

# CARLISLE AREA SCHOOL DISTRICT

Carlisle, PA 17013

**Health**

**Grade 2**

Date of Board Approval: **January 19, 2012**

**CARLISLE AREA SCHOOL DISTRICT  
PLANNED INSTRUCTION COVER PAGE**

Title of Course: Health Subject Area: Health Grade Level: Second

Course Length: (Semester/Year): Year Duration: 45 minutes Frequency: Once every two 6 day cycles

Prerequisites: Not Applicable Credit: Not Applicable Level: Not Applicable

**Course Description/Objectives:** The district shall provide for attainment of the academic standards per Chapter 4, Section 4.12. Each student shall demonstrate proficiency in the following area: concepts of health; healthful living; and safety and injury prevention.

**Major Text(s)/Resources:** None

**Curriculum Writing Committee:**

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<b>Unit: Safety</b>		<b>Subject Area: Health</b>	<b>Grade: 2</b>
<b>PA Academic Standards</b>	<b>Performance Indicators</b>	<b>Assessment</b>	
10.3.3A Recognize safe and unsafe practices in the home, school and community.	<ul style="list-style-type: none"> <li>• Identify personal space as the space within your circle.</li> <li>• Identify playground rules.</li> <li>• Following proper rules keeps us safe.</li> </ul>	Teacher made tests and quizzes Curriculum-based assessments Demonstrations Performance assessments Portfolios Research papers Essays Oral presentations Multi-media presentations	
10.3.3B Recognize emergency situations and explain appropriate responses.	<ul style="list-style-type: none"> <li>• Identify emergency situation as dangerous situations requiring the help of an adult.</li> <li>• Distinguish between an emergency and a non-emergency.</li> </ul>		
10.3.3D Identify and use safe practices in physical activity settings.	<ul style="list-style-type: none"> <li>• Summarize playground rules.</li> <li>• Explain dangerous activities while on playground equipment.</li> </ul>		
10.5.3A Recognize and use basic movement skills and concepts.	<ul style="list-style-type: none"> <li>• Describe your personal space and general space.</li> </ul>		
No applicable standard	<ul style="list-style-type: none"> <li>• Identify general space as space as space outside your circle.</li> </ul>		

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10.3.3A Recognize safe and unsafe practices in the home, school and community.	<ul style="list-style-type: none"> <li>• Know traffic laws.</li> <li>• Understand traffic signs.</li> <li>• Identify safe bike riding rules.</li> <li>• Know pedestrians right of way.</li> </ul>	Teacher made tests and quizzes Curriculum-based assessments Demonstrations Performance assessments Portfolios Research papers Essays Oral presentations Multi-media presentations
10.3.3A Recognize safe and unsafe practices in the home, school and community.	<ul style="list-style-type: none"> <li>• List steps in performing a bike safety check.</li> <li>• Follow proper rules when riding a bicycle and staying safe.</li> </ul>	
10.3.3A Recognize safe and unsafe practices in the home, school and community.	<ul style="list-style-type: none"> <li>• Identify and list the important traffic signs for bike safety.</li> <li>• Describe safe bike riding.</li> <li>• List proper components in a bicycle check.</li> </ul>	

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10.2.3C Identify media sources that influence health and safety.	<ul style="list-style-type: none"> <li>Identify trusted adults who can help you in an emergency.</li> </ul>	Teacher made tests and quizzes Curriculum-based assessments Demonstrations Performance assessments Portfolios Research papers Essays Oral presentations Multi-media presentations	
10.2.3E Identify environmental factors that affect health.	<ul style="list-style-type: none"> <li>Home safety plan: identify poisons in the home.</li> <li>Explain what to do when finding medicines in the home.</li> <li>Identify poisons in the house.</li> </ul>		
10.3.3B Recognize emergency situations and explain appropriate responses.	<ul style="list-style-type: none"> <li>Know how to communicate during an emergency.</li> <li>Identify home emergencies.</li> <li>Know when and how to call 911.</li> </ul>		
10.3.3B Recognize emergency situations and explain appropriate responses.	<ul style="list-style-type: none"> <li>Develop a fire safety plan for your house.</li> <li>Identify ways to prevent fires.</li> <li>Identify emergency plan in the event of a fire.</li> </ul>		
10.3.3B Recognize emergency situations and explain appropriate responses.	<ul style="list-style-type: none"> <li>Identify a family meeting place.</li> <li>Use stop, drop and roll when in a house fire.</li> <li>Identify fire safety rules.</li> </ul>		

