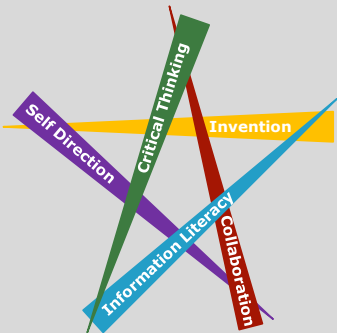


**Curriculum Development Course at a Glance
Planning for 2nd Grade Comprehensive Health**

Content Area	Comprehensive Health	Grade Level	2 nd Grade
Course Name/Course Code			
Standard	Grade Level Expectations (GLE)	GLE Code	
2. Physical and Personal Wellness	1. Identify eating behaviors that contribute to maintaining good health	CH09-GR.2-S.2-GLE.1	
	2. Recognize basic childhood chronic diseases	CH09-GR.2-S.2-GLE.2	
4. Prevention and Risk Management	1. Identify the dangers of using tobacco products and being exposed to second hand smoke.	CH09-GR.2-S.4-GLE.1	
	2. Identify safe and proper use of household products	CH09-GR.2-S.4-GLE.2	
	3. Explain why bullying is harmful and how to respond appropriately	CH09-GR.2-S.4-GLE.3	
	4. Demonstrate interpersonal communication skills to prevent injury or to ask for help in an emergency or unsafe situation	CH09-GR.2-S.4-GLE.4	

Colorado 21st Century Skills



Critical Thinking and Reasoning: *Thinking Deeply, Thinking Differently*

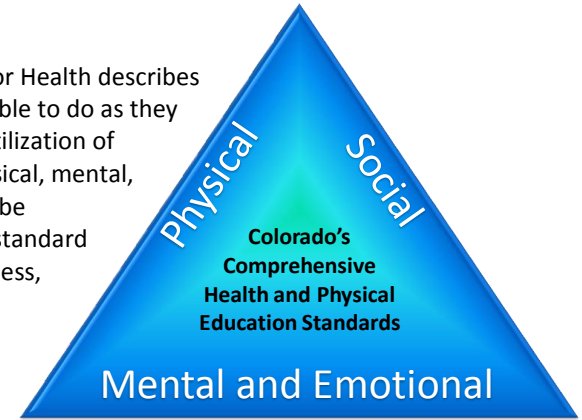
Information Literacy: *Untangling the Web*

Collaboration: *Working Together, Learning Together*

Self-Direction: *Own Your Learning*

Invention: *Creating Solutions*

The Colorado Academic Standards for Health describes what learners should know and be able to do as they develop proficiency in health. The utilization of knowledge and skills to enhance physical, mental, emotional and social well-being will be supported in each unit through the standard areas of Physical and Personal Wellness, Emotional and Social Wellness and Prevention and Risk Management.



Unit Titles	Length of Unit/Contact Hours	Unit Number/Sequence
Safety and Communication	At teacher's discretion	1
Safety is My Responsibility	At teacher's discretion	2
Lifelong Healthy Eating	At teacher's discretion	3
Be a "Buddy" not a "Bully"	At teacher's discretion	4

Curriculum Development Overview
Unit Planning for 2nd Grade Comprehensive Health

Unit Title	Safety and Communication		Length of Unit	
Focusing Lens(es)	Communication	Standards and Grade Level Expectations Addressed in this Unit	CH09-GR.2-S.2-GLE.2 CH09-GR.2-S.4-GLE.4	
Inquiry Questions (Engaging-Debatable):	<ul style="list-style-type: none"> • How can you communicate in an emergency without words? (CH09-GR.2-S.4-GLE.4-EO.b) • Why do people call 911? (CH09-GR.2-S.4-GLE.4-EO.a) • How can decisions be a matter of life or death? (CH09-GR.2-S.4-GLE.4-EO.a,b,c) 			
Unit Strands	Physical and Personal Wellness, Prevention and Risk Management			
Concepts	Health, Wellness, Verbal & Nonverbal Communication, Decision-making, Safety, Disease, Prevention, Risk, Refusal, Symptoms			

