

## 2nd Grade Health

# Second Grade Health Scope and Sequence

Character Education & Community and Health Services	5 days	--
<b>Nutrition</b>	5 days	10 days
Personal Growth and Development & Alcohol/Tobacco/Drugs	10 days	20 days
<b>Safety</b>	4 days	24 days
Personal and Mental Health & Social and Sexual Health	6 days	30 days
<b>CATEGORY TOTALS</b>	30 days	

**Notes:** There are 30 Health sessions during the course of the year.

## 2nd Grade Health

**Unit Title:** 2nd Grade-Character Education & Community and Health Services

### Stage 1: Desired Results

**Standards & Indicators:**

2.1.2.CHSS.1: Identify community professionals and school personnel who address health emergencies and provide reliable health information to us.

2.1.2.CHSS.2: Determine where to access home, school and community health professionals.

2.1.2.CHSS.3: Demonstrate how to dial and text 911 in case of an emergency.

2.1.2.CHSS.4: Describe how climate change affects the health of individuals, plants and animals.

2.1.2.CHSS.5: Identify situations that might result in individuals feeling sad, angry, frustrated, or scared.

2.1.2.CHSS.6: Identify individuals who can assist with expressing one's feelings (e.g., family members, teachers, counselors, medical professionals).

### Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.4.2.CI.1	Demonstrate openness to new ideas and perspectives.	There are actions an individual can take to help make this world a better place.
9.4.2.CT.1	Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem.	Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem.
9.4.2.CT.2	Identify possible approaches and resources to execute a plan.	
9.4.2.CT.3	Use a variety of types of thinking to solve problems (e.g., inductive, deductive).	
9.4.2.DC.2	Explain the importance of respecting digital content of others.	Digital artifacts can be owned by individuals or organizations.
9.4.2.DC.3	Explain how to be safe online and follow safe practices when using the internet	Individuals should practice safe behaviors when using the Internet.
9.4.2.DC.6	Identify respectful and responsible ways to communicate in digital environments.	

**Central Idea/Enduring Understanding:**

- Understanding of the 5 core values and adopting them into daily practice.
- People in the community work to keep us safe.
- Individuals face a variety of situations that may result in different type of feelings and learning how to talk about their feelings is important.

**Essential/Guiding Question:**

- What is something you do to show respect for others in school and at home?
- What responsibilities do adults have at school?
- Why can it be difficult to be truthful?
- Why do people need perseverance when they have a job?
- What sacrifices do military people make when serving our country?

**Content:**

- We can show respect for others by what we say and how we act.
- By being responsible and completing a task, we can feel good about our accomplishment.

**Skills (Objectives):**

Learners will view the core values in personal and worldly view and how people make decisions about character based on how it betters yourself and the world and not for rewards.

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<ul style="list-style-type: none"> <li>● Integrity means making good choices even when the good choice is difficult.</li> <li>● By showing perseverance, you can accomplish anything you put your mind to.</li> <li>● Military personnel provide service by defending our country.</li> </ul>	
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**Interdisciplinary Connections:**

Language Arts: persuasive writing; informational process writing (slides; brochures, etc.)

### Stage 2: Assessment Evidence

**Performance Task(s):**

- Student project/classwork
- Student demonstration
- Question of the day
- Class/partner/group discussion
- Self-Assessments
- Peer Assessments
- Turn and Talk
- Various Class Activities and Games
- Exit tickets
- Self-reflection/healthy habits journal

**Other Evidence:**

- Teacher Observation
- Student/Teacher Conference
- Guest speakers

### Stage 3: Learning Plan

**Learning Opportunities/Strategies:**

**Session 1**

- Respect: students create a flower with a message about what they do to show respect and add it to our "Respect Garden"

**Session 2**

- Responsibility: students interview a faculty or staff member and report on that person's responsibilities.

**Session 3**

- Integrity: students reflect in their journal about a time when it was difficult for them to be honest.

**Session 4**

- Perseverance: students discuss how perseverance will help while in current school and how it will affect them in the future.

**Session 5**

- Service: Participate or discuss service projects within the school or community.