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10.3.3B Recognize emergency situations and explain appropriate responses.	<ul style="list-style-type: none"> <li>• Following proper home rules keeps us safe.</li> <li>• Develop an emergency plan.</li> <li>• List fire safety skills to keep us safe.</li> </ul>	Teacher made tests and quizzes Curriculum-based assessments Demonstrations Performance assessments Portfolios Research papers Essays Oral presentations Multi-media presentations	
10.3.3B Recognize emergency situations and explain appropriate responses.	<ul style="list-style-type: none"> <li>• Demonstrate stop, drop, and roll.</li> <li>• Explain where to meet in case of a fire.</li> <li>• Practice how to call 911 and summarize what you would say.</li> </ul>		

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<b>PA Academic Standards</b>	<b>Performance Indicators</b>	<b>Assessment</b>	
10.3.3A Recognize safe and unsafe practices in the home, school and community.	<ul style="list-style-type: none"> <li>• Know what safety measures to take when home alone.</li> <li>• Know what safety measure to take when walking home from school.</li> </ul>	Teacher made tests and quizzes Curriculum-based assessments Demonstrations Performance assessments Portfolios Research papers Essays Oral presentations Multi-media presentations	
10.3.3A Recognize safe and unsafe practices in the home, school and community.	<ul style="list-style-type: none"> <li>• Following stranger safety rules keep us safe.</li> <li>• Recognize unsafe situations.</li> </ul>		
10.3.3B Recognize emergency situations and explain appropriate responses.	<ul style="list-style-type: none"> <li>• Identify what to do if a stranger approaches you.</li> </ul>		
10.3.3C Recognize conflict situations and identify strategies to avoid or resolve.	<ul style="list-style-type: none"> <li>• Role play situations with stranger danger.</li> </ul>		

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<b>PA Academic Standards</b>	<b>Performance Indicators</b>	<b>Assessment</b>
10.3.3D Identify and use safe practices in physical activity settings.	<ul style="list-style-type: none"> <li>• List sun protection methods.</li> <li>• Identify what you need to do if you become dehydrated.</li> </ul>	Teacher made tests and quizzes Curriculum-based assessments Demonstrations Performance assessments Portfolios Research papers Essays Oral presentations Multi-media presentations
No applicable standard	<ul style="list-style-type: none"> <li>• Sun has harmful rays.</li> <li>• Sun has healthful benefits.</li> <li>• The sun can be both helpful and harmful.</li> </ul>	

<b>Unit: Drug and Alcohol</b>		<b>Subject Area: Health</b>	<b>Grade: 2</b>
<b>PA Academic Standards</b>	<b>Performance Indicators</b>	<b>Assessment</b>	
10.1.3D Know age appropriate drug information.	<ul style="list-style-type: none"> <li>• Know how to use medicine safely.</li> <li>• Know how to read medicine labels.</li> <li>• Drugs can be both helpful and harmful.</li> </ul>	Teacher made tests and quizzes Curriculum-based assessments Demonstrations Performance assessments Portfolios Research papers Essays Oral presentations Multi-media presentations	
10.1.3D Know age appropriate drug information.	<ul style="list-style-type: none"> <li>• Know that drugs can alter the body and create chemical dependency.</li> </ul>		
10.1.3D Know age appropriate drug information.	<ul style="list-style-type: none"> <li>• Describe the difference between prescription and over-the-counter drugs.</li> <li>• Use medicine labels to identify and describe medicine warnings.</li> </ul>		
10.1.3D Know age appropriate drug information.	<ul style="list-style-type: none"> <li>• List how drugs affect the functioning of a family.</li> </ul>		
10.2.3B Identify health-related information.	<ul style="list-style-type: none"> <li>• Brainstorm a list of how the media influences our decisions to use or not use drugs.</li> </ul>		