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
Verbal and nonverbal communications provide ways to seek help in an emergency. (CH09-GR.2-S.4-GLE.4-EO.b;IQ.1)	What are some types of nonverbal communication? (CH09-GR.2-S.4-GLE.4-EO.a) Why should forms of verbal and non-verbal communication be aligned? (CH09-GR.2-S.4-GLE.4-EO.a)	How might the way you communicate affect the outcome of a situation? (CH09-GR.2-S.4-GLE.4-EO.a,b,c) How can risk and injury be avoided? (CH09-GR.2-S.4-GLE.4-EO.c,d,e)
Many childhood diseases have common symptoms whose recognition can often prevent further risk of injury. (CH09-GR.2-S.2-GLE.2-EO.a;IQ.1,2;RA.1)	What are some common childhood diseases? (CH09-GR.2-S.2-GLE.2-EO.a) What are some symptoms of common childhood diseases? (CH09-GR.2-S.2-GLE.2-EO.a)	How can proper actions prevent further injury? (CH09-GR.2-S.4-GLE.4-EO.a,b)
Prevention and refusal strategies can increase personal safety and health. (CH09-GR.2-S.4-GLE.4-EO.a, c)	What are prevention strategies? (CH09-GR.2-S.4-GLE.4-EO.c,d,e) What are refusal strategies?	How do the decisions you make impact your safety and health? (CH09-GR.2-S.4-GLE.4-EO.b,c,d,e)
Good decisions and communication in emergency situations can prevent further injury. (CH09-GR.2-S.2-GLE.4-EO.b;IQ.1,2)	How can you tell if something is an emergency? (CH09-GR.2-S.2-GLE.4-EO.a- IQ1) What are different ways to communicate your needs? (CH09-GR.2-S.2-GLE.4-EO.a,b;)and(CH09-GR.2-S.4-GLE.4-EO.b)	How can good decisions and communication protect the safety and health of yourself and others? (CH09-GR.2-S.2-GLE.4-EO.a,b)and (CH09-GR.2-S.4-GLE.4-EO.b)

Curriculum Development Overview
Unit Planning for 2nd Grade Comprehensive Health

Critical Content: My students will Know ...	Key Skills: My students will be able to (Do) ...
<ul style="list-style-type: none"> safe decisions in an emergency situation (CH09-GR.2-S.2-GLE.2-EO.b;IQ.2;RA.2)and (CH09-GR.2-S.2-S.4-GLE.4-EO.a,b;IQ.1,2,3;N.1) common childhood and chronic diseases (CH09-GR.2-S.2-GLE.2-EO.a;IQ.1, 2;RA.1,2;N.1) signs, symptoms and / or allergic reactions of childhood diseases or conditions(CH09-GR.2-S.2-GLE.2-EO.a;IQ. 1, 2;-RA-1,2;N.2) verbal and nonverbal communication (CH09-GR.2-S.4-GLE.4-EO.a, b) (CH09-GR.2-S.2-GLE.2-EO.b;IQ. 1,2;RA.2) effective refusal skills (CH09-GR.2-S.4-GLE.4-EO.c;IQ.2;RA.3;N.1) safety equipment (CH09-GR.2-S.4-GLE.4-EO.d;IQ.4;RA.3, 6;N.1) water dangers, risks and injury prevention (CH09-GR.2-S.4-GLE.4-EO.e;IQ.1,5;RA.3,4,5;N.1) 	<ul style="list-style-type: none"> intervene appropriately if someone has a health concern or emergency (CH09-GR.2-S.2-GLE.2-EO.a,b;IQ.1,2;RA.2)and(CH09-GR.2-S.4-GLE.4-EO.a,b;IQ.1,2;RA.5) demonstrate how to make decisions to call emergency numbers (CH09-GR.2-S.2-GLE.2-EO.b;IQ.2;RA.2)and(CH09-GR.2-S.4-GLE.4-EO.a;IQ.1;RA.5) demonstrate effective refusal skills to avoid unsafe situations (CH09-GR.2-S.4-GLE.4-EO.c;N.1) exhibit skills for using safety equipment (CH09-GR.2-S.4-GLE.4-EO.d;IQ.4;RA.3,6;N.1) demonstrate ways to reduce or prevent risk of injuries around water (CH09-GR.2-S.4-GLE.4-EO.d;IQ.5,6;RA.4;N.1)

<p>Critical Language: includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline. EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: <i>“Mark Twain exposes the hypocrisy of slavery through the use of satire.”</i></p>	
<p>A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):</p>	<p><i>Make decisions and communicate for the safety and health of self and others in order to maintain life-long wellness.</i></p>
<p>Academic Vocabulary:</p>	<p>Safety, Decision-Making, Interpersonal, Intrapersonal, Prevention, Communication (Verbal & Nonverbal), Risk, Refusal, Symptoms, Safety</p>
<p>Technical Vocabulary:</p>	<p>Allergies, Chronic, Disease, Type-1 Diabetes, Epilepsy, Asthma, Allergic Reaction, Disease</p>

