Please remember the “I Taught This” button!

Grade 2: Unit 1

**Topic Scale**: Health Influences & Healthy Lifestyle

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|  | **Week 1**  **What’s On MyPlate** | **Week 2**  **I will eat Breakfast** | **Week 3**  **I Need Sleep** | **Week 4**  **Preventing Colds & Flu** | **Week 5**  **Our Bodies Need Water** |
| **Iowa Core Health Literacy Standards** | **Essential Concept and/or Skill: *Understand and use basic health concepts to enhance personal, family, and community health* (21.K-2.HL.1)**   * Know and use concepts related to health promotion and disease prevention. * Analyze influencing factors on health enhancing behaviors.   **Essential Concept and/or Skill: *Identify influences that affect personal health and the health of others* (21.K-2.HL.4)**   * Analyze the influence of family, peers, health professionals, culture, media, technology and other health factors. * Access valid information, products and services.   **Essential Concept and/or Skill: *Recognize critical literacy/thinking skills related to persona, family, and community wellness.* (21.K-2.HL.3)**   * Demonstrate decisions making skills. * Demonstrate goal-setting skills.   **Essential Concept and/or Skill: *Demonstrate behaviors that foster healthy, active lifestyles for individuals and the benefit of society.* (21.K-2.HL.5)**   * Practice preventive health behaviors. | | | | |
| **Vocabulary** | * *prevention, disease, impact, body systems, media, technology, health practices* * *effectiveness, enhance, risk, wellness, prevent, goal-setting, behaviors, health-related decisions, choices, consequences* | | | | |
| **HealthTeacher.com**  **Resources**  **Health Readers** | HT – What’s On MyPlate (Interactive Technology)  B – Eating Well | HT – I will eat breakfast (Interactive Technology) | HT – I Need Sleep (Interactive Technology)  B – Sleep Well: Why You Need Rest | HT – Preventing Colds & Flu (Interactive Technology)  B – Get Some Rest! | HT – Our Bodies Need Water (1-5)  B – Water: Reduce, Reuse, Recycle |
| **Additional / Optional**  **Resources** | HT – Healthy Habits (handwashing)  HT – Favorite Foods  HT – Our Bodies Need Water  HT – Storing Foods  HT – Yikes, Lice  KidsHealth- <http://kidshealth.org/en/parents/breakfast.html> | | B – Healthy Snacks, Healthy You!  B- Water: Reduce, Reuse, Recycle  B- Safety Basics  Resource for Our Bodies Need Water <http://breakfastintheclassroom.org/for-districts/toolkits/student-activities-for-breakfast-time/> | | |

Grade 2: Unit 2

**Topic Scale:** Health Influences & Health Advocacy

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|  | **Week 1**  **Environment & Community** | **Week 2**  **Ready to Recycle** | **Week 3**  **Safety on the Internet** | **Week 4**  **Staying Safe** | **Week 5**  **Getting Help** |
| **Iowa Core Health Literacy Standards** | **Essential Concept and/or Skill: *Understand and use basic health concepts to enhance personal, family, and community health* (21.K-2.HL.1)**   * Know and use concepts related to health promotion and disease prevention. * Analyze influencing factors on health enhancing behaviors.   **Essential Concept and/or Skill: *Identify influences that affect personal health and the health of others* (21.K-2.HL.4)**   * Analyze the influence of family, peers, health professionals, culture, media, technology and other health factors. * Access valid information, products and services.   **Essential Concept and/or Skill: *Understand and use interactive literacy and social skills to enhance personal, family, and community health.* (21.K-2.HL.2)**   * Demonstrate social and communication skills to enhance health and increase safety. * Advocate for personal, family, and community health. | | | | |
| **Vocabulary** | * *prevention, disease, impact, body systems, media, technology, health practices* * *violent, consideration, empathy, influence, support, advocacy, respect, responses* | | | | |
| **HealthTeacher.com**  **Resources**  **Health Readers** | HT – The Environment and The Community  B – What Can We Do about Pollution? | HT- Ready to Recycle  B – Exploring Our Impact on the Environment | HT- Be Safe on the Internet-(Interactive Technology)  Assessment- Create a flyer to promote internet safety. | HT-Staying Safe  B-Safety Basics | HT-Getting Help  Assessment- Student Skit Cards |
| **Additional / Optional**  **Resources** | B – Our Earth – Helping Out  B – What Can We Do About Oil Spills and Ocean Pollution? | | SafeKids Worldwide- <https://www.safekids.org/safetytips/field_audience/educators>  Kids.gov- <https://kids.usa.gov/watch-videos/health-and-safety/index.shtml>  Media and Community Influences-[https://www.healthyactivekids.com.au/teachers/tasmania/unit-3-mental-health-wellbeing/lesson-3-media-community-influences/](https://www.healthyactivekids.com.au/teachers/tasmania/unit-3-mental-health-wellbeing/lesson-3-media-community-influences/%20) | | |