<b>Unit: Hygiene</b>		<b>Subject Area: Health</b>	<b>Grade: 2</b>
<b>PA Academic Standards</b>	<b>Performance Indicators</b>	<b>Assessment</b>	
10.1.3E Identify types and causes of common health problems of children.	<ul style="list-style-type: none"> <li>• Sneezing, coughing and blowing nose etiquette.</li> <li>• Know how to care for your body.</li> <li>• Knowing why getting enough sleep is important.</li> </ul>	Teacher made tests and quizzes Curriculum-based assessments Demonstrations Performance assessments Portfolios Research papers Essays Oral presentations Multi-media presentations	
10.1.3E Identify types and causes of common health problems of children.	<ul style="list-style-type: none"> <li>• Know how and why you keep teeth and hands clean.</li> <li>• Explain in writing why it is important to get the proper amount of sleep.</li> </ul>		
10.1.3E Identify types and causes of common health problems of children.	<ul style="list-style-type: none"> <li>• Summarize how good personal hygiene prevents germs from spreading.</li> </ul>		
10.2.3A Identify personal hygiene practices and community helpers that promote health and prevent the spread of disease.	<ul style="list-style-type: none"> <li>• Know why it is important to brush and floss your teeth.</li> <li>• Know the importance of regular dental check-up.</li> </ul>		
10.2.3A Identify personal hygiene practices and community helpers that promote health and prevent the spread of disease.	<ul style="list-style-type: none"> <li>• Dental hygiene, cleanliness and sleep are important for wellness.</li> <li>• Review the proper hand washing techniques.</li> </ul>		

<b>Unit: Hygiene</b>		<b>Subject Area: Health</b>	<b>Grade: 2</b>
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10.2.3A Identify personal hygiene practices and community helpers that promote health and prevent the spread of disease.	<ul style="list-style-type: none"> <li>• Demonstrate the proper tooth brushing and flossing techniques.</li> <li>• Write a rap/poem about hygiene.</li> </ul>	Teacher made tests and quizzes Curriculum-based assessments Demonstrations Performance assessments Portfolios Research papers Essays Oral presentations Multi-media presentations	

<b>Unit: Human Body</b>		<b>Subject Area: Health</b>	<b>Grade: 2</b>
<b>PA Academic Standards</b>	<b>Performance Indicators</b>	<b>Assessment</b>	
10.1.3B Identify and know the location and function of the major body organs and systems.	<ul style="list-style-type: none"> <li>• Differences between bones and muscles.</li> <li>• Identify the digestion pathway in the body.</li> <li>• Parts of the digestive system.</li> </ul>	Teacher made tests and quizzes Curriculum-based assessments Demonstrations Performance assessments Portfolios Research papers Essays Oral presentations Multi-media presentations	
10.1.3B Identify and know the location and function of the major body organs and systems.	<ul style="list-style-type: none"> <li>• Importance of the circulatory system.</li> <li>• Your body is made up of parts that have specific functions.</li> <li>• Explain how muscles move bones.</li> </ul>		
10.1.3B Identify and know the location and function of the major body organs and systems.	<ul style="list-style-type: none"> <li>• Compare and contrast bones from muscles.</li> <li>• Describe the route food takes through the digestive system.</li> </ul>		
10.1.3B Identify and know the location and function of the major body organs and systems.	<ul style="list-style-type: none"> <li>• Label parts of the digestive system.</li> <li>• Diagram the route blood takes through the body.</li> </ul>		
10.5.3B Recognize and describe the concepts of motor skill development using appropriate vocabulary.	<ul style="list-style-type: none"> <li>• Components of movement.</li> </ul>		

<b>Unit: Nutrition</b>		<b>Subject Area: Health</b>	<b>Grade: 2</b>
<b>PA Academic Standards</b>	<b>Performance Indicators</b>	<b>Assessment</b>	
10.1.3C Explain the role of the food guide pyramid in helping people eat a healthy diet.	<ul style="list-style-type: none"> <li>• Define serving size as the standard amount of food we should eat.</li> <li>• Identify and know the food pyramid.</li> <li>• Analyze healthy snacks and fast food choice.</li> </ul>	Teacher made tests and quizzes Curriculum-based assessments Demonstrations Performance assessments Portfolios Research papers Essays Oral presentations Multi-media presentations	
10.1.3C Explain the role of the food guide pyramid in helping people eat a healthy diet.	<ul style="list-style-type: none"> <li>• Know how to eat a balanced meal with appropriate portions.</li> <li>• Identify the correct portions of food on your plate.</li> <li>• Making good food choices keep us healthy.</li> </ul>		
10.1.3C Explain the role of the food guide pyramid in helping people eat a healthy diet.	<ul style="list-style-type: none"> <li>• Identify five food groups.</li> <li>• Discuss the benefits of each food group.</li> <li>• Following the recommendations of the food pyramid and exercising regularly keeps the body healthy.</li> </ul>		
10.2.3B Identify health-related information.	<ul style="list-style-type: none"> <li>• Design a healthy bag lunch.</li> <li>• List a variety of healthy snacks.</li> </ul>		
10.2.3C Identify media sources that influence health and safety.	<ul style="list-style-type: none"> <li>• Develop a healthy school lunch menu.</li> </ul>		