**Resources:**

**Session 1**

- Whiteboards
- Writing supplies
- Construction Paper
- Art supplies

**Session 2**

- Writing journal
- Writing supplies

**Session 3**

- Writing journal
- Writing supplies
- Art supplies

**Session 4**

- Writing journal

**Session 5**

- Guest speaker
- Writing journal

**Differentiation** \*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<ul style="list-style-type: none"> <li>● Lesson/Skill Extension</li> <li>● Peer Assistant</li> </ul>	<ul style="list-style-type: none"> <li>● Instructional Aides</li> </ul>	<ul style="list-style-type: none"> <li>● Peer Assistant</li> <li>● Instructional Aides</li> </ul>	<ul style="list-style-type: none"> <li>● IEP's</li> <li>● 504's</li> <li>● Instructional Aides</li> </ul>

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		<ul style="list-style-type: none"> <li>● Rewording of Directions</li> <li>● Streamline options in assessment</li> </ul>	<ul style="list-style-type: none"> <li>● Peer Assistant</li> <li>● Rewording of Directions</li> <li>● Hands-on assessments</li> </ul>
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**Unit Title:** 2nd Grade-Nutrition

### Stage 1: Desired Results

**Standards & Indicators:**

**NJSLS – Health and Physical Education**

2.2.2.N.1: Explore different types of foods and food groups.

2.2.2.N.2: Explain why some foods are healthier to eat than others.

2.2.2.N.3: Differentiate between healthy and unhealthy eating habits.

### Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.1.2. FI.1	Differentiate the various forms of money and how they are used (e.g., coins, bills, checks, debit and credit cards).	Money comes in different values, forms, and uses
9.1.2.FP.1	Explain how emotions influence whether a person spends or saves.	There is a relationship between an individual's values, emotions, and the ways he/she chooses to spend money
9.1.2.FP.2	Differentiate between financial wants and needs.	External factors can influence the items that an individual wants or needs.
9.1.2.FP.3	Identify the factors that influence people to spend or save (e.g., commercials, family, culture, society).	

**Central Idea/Enduring Understanding:**

- Understanding that proper nutrition is vital to positive health and wellness and that nutritional information is available on foods, to help you devise a healthy diet.
- Nutritious food choices promote wellness and are the basis for healthy eating habits.

**Essential/Guiding Question:**

- What nutritional content do foods from each group give you?
- What are calories and how many calories are recommended daily?
- How does following MyPlate help you to eat healthy meals?
- What food groups do you eat enough of and which groups are you lacking?
- What does the term organic mean and how are foods genetically modified?

**Content:**

- Different food groups provide various vitamins and minerals that other food groups do not.
- A calorie is a unit of energy that the body needs and this age group falls into the 1600 to 2000 daily caloric intake range.
- MyPlate helps to create balanced meals and that each food group should represent a portion of the plate during a meal.

**Skills (Objectives):**

- Learners will analyze nutritional information and familiarize themselves with terms like calories, vitamins and organic foods.
- Learners will determine health risks involved with an unhealthy diet.

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- We can chart our food intake and determine what food groups we receive enough of and which ones we lack on a daily basis.
- Organic foods are made without genetic modification or changes and are generally considered to be healthier options.

### Interdisciplinary Connections:

Science: Biology

Language Arts: persuasive writing; informational process writing (slides; brochures, etc.)

Math: Calculation of caloric intake

### Stage 2: Assessment Evidence

#### Performance Task(s):

- Student project/classwork
- Student demonstration
- Question of the day
- Class/partner/group discussion
- Self-Assessments
- Peer Assessments
- Turn and Talk
- Various Class Activities and Games
- Exit tickets
- Self-reflection/healthy habits journal

#### Other Evidence:

- Teacher Observation
- Student/Teacher Conference

### Stage 3: Learning Plan

#### Learning Opportunities/Strategies:

##### Session 1

- Analyze the school menu
- MyPlate- students create portions on a plate using play food and differentiate why some group portions are larger or smaller.

##### Session 2

- Nutritional labels- students compare foods and groups to determine what nutrients are provided in each group.

##### Session 3

- Calories- students learn what a calorie is and can total their calories for a day using website listing calorie counts for various foods.

##### Session 4

- Food journal- students create a food journal and list the foods they eat during a day and compare it to the recommended number of servings.

##### Session 5

- Healthy Choices and Unhealthy Choices - and the effects it has on your growth and development.

