# April Gr. 2 Unit 2:When I Feel Afraid

Content Area: **Health**
Course(s):
Time Period: **April**
Length: **4-5 Weeks**
Status: **Published**

## Unit Overview

Students well learn how to cope with fears.

## Enduring Understandings

There are things I can do to help m;yself when I feel afraid.

Fear can effect my body in ways I can recognize.

When there is danger, being afraid can be smart.

## Essential Questions

What is fear, and what can I do to help myself to cope iwth it?

How does being afraid affect my body?

What are real dangers and how can I recognize them and cope with them?

## Instructional Strategies & Learning Activities

List common reasons for being afraid.

Role play tolerance and helpfullness for someone who is afraid.

Practice various methods of coping positively with fears.

Anaylze the positive effect of coping with fears.

Describe the common physical effect of fear on the body.

Develop awareness of some of the positive benefits of the emotion of fear by describing how fear helps people stay safe.

Recognize the sign of fear in your body.

Describe at least five real dangers you might face under different circumstances and what to do about each of them.

Role play safe responses to various dangerous scenarios and ways to prevent them or increase the chances for returning to safety.

Predict the consequences of various scenarios to determine real dangers and safe behaviors.

## 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). |
| | Individuals should practice safe behaviors when using the Internet. |

## Technology and Design Integration

Students will interact with the unit using the Smartboard.

Students will gain an understanding of how to protect themselves on line.

| | |
|---|---|
| | Individuals use computing devices to perform a variety of tasks accurately and quickly. Computing devices interpret and follow the instructions they are given literally. |
| 8.1.2.CS.1 | Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences. |

## 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

| | |
|---|---|
| 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. |
| 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. |
| 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). |
| HPE.2.1.2.A.CS1 | Health-enhancing behaviors contribute to wellness. |
| 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.2.1.2.E.3 | Explain healthy ways of coping with common stressful situations experienced by children. |