<b>Unit: Nutrition</b>		<b>Subject Area: Health</b>	<b>Grade: 2</b>
<b>PA Academic Standards</b>	<b>Performance Indicators</b>	<b>Assessment</b>	
10.4.3A Identify and engage in physical activities that promote physical fitness and health.	<ul style="list-style-type: none"> <li>• Food pyramid and recommended exercise.</li> <li>• Write a story that reinforces exercise as part of the pyramid.</li> </ul>	Teacher made tests and quizzes Curriculum-based assessments Demonstrations Performance assessments Portfolios Research papers Essays Oral presentations Multi-media presentations	

<b>Unit: Fitness/Wellness</b>		<b>Subject Area: Health</b>	<b>Grade: 2</b>
<b>PA Academic Standards</b>	<b>Performance Indicators</b>	<b>Assessment</b>	
10.3.3D Identify and use safe practices in physical activity settings.	<ul style="list-style-type: none"> <li>• Identify components of a proper work-out.</li> <li>• Demonstrate proper stretching and explain its benefits.</li> </ul>	Teacher made tests and quizzes Curriculum-based assessments Demonstrations Performance assessments Portfolios Research papers Essays Oral presentations Multi-media presentations	
10.4.3A Identify and engage in physical activities that promote physical fitness and health.	<ul style="list-style-type: none"> <li>• Identify the importance of sleep.</li> <li>• Explain why proper rest is necessary.</li> </ul>		
10.4.3B Know the positive and negative effects of regular participation in moderate to vigorous physical activities.	<ul style="list-style-type: none"> <li>• Being physically fit helps us to stay healthy.</li> </ul>		
10.4.3C Know and recognize changes in body responses during moderate to vigorous activity.	<ul style="list-style-type: none"> <li>• Know the impact of exercise on the hearts and lungs.</li> <li>• Explain the benefits of exercise on the heart and lungs.</li> </ul>		
10.5.3A Recognize and use basic movement skills and concepts.	<ul style="list-style-type: none"> <li>• Identify different types of exercise.</li> </ul>		

<b>Unit: Fitness/Wellness</b>		<b>Subject Area: Health</b>	<b>Grade: 2</b>
<b>PA Academic Standards</b>	<b>Performance Indicators</b>	<b>Assessment</b>	
10.5.3D Identify and use principles of exercise to improve movement and fitness activities.	<ul style="list-style-type: none"> <li>Develop goals for exercise.</li> </ul>	Teacher made tests and quizzes Curriculum-based assessments Demonstrations Performance assessments Portfolios Research papers Essays Oral presentations Multi-media presentations	

## **Adaptations/Modifications for Students with I.E.P.s**

Adaptations or modifications to this planned course will allow exceptional students to earn credits toward graduation or develop skills necessary to make a transition from the school environment to community life and employment. The I.E.P. team has determined that modifications to this planned course will meet the student's I.E.P. needs.

Adaptations/Modifications may include but are not limited to:

### **INSTRUCTION CONTENT**

- Modification of instructional content and/or instructional approaches
- Modification or deletion of some of the essential elements

### **SETTING**

- Preferential seating

### **METHODS**

- Additional clarification of content
- Occasional need for one to one instruction
- Minor adjustments or pacing according to the student's rate of mastery
- Written work is difficult, use verbal/oral approaches
- Modifications of assignments/testing
- Reasonable extensions of time for task/project completion
- Assignment sheet/notebook
- Modified/adjusted mastery rates
- Modified/adjusted grading criteria
- Retesting opportunities

### **MATERIALS**

- Supplemental texts and materials
- Large print materials for visually impaired students
- Outlines and/or study sheets
- Carbonless notebook paper
- Manipulative learning materials
- Alternatives to writing (tape recorder/calculator)