#### Resources:

##### Session 1

- Various nutritional labels
- Internet with projector
- Writing supplies
- School Menu

##### Session 2

- Nutritional labels
- Internet with projector
- Computer lab
- Writing supplies

##### Session 3

- Play food
- Paper plates
- Internet with projector
- Writing supplies

##### Session 4

- Food journal
- Writing supplies
- Internet with projector

##### Session 5

- Whiteboard supplies
- Writing journals and supplies
- Internet with projector

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**Differentiation** \*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<ul style="list-style-type: none"> <li>Lesson/Skill Extension</li> <li>Peer Assistant</li> </ul>	<ul style="list-style-type: none"> <li>Instructional Aides</li> </ul>	<ul style="list-style-type: none"> <li>Peer Assistant</li> <li>Instructional Aides</li> <li>Rewording of Directions</li> <li>Streamline options in assessment</li> </ul>	<ul style="list-style-type: none"> <li>IEP's</li> <li>504's</li> <li>Instructional Aides</li> <li>Peer Assistant</li> <li>Rewording of Directions</li> <li>Hands-on assessments</li> </ul>

**Unit Title:** 2nd Grade-Personal Growth and Development & Alcohol/Tobacco/Drugs

### Stage 1: Desired Results

**Standards & Indicators:**

**Personal Growth and Development**

2.1.2.PGD.1: Explore how activity helps all human bodies stay healthy.

2.1.2.PGD. 2: Develop an awareness of healthy habits (e.g., wash hands, cough in arm, brush teeth).

2.1.2.PGD.3: Explain what being “well” means and identify self-care practices that support wellness. 2.1.2.PGD.4: Use correct terminology to identify body parts and explain how body parts work together to support wellness.

2.1.2.PGD.5: List medically accurate names for body parts.

**2.3.2.HCDM.1: Explain the consequences on a person’s health if he or she does not have adequate food and a clean environment.**

**2.3.2.HCDM.2: Demonstrate personal hygiene and the use of necessary and appropriate health-enhancing behaviors that can keep a person healthy (e.g., precautions to avoid illnesses, handle food hygienically, brush teeth, regular physical activity, adequate sleep, appropriate dress for various weather conditions).**

**2.3.2.HCDM.3: Explain strategies and develop skills to prevent the spread of communicable diseases and health conditions (e.g., Lyme disease, influenza, cardiovascular diseases).**

**2.3.2.ATD.1: Explain what medicines are, how they are used, and the importance of utilizing medications properly.**

**2.3.2.ATD.2: Identify ways in which drugs, including some medicines, can be harmful. 2.3.2.ATD.3: Explain effects of tobacco use on personal hygiene, health, and safety.**

**2.3.2.DSDT.1: Recognize that some people may have difficulty controlling their use of alcohol, tobacco, and other drugs.**

**2.3.2.DSDT.2: Explain that individuals who abuse alcohol, tobacco, and other drugs can get help.**

### Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.2.2.CAP.1	Make a list of different types of jobs and describe the skills associated with each job.	Make a list of different types of jobs and describe the skills associated with each job

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9.4.2.CT.2	Identify possible approaches and resources to execute a plan.	Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem.
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**Central Idea/Enduring Understanding:**

- Understanding there are different ways to take care of your body to promote positive health and wellness.
- Identifying body major body systems and their function.
- People need food, water, air, waste removal, and a particular range of temperatures in their environment to stay healthy.
- The use of alcohol, tobacco, and other drugs in unsafe ways is harmful to one's health.
- Substance abuse is caused by a variety of factors.
- There are many ways to obtain help for treatment of alcohol, tobacco, and other substance abuse problems.

**Essential/Guiding Question:**

- What is wellness?
- How do growth and development naturally occur?
- How do germs spread?
- What is the proper procedure for washing hands and what is the importance of hand washing?
- How often should you brush your teeth and why?
- What are 5 of the major body systems and what is their function?
- What is the effect of drugs on body development?

**Content:**

- Wellness is the quality or state of being healthy.
- There are different degrees of wellness.
- Major body systems awareness.
- Germs can spread from person to person or object to person.
- Hands should be washed before eating and after using the restroom, using soap and warm water.
- There are different kinds of teeth in your mouth, each with a different purpose.
- Nurses, doctors and healthcare professionals are workers that are there to help you.