Grade 2: Unit 3

**Topic Scale**: Health Influences & Health Advocacy

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|  | **Week 1**  **I’m Unique** | **Week 2**  **People We Admire** | **Week 3**  **How to Listen** | **Week 4**  **How to Listen (Continued)** | **Week 5**  **Resolving Conflict** |
| **Iowa Core Health Literacy Standards** | **Essential Concept and/or Skill: *Understand and use basic health concepts to enhance personal, family, and community health* (21.K-2.HL.1)**   * Know and use concepts related to health promotion and disease prevention. * Analyze influencing factors on health enhancing behaviors.   **Essential Concept and/or Skill: *Identify influences that affect personal health and the health of others* (21.K-2.HL.4)**   * Analyze the influence of family, peers, health professionals, culture, media, technology and other health factors. * Access valid information, products and services.   **Essential Concept and/or Skill: *Understand and use interactive literacy and social skills to enhance personal, family, and community health.* (21.K-2.HL.2)**   * Demonstrate social and communication skills to enhance health and increase safety. * Advocate for personal, family, and community health. | | | | |
| **Vocabulary** | * *prevention, disease, impact, body systems, media, technology, health practices* * *violent, consideration, empathy, influence, support, advocacy, respect, responses* | | | | |
| **HealthTeacher.com**  **Resources**  **Health Readers** | HT – I’m Unique (1, 2, 3 if time allows, 4)  B - Friendliness | HT – People We Admire (1, 2 if time allows, 3, 4)  B - Respect | HT – How to Listen (1,2)  B - Caring | HT – How to Listen (3,4)  B - Politeness | HT – Resolving Conflict (Interactive Technology)  B - Tolerance |
| **Additional / Optional**  **Resources** | HT – Conflict Resolution  Mental Health and Wellbeing resource- [https://www.healthyactivekids.com.au/teachers/tasmania/unit-3-mental-health-wellbeing/](https://www.healthyactivekids.com.au/teachers/tasmania/unit-3-mental-health-wellbeing/%20)  I belong-[https://www.healthyactivekids.com.au/teachers/tasmania/unit-3-mental-health-wellbeing/lesson-9-i-belong/](https://www.healthyactivekids.com.au/teachers/tasmania/unit-3-mental-health-wellbeing/lesson-9-i-belong/%20) | | B – Forgiveness  B – Dealing with Feeling Happy  B – Dealing with Feeling Shy  B – Sportsmanship  B – Peacefulness  Good vs. Bad relationships-[https://www.healthyactivekids.com.au/teachers/tasmania/unit-3-mental-health-wellbeing/lesson-5-good-vs-bad-relationships/](https://www.healthyactivekids.com.au/teachers/tasmania/unit-3-mental-health-wellbeing/lesson-5-good-vs-bad-relationships/%20) | | |

Grade 2: Unit 4

**Topic Scale**: Health Influences & Health Advocacy

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|  | **Week 1**  **Responsibility** | **Week 2**  **Responsibility - continued** | **Week 3**  **People We Admire** | **Week 4**  **Breathe Deeply, Be Calm** | **Week 5**  **Breathe Deeply, Be Calm (continued)** |
|  | **Please meet with the school counselor and school nurse to coordinate possible co-teaching of units. Another resource is Tiffany Bandow at the Young Women’s Resource Center (for helping to teach girls).** [**tbandow@ywrc.org**](mailto:tbandow@ywrc.org)**, 244-4901** | | | | |
| **Iowa Core Health Literacy Standards** | **Essential Concept and/or Skill: *Understand and use basic health concepts to enhance personal, family, and community health* (21.K-2.HL.1)**   * Know and use concepts related to health promotion and disease prevention. * Analyze influencing factors on health enhancing behaviors.   **Essential Concept and/or Skill: *Identify influences that affect personal health and the health of others* (21.K-2.HL.4)**   * Analyze the influence of family, peers, health professionals, culture, media, technology and other health factors. * Access valid information, products and services.   **Essential Concept and/or Skill: *Understand and use interactive literacy and social skills to enhance personal, family, and community health.* (21.K-2.HL.2)**   * Demonstrate social and communication skills to enhance health and increase safety. * Advocate for personal, family, and community health. | | | | |
| **Vocabulary** | * *prevention, disease, impact, body systems, media, technology, health practices* * *violent, consideration, empathy, influence, support, advocacy, respect, responses* | | | | |
| **HealthTeacher.com**  **Resources**  **Health Readers** | HT – Responsibility (1, 2)  B-Responsibility | HT – Responsibility (4, 5)  B- Respect | HT- People We admire  B- Friendliness | Session 1- Breathe Deeply, Be Calm  B-Peacefulness | Session 2- Breathe Deeply, Be Calm |
| **Additional / Optional**  **Resources** | HT – Responsibility part 3  B- Tolerance  B- Sportsmanship  B-Politeness  B- Forgiveness  B- Caring | | Deep Breathing Exercises- <https://move-with-me.com/self-regulation/4-breathing-exercises-for-kids-to-empower-calm-and-self-regulate/>  Kids Breathing Exercises: <http://kidsrelaxation.com/?cat=11> | | |

