

**Belvidere Cluster Wide  
Health Curriculum  
Grade 2  
Updated Fall 2018**

**All Belvidere Cluster curriculum and instruction areas are aligned to the New Jersey Student Learning Standards (NJSLs) in accordance with the NJ Department of Education's curriculum implementation requirements.**

**Interdisciplinary Connections**

- English Language Arts
- Science and Scientific Inquiry (Next Generation)
- Social Studies
- Technology
- Visual and Performing Arts

Technology Standards and Integration

iPads

Chromebooks/Laptops

Projector/YouTube/Internet

Interactive SmartBoard activities

NJSLA Technology

8.1.2.A.2

Create a document using a word processing application.

8.1.2.A.4

Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

8.1.P.B.1

Create a story about a picture taken by the student on a digital camera or mobile device.

8.1.P.C.1

Collaborate with peers by participating in interactive digital games or activities.

8.1.2.E.1

Use digital tools and online resources to explore a problem or issue.

**CAREER EDUCATION  
(NJDOE CTE Clusters)**

- Education & Training
- Information Technology
- Science, Technology, Engineering & Mathematics (STEM)

**21st Century Skills/ Themes**

- Health Literacy
- Environmental Literacy
- Creativity and Innovation
- Critical Thinking
- Problem Solving
- Communication
- Collaboration

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP3. Attend to personal health and financial well-being.

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP6. Demonstrate creativity and innovation.

- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

## **Integrated Accommodations and Modifications**

### **Special Education**

- Printed copy of board work/notes provided
- Additional time for skill mastery
- Assistive technology
- Behavior management plan
- Center-Based Instruction
- Check work frequently for understanding
- Computer or electronic device utilization
- Extended time on tests/ quizzes
- Have student repeat directions to check for understanding
- Highlighted text visual presentation
- Modified assignment format
- Modified test content
- Modified test format
- Modified test length
- Multiple test sessions
- Multi-sensory presentation
- Preferential seating
- Preview of content, concepts, and vocabulary
- Reduced/shortened written assignments
- Secure attention before giving instruction/directions
- Shortened assignments
- Student working with an assigned partner
- Teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes
- Cubing activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills Open-ended activities
- Think-Pair-Share
- Varied supplemental materials

### **ELL**

- Allowing students to correct errors (looking for understanding)
- Teaching key aspects of a topic Eliminate nonessential information Using videos, illustrations, pictures, and drawings to explain or clarify
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning
- Allowing students to correct errors (looking for understanding)
- Allowing the use of note cards or open-book during testing
- Decreasing the amount of work presented or required
- Having peers take notes or providing a copy of the teacher's notes
- Modifying tests to reflect selected objectives
- Providing study guides
- Reducing the number of answer choices on a multiple choice test
- Tutoring by peers
- Explain/clarify key vocabulary terms

### **At Risk**

- Allowing students to correct errors (looking for understanding)
- Teaching key aspects of a topic Eliminate nonessential information allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning
- Allowing students to select from given choices .
- Allowing the use of note cards or open-book during testing
- Collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test
- decreasing the amount of work presented or required .
- Having peers take notes or providing a copy of the teacher's notes
- Marking students' correct and acceptable work, not the mistakes
- Modifying tests to reflect selected objectives
- Providing study guides
- Reducing the number of answer choices on a multiple choice test
- Tutoring by peers
- Using authentic assessments with real-life problem-solving
- Using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills Open-ended activities
- Think-Pair-Share
- Varied supplemental materials

### **Gifted and Talented**

- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Independent research and projects Interest groups for real world application
- Learning contracts
- Leveled rubrics
- Multiple intelligence options
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products

### **504**

- Printed copy of board work/notes provided
- Additional time for skill mastery
- Assistive technology
- Behavior management plan
- Center-Based Instruction
- Check work frequently for understanding
- Computer or electronic device utilization
- Extended time on tests/ quizzes
- Have student repeat directions to check for understanding
- Highlighted text visual presentation
- Modified assignment format
- Modified test content
- Modified test format

- Modified test length
- Multiple test sessions
- Multi-sensory presentation
- Preferential seating
- Preview of content, concepts, and vocabulary
- Reduced/shortened written assignments
- Secure attention before giving instruction/directions
- Shortened assignments
- Student working with an assigned partner
- Teacher initiated weekly assignment sheet
- Use open book, study guides, test prototype
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Varied supplemental materials

# Unit #1, Health, Wellness, Gr. 2

Content Area: **Health**  
Course(s): **Health**  
Time Period: **September**  
Length: **40 days**  
Status: **Published**

## Enduring Understanding

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Making healthy eating choices is an important part of achieving and sustaining wellness.