**Skills (Objectives):**

- Learners will define and understand wellness.
- Learners will identify teeth and their function. They will understand the need and benefits for brushing teeth.
- Learners will recognize the function and importance of health care professionals.
- Learners will define and understand the basic functions of some of the major body systems.
- Importance of being drug free.

**Interdisciplinary Connections:**

Science: Biology and chemistry  
 Language Arts: persuasive writing; informational process writing (slides; brochures, etc.)

**Stage 2: Assessment Evidence**

**Performance Task(s):**

- Student project/classwork
- Student demonstration
- Question of the day
- Class/partner/group discussion
- Self-Assessments
- Peer Assessments
- Turn and Talk
- Various Class Activities and Games
- Exit tickets
- Self-reflection/healthy habits journal

**Other Evidence:**

- Teacher Observation
- Student/Teacher Conference

**Stage 3: Learning Plan**

**Learning Opportunities/Strategies:**

**Session 1**

**Resources:**

**Session 1/2**

- Internet with projector
- Sink

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- Germs/handwashing: Identify what germs are and how they spread. Identify ways to prevent germs from spreading.

### **Session 2**

- Immune system: Discuss how our body protects itself from germs.

### **Session 3**

- Skeletal System: Identify the bones and discuss how bones are used.

### **Session 4**

- Respiratory System: Discuss the body parts that make up our breathing system.

### **Session 5**

- Health Careers- Identify health care professionals and how they can care for our health.

### **Session 6**

- Dental: Care of and Prevention

### **Session 7**

- Muscular system: Identify the muscles and their contributions to the body.

### **Session 8**

- Digestive system: Discuss how our body digests food.

### **Session 9**

- Circulatory System: Discuss the heart and blood's importance to the body.

### **Session 10**

- Drugs & Medicine: Red Ribbon Week. Importance of staying drug-free

- Soap and water
- Hand sanitizer

### **Session 3/4/5/6/7/8/9/10**

- Whiteboard supplies
- Internet with projector
- Drawing paper
- Art supplies

**Differentiation** \*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

<b>High-Achieving Students</b>	<b>On Grade Level Students</b>	<b>Struggling Students</b>	<b>Special Needs/ELL</b>
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**Unit Title:** 2nd Grade-Safety

### Stage 1: Desired Results

**Standards & Indicators:**

**2.3.2.PS.1: Demonstrate personal habits and behaviors that contribute to keeping oneself and others healthy and the environment clean and safe.**

**2.3.2.PS.2: Discuss healthy and safe choices both indoors and outdoors (e.g., using equipment, wearing bike helmets, vehicle, water, weather safety).**

**2.3.2. PS.3: Recognize and demonstrate safety strategies to prevent injuries at home, school, in the community (e.g., traffic safety, bicycle/scooter safety, fire safety, poison safety, accident prevention). •**

**2.3.2. PS.4: Develop an awareness of warning symbols and their meaning (e.g., red light, stop sign, poison symbol).**

**2.3.2.PS.5: Define bodily autonomy and personal boundaries.**

**2.3.2.PS.6: Demonstrate how to communicate personal boundaries and show respect for someone else’s personal boundaries including friends and family.**

**2.3.2.PS.7: Identify behaviors that would be considered child abuse (e.g., emotional, physical, sexual).**

**2.3.2.PS.8: Identify trusted adults, including family members, caregivers, and school staff, that you can talk to about situations which may be uncomfortable or dangerous (e.g., bullying, teasing, child sexual abuse).**

### Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.2.2.CAP.1	Make a list of different types of jobs and describe the skills associated with each job.	Make a list of different types of jobs and describe the skills associated with each job
9.1.2.CR.1	Recognize ways to volunteer in the classroom, school and community.	There are actions an individual can take to help make this world a better place.
9.1.2.RM.1	Describe how valuable items might be damaged or lost and ways to protect them.	There are ways to keep the things we value safely at home and other places.

**Central Idea/Enduring Understanding:**

- Developing an awareness of potential hazards and how they impact health and safety.
- The environment can impact personal health and safety in different ways.
- Potential hazards exist in personal space, in the school, in the community, and globally.
- Anytime children feel uncomfortable or in an unsafe situation, they should reach out to a trusted adult for help.

**Essential/Guiding Question:**

- Why do we do different drills for different safety situations?
- Why is it important to stay safe on the bus?
- Who are people in our community who help you to stay safe?
- Why are safety rules important?
- When participating in various seasonal activities, why is it important to take safety precautions?
- What can you do to protect yourself from weather related conditions?