Curriculum Development Overview
Unit Planning for 2nd Grade Comprehensive Health

Unit Title	Safety is My Responsibility		Length of Unit	
Focusing Lens(es)	Communication	Standards and Grade Level Expectations Addressed in this Unit	CH09-GR.2-S.4-GLE.1, CH09-GR.2-S.4-GLE.2	
Inquiry Questions (Engaging-Debatable):	<ul style="list-style-type: none"> How do I communicate to friends that I do not want to smoke? (CH09-GR.2-S.4-EO.d;IQ.2) What could happen to people if there were no labels on medicine, foods or household products? (CH09-GR.2-S.4-EO.a,b,c;IQ.1) 			
Unit Strands	Prevention and Risk Management			
Concepts	Decision-making, Health, Refusal, Consequences, Influences, Safety, Environment, Communication, Avoidance, Pressure, Protection			

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
The decision to refuse the use of tobacco products will have positive effects for one's overall health. (CH09-GR.2-S.4-EO.a,b;IQ.1)	What are some of the short and long term effects of tobacco use? (CH09-GR.2-S.4-EO.a;RA.1;N.2)	Why do people choose to smoke when they know it is bad for them?
The avoidance of second-hand smoke in the environment will have positive consequences on the body. (CH09-GR.2-S.4-EO.c;RA.2)	How does second-hand smoke impact air quality? (CH09-GR.2-S.4-EO.c;RA.2;N.2)	How do you communicate with someone who smokes to let them know you do not want to be around it? (CH09-GR.2-S.4-EO.c;IQ.2;N.1)
The skills of refusal communication allow individuals to resist peer pressure to smoke. (CH09-GR.2-S.4-EO.d;IQ.2)	What are some ways to demonstrate the ability to refuse the use of tobacco products?	Why is it important to refuse something you do not want?
The influence of reliable research helps individuals make positive decisions to not use tobacco (CH09-GR.2-S.4-EO.a,b;RA.1;N.2)	What type of reliable information can be provided to a person to encourage them not to use tobacco?	Have you ever had the opportunity to try to encourage a friend not to use tobacco?
The ability to distinguish between safe and unsafe medications/household products will protect a person from illness and injury. (CH09-GR.2-S.4-GLE.2-EO.a,b;IQ.1;N.1)	Should medicines be labeled correctly? (CH09-GR.2-S.4-GLE.2-EO.c;N.1)	Who do you rely upon to tell you about the safe use of medicines and household products? (CH09-GR.2-S.4-GLE.2-EO.c;RA.1,2)

Curriculum Development Overview
Unit Planning for 2nd Grade Comprehensive Health

Critical Content: My students will Know ...	Key Skills: My students will be able to (Do) ...
<ul style="list-style-type: none"> The dangers and short term and long term effects of tobacco use (CH09-GR.2-S.4-GLE.1-EO.a,b,c;IQ.1,3;RA.1,2;N.2) The dangers and physical effects of second hand smoke (CH09-GR.2-S.4-GLE.1-EO.c;RA.2;N.2) Refusal skills (CH09-GR.2-S.4-GLE.1-EO.d;IQ.2;N.1) Proper medication and vitamins use (CH09-GR.2-S.4-GLE.2-EO.b;IQ.1;RA.1;N.1) The safe use of substances and household products (CH09-GR.2-S.4-GLE.2-EO.a,c;IQ.2;RA.2) Critical information on labels about products, substances, and medications (CH09-GR.2-S.4-GLE.2-EO.a,b,c;IQ.1,2;RA.2) 	<ul style="list-style-type: none"> Demonstrate avoidance of tobacco and second hand smoke (CH09-GR.2-S.4-GLE.1-EO.a,b,c;IQ.1,3;RA.1,2;N.1,2) Use strategies/skills to refuse unwanted items or peer pressure (CH09-GR.2-S.4-GLE.1-EO.d;IQ.2;N.1) Communicate wants and beliefs related to unwanted items (CH09-GR.2-S.4-GLE.1-EO.d;IQ.2;N.1) Safely use substances including medication, vitamins, and household items (CH09-GR.2-S.4-GLE.2-EO.a,b,c;IQ.1,2;RA.1,2;N.1) Recognize product labels contain information about usage and dosage (CH09-GR.2-S.4-GLE.2, EO.b,c;IQ.1;N.1)