Grade 2: Unit 5

**Topic Scale**: Healthy Lifestyle

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|  | **Week 1**  **Choose to Move** | **Week 2**  **Play Safe** | **Week 3**  **The Heart** | **Week 4**  **Physical Activity is Good For Me** | **Week 5**  **Better Bones** |
| **Iowa Core Health Literacy Standards** | **Essential Concept and/or Skill: *Recognize critical literacy/thinking skills related to personal, family and community wellness.* (21.K-2.HL.3)**   * Demonstrate decision making skills (21.K-2.HL.3) * Demonstrate goal-setting skills (21.K-2.HL.3)   **Essential Concept and/or Skill: *Demonstrate behaviors that foster healthy, active lifestyles for individuals and the benefit of society.* (21.K-2.HL.5)**   * Achieve and maintain health enhancing level of physical activity. (21.K-2.HL.5) * Practice preventative health behaviors. (21.K-2.HL.5) | | | | |
| **Vocabulary** | * *prevention, disease, impact, body systems, media, technology, health practices* * *effectiveness, enhance, risk, wellness, prevent, goal-setting, behaviors, health-related decisions, choices, consequences* | | | | |
| **HealthTeacher.com**  **Resources**  **Health Readers** | HT – Choose to Move (Interactive Technology)  B – Stamina: Get Stronger and Play Longer! | HT – Play Safe (1, 2, 3 if possible)  B – Staying Safe on the Playground | HT- The Beat Goes On (1, 3, 4) | HT – Physical Activity is Good For Me | HT – Building Better Bones (1, 3, 4)  B – Your Bones  Goal Setting Activity |
| **Additional / Optional**  **Resources** | HT – Staying Safe around Electricity  HT – Physical Activity is Good for Me  HT – How You Can Prevent Fires  HT – Staying Safe Around Electricity  HT – The Bossy Brain  HT – Building Better Bones | | B - Speed: Get Quick!  B – Fire Safety  B – Brain  B – Your Brain  B – A Tour of Your Nervous System  B – Your Bones  B – The Nervous System  B – The Skeletal System  B – The Skeletal System – Early Bird Body Systems | | |

Grade 2: Unit 6

**Topic Scale**: Health Influences & Health Advocacy

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|  | **Week 1**  **You Can’t Tell by Looking** | **Week 2**  **Medicines** | **Week 3**  **Alcohol** | **Week 4**  **Be Smart Don’t Start** | **Week 5**  **Tobacco** |
| **Iowa Core Health Literacy Standards** | **Essential Concept and/or Skill: *Understand and use basic health concepts to enhance personal, family, and community health* (21.K-2.HL.1)**   * Know and use concepts related to health promotion and disease prevention. * Analyze influencing factors on health enhancing behaviors.   **Essential Concept and/or Skill: *Identify influences that affect personal health and the health of others* (21.K-2.HL.4)**   * Analyze the influence of family, peers, health professionals, culture, media, technology and other health factors. * Access valid information, products and services.   **Essential Concept and/or Skill: *Understand and use interactive literacy and social skills to enhance personal, family, and community health.* (21.K-2.HL.2)**   * Demonstrate social and communication skills to enhance health and increase safety. * Advocate for personal, family, and community health. | | | | |
| **Vocabulary** | * *prevention, disease, impact, body systems, media, technology, health practices* * *violent, consideration, empathy, influence, support, advocacy, respect, responses* | | | | |
| **HealthTeacher.com**  **Resources**  **Health Readers** | HT – You Can’t Tell by Looking | HT – Over-the-counter and Prescription Medicines (1-6) | B - Alcohol | HT – Be Smart, Don’t Start | HT-Real Friends Protect Us  Discussion Questions  B – Tobacco |
| **Additional / Optional**  **Resources** | Alcohol and Your Body: <http://classroom.kidshealth.org/3to5/problems/drugs/smoking.pdf>  Alcohol, Tobacco, and Other Drugs:  <http://www.ncpc.org/topics/by-audience/law-enforcement/teaching-children/activities-and-lesson-plans/alcohol-tobacco-and-other-drugs-grades-2-3> | | Get Smart About Tobacco- <http://www.scholastic.com/browse/article.jsp?id=3758544>  KidsHealth- <http://classroom.kidshealth.org/3to5/problems/drugs/smoking.pdf> | | |