## Essential Questions

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What are the different types of body systems, and how do they work together in promoting regular physical activity and wellness?

How can you use information on nutritional labels to tell which foods from the food plate contain more nutritional value?

How can you prevent the spread of disease and other health conditions?

## New Jersey Student Learning Standards

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HPE.2.1.2.C.2  
HPE.2.1.2.B.1  
HPE.2.1.2.C.3  
HPE.2.1.2.B.2  
HPE.2.1.2.B.3  
HPE.2.1.2.C.1  
HPE.2.1.2.A.1  
HPE.2.1.2.A.2

Summarize strategies to prevent the spread of common diseases and health conditions.  
Explain why some foods are healthier to eat than others.  
Determine how personal feelings can affect one's wellness.  
Explain how foods on MyPlate differ in nutritional content and value.  
Summarize information about food found on product labels.  
Summarize symptoms of common diseases and health conditions.  
Explain what being "well" means and identify self-care practices that support wellness.  
Use correct terminology to identify body parts, and explain how body parts work together to support wellness.

## Student Learning Objectives

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Identify body parts using correct terminology and explain how they are supported through regular physical activity.

Identify how feelings and actions can affect personal wellness.

Explain which foods from MyPlate are healthier and why they contain more nutritional value through identifying information on nutritional labels.

Identify symptoms and demonstrate strategies to prevent the spread of disease and health conditions.

Summarize symptoms of common diseases and health conditions.

Create a definition of wellness and identify self-care practices that support wellness.

## Instructional Activities

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Worksheet depicting body parts - Label and list exercises that could strengthen each part.

Group discussion of how feelings are affected by various scenarios, and how to express feelings in a healthy way.

Small group analysis of nutritional label.

Role play strategies to prevent spread of disease.

Create posters to describe wellness and supporting self-care practices.

Partners' research and present symptoms of common diseases and health conditions.

## Interdisciplinary Connections

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Theater Arts- Role Play

Power Point- Technology

Journal- ELA

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## **Assessment**

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Whole class discussion  
Oral presentations  
Peer/Self-Assessment of group work and discussions  
Presentation of symptoms of common diseases and health conditions  
Poster projects  
Rubric to evaluate role plays

### **Formative assessments**

Exit ticket  
Kahoot  
Summarization  
3 Things  
Postcard  
My favorite no

### **Summative assessments**

End of unit presentations  
Written Tests  
Portfolios  
Class Projects  
Journals

### **Benchmark assessments**

Teacher created standards-based assessment

### **Alternative assessments**

Demonstration  
Presentation  
Project  
Portfolio

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## **Texts and Resources**

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### **[Nutrition and Recipes - Activity](#)**

<http://www.choosemyplate.gov/children> (nutrition)  
<http://kidshealth.org/en/kids/recipes/>  
[www.scrubclub.org](http://www.scrubclub.org)  
<http://www.schooltube.com/video/7d0b7a2ba5eb4f4fb52f/> (dental hygiene)  
[www.safekids.org/](http://www.safekids.org/)  
[www.classroom.kidshealth.org](http://www.classroom.kidshealth.org)  
[www.teamnutrition.usda.gov](http://www.teamnutrition.usda.gov)  
[www.nutrition.mcdonalds.com/nutritionexchange/bagMeal](http://www.nutrition.mcdonalds.com/nutritionexchange/bagMeal)  
[www.pizzahut.com/nutrition](http://www.pizzahut.com/nutrition)  
[www.wendys.com/food/NutritionLanding](http://www.wendys.com/food/NutritionLanding)  
[www.tacobell.com/nutrition/calculator](http://www.tacobell.com/nutrition/calculator)

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# Unit #2, Health, Alcohol, Tobacco, and Other Drugs, Gr. 2

Content Area: **Health**  
Course(s): **Health**  
Time Period: **November**  
Length: **40 days**  
Status: **Published**

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## Enduring Understanding

Your decisions will impact you but also may have a profound impact on others.  
A medicine must be used correctly in order to be safe and have the maximum benefit.

