

NEW MILFORD PUBLIC SCHOOLS

New Milford, Connecticut



2nd Grade Health

December 2023

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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.

2nd Grade Health

2nd grade health helps reinforce information and skills acquired in Kindergarten and 1st grade, while also introducing slightly more advanced concepts. Educating the whole child will be an imperative aspect of the 2nd grade curriculum as the social, emotional, and physical components of the student's health will be explored. Students will have the opportunity to show creativity, critical thinking skills, problem solving skills and a growth mindset through a variety of different developmentally appropriate activities and assignments. As a result of 2nd grade health, students will be able to practice a lifestyle of wellness by incorporating information and skills obtained from the course

Pacing Guide

Each class currently meets 1/12 school days for 25 minutes, and students will receive approximately 15 sessions during the school year. A suggested progression is outlined below:

Unit 1 - Personal Safety:

Session #	Lesson Title	Summative Assessment / Performance Task
1	P.L.A.N lesson 1	Safer, Smarter P.L.A.N video and story
2	P.L.A.N lesson 2	Making our own P.L.A.N, share with the class. Real life P.L.A.N example
3	Safe and Unsafe Secrets Review	Safer, Smarter Kids video, Safe and Unsafe Secret scenarios
4	All About the Brain	Brain Quiz, healthy brain activities
5	Lice Prevention	Lice video, quiz and coloring page
6	Kindness Calendar	Kindness calendar
7	Nutrition Lesson 1	Crack the code nutrition puzzle
8	Busy body book	Exercise coloring page

Unit 2 - Health Enhancing Behaviors:

Session #	Lesson Title	Summative Assessment / Performance Task
9	Keeping your heart healthy	4 favorite heart healthy activities
10	Keeping your lungs healthy	Discovering the pathways of air throughout the lungs and body
11	Being Safe and healthy outside	Creating adventurous and safe playgrounds
12	Earth Day	Focus on Reduce, reuse, recycle
13	Outdoor and Adventure Health	Making our own hikers
14	Kahoot introduction and review	Kahoot quizzes
15	Last Class of the year	Review games and activities

ESTABLISHED GOALS	<i>Transfer</i>		
<p>NHES 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health</p> <p>1.2.1 Identify that healthy behaviors affect personal health.</p> <p>1.2.4 List ways to prevent common childhood injuries.</p> <p>NHES 5: Students will demonstrate the ability to use decision making skills to enhance health</p> <p>5.2.1 Identify situations when a health-related decision is needed.</p> <p>NHES 7: Students will demonstrate the ability to practice health-enhancing behaviors to 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"> - Promote safe and wellness practices throughout life - Help keep oneself and others healthy by making good decisions - Communicate with others in an efficient manner 		
	<i>Meaning</i>		
	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> - It is important to ask for permission, communicate location, activities, names and numbers with their at home adults (PLAN) - There is a difference between safe and unsafe secrets - The brain is computer of the body - There are strategies for reducing the chances of getting lice - Lice does not equate to having poor hygiene - There are multiple ways to be kind and compassionate to others - Making healthy food decisions can lead to a multitude of benefits - Exercise and movement can provide many benefits as well </td> <td style="width: 50%; vertical-align: top;"> <p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> - Why is it important to make a P.L.A.N with our at home adults? - What are examples of safe and unsafe secrets? - How can we keep the brain healthy? - What does the Brain do for the body? - How can we protect ourselves from lice? - Why is it important to be nice to ourselves and to others? - How does our body react to making healthy food choices - How many different types of exercise can we do? </td> </tr> </table>	<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> - It is important to ask for permission, communicate location, activities, names and numbers with their at home adults (PLAN) - There is a difference between safe and unsafe secrets - The brain is computer of the body - There are strategies for reducing the chances of getting lice - Lice does not equate to having poor hygiene - There are multiple ways to be kind and compassionate to others - Making healthy food decisions can lead to a multitude of benefits - Exercise and movement can provide many benefits as well 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> - Why is it important to make a P.L.A.N with our at home adults? - What are examples of safe and unsafe secrets? - How can we keep the brain healthy? - What does the Brain do for the body? - How can we protect ourselves from lice? - Why is it important to be nice to ourselves and to others? - How does our body react to making healthy food choices - How many different types of exercise can we do?
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			Acquisition	
			Students will know...	<i>Students will be skilled at...</i>
<p>7.2.1 Demonstrate healthy practices and behaviors to maintain or improve personal health.</p> <p>7.2.2 Demonstrate behaviors that avoid or reduce health risks.</p> <p>Casel Competencies:</p> <p>Responsible decision making</p> <p>Self-Awareness</p>	<ul style="list-style-type: none"> - Why it is important to make a P.L.A.N with their at home adults - Real life examples of when to use a P.L.A.N in action - The difference between a safe and unsafe secret - When to share a secret with a parent/guardian - The important role of our brain - How to keep our brain safe and healthy - How lice travel from one person to another - Lice do not carry disease - Acts of kindness can provide health benefits - How eating healthy can help improve well-being - There are different ways to exercise and they can aid in being well 	<ul style="list-style-type: none"> - The four steps of making a PLAN - Communicating with their at home adults - Identifying safe and unsafe secrets - Making safe and healthy decisions that improve brain health - Reducing the likelihood of contracting lice - Helping and being compassionate to others - Making healthy food decisions - Choosing physically active exercises that improve wellness 		

