

KPBSD Revised 2014

Second Grade Health Curriculum

Quarter 1- Unit 1 Safety, Family, Social, and Emotional Health	Great Body Shop/Common Sense Media																		
<p>Big Ideas:</p> <ul style="list-style-type: none"> - Everyone has the responsibility and the right to be safe. - Being safe helps our minds and bodies stay healthy. - Every person is unique, important, and deserves respect. <p>Essential Questions:</p> <ul style="list-style-type: none"> - How do I avoid unsafe situations and who do I get for help? - What does bullying behavior look and feel like and how do I get help when I see it? - How does peer pressure affect our decision making? <p>Skills:</p> <ul style="list-style-type: none"> - I can identify unsafe situations and find ways to address them. - I can define and recognize bullying behavior. - I can apply strategies to deal with bullying and peer pressure. <p>Standards: <i>CDC: 2,4,5,7,8</i> <i>AK Health: B,C,D</i> <i>Alaska ELA Standards: 2.RL.3,6,10; 2.RI.1,4,5; 2.W.1,2,3; 2.SL.1,3,5</i></p>	<p>Class rules, responsibilities – (PBIS)</p> <p>GBS (1) Let’s Stay Safe</p> <p>L1. Keep from Getting Hurt on the Street L2. Community Harm Prevention Rules and laws L3. Handling Common Emergencies L4. I Don’t Hurt You, You Don’t Hurt Me</p> <p>GBS (5) When I Feel Afraid</p> <p>L1. Understanding and Coping with Common Fears L2. How Being Afraid Affects Your Body L3. Recognizing Real Dangers - When It’s Smart to Be Afraid L4. Your Body is Private* - Portfolio 4*</p> <p>*Required</p> <p>Common Sense Media Show Respect Online and Show Respect Online Video</p> <p>Essential Vocabulary</p> <table border="0"> <tr> <td>Consequences</td> <td>Safe</td> </tr> <tr> <td>Unsafe</td> <td>Crossing guard</td> </tr> <tr> <td>Crosswalk</td> <td>Pedestrian</td> </tr> <tr> <td>Community</td> <td>Environment</td> </tr> <tr> <td>Oxygen</td> <td>Electricity</td> </tr> <tr> <td>Poison</td> <td>Violence</td> </tr> <tr> <td>Conflict</td> <td>Resolution</td> </tr> <tr> <td>Private</td> <td>Safe touch</td> </tr> <tr> <td>Unsafe touch</td> <td></td> </tr> </table> <p>Assessment: Performance Assessment (GBS 1)</p>	Consequences	Safe	Unsafe	Crossing guard	Crosswalk	Pedestrian	Community	Environment	Oxygen	Electricity	Poison	Violence	Conflict	Resolution	Private	Safe touch	Unsafe touch	
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Unit 2 Nutrition, Growth, and Hygiene	Great Body Shop/Common Sense Media																															
<p>Big Ideas:</p> <ul style="list-style-type: none"> - Our bodies are comprised of a series of organs that work in systems with proper nutrition to function. - Understand what role the brain has in keeping you safe. <p>Essential Questions:</p> <ul style="list-style-type: none"> - What are the parts of the brain and their related functions? - What are parts of the cardiovascular system and their functions? - What tools and strategies do I have to make healthy choices about the food I eat? <p>Skills:</p> <ul style="list-style-type: none"> - I can discuss the dietary guidelines for Americans and effectively use the food groups to make healthy choices. - I know what positive and negative impact of foods on my health are. - I understand how healthy behaviors affect the basic functions of the body systems. - I can identify how my brain helps me to learn and