**Content:**

- We conduct fire drills to practice what would happen in an emergency and how we should act to help ensure that everyone is safe.

**Skills (Objectives):**

- Learners will focus on the importance of safety and recognizing potential hazards, as well as learning prevention methods to ensure safety.

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- It is important to stay seated and buckled in on the bus and to speak in an inside voice when riding the school bus.
- Police officers, firefighters and ambulance workers are part of our community and are tasked with keeping the public safe.
- The playground equipment can be very fun, but can also be dangerous if not used properly.
- Safety while participating in various seasonal activities.
- Weather Related Safety.

### Interdisciplinary Connections:

Language Arts: persuasive writing; informational process writing (slides; brochures, etc.)

### Stage 2: Assessment Evidence

#### Performance Task(s):

- Student project/classwork
- Student demonstration
- Question of the day
- Class/partner/group discussion
- Self-Assessments
- Peer Assessments
- Turn and Talk
- Various Class Activities and Games
- Exit tickets
- Self-reflection/healthy habits journal

#### Other Evidence:

- Teacher Observation
- Student/Teacher Conference

### Stage 3: Learning Plan

#### Learning Opportunities/Strategies:

##### Session 1

- Fire safety: students identify fire safety visuals. Fire alarms, smoke detector, fire extinguishers, emergency pulls, sprinklers.

##### Session 2

- School safety: students practice positive behavior on the bus, in the hallways, playgrounds, and lunch room.

##### Session 3

- Community safety: students differentiate between different emergency personnel and also explain with peers about stop signs, crosswalks, red lights etc.

##### Session 4

- Safety Drills: Students practice safety drills. Understanding the difference between lockdowns, shelter in place, evacuations, reverse evacuations and why we practice each.
- Seasonal Safety: Winter weather safety, proper dress, water danger, summer weather safety, sun related, seasonal activities

#### Resources:

##### Session 1

- Classroom doors/windows
- Fire escape route map

##### Session 2

- Internet with projector
- Art Supplies
- Drawing paper

##### Session 3

- Whiteboard supplies
- Drawing supplies
- Internet with projector

##### Session 4

- Playground equipment
- Chart paper
- Whiteboard/Smartboard
- Writing supplies
- Internet with projector

**Differentiation** \*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

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High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
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**Unit Title:** 2<sup>nd</sup> Grade-Personal and Mental Health & Social and Sexual Health

### Stage 1: Desired Results

#### **Standards & Indicators:**

##### **Pregnancy and Parenting**

2.1.2.PP.1: Define reproduction.

2.1.2.PP.2: Explain the ways in which parents may care for their offspring (e.g., animals, people, fish)

##### **Emotional Health**

2.1.2.EH.1: Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others.

2.1.2.EH.2: Identify what it means to be responsible and list personal responsibilities.

2.1.2.EH.3: Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs).

2.1.2.EH.4: Demonstrate strategies for managing one's own emotions, thoughts and behaviors. 2.1.2.EH.5: Explain healthy ways of coping with stressful situations.

##### **Social and Sexual Health**

2.1.2.SSH.1: Discuss how individuals make their own choices about how to express themselves. 2.1.2.SSH.2: Discuss the range of ways people express their gender and how gender-role stereotypes may limit behavior.

**\*\*\* (There will not be an in class lesson designed to focus on the range of gender expressions, as this will be an optional activity for parents/guardians with their child.)\*\*\***

2.1.2.SSH.3: Describe different kinds of families locally, nationally and globally and note similarities in the ways in which they keep their children safe.

2.1.2.SSH.4: Determine the factors that contribute to healthy relationships within a family.

2.1.2.SSH.5: Identify basic social needs of all people.

2.1.2.SSH.6: Determine the factors that contribute to healthy relationships.

2.1.2.SSH.7: Explain healthy ways for friends to express feelings for and to one another.

2.1.2.SSH.8: Demonstrate healthy ways to respond to disagreements or conflicts with others (e.g., leave, talk to trusted adults, tell a sibling or peer).

2.1.2.SSH.9: Define bullying and teasing and explain why they are wrong and harmful.

### Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.4.2.Cl.1	Demonstrate openness to new ideas and perspectives.	There are actions an individual can take to help make this world a better place.
9.4.2.CT.1	Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem.	Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem.
9.4.2.CT.2	Identify possible approaches and resources to execute a plan.	