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## Essential Questions

Why is it important to make good choices about alcohol, tobacco, and other drugs?  
Why should medicines be administered by a trusted adult?  
What does it mean to abuse alcohol, tobacco, and other drugs?  
What substances should never be inhaled and why?

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## New Jersey Student Learning Standards

|               |  |
|---------------|--|
| HPE.2.2.2.B.2 | Relate decision-making by self and others to one's health.   |
| HPE.2.3.2.B.2 | Explain effects of tobacco use on personal hygiene, health, and safety.                                    |
| HPE.2.3.2.A.2 | Explain why medicines should be administered as directed.  |
| HPE.2.3.2.B.4 | Identify products that contain alcohol.  |
| HPE.2.2.2.E.1 | Determine where to access home, school, and community health professionals.                                |
| HPE.2.3.2.B.5 | List substances that should never be inhaled and explain why.  |
| HPE.2.3.2.C.2 | Explain that people who abuse alcohol, tobacco, and other drugs can get help.                              |
| HPE.2.2.2.B.1 | Explain what a decision is and why it advantageous to think before acting.                                 |
| HPE.2.3.2.C.1 | Recognize that some people may have difficulty controlling their use of alcohol, tobacco, and other drugs. |
| HPE.2.3.2.B.3 | Explain why tobacco smoke is harmful to nonsmokers.  |
| HPE.2.3.2.B.1 | Identify ways that drugs can be abused.  |
| HPE.2.3.2.A.1 | Explain what medicines are and when some types of medicines are used.                                      |

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## Student Learning Objectives

Describe why using decision making skills is advantageous to prevent the use of alcohol, tobacco, and other drugs.  
Describe why medicines should be administered by a trusted adult, and why following the directions on the label is important.  
Demonstrate an understanding of how alcohol, tobacco, and other drugs can be abused.  
Determine what substances should never be inhaled, and explain why.  
Understand that some people may have difficulty controlling their use of alcohol, tobacco, and other drugs, and determine where/how community health professionals can be accessed.  
Explain how tobacco smoke affects the smoker and the nonsmoker.

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## Instructional Activities

Discuss aspects of decision making (i.e. stop and think, list options, weigh outcomes) and apply to situations involving use of alcohol, tobacco and other drugs.  
Identify the Drug Facts Label as the source for directions for medicine safety.  
Poster and worksheet on medicine look a likes.  
Pictures and discussion of safe versus unsafe objects or substances to smell and dangers.  
Discussion of why some people may have difficulty controlling their use of alcohol, tobacco, and other drugs, and determine where/how community health professionals can be accessed.

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## **Interdisciplinary Connections**

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Poster on effects of tobacco smoke - Art  
Constructed response on medicine safety – ELA

## **Assessment**

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Draw pictures of harmful substances which should not be inhaled.  
List consequences of medicine abuse.

### **Formative assessments**

Exit ticket  
Kahoot  
Summarization  
3 Things  
Postcard  
My favorite no

### **Summative assessments**

End of unit presentations  
Written Tests  
Portfolios  
Class Projects  
Journals

### **Benchmark assessments**

Teacher created standards-based assessment

### **Alternative assessments**

Demonstration  
Presentation  
Project  
Portfolio

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## **Texts and Resources**

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[www.kidshealth.org/kid](http://www.kidshealth.org/kid)  
[www.scrubclub.org](http://www.scrubclub.org)  
[www.pcentral.org](http://www.pcentral.org)  
[www.schooltube.com/video](http://www.schooltube.com/video)  
<http://kidshealth.org/en/kids/stay-healthy/>  
[www.cdc.gov](http://www.cdc.gov)  
Let's Talk About Smoking, by Elizabeth Weitzman  
Let's Talk About Drug Abuse, by Anna Kreiner  
<http://www.brainpopjr.com/health/drugs/medicine/preview.weml>



# Unit #3, Health, Family Life, Gr. 2

Content Area: **Health**  
Course(s): **Health**  
Time Period: **February**  
Length: **40 days**  
Status: **Published**

## Enduring Understanding

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There are many different types of families in their community, surrounding communities and the world.  
There are physical similarities and differences among boys and girls (eyes, nose, mouth, etc.)  
Certain factors and decisions can affect a mother and her pregnancy.