function. <p>Standards: <i>CDC: 5,6,7</i> <i>AK Health: A,B,C</i> <i>Alaska ELA Standards: 2.RL.3,6,10; 2.RI.1,4,5; 2.W.1,2,3; 2.SL.1,3,5</i></p>	<p>GBS (2) How You Think</p> <ul style="list-style-type: none"> L1. How You Think L2. Using Your Brain L3. Think About Thinking L4. Take Care of Your Brain <p>GBS (3) The Wide World of Food</p> <ul style="list-style-type: none"> L1. Eat a Plate L2. Nutrients for Your Body L3. Have a Snack L4. The Importance of a Good Breakfast <p>GBS (4) Your Heart – Small but Strong</p> <ul style="list-style-type: none"> L1. Your Heart – Small but Strong L2. How to Care for Your Heart L3. Heart Problems and Heart Helpers L4. Have a Heart <p>Essential Vocabulary</p> <table border="0"> <tr> <td>Brain</td> <td>Circulatory system</td> <td>MyPlate</td> </tr> <tr> <td>Respiratory system</td> <td>Blood vessels</td> <td>Grain group</td> </tr> <tr> <td>Nervous system</td> <td>Oxygenated</td> <td>Fruit group</td> </tr> <tr> <td>Cerebrum</td> <td>Deoxygenated</td> <td>Cerebellum</td> </tr> <tr> <td>White blood cells</td> <td>Milk group</td> <td>Exercise</td> </tr> <tr> <td>Brain Stem</td> <td>Red blood cells</td> <td>Protein group</td> </tr> <tr> <td>Nerves</td> <td>Chambers</td> <td>Vegetarian</td> </tr> <tr> <td>Memory</td> <td>Heart beat</td> <td>Oils</td> </tr> <tr> <td>Aerobic</td> <td>Pulse</td> <td>Treats</td> </tr> <tr> <td>Nutrients</td> <td>Vegetable group</td> <td></td> </tr> </table> <p>Assessment: Performance Assessment (GBS 2,3, and 4)</p>	Brain	Circulatory system	MyPlate	Respiratory system	Blood vessels	Grain group	Nervous system	Oxygenated	Fruit group	Cerebrum	Deoxygenated	Cerebellum	White blood cells	Milk group	Exercise	Brain Stem	Red blood cells	Protein group	Nerves	Chambers	Vegetarian	Memory	Heart beat	Oils	Aerobic	Pulse	Treats	Nutrients	Vegetable group		
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Unit 3 Injury, Disease, Growth, and Hygiene	Great Body Shop/Common Sense Media																																	
<p>Big Ideas:</p> <ul style="list-style-type: none"> - Human development is a lifelong process of physical, emotional, behavioral, and cognitive growth and change. - Each person has unique and special qualities and contributes to their family and community. - Keeping my body healthy prevents the spread of germs and disease. <p>Essential Questions:</p> <ul style="list-style-type: none"> - What are the characteristics of each stage of human growth and development? - What makes me unique and special? - Why is disease prevention important to our health and wellness and how does my body fight disease? <p>Skills:</p> <ul style="list-style-type: none"> - I can describe the characteristics of health and development. - I can demonstrate and practice personal hygiene habits to prevent spreading germs. - I can share what makes me unique and special. <p>Standards: <i>CDC: 1,3,5,6,7</i> <i>AK Health: A,B,D</i> <i>Alaska ELA Standards: 2.RL.3,6,10; 2.RI.1,4,5; 2.W.1,2,3; 2.SL.1,3,5</i></p>	<p>GBS (6) Babies...And How You Grew</p> <p>L1. Growing and Changing L2. Families L3. Families Grow and Change, Too L4. I am special</p> <p>GBS (8) Germs! They Can Make You Sick</p> <p>L1. Germs: What They Are and What They Do L2. Keeping Germs Out L3. Body Battles: Fighting Germs L4. Community Health Helpers: Germ fighters</p> <p>Common Sense Media My