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 FoodsHT – Our Bodies Need WaterHT – Storing FoodsHT – Yikes, LiceKidsHealth- <http://kidshealth.org/en/parents/breakfast.html>  | B – Healthy Snacks, Healthy You!B- Water: Reduce, Reuse, Recycle B- Safety BasicsResource 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 CommunityB – What Can We Do about Pollution? | HT- Ready to RecycleB – Exploring Our Impact on the Environment | HT- Be Safe on the Internet-(Interactive Technology)Assessment- Create a flyer to promote internet safety.  | HT-Staying SafeB-Safety Basics | HT-Getting HelpAssessment- 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 ResolutionMental 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 – ForgivenessB – Dealing with Feeling HappyB – Dealing with Feeling ShyB – SportsmanshipB – PeacefulnessGood 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****, 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 admireB- Friendliness  | Session 1- Breathe Deeply, Be CalmB-Peacefulness | Session 2- Breathe Deeply, Be Calm |
| **Additional / Optional****Resources** | HT – Responsibility part 3B- ToleranceB- SportsmanshipB-PolitenessB- ForgivenessB- 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 BonesGoal Setting Activity |
| **Additional / Optional****Resources** | HT – Staying Safe around ElectricityHT – Physical Activity is Good for MeHT – How You Can Prevent FiresHT – Staying Safe Around ElectricityHT – The Bossy BrainHT – Building Better Bones | B - Speed: Get Quick!B – Fire Safety B – BrainB – Your BrainB – A Tour of Your Nervous SystemB – Your BonesB – The Nervous SystemB – The Skeletal SystemB – 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 UsDiscussion QuestionsB – 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. |
| 3Learning 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. |
| 3Learning 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. |
| 3Learning 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.* |