May Gr. 2 Social Health

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

Unit Overview

There are all kinds of people in this world, and everyone deserves to be happy and healthy.

Enduring Understandings

Although people and families may look different, dress different or have different beliefs, everyone deserves to be happy and treated with respect.

Essential Questions

What kind of choices might people make to be happy that are different but the same?

How do families help keep us safe?

What kinds of differences can their be in families that help them to be happy?

What do we all need to be happy and healthy?

How can we show our feeling for others in a happy and healthy way?

Instructional Strategies & Learning Activities

Per student developmental appropriateness:

Discussions will be integrated into Health and Safety instruction, Social Emotional Learning instruction and particularly when bullying and kindness are part of the discussion.

General education teachers will address these standards during discussions, and reading books about families, and how all families can look different, but all can be healthy and happy.

These standards will be addressed when instruction addresses diversity, tolerance and acceptance for all.

Students will be encouraged to talk about thier families, and teachers will instruct the students to support all their classmates in being accepted no matter the differences.

Integration of Career Readiness, Life Literacies and Key Skills

9.4.2.GCA	Global and Cultural Awareness
	Individuals from different cultures may have different points of view and experiences.
9.4.2.GCA.1	Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).

Interdisciplinary Connections

LA.RL.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.RL.2.2	Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral.
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.2.6	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

Technology and Design Integration

Differentiation

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

Modifications & Accommodations

IEP and 504 accommodations will be utilized.

Formative Assessments

Discussion

Teacher observation

Summative Assessments

Teacher observation for understanding

Instructional Materials

Resources from various in house program

http://kidshealth.org/is a resource for curriculum materials related to these health topics.

Standards

2.1.2.EH	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.4	Demonstrate strategies for managing one's own emotions, thoughts and behaviors.
2.1.2.SSH.1	Discuss how individuals make their own choices about how to express themselves.
	Families shape the way we think about our bodies, our health and our behaviors.
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.
	People have relationships with others in the local community and beyond.
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.
	Communication is the basis for strengthening relationships and resolving conflict between people.
2.1.2.SSH.7	Explain healthy ways for friends to express feelings for and to one another.
	Conflicts between people occur, and there are effective ways to resolve them.
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.