Sept. Gr. 2: Unit 1: Let's Get Safe

Content Area: **Health**
Course(s):
Time Period: **September**
Length: **6-8 Weeks**
Status: **Published**

Unit Overview

Students will learn how to be safe in the street, how community rules keep them safe and how to handle emergencies.

Enduring Understandings

We need to recognize safe and hazardous places.

Our community makes rules to keep us safe.

Emergencies require quick action.

Violence between people can be avoided.

Essential Questions

How can I be safe on the street and in my community?

What can I do if there is an emergency?

How can we avoid hurting each other when we are not getting along?

Instructional Strategies & Learning Activities

Identify safe vs unsafe conditions for certain common hazards on the street

Demonstrate responsiblity to "play it safe" to keep your body from harm by designing apropriate role-play

List community safety rules and laws.

Use the decsiion making steps to identify who should take charge and when you should let them.

Name common emergencies and list steps to take in each case.

Role-play to build respect for danger signs and for the need to ack quickly in emergencies.

Name ways that you might hurt others and they might hurt you

Determine ways to avoid fights and arguments using conflict resolution

Classify sample TV programs as violent or nonviolent and show who is hurt by violence (can also use newspaper cartoons, artilcles and books as alternate to TV.)

Integration of Career Readiness, Life Literacies and Key Skills

9.1.2.CAP	Career Awareness and Planning
	Different types of jobs require different knowledge and skills.
	Brainstorming can create new, innovative ideas.
9.1.2.CAP.1	Make a list of different types of jobs and describe the skills associated with each job.
9.4.2.CI.2	Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
	Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem.
9.4.2.CT.3	Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
9.4.2.DC.3	Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4).

Technology and Design Integration

Students will interact with the lesson using the Smartboard.

TECH.8.1.2	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.2.A	Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations
TECH.8.1.2.A.CS1	Understand and use technology systems.

Interdisciplinary Connections

LA.RI.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

LA.RI.2.4	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
LA.RI.2.5	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
LA.RI.2.6	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
LA.RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words.
LA.RF.2.4	Read with sufficient accuracy and fluency to support comprehension.
LA.SL.2.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
LA.SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

Differentiation

- Understand that gifted students, just like all students, come to school to learn and be challenged.
- Pre-assess your students. Find out their areas of strength as well as those areas you may need to address before students move on.
- Consider grouping gifted students together for at least part of the school day.
- Plan for differentiation. Consider pre-assessments, extension activities, and compacting the curriculum.
- Use phrases like "You've shown you don't need more practice" or "You need more practice" instead of words like "qualify" or "eligible" when referring to extension work.
- Encourage high-ability students to take on challenges. Because they're often used to getting good grades, gifted students may be risk averse.

- **Definitions of Differentiation Components**:

    - Content – the specific information that is to be taught in the lesson/unit/course of instruction.
    - Process – how the student will acquire the content information.
    - Product – how the student will demonstrate understanding of the content.
    - Learning Environment – the environment where learning is taking place including physical location and/or student grouping

Differentiation occurring in this unit:

Students will be monitored for the need for challenge or support.

Modifications & Accommodations

Refer to QSAC EXCEL SMALL SPED ACCOMMOCATIONS spreadsheet in this discipline.

Modifications and Accommodations used in this unit:

504 and IEP accommodations will be utilized.

Benchmark Assessments

Benchmark Assessments are given periodically (e.g., at the end of every quarter or as frequently as once per month) throughout a school year to establish baseline achievement data and measure progress toward a standard or set of academic standards and goals.

Schoolwide Benchmark assessments:

Aimsweb benchmarks 3X a year

Linkit Benchmarks 3X a year

DRA

Additional Benchmarks used in this unit:

Teacher made assessments, pre and post to assess growth over time.

Formative Assessments

Assessment allows both instructor and student to monitor progress towards achieving learning objectives, and can be approached in a variety of ways. **Formative assessment** refers to tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps. It includes effective tools for helping to shape learning, and can even bolster students' abilities to take ownership of their learning when they understand that the goal is to improve learning, not apply final marks (Trumbull and Lash, 2013). It can include students assessing themselves, peers, or even the instructor, through writing, quizzes, conversation, and more. In short, formative assessment occurs throughout a class or course, and seeks to improve student achievement of learning objectives through approaches that can support specific student needs (Theal and Franklin, 2010, p. 151).

Formative Assessments used in this unit:

Discussion

Teacher observation

Summative Assessments

summative assessments evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program. Summative assessments are almost always formally graded and often heavily weighted (though they do not need to be). Summative assessment can be used to great effect in conjunction and alignment with formative assessment, and instructors can consider a variety of ways to combine these approaches.

Summative assessments for this unit:

Worksheets

Unit tests

Instructional Materials

A variety of instructional materials are available in the health and PE

Standards

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.2.1.2.D.2	Differentiate among the characteristics of strangers, acquaintances, and trusted adults and describe safe and appropriate behaviors/touches.
HPE.2.1.2.D.3	Identify procedures associated with pedestrian, bicycle, and traffic safety.
HPE.2.1.2.D.CS1	Using personal safety strategies reduces the number of injuries to self and others.
HPE.2.2.2.A.CS1	Effective communication may be a determining factor in the outcome of health- and safety-related situations.
HPE.2.2.2.B.1	Explain what a decision is and why it advantageous to think before acting.
HPE.2.2.2.B.2	Relate decision-making by self and others to one's health.
HPE.2.2.2.B.3	Determine ways parents, peers, technology, culture, and the media influence health decisions.
HPE.2.2.2.B.CS1	Effective decision-making skills foster healthier lifestyle choices.