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| Health Influences | |
| Anchor Standards:   * Know and use concepts related to health promotion and disease prevention. (21.K-2.HL.1) * Analyze influencing factors on health enhancing behaviors (21.K-2.HL.1) * Analyze the influence of family, peers, health professionals, culture, media, technology and other health factors. (21.K-2.HL.4) | |
| 4 | In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond the goal. |
| 3  Learning Goal | 1. **Recognize multiple dimensions of wellness. (21.K-2.HL.1.2)** 2. **Describe the impact of personal health behaviors on the functioning of body systems (21.K-2.HL.1.6)** 3. **Identify positive and negative effects of media and technology upon health practices and choices. (21.K-2.HL.1.9)** 4. **Describe how culture influences personal health choices (21.K-2.HL.4.2)**   RETRIEVAL |
| 2 | 1. Identify the dimensions of wellness. 2. Name the systems of the body. 3. Name uses of media and technology. 4. Identify negative and positive health practices. 5. Describe cultural influences |
| 1 | Student’s performance reflects insufficient progress towards foundational skills and knowledge. |
| Academic Vocabulary | *prevention, disease, impact, body systems, media, technology, health practices* |

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| Health Advocacy | |
| Anchor Standards:   * + Demonstrate social and communication skills to enhance health and increase safety. (21.K-2.HL.2)   + Advocate for personal, family and community health. (21.K-2.HL.2) | |
| 4 | In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond the goal. |
| 3  Learning Goal | * 1. **Identify ways to communicate care, consideration, empathy, and respect for self and others. (21.K-2.HL.2.4)**   2. **Articulate ways to influence and support others to make positive health choices. (21.K-2.HL.2.6)**   3. **Recognize mean and violent acts and demonstrate appropriate responses. (21.K-2.HL.2.8)**   ANALYSIS |
| 2 | 1. Identify ways to support and influence others. 2. Recognize mean and violent acts. 3. Name responses to violent acts. |
| 1 | Student’s performance reflects insufficient progress towards foundational skills and knowledge. |
| Academic Vocabulary | *violent, consideration, empathy, influence, support, advocacy, respect, responses* |

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| Healthy Lifestyle | |
| Anchor Standard:   * Demonstrate decision making skills (21.K-2.HL.3) * Demonstrate goal-setting skills (21.K-2.HL.3) * Achieve and maintain health enhancing level of physical activity. (21.K-2.HL.5) * Practice preventative health behaviors. (21.K-2.HL.5) | |
| 4 | In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond the goal. |
| 3  Learning Goal | 1. **Understand the interrelationships between decisions, choices, and consequences. (21.K-2.HL.3.1)** 2. **Recognize the effectiveness of health-related decisions. (21.K-2.HL.3.2)** 3. **Set personal goals. (21.K-2.HL.3.5)** 4. **Practice basic health enhancing physical behaviors. (21.K-2.HL.5.2)** 5. **Identify risk behaviors and practice healthy choices. (21.K-2.5.4)** 6. **Identify behaviors that contribute to total wellness for individuals, families, and communities. (21.K-2.5.6)**   RETRIEVAL |
| 2 | 1. Identify positive and negative decisions, choices, and consequences. 2. Identify health-related decisions. 3. Recognize personal health needs. 4. Identify health enhancing physical behaviors. 5. Recognize risk behaviors 6. Recognize behaviors that contribute to overall wellness. |
| 1 | Student’s performance reflects insufficient progress towards foundational skills and knowledge. |
| Academic Vocabulary | *Effectiveness, enhance, risk, wellness, prevent, goal-setting, behaviors, health-related decisions, choices, consequences.* |