## Essential Questions

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How do the decisions you make affect your health and the health of others?  
What are the different types of families and what are the responsibilities of family members?  
How do good decisions affect healthy relationships?  
What are the physical similarities and differences of boys and girls?  
How do the choices a pregnant mother and the other people around her make affect her health and the unborn baby?

## New Jersey Student Learning Standards

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|               |   |
|---------------|---|
| HPE.2.2.2.B.2 | Relate decision-making by self and others to one's health.                                    |
| HPE.2.4.2.A.1 | Compare and contrast different kinds of families locally and globally.                        |
| HPE.2.4.2.C.1 | Explain the factors that contribute to a mother having a healthy baby.                        |
| HPE.2.2.2.B.3 | Determine ways parents, peers, technology, culture, and the media influence health decisions. |
| HPE.2.4.2.A.2 | Distinguish the roles and responsibilities of different family members.                       |
| HPE.2.4.2.B.1 | Compare and contrast the physical differences and similarities of the genders.                |
| HPE.2.2.2.B.1 | Explain what a decision is and why it advantageous to think before acting.                    |
| HPE.2.4.2.A.3 | Determine the factors that contribute to healthy relationships.                               |

## Student Learning Objectives

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Identify the factors that cause a decision to influence the health of oneself or other family members.  
Identify different types of families and distinguish responsibilities family members may assume.  
Identify how making decisions can impact healthy relationships.  
Describe the physical similarities and differences of the genders.  
Determine how other health related decisions have an impact on a pregnant mother, and the health of her unborn baby.

## Instructional Activities

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Teachers will give students a decision making scenario. The scenario will entail making decisions that will impact oneself or family members' health as well as the health of their relationships. For example the scenario might entail a family making a decision to incorporate a family bike ride after dinner as part of their weekly routine. Students would then be asked to answer open ended questions to determine if students understand how making this decision impacts their family's health and their relationships.

1. How does making the decision to ride bikes as a family impact one's health or wellbeing?
2. Explain how the decision to ride bikes nightly as a family may impact relationships between family members.
3. What other decision could be made that could impact both health and family relationships positively or negatively?

Students will brainstorm and discuss how the health related decisions of others can affect a pregnant mother and her unborn baby. Examples could be second hand smoke, drug or alcohol use, or unhealthy relationships. Students will be provided with open ended questions to answer.

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1. Explain how one person's health related decisions may affect a pregnant mother and her unborn baby.
  2. List examples of poor health related decisions that may affect a pregnant mother and her unborn baby.

Students will discuss the roles and responsibilities of each member, and how this contributes to the health of the family.

Students will identify their own family members and their responsibilities (grocery shopping, cooking, paying bills, etc.) by creating a list. The list should categorize the family members and their responsibilities. Students will then describe and list two different types of families and list the responsibilities they might assume. For example families that contain only one parent, grandparents, aunts and uncles. Students should be able to distinguish these different types of families and how the responsibilities that family members assume might be different than their own families.

Students will be shown an example of a Venn diagram. Students will be directed to illustrate a Venn diagram using three circles. The outer circles should contain only gender specific physical characteristics. The third interlocking circle should contain the physical characteristics that both genders share. Students may explain their diagrams to ensure understanding.

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### **Interdisciplinary Connections**

Family Tree Drawing- Art

Family History- Social Studies/History

Boys V. Girls Role Play- Theater Arts

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### **Assessment**

Rubric for family tree

Discussion responses

Exit cards

Anecdotal notes of decision making scenarios

#### **Formative assessments**

Exit ticket

Kahoot

Summarization

3 Things

Postcard

My favorite no

#### **Summative assessments**

End of unit presentations

Written Tests

Portfolios

Class Projects

Journals

#### **Benchmark assessments**

Teacher created standards-based assessment

#### **Alternative assessments**

Demonstration

Presentation

Project

Portfolio

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### **Texts and Resources**

<https://jr.brainpop.com/health/relationships/friends/preview.weml>

Video: Amazing Kids: <http://www.tubechop.com/watch/3145912>

Video: That's a Family: <http://www.youtube.com/watch?v=sK3sqXXqS4>

Video: Families of All Kinds: <http://www.youtube.com/watch?v=P OofYM4ZiKg>

# Unit #4, Health, Community Health Skills, Gr. 2

Content Area: **Health**  
Course(s): **Health**  
Time Period: **April**  
Length: **40 days**  
Status: **Published**

## Enduring Understanding

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Consistently employing safe and healthy behaviors helps to reduce the incidence and severity of injuries.  
Character traits can influence our choices.