Online Community and My Online Community Video</p> <p>Essential Vocabulary</p> <table border="0"> <tr> <td>Elderly</td> <td>Germs</td> <td>Vaccinations</td> </tr> <tr> <td>Reflex</td> <td>Communicable</td> <td>White blood cells</td> </tr> <tr> <td>Life Cycle</td> <td>Non-Communicable</td> <td>Immunizations</td> </tr> <tr> <td>Patience</td> <td>Disease</td> <td>Antibiotics</td> </tr> <tr> <td>Virtue</td> <td>Microscope</td> <td>Prescription</td> </tr> <tr> <td>Family</td> <td>Bacteria</td> <td></td> </tr> <tr> <td>Respect</td> <td>Virus</td> <td></td> </tr> <tr> <td>Responsibility</td> <td>Fungus</td> <td></td> </tr> <tr> <td>Change</td> <td></td> <td></td> </tr> <tr> <td>Adjusting</td> <td></td> <td></td> </tr> <tr> <td>Unique</td> <td></td> <td></td> </tr> </table> <p>Assessment: Performance Assessment (GBS 6 and 8)</p>	Elderly	Germs	Vaccinations	Reflex	Communicable	White blood cells	Life Cycle	Non-Communicable	Immunizations	Patience	Disease	Antibiotics	Virtue	Microscope	Prescription	Family	Bacteria		Respect	Virus		Responsibility	Fungus		Change			Adjusting			Unique		
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Unit 4 Injury, Disease Prevention (Drug Prevention)	Great Body Shop/Common Sense Media																								
<p>Big Ideas:</p> <ul style="list-style-type: none"> - Healthy habits prevent most illness and can provide us a long healthy and happy life. - Physical activity support emotional and physical wellness. - There are helpful and hurtful drugs. <p>Essential Questions:</p> <ul style="list-style-type: none"> - What are different types of drugs and how do they effect the body? - How do I use decision making skills to make healthy choices for my body? - How do I monitor and adjust my physical and emotional activity to meet my needs? <p>Skills:</p> <ul style="list-style-type: none"> - I can identify different types of drugs and how they affect my body. - I practice decision making skills to make healthy choices for my body. - I can monitor and adjust my physical and emotional activity to meet my needs. <p>Standards: <i>CDC: 1,3,5,6,7</i> <i>AK Health: A,B,C</i> <i>Alaska ELA Standards: 2.RL.3,6,10; 2.RI.1,4,5; 2.W.1,2,3; 2.SL.1,3,5</i></p>	<p>GBS (7) Drugs Are Dangerous</p> <p>L1. Do You Know What Drugs Are L2. Medicines Are Drugs, Too L3. Drugs Don't Solve Problems L4. Drug-Free and Safe Communities</p> <p>GBS (9) My Skin and Me</p> <p>L1. Why Do I Have Skin L2. What Is Skin and How Does It Grow L3. It's the Skin that I'm In L4. Skin Problems and Remedies</p> <p>Essential Vocabulary</p> <table border="0"> <tr> <td>Drug</td> <td>Stress</td> </tr> <tr> <td>Street drug</td> <td>Lactic acid</td> </tr> <tr> <td>Nicotine</td> <td>Hamstring</td> </tr> <tr> <td>Alcohol</td> <td>Quadri- ceps</td> </tr> <tr> <td>Tobacco</td> <td></td> </tr> <tr> <td>Habit</td> <td></td> </tr> <tr> <td>Addicted</td> <td></td> </tr> <tr> <td>Muscle</td> <td></td> </tr> <tr> <td>Skeleton</td> <td></td> </tr> <tr> <td>Stretch</td> <td></td> </tr> <tr> <td>Exercise</td> <td></td> </tr> <tr> <td>Cramp</td> <td></td> </tr> </table> <p>Assessment: Performance Assessment (GBS 7 and 10)</p>	Drug	Stress	Street drug	Lactic acid	Nicotine	Hamstring	Alcohol	Quadri- ceps	Tobacco		Habit		Addicted		Muscle		Skeleton		Stretch		Exercise		Cramp	
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