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<p>A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):</p>	<p><i>By using reliable technology and information from trusted adults I will be able to identify the safe use of medication, foods, vitamins and household products.</i></p>
<p>Academic Vocabulary:</p>	<p>Strategies, Skills, Usage, Substances, Peer pressure, Decision-making, Health, Refusal, Consequences, Influences, Safety, Environment, Communication, Avoidance, Protection, Avoidance</p>
<p>Technical Vocabulary:</p>	<p>Dosage, Labels, Physical Effects, Product Labels, Vitamins</p>

Curriculum Development Overview
Unit Planning for 2nd Grade Comprehensive Health

Unit Title	Lifelong Healthy Eating		Length of Unit	
Focusing Lens(es)	Choices Habits	Standards and Grade Level Expectations Addressed in this Unit	CH09-GR.2-S.2-GLE.1	
Inquiry Questions (Engaging-Debatable):	<ul style="list-style-type: none"> • How would your body feel if you made the choice to eat ice cream and cookies for a meal every day? (CH09-GR.2-S.2-GLE.1-EO. d) • Why do many people claim that breakfast is the most important meal of the day? (CH09-GR.2-S.2-GLE.1-EO.a,c;IQ-2) • Why is it important to pay attention to your body when it feels hungry or full? (CH09-GR.2-S.2-GLE.1-EO. c) 			
Unit Strands	Physical and Personal Wellness			
Concepts	Habits, Choices, Consequences, Health, Energy, Systems, Awareness, Signals, Consumption			

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
Healthy food choices and eating habits provide energy and improve learning capabilities. (CH09-GR.2-S.2-GLE.1-EO.a,b,c;RA.2)	What factors affects energy level? (CH09-GR.2-S.2-GLE.1-EO.a,e) What is a healthy food choice? (CH09-GR.2-S.2-GLE.1-EO. b;IQ.3) What habits have positive consequences? (CH09-GR.2-S.2-GLE.1-EO. a,c,d) What habits have negative consequences? (CH09-GR.2-S.2-GLE.1-EO.a,c,d)	What foods give you the most energy? (CH09-GR.2-S.2-GLE.1-EO.a,e) How do habits impact your health?
The consumption of a variety of foods throughout the day can impact energy, learning and overall health. (CH09-GR.2-S.2-GLE.1-EO. a)	What foods make us healthy? (CH09-GR.2-S.2-GLE.1-EO. a,d) What foods give us more energy? (CH09-GR.2-S.2-GLE.1-EO.a,c,d) Why do certain foods give us more energy than others? (CH09-GR.2-S.2-GLE.1-EO.a,c,d)	How does food impact your learning and behavior? Which foods give you the most energy?
Awareness of body signals enhances an individual’s ability to function better. (CH09-GR.2-S.2-GLE.1-EO.c,d,e)	What are body signals? (CH09-GR.2-S.2-GLE.1-EO.c,e)	How can being unaware of body signals affect your health?
Water consumption prevents dehydration and allows body systems to function at an optimal capacity. (CH09-GR.2-S.2-GLE.1-EO.b;RA.1)	What body systems require water to function? How do body systems use water?	How do you know when your body needs the most water?

**Curriculum Development Overview
Unit Planning for 2nd Grade Comprehensive Health**

Body systems impacted by food choices in both positive and negative ways determine a person's overall wellness. (CH09-GR.2-S.2-GLE.1-EO.a,b;RA.2)	What food choices are good for body systems?	How does eating chips and candy every day affect your body? Why do food choices impact our body? (CH09-GR.2-S.2-GLE.1-EO.a,c,d)
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Critical Content: My students will Know ...	Key Skills: My students will be able to (Do) ...
<ul style="list-style-type: none"> The benefits of healthy food and beverage choices (CH09-GR.2-S.2-GLE.1-EO.a;RA.2;N.1) The benefits of daily breakfast and water intake (CH09-GR.2-S.2-GLE.1-EO.a,c;IQ.1;RA.1,2) – Example: prevents dehydration and helps the brain to be more alert. The body signals of being full or hungry (CH09-GR.2-S.2-GLE.1-EO.e;IQ.2) Example: A person may have a low level of energy when hungry. 	<ul style="list-style-type: none"> Choose healthy food and beverages (CH09-GR.2-S.2-GLE.1-EO.a,b,c;IQ.1;RA.1,2;N.1) Choose a variety of healthy snacks (CH09-GR.2-S.2-GLE.1-EO.a,d;RA.2;N.1) Recognize when they are full or hungry (CH09-GR.2-S.2-GLE.1-EO.e;IQ.2) Identify healthy foods and beverages (CH09-GR.2-S.2-GLE.1-EO.a,d;N.1)