STAGE 2

Code	Evaluative Criteria	Assessment Evidence
<p>T,A M,A M,A M,A T,A T,M,A M,A</p>	<p>Further information:</p> <ul style="list-style-type: none"> - Students will effectively list an example for each part of the P.L.A.N acronym - Students will correctly identify safe and unsafe secrets from a list of scenarios - Students will correctly answer questions about the brain in a google form as a class - Students will accurately answer questions from a quiz about Lice - Students will creatively make a kindness calendar for one week - Students will efficiently move bodies in a way to enhance health - Students will correctly answering questions about systems of the body 	<p>PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i></p> <ul style="list-style-type: none"> - Making a real and imaginative P.L.A.N to show their guardians - Choosing the correct answer through a list of safe and unsafe secret options - Answering questions and filling in the blank answers about the brain - Listing lice preventive measures as a class - Making a kindness calendar that has different ways to help others - "Cracking the code" about nutrition in a word puzzle - Recalling information from the "Busy Body Book" and showing examples of different body movements
		<p>OTHER EVIDENCE: <i>Students will show they have achieved Stage 1 goals by...</i></p> <ul style="list-style-type: none"> - Sharing work with the classes - Using whiteboards to answer questions - Answering quizzes as a class to help facilitate feedback - Different coloring pages to help enhance the lesson - Group discussions

Stage 3

Stage 3		
Code	<i>Pre-Assessment</i>	
T M A	<ul style="list-style-type: none"> - Group and partner discussions at the start of class - Listing already known information about the content in the lesson on a google slide - Share times when the lesson topic has been used in their lives 	
A T A M A M A M A T A M A M A M A	<p>Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i></p> <ul style="list-style-type: none"> - Students will watch a Safer, Smarter kids video about making a P.L.A.N - Students will create their own P.L.A.Ns that will be both real and imaginative - Students will act out scenarios that demonstrate the difference between safe and unsafe secrets - Students will get graded and scored on a google form quiz about the brain - Teacher will ask questions about Lice on a brainpop quiz - Students will make a kindness calendar to guide themselves about how and when to help others - Students will use problem solving skills to help “crack a code” about nutrition - Teacher will help students respond to examples of safe and unsafe secrets through a verbal dialogue - Students will recall information about our bones and muscles from “The Busy Body Book” - Students will provide examples of how use or muscles and bones in different ways - Students will be able to explain why we do each lesson 	<p>Progress Monitoring</p> <ul style="list-style-type: none"> - Teacher will Check for understanding before students start an assignment - Teacher will facilitate group and Peer discussions - Teacher will give Forms and Quizzes and review - Teacher will see if students can provide examples of different movement patterns - Teacher will use quick checks to gauge student progress - Teacher will provide group and Individual feedback - Teacher will trivia games to assess students knowledge

and how it can be applied to our lives

UbD Template 2.0

UNIT TITLE: Health Enhancing Behaviors

<p>ESTABLISHED GOALS</p> <p>NHES 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health</p> <p>1.2.1 Identify that healthy behaviors affect personal health</p> <p>NHES 5: Students will demonstrate the ability to use decision-making skills to enhance health.</p> <p>5.2.1 Identify situations when a health-related decision is needed</p>	<i>Transfer</i>	
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none">- Practice how to be safe individually or as a group- Know how being healthy can affect the body- Use problem solving and critical thinking skills- Find joy in being healthy to practice a lifestyle of wellness	
	<i>Meaning</i>	
	<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none">- The heart is one of the body's most important organs- There are multiple ways to keep the heart healthy- Being safe outside can help prevent injury to oneself and to others- It is important to practice environmentally friendly behaviors- There are many ways to protect oneself from the outdoors	<p>ESSENTIAL QUESTIONS <i>Students will keep considering...</i></p> <ul style="list-style-type: none">- What are the best ways to keep the heart healthy?- How does the Heart help our bodies?- How does our heart and lungs work together?- Why is it important to be safe when playing with others?- How can we take care of our own personal safety when outside?- What are practical things we can do help keep our school, town, and planet clean- Why