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9.4.2.CT.3	Use a variety of types of thinking to solve problems (e.g., inductive, deductive).	
9.4.2.DC.2	Explain the importance of respecting digital content of others.	Digital artifacts can be owned by individuals or organizations.
9.4.2.DC.3	Explain how to be safe online and follow safe practices when using the internet	Individuals should practice safe behaviors when using the Internet.
9.4.2.DC.6	Identify respectful and responsible ways to communicate in digital environments.	

**Central Idea/Enduring Understanding:**

- Understanding that a community works together to take care of each other and that stress can be both positive and negative.
- Social and Sexual Health is a person's ability to communicate and interact with others efficiently. Individuals are able to form meaningful relationships with others and interact in healthy, appropriate ways. They encompass respect and accept differences of an individual's race, religion, gender, ethnicity, disability, socioeconomic background, and perspectives of health-related decisions. The extent to which people connect with others in different environments, adapt to various social and sexual situations, feel supported by individuals, institutions, and experience a sense of belonging, all contribute to social and sexual health.

**Essential/Guiding Question:**

- What are some needs and wants that you have and what differentiates the two groups?
- How do you family members support you?
- How can using "I" messages instead of "you" messages help to express your feelings?
- What occupations are necessary to a successful community?
- What is eustress and how can it work positively?

**Content:**

- Every individual has unique skills and qualities, which can include the activities they enjoy such as how they may dress, their mannerisms, things they like to do.
- Families shape the way we think about our bodies, our health and our behaviors.
- People have relationships with others in the local community and beyond.
- Communication is the basis for strengthening relationships and resolving conflict between people.
- Conflicts between people occur, and there are effective ways to resolve them.

**Skills (Objectives):**

- Learners will utilize activities to demonstrate knowledge of the care adults provide them.
- Learners will focus on expressing feelings and that stress can be motivating.

**Interdisciplinary Connections:**

Science: Biology

Language Arts: persuasive writing; informational process writing (slides; brochures, etc.)

### Stage 2: Assessment Evidence

**Performance Task(s):**

- Student demonstrations during activities
- Class discussion of Essential Questions
- Question of the day
- Action/Movement of the Day

**Other Evidence:**

- Teacher Observation
- Student/Teacher Conference

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- Self-Assessments
- Peer Assessments
- Turn and Talk
- Various Class Activities and Games

### Stage 3: Learning Plan

#### Learning Opportunities/Strategies:

##### Session 1

- Needs and wants-students devise group lists of needs and wants and are given a quiz on certain things and which category they are in

##### Session 2

- Family support- students will compose a letter to a family member thanking them for the things they do to keep them healthy

##### Session 3

- "I messages"- students write about a time they were upset but must use the word I and not the word you.

##### Session 4

- Community members- students devise a list of people that are important to the community and role play how those people support the community

##### Session 5

- Eustress (good stress)- students are given different scenarios in groups and report to others how stress can affect different people and situations. Can it be good for you?

##### Session 6

- Scripted discussion focusing on personal and mental health, including aspects of social and sexual health

#### Resources:

##### Session 1

- Whiteboard equipment
- Writing supplies

##### Session 2

- Writing supplies
- Journals

##### Session 3

- Whiteboard supplies
- Writing supplies

##### Session 4

- Internet video
- Whiteboard supplies
- Role play cards

##### Session 5

- Whiteboard/Smartboard
- Chart paper
- Writing supplies

##### Session 6

- Note taking materials
- Writing supplies

**Differentiation** \*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<ul style="list-style-type: none"> <li>● Lesson/Skill Extension</li> <li>● Peer Assistant</li> </ul>	<ul style="list-style-type: none"> <li>● Instructional Aides</li> </ul>	<ul style="list-style-type: none"> <li>● Peer Assistant</li> <li>● Instructional Aides</li> <li>● Rewording of Directions</li> <li>● Varying sizes and type of equipment</li> </ul>	<ul style="list-style-type: none"> <li>● IEP's</li> <li>● 504's</li> <li>● Instructional Aides</li> <li>● Peer Assistant</li> <li>● Rewording of Directions</li> <li>● Hands-on assessments</li> <li>● Varying sizes and type of equipment</li> </ul>