by composing a personal declaration that will be signed by teacher, student and parent</li> <li>• Showing kindness by creating a group project: “Kindness Calendar” showing examples of when and how to be nice to people. This can be shared with the school community. The goal of this activity is to identify simple ways for the students to exhibit kind behavior. The role of the students is for them to think of ways to improve the school climate or how they can be nice to people outside of school. The audience can be anyone on this project including family at home or anyone at school. The product and criteria for success is if students can list at least one thing a day on their kindness calendar.</li> </ul>
M A	<ul style="list-style-type: none"> <li>- Teacher may use dry erase boards for immediate responses from 100% of the class</li> </ul>	<p>OTHER EVIDENCE:  <i>Students will show they have achieved Stage 1 goals by...</i></p> <ul style="list-style-type: none"> <li>- Completed written assignments or assignments on google classroom as a closure activity to show achieved goals and evidence of key concepts</li> </ul>

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### Stage 3 – Learning Plan

Code	<i>Pre-Assessment</i>
M	<ul style="list-style-type: none"><li>• Students will be surveyed allowing them to answer an open ended question regarding which parts of the body can actively listen (drawing on their prior knowledge of Listening Larry)</li></ul>
T	<ul style="list-style-type: none"><li>• Students will “Listen and Draw” to demonstrate different levels of listening abilities and draw inferences from our collective drawings, as a hook into the lesson.</li><li>• Students will brainstorm negative and positive feelings while in groups and the teacher will record on a T-chart</li></ul>

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M A T	<p>Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i></p>	Progress Monitoring
M M A T T A	<p>Managing our Feelings:</p> <ul style="list-style-type: none"> <li>• Students will brainstorm a variety of emotions and feelings.</li> <li>• Think, Pair-n-share ideas</li> <li>• Practice new skills individually and as a whole group such as how to manage negative stress or control their emotions when feeling unhappy</li> <li>• Watch and discuss BrainPopJr. video (or other similar videos on anger management)</li> <li>• Answer questions on google classroom</li> </ul>	<ul style="list-style-type: none"> <li>• Can the students discern the difference between a physical feeling and an emotion?</li> <li>• Class will take a BrainPopJr quiz to assess knowledge on conflict resolution</li> <li>• Challenge students to look for a certain detail or key point about privacy and body boundaries while watching the SSK video.</li> <li>• Teacher will keep a chart on the board to track brainstorm ideas which will be used to help facilitate discussion</li> </ul>
T A M	<p>Conflict Resolution:</p> <ul style="list-style-type: none"> <li>• Students will draw and make a book about a time they had a conflict that was resolved with a friend</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher will provide verbal writing cues to make sure students are writing appropriate stress relieving techniques</li> </ul>
T A	<ul style="list-style-type: none"> <li>• Students will view a video to gain knowledge on how to handle conflicts they may face</li> <li>• Students will role play on how to resolve conflicts with their peers</li> <li>• Listen to and discuss reactions to an educational music video from Flocabulary (or other related material)</li> <li>• Students will analyze situations that involve disagreement to decide how best to respond on google classroom on a google document</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher will provide positive feedback during role plays and group discussions</li> <li>• Teacher will maintain proximity control around the classroom to provide feedback while students are working</li> </ul>
	<p>Safer, Smarter Kids:</p> <ul style="list-style-type: none"> <li>• Students will role play with a partner (situations</li> </ul>	<ul style="list-style-type: none"> <li>• Information and activities will be uploaded and submitted via google classroom including google slides, docs, videos and forms for the teacher to observe and provide feedback</li> </ul>

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	<p>provided in curriculum) such as what to do when a P.L.A.N changes or if they are faced with an unsafe secret</p> <ul style="list-style-type: none"><li>● Students will watch videos and discuss (use approved video only)</li><li>● Students will self-reflect</li><li>● Practice mindful relaxation techniques.</li></ul> <ul style="list-style-type: none"><li>● When necessary, the teacher will make a video via google meet or another approved application to connect with students</li><li>● Students will complete assignments in conjunction with SSK and share answers with the class to keep students engaged</li></ul>	<p>Recommended resources: <a href="http://Safersmarterfamilies.org">Safersmarterfamilies.org</a>, <a href="http://BrainpopJr.com">BrainpopJr.com</a>, <a href="http://kidshealth.org">kidshealth.org</a>,</p>
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