## Essential Questions

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What is the difference between a need and a want?  
How do your parents, peers, technology, culture, and the media affect healthy decision making?  
Why is it important to think before acting and how do your decisions impact the health of yourself and others?  
How do certain character traits impact the way one feels, thinks and acts towards themselves and others?  
Why is it important to demonstrate appropriate behavior when interacting with people with disabilities?  
What are ways to keep safe at home, school, and in the community to prevent injury?

## New Jersey Student Learning Standards

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|               |  |
|---------------|--|
| HPE.2.2.2.D.1 | Determine the benefits for oneself and others of participating in a class or school service activity.  |
| HPE.2.1.2.D.1 | Identify ways to prevent injuries at home, school, and in the community (e.g., fire safety, poison safety, accident prevention).             |
| HPE.2.2.2.A.1 | Express needs, wants, and feelings in health- and safety-related situations.   |
| HPE.2.2.2.E.1 | Determine where to access home, school, and community health professionals.  |
| HPE.2.2.2.B.3 | Determine ways parents, peers, technology, culture, and the media influence health decisions.  |
| HPE.2.2.2.B.4 | Select a personal health goal and explain why setting is important.  |
| HPE.2.1.2.D.3 | Identify procedures associated with pedestrian, bicycle, and traffic safety.   |
| HPE.2.2.2.C.2 | Identify types of disabilities and demonstrate appropriate behavior when interacting with people with disabilities.                          |
| HPE.2.1.2.D.2 | Differentiate among the characteristics of strangers, acquaintances, and trusted adults and describe safe and appropriate behaviors/touches. |
| HPE.2.2.2.C.1 | Explain the meaning of Character and how it is reflected in the thoughts, feelings, and actions of oneself and others.                       |
| HPE.2.1.2.E.2 | Determine possible causes of conflict between people and appropriate ways to prevent and resolve them.                                       |
| HPE.2.1.2.E.1 | Identify basic social and emotional needs of all people.   |
| HPE.2.1.2.E.3 | Explain healthy ways of coping with common stressful situations experienced by children.   |

## Student Learning Objectives

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Express age appropriate needs, wants, and feeling in health and safety related situations.  
Explain why it's advantageous to think before acting, and how those decision impact the health of you and others.  
Explain how certain character traits impact the way one feels, thinks, and acts towards them self and others.  
Explain character may be enhanced by participating in school service activities.  
Demonstrate appropriate behavior when interacting with people with disabilities.  
Identify ways to keep one safe at home, school, and in the community to prevent injury.  
Differentiate among the characteristics of strangers, acquaintances, and trusted adults, and describe safe and appropriate behaviors/touches.  
Explain health ways of coping with common stressful situations experienced by children.

## Instructional Activities

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Need, Wants, and Feelings Survey (Survey Monkey)  
Role Play Activity- Think before you Act/Appropriate Behaviors  
Think before you Act Opinion Journal Entry

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Graffiti Wall- Traits V. Impact on Thoughts, Feelings, and Actions  
6 Pillars of Character Worksheets  
Class Discussion- Safety at Home, School, and Community  
Community Professionals/Volunteers Presentation and Demonstration (Firefighters, Drs., Police Officers, and EMT's)  
Venn Diagram- Strangers, Acquaintances, and Trusted Adults  
Group Brainstorm- Dealing with Stress Techniques  
Stress Management Stations- Reading, Sleeping, Stress Ball, and etc.  
Class Discussion- Good V. Bad Stress Management Techniques  
Journaling- Stranger/Acquaintance/Trusted Adult Experiences

Students will be asked to list decisions that they make in regards to their own safety either inside or outside. Example could include riding a bike, crossing the street, running in the halls, playground safety, home or classroom safety. After each student has their list of decisions they should match each item with a safe decision. Appropriate Examples: Bike Riding- Always with a helmet on and in a safe place. Safety in the school building- Walking in hallways, staying in line. Safety at home- Not answering the door for strangers, fire prevention strategies.