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A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):	<i>Johnny will be able to identify the benefits of and engage in lifelong healthy eating habits by maintaining a balanced diet.</i>
Academic Vocabulary:	Habit, Healthy, Explain, Describe, Identify, Benefits, Consequences, Awareness, Consumption, Choices
Technical Vocabulary:	Body Signals, Balanced Diet, Energy

Curriculum Development Overview
Unit Planning for 2nd Grade Comprehensive Health

Unit Title	Be a “Buddy” not a “Bully”		Length of Unit	
Focusing Lens(es)	Perspective	Standards and Grade Level Expectations Addressed in this Unit	CH09-GR.2-S.4-GLE.3	
Inquiry Questions (Engaging-Debatable):	<ul style="list-style-type: none"> From your perspective, what is the difference between teasing and bullying? (CH09-GR.2-S.4-GLE.3-EO.c) How does the saying, “walk a mile in the other person’s shoes” apply to teasing and bullying? (CH09-GR.2-S.4-GLE.3-EO.a,b;IQ.1) If it’s just making fun then how can it be harmful? (CH09-GR.2-S.4-GLE.3-EO.a) 			
Unit Strands	Prevention and Risk Management			
Concepts	Healthy, Relationships, Point of View (Perspective), Responsibility, Acceptance, Communication, Well-being, Respect, Safety, Understanding, Empathy, Behaviors			

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
Acceptance of others and understanding of different perspectives builds personal capacity for empathy and contributes to safe environments. (CH09-GR.2-S.4-GLE.3;N.1)	How can a person show tolerance and appreciation for diversity?	When was a time you experienced someone not being accepting or understanding of you?
Healthy relationships contribute to our safety and well-being and determine how we respect, treat and communicate with each other (CH09-GR.2-S.4-GLE.3-EO.c)	Why would bullying not be part of a healthy relationship? (CH09-GR.2-S.4-GLE.3-EO.b)	Are there ever times when a healthy relationship might include teasing or bullying?
Responsible students can identify and help prevent bullying and teasing behaviors which can create an attitude of acceptance of self and others (CH09-GR.2-S.4-GLE.3-EO.c)	What is the difference between bullying and teasing? (CH09-GR.2-S.4-GLE.3-EO.c) How can you identify bullying behaviors? (CH09-GR.2-S.4-GLE.3-EO.c)	Is it always smart to intervene during a bullying incident? (CH09-GR.2-S.4-GLE.3-EO.d)
The use of strong communication skills provides opportunities for people to demonstrate understanding, respect, and empathy. (CH09-GR.2-S.4-GLE.3-EO.d)	Identify strategies that can be used to prevent bullying and teasing? (CH09-GR.2-S.4-GLE.3-EO.d)	How does who I am as an individual affect how I communicate with others? (S.4-GLE.3-EO.a,d) Why should I care if someone else is being bullied or teased? (CH09-GR.2-S.4-GLE.3-EO.b)

Curriculum Development Overview
Unit Planning for 2nd Grade Comprehensive Health

Critical Content: My students will Know ...	Key Skills: My students will be able to (Do) ...
<ul style="list-style-type: none"> • the signs of bullying (CH09-GR.2-S.4-GLE.3-EO.c) • the difference between teasing and bullying (CH09-GR.2-S.4-GLE.3-EO.c) • the effects of bullying and teasing (CH09-GR.2-S.4-GLE.3-EO.b, c;IQ.2) • appropriate anti-bullying strategies (CH09-GR.2-S.4-GLE.3-EO.d;IQ. 2;RA.1;N 1) • different perspectives of people (CH09-GR.2-S.4-GLE.3-EO.d;IQ.1) 	<ul style="list-style-type: none"> • intervene and respond appropriately if self or others are being teased or bullied (CH09-GR.2-S.4-GLE.3-EO.d) • differentiate between bullying and teasing (CH09-GR.2-S.4-GLE.3-EO.c) • show support to someone who has been harmed by bullying (CH09-GR.2-S.4-GLE.3-EO.d;IQ. 1) • identify helpful caring and trusted professionals and or adults in a bullying situation (CH09-GR.2-S.4-GLE.3-EO.d;IQ.2;RA.1;N.1)

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<p>A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):</p>	<p><i>I understand that tolerance, acceptance and understanding other people’s point of view will help to prevent teasing and bullying.</i></p>
<p>Academic Vocabulary:</p>	<p>Acceptance, Tolerance, Feelings, Health, Communication, Well-being, Respect, Safety, Understanding, Relationships, Responsibility,</p>
<p>Technical Vocabulary:</p>	<p>Bullying, Teasing, Empathy, Perspective</p>