

NEW MILFORD PUBLIC SCHOOLS

New Milford, Connecticut



Second Grade Health

June 2017

New Milford Board of Education

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Authors of Course Guide

Mariann Schirizzo

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.

Stage 1 Desired Results

<p>ESTABLISHED GOALS</p> <p>NHES 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.</p> <p>NHES 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p> <p>NHES 5: Students will demonstrate the ability to use decision-making skills to enhance health.</p> <p>NHES 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p> <p>NHES 8: Students will demonstrate the ability to advocate for personal, family, and community health.</p> <p>NPES4: The physically literate individual exhibits responsible personal and social behavior that respects self and others.</p>	<i>Transfer</i>	
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> ● Live a healthy life by making choices and decisions regarding physical safety and nutrition. 	
	<i>Meaning</i>	
	<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● Prevention is the key to good health and safety. ● Effective communication is vital to our physical, social and emotional health. ● High quality food choices should be chosen more often than low quality food choices. ● Everyone should feel respected and happy no matter where they are. 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> ● What do I need to know to keep me healthy and safe? ● What do I need to do to help keep me healthy and safe? ● Who can help me stay healthy and safe?

<p>NPES 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p> <p><u>CCSS.ELA-Literacy.SL.2.1</u> 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><u>CCSS.ELA-Literacy.SL.2.2</u> Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p><u>CCSS.ELA-Literacy.SL.2.3</u> 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>	Acquisition	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● Describe how the brain works to support health and the activities we enjoy. ● Explain the importance of wearing a helmet to protect the brain when biking, playing contact sports or similar activities. ● Describe how lice are passed from person to person. ● Recognize that sharing personal items can increase the risk of lice. ● Describe the importance of eating healthy foods for breakfast. ● Recognize unsafe situations or surroundings ● Recite the key terms associated with the acronym P.L.A.N. 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> ● Follow safety rules on injury prevention ● Advocate for lice prevention in the school setting. ● Practice lice prevention measures at home and in school. ● Construct a healthy breakfast meal by choosing foods from at least 3 food groups for every meal. ● Interpret a situation that might be unsafe to make a safe decision. ● Implement each step of their safety P.L.A.N.

Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
T A T M T A M A T A	<ul style="list-style-type: none"> Students will explain their responses Looking for amount of detail Students will share their meal options with the class and we will take turns evaluating the meals and making suggestions for improvement. Students will explain why it is important to have a safety P.L.A.N. Each students will use a “safety barometer” to show they agree or disagree with their peers. 	<p>PERFORMANCE TASK(S):</p> <ul style="list-style-type: none"> Through interpretation, students will choose the pictures that best depict proper helmet use. Through application, students will create “hats” that will depict lice prevention practices that will be put on display for their peers. Students will design 6 healthy breakfast meals with the guidance of MyPlate and a word bank of food choices. Reflective journal writing Students will role-play 6 different situations that represent either safe or unsafe situations
T M A	<ul style="list-style-type: none"> This a whole group verbal assessment. 	<p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> Through empathy students will be guided through fictitious “What would happen if…” situations. What if your plan changes after you have communicated with your grown up buddy?