Students will be asked to decide “What Would You Do?” when they are presented with different health and safety related decisions. The teacher will guide the activity by asking students what they would do. 1. What would you do if a friend asked you to go for a bike ride? 2. What would you do if you come upon a frozen lake or river on your way home from school? 3. What would you do if you walk up to a railroad crossing and the gates are down? 4. What would you do if a friend asked you to go swimming with no lifeguards or adults around? 5. What would you do if a friend's older sibling try to give you a pill from a bottle? After the students supply decisions for these questions they will be asked to expand on their answers regarding to how a bad decision in any of these situations affects others. For example, the potential effects on their family, friends, first responders etc. should be thought about when making health related decisions.

Students will create a short story illustrated and described in a picture book. Students will be asked to describe either a person of good character or a person lacking good character traits. The story should describe situations that illustrate how these characters feel about themselves and how their actions make others feel.

Teacher will review service learning activities with the class. Students will then be broken up into groups to create an age appropriate service learning activity. The group will need to create a poster with a visual as well as a brief explanation of the service learning activity. The groups will also need to briefly describe on the poster how becoming a part of this service learning activity may enhance their character traits in a positive way. For example, traits like responsibility, caring, loyalty, honesty can be enhanced through different service learning activities. Posters should be assessed for the service learning content as well as proper recognition of the character traits that were enhanced during the service leaning activity

Teacher will read the book “Don’t Call me Special: A First Look at Disabilities” by Pat Thomas. Discuss how all people are different and the same. Some have brown hair, some have blond, some are short, some are tall, some people are better at spelling, others better at math. Expand on how all people have different strengths and weaknesses and that people with disabilities should be treated like everyone else. Students will then answer the following open-ended questions regarding the appropriate behavior toward people with disabilities. 1. In what ways are all people different? 2. In what ways are all people the same? 3. How should we treat people regardless of any differences (physical, social, etc.)?

Students will be asked to list things that cause them stress. Situations such as: forgetting their homework, having an argument with a friend, or a sick family member. Students will then be asked to describe how they

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think they could help reduce the stress of these situations. Example of solutions could be honesty with the teacher about their homework, seeking someone who could mediate their conflict with their friend, or talking to their teacher or another trusted adult about their feelings regarding the sick family member. Teachers will assess student's lists for the age appropriate stressors as well as the solutions listed to deal with the situations.

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## **Interdisciplinary Connections**

Role Play(Safe Situations/Conflict-Resolution)- Theater Arts

Safety Poster- Art

Community Health Professionals Reflection- ELA

Story Telling (Character)- ELA

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## **Assessment**

Muddiest (or Clearest) Point: This is a variation on the one-minute paper, though you may wish to give students a slightly longer time period to answer the question. Here you ask (at the end of a class period, or at a natural break in the presentation), "What was the "muddiest point" in today's lecture?" or, perhaps, you might be more specific, asking, for example: "What (if anything) do you find unclear about the concept of 'personal identity' ('inertia', 'natural selection', etc.)?".

3-2-1: 3 key words, 2 new ideas, 1 thought to think about or 3 differences between \_\_\_\_, 2 effects of \_\_ on \_\_\_\_, 1 question you still have about the topic

Whip Around: The teacher poses a question or a task. Students then individually respond on a scrap piece of paper listing at least 3 thoughts/responses/statements. When they have done so, students stand up. The teacher then randomly calls on a student to share one of his or her ideas from the paper. Students check off any items that are said by another student and sit down when all of their ideas have been shared with the group, whether or not they were the one to share them. The teacher continues to call on students until they are all seated. As the teacher listens to the ideas or information shared by the students, he or she can determine if there is a general level of understanding or if there are gaps in students' thinking."

### **Formative assessments**

Exit ticket

Kahoot

Summarization

3 Things

Postcard

My favorite no

### **Summative assessments**

End of unit presentations

Written Tests

Portfolios

Class Projects

Journals

### **Benchmark assessments**

Teacher created standards-based assessment

### **Alternative assessments**

Demonstration

Presentation

Project

Portfolio

## **Texts and Resources**

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<http://www.goodcharacter.com/EStopics.html>

<http://character.org/lessons/lesson-plans/>

<http://www.chp.edu/injury-prevention>

<https://jr.brainpop.com/health/besafe/safetysigns/preview.weml>

<http://www.poison.org/by-age/elementary>

Fire Safety video <http://www.sparky.org/games/eye4safety/eyeforsafety.html>

Fire Safety <http://www.brainpopjr.com/health/besafe/firesafety/>