<p>NHES 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks</p> <p>7.2.2 Demonstrate behaviors that avoid or reduce health risks.</p> <p>Casel Competencies:</p> <p>Self-Management</p> <p>Responsible Decision making</p>	<ul style="list-style-type: none"> - Ways to cope with getting questions wrong in a quiz game 	<ul style="list-style-type: none"> - How do we reach an answer when there are multiple options
	Acquisition	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> - The role of the heart and blood in our bodies - The difference between Veins and arteries - Different ways to keep our hearts healthy - The process of how the lungs work - Safe practices when playing with others - Different ways to protect the environment - When to reduce, reuse and recycle - The benefits of exercising outside and going for a hike - How to protect themselves from different dangers of the outdoors 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> - Making healthy lungs and heart decisions - Locating their pulse to identify heart rate - Labels parts of the lungs - Being safe when playing with others - Protecting themselves - Using creativity to design and imaginative playground - Putting eco-friendly practices to use in real life - Self-regulating emotions when getting a question wrong

STAGE 2

Code	Evaluative Criteria	Assessment Evidence
<p>M,A T,A T, M T A T A T A T A</p>	<ul style="list-style-type: none"> - Students will create detailed pictures of 4 different heart healthy activities - Teacher will guide students in correctly labeling different parts of the respiratory system in a simple diagram - Students will creatively designing an imaginative playground - Students will efficiently sort waste during a game of recycle roundup - Students will accurately identify ways to reduce, reuse or recycle - Teacher will assist students in making hikers/adventurers with precautions against different dangers of nature - Students will answer questions in a review “kahoot” game which students will be able to see their scores 	<p>PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i></p> <ul style="list-style-type: none"> - Making a diagram showing 4 different heart healthy activities - Answering questions in a “Brainpop jr” quiz about the heart and lungs - Correctly labeling the parts of the lungs in a diagram - Being able to list benefits of exercise - Making a pretend playground - Sorting examples of waste in the “recycle roundup game” - Making a detailed hiker that includes different safety precautions - Answering questions in a “kahoot” quiz game
		<p>Other Evidence:</p> <ul style="list-style-type: none"> - Sharing work with the classes - Using whiteboards to answer questions - Answering quizzes as a class to help facilitate feedback - Different coloring pages to help enhance the lesson - Group discussions

Stage 3

Code	<i>Pre-Assessment</i>
T M A	<ul style="list-style-type: none">- Group and Peer discussions- Listing already known information about the lesson of the day- Connecting the content of the lesson to real world applications

<p>M A M A M A M A M A M A</p>	<p>Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i></p> <ul style="list-style-type: none"> - Teacher will lead students in different exercises - Students will be able to locate one's pulse - Students will Identify different heart healthy activities - Students will Identify different lung healthy activities - Teacher will put answers and ideas on the board - Students will recall the roles of the heart and the lungs - Teacher will provide examples of playground/park ideas - Students will be making an imaginative playground - Teacher will ask students questions about their work - Teacher will continuously connect information discussed in class to real life scenarios - Students will Identify ways to reduce, reuse and recycle - Teacher will help students Recognize the dangers and benefits of being outside <p><u>Resources:</u></p> <p>Safer, Smarter Kids! Brainpop Jr. Kahoot.com Brainfacts.org myplate.gov The Busy Body Book Natgeo Kids</p>	<p>Progress Monitoring</p> <p>Teacher will Check for understanding before students start an assignment</p> <p>Teacher will facilitate group and Peer discussions</p> <p>Teacher will give Forms and Quizzes to review</p> <p>Teacher will see if students can provide examples of different movement patterns</p> <p>Teacher will use quick checks to gauge student progress</p> <p>Teacher will provide group and Individual feedback</p> <p>Teacher will use trivia games to assess students knowledge</p>
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