Stage 3 – Learning Plan

Stage 3 – Learning Plan																								
Code	<i>Pre-Assessment</i>																							
M A	<ul style="list-style-type: none"> Students will complete a “fill in the blank” activity to establish prior knowledge regarding brain safety. 																							
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	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 30%;"></th> <th style="width: 40%; text-align: center;">Summary of Key Learning Events and Instruction</th> <th style="width: 30%; text-align: center;">Progress Monitoring</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">M</td> <td> Brain Safety: <ul style="list-style-type: none"> Students will construct a skull model and make observations </td> <td rowspan="6"> <ul style="list-style-type: none"> Teacher will monitor class visually, walking about the room. Teacher will use guiding questions to facilitate deeper thinking. Teacher will challenge students by asking them to focus on a specific concept or skill, giving them specific direction while viewing the video. </td> </tr> <tr> <td style="text-align: center;">M A</td> <td> <ul style="list-style-type: none"> Students will read a brief non-fiction except and demonstrate (“My Brain and Nerves” or other similar text) reading comprehension. </td> </tr> <tr> <td style="text-align: center;">T M</td> <td> <ul style="list-style-type: none"> Students will listen to and discuss books (“I Always Wear My Helmet” or other similar texts) </td> </tr> <tr> <td style="text-align: center;">M A</td> <td> <ul style="list-style-type: none"> <i>Students will watch a BrainPopJr video and discuss (or other related video)</i> </td> </tr> <tr> <td style="text-align: center;">T</td> <td></td> </tr> <tr> <td style="text-align: center;">A</td> <td></td> </tr> <tr> <td style="text-align: center;">M</td> <td> Lice Prevention: <ul style="list-style-type: none"> Whole Group guided discussion and discovery around the book “Bugs in My Hair” by David Shannon (or similar title) </td> <td rowspan="3"> <ul style="list-style-type: none"> Follow lesson 3 and 4 of the teacher </td> </tr> <tr> <td style="text-align: center;">T</td> <td> <ul style="list-style-type: none"> Students will watch a BrainPopJr video and discuss (or other related video) </td> </tr> <tr> <td style="text-align: center;">A</td> <td> <ul style="list-style-type: none"> Brainstorm prevention ideas </td> </tr> </tbody> </table>		Summary of Key Learning Events and Instruction	Progress Monitoring	M	Brain Safety: <ul style="list-style-type: none"> Students will construct a skull model and make observations 	<ul style="list-style-type: none"> Teacher will monitor class visually, walking about the room. Teacher will use guiding questions to facilitate deeper thinking. Teacher will challenge students by asking them to focus on a specific concept or skill, giving them specific direction while viewing the video. 	M A	<ul style="list-style-type: none"> Students will read a brief non-fiction except and demonstrate (“My Brain and Nerves” or other similar text) reading comprehension. 	T M	<ul style="list-style-type: none"> Students will listen to and discuss books (“I Always Wear My Helmet” or other similar texts) 	M A	<ul style="list-style-type: none"> <i>Students will watch a BrainPopJr video and discuss (or other related video)</i> 	T		A		M	Lice Prevention: <ul style="list-style-type: none"> Whole Group guided discussion and discovery around the book “Bugs in My Hair” by David Shannon (or similar title) 	<ul style="list-style-type: none"> Follow lesson 3 and 4 of the teacher 	T	<ul style="list-style-type: none"> Students will watch a BrainPopJr video and discuss (or other related video) 	A	<ul style="list-style-type: none"> Brainstorm prevention ideas
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	<p>Safer, Smarter Kids:</p> <ul style="list-style-type: none"> ● Students will analyze pictures. ● Students will role play with a partner and individually (situations provided in curriculum) ● Students will watch videos and discuss (use approved video only) <p>Nutrition:</p> <ul style="list-style-type: none"> ● Students will review MyPlate ● Students will analyze and organize a food pantry using all 5 food groups. ● Students will watch a BrainPopJr video and disucss (or other related video) ● Students will be virtual chefs. 	<p>guide included in the Safer Smarter Kids curriculum.</p> <ul style="list-style-type: none"> ● Teacher will challenge students by asking them to focus on a specific concept or skill, giving them specific direction while viewing the video. ● Teacher will provide the “food pantry” using Interactive Smartboard. ● Teacher will provide individual feedback.
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Stage 1 Desired Results

<p>ESTABLISHED GOALS</p> <p>NHES 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p> <p>NHES 5: Students will demonstrate the ability to use decision-making skills to enhance health.</p> <p>NHES 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p> <p>NHES 8: Students will demonstrate the ability to advocate for personal, family, and community health.</p> <p>NPES4: The physically literate individual exhibits responsible personal and social behavior that respects self and others.</p>	Transfer	
	<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>	
	Meaning	
	<p>UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● Everyone experiences uncomfortable feelings sometimes. ● There are no <i>wrong</i> emotions we can feel. ● Everyone wants to feel accepted. ● Everyone deserves to be respected. ● Unsafe secrets should never be kept. 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> ● How should we deal with our uncomfortable feelings? ● Why is it important to be a good listener? ● How can we communicate our feelings without hurting others? ● Why is it important to respect each other's privacy?
Acquisition		

<p><u>CCSS.ELA-Literacy.SL.2.1</u> 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><u>CCSS.ELA-Literacy.SL.2.2</u> Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p><u>CCSS.ELA-Literacy.SL.2.3</u> 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"> ● Compare physical feelings and emotions ● Differentiate between comfortable and uncomfortable emotions. ● Identify a variety of healthy tools to manage uncomfortable feelings. ● Recall the 4 steps to resolving conflicts 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> ● Demonstrating the use of I-Feel statements. ● Utilize strategies learned to healthfully manage uncomfortable feelings ● Follow the four steps to resolving conflicts ● Advocating for self and others when they feel unsafe or uncomfortable.
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Stage 2 – Evidence

Code	Evaluative Criteria	Assessment Evidence
T A M T A T M A	<ul style="list-style-type: none"> ● Teacher will provide verbal feedback in a whole group setting. ● Teacher will walk the room and provide individual feedback or assistance where needed. ● Student generated at least 4 stools/strategies in their toolbox ● Teacher will use checklists to ensure all steps were utilized during “what would you do” situations and other scenarios. 	<p>PERFORMANCE TASK(S)</p> <ul style="list-style-type: none"> ● Students will show empathy through imagination using whole group real world “what would you do?” situations. ● Students will complete an individual self-reflective journal page. ● Students will construct a “tool Box” of strategies to help them healthfully manage uncomfortable feelings ● Students will apply their knowledge of conflict resolution to various scenarios. ● Students will critique pictures showing both positive and negative ways to communicate with a friend. ● Students will compose a personal Code of Conduct Declaration
M A	<ul style="list-style-type: none"> ● Visual and verbal feedback provided 	<p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> ● Completed written assignments

Stage 3 – Learning Plan

Code	<i>Pre-Assessment</i>	
M T	<ul style="list-style-type: none"> ● Individually students will circle the parts of the body with which they should actively listen, drawing on their prior knowledge of Listening Larry. ● We will complete a “Listen and Draw” exercise to demonstrate different levels of listening abilities and draw inferences from our collective drawings, as a hook into the lesson. 	
	<p>Summary of Key Learning Events and Instruction</p> <p>Managing our Feelings:</p> <ul style="list-style-type: none"> ● Students will brainstorm a variety of emotions and feelings. ● Pair-n-share ideas ● Practice new skills individually and as a whole group ● Watch and discuss BrainPopJr. video (or other similar videos on anger management) <p>Conflict Resolution:</p> <ul style="list-style-type: none"> ● Students will draw and make inferences ● Students will view a video to gain knowledge ● Students will role play ● Listen to and discuss reactions to an educational music video from Flocabulary (or other related material) ● Students will analyze situations to decide how best to respond. <p>Safer, Smarter Kids:</p> <ul style="list-style-type: none"> ● Students will role play with a partner (situations provided in curriculum) ● Students will watch videos and discuss (use approved video only) ● Students will self-reflect 	<p>Progress Monitoring</p> <ul style="list-style-type: none"> ● Can the students discern the difference between a physical feeling and an emotion? ● Challenge students to look for a certain detail or key point while watching the video. ● Teacher will keep a chart on the board to track brainstorm ideas ● Teacher will provide verbal drawing cues ● Teacher will provide positive feedback during role plays and group discussions ● Follow lesson 5 and 6 of the teacher guide included in the Safer Smarter Kids curriculum; as well as
M A T		
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	<ul style="list-style-type: none">• Practice mindful relaxation techniques.	approved assessments.
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Second Grade Health Curriculum Pacing Calendar

- Each second grade class currently meets once during every other 6-day cycle (or every 12 days).
- HPS meets during A-Cycle; NES meets during B-Cycle.
- Each class receives 15 sessions during the school year. The suggested progression is outlined below.
- Each lesson allows time for reviewing and assessing prior knowledge and skills before moving on to new material.

Unit 1 – Physical Well Being:

Session #	Lesson Title	Summative Assessment / Performance Task
1	Safer Smarter Kids Lesson 3	Reflective Journal Writing
2	Safer Smarter Kids Lesson 4	Safety Barometers “What Would You Do? Situations (WWYD?) ; create a safety P.L.A.N.
3	Head Injury Prevention	Role Play safe and unsafe situations
4	Head Injury Prevention part 2	Proper helmet Use Assessment
5	Lice Prevention	“Bugs In My Hair” What is Fact and what is Fiction?
6	Lice Prevention part 2	Lice Prevention Hats
7-8	Nutrition	Healthy Breakfast Creation

Unit 2 – Social and Emotional Wellbeing:

Session #	Lesson Title	Summative Assessment / Performance Task
9	Managing our Feelings	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	Self-reflective journals
14-15	Safer, Smarter Kids Lesson 6	What Would You Do? Scenarios Code of Conduct Declaration