# COURSE DESCRIPTION

**Course Title:** Health- Grade 2

**Course Number:** 08267

### Course Prerequisites: None

**Course Description:** Health 2 shall teach and support the exploration of concepts for healthy living, including general health, social behavior, responsible decision-making, healthy practices and hygiene, mental health and wellness, healthy eating and nutrition, PBIS, disease and illness prevention, safety and accident prevention, and anti-bullying strategies.

**Suggested Grade Level**: Grade 2 **Length of Course: Once** A Week

**Units of Credit:** None

### PDE Certification and Staffing Policies and Guidelines (CSPG) Required Teacher Certifications:

CSPG # 47 or# 69

To find the CSPG information, go to [CSPG](https://www.education.pa.gov/Educators/Certification/Staffing%20Guidelines/Pages/default.aspx)

**Certification verified by the WCSD Human Resources Department:** ☒Yes ☐No

# WCSD STUDENT DATA SYSTEM INFORMATION

**Course Level:** Academic

**Mark Types:** Check all that apply.

☒F – Final Average ☒MP – Marking Period ☐EXM – Final Exam

**GPA Type**: ☒ GPAEL-GPA Elementary ☒ GPAML-GPA for Middle Level ☐ NHS-National Honor Society

* UGPA-Non-Weighted Grade Point Average ☐ GPA-Weighted Grade Point Average

**State Course Code**: 08072

To find the State Course Code, go to [State Course Code,](https://nces.ed.gov/forum/sced.asp) download the Excel file for *SCED*, click on SCED 6.0 tab, and choose the correct code that corresponds with the course.

# TEXTBOOKS AND SUPPLEMENTAL MATERIALS

**Board Approved Textbooks, Software, and Materials:**

|  |  |
| --- | --- |
| **Title:**  **Publisher:** | QuaverEd-Health and PE  n/a |
| **ISBN #:** | n/a |
| **Copyright Date:** | n/a |
| **WCSD Board Approval Date:** | 6/12/23 |
| **Supplemental Materials:** |  |
| **Curriculum Document** |  |
| **WCSD Board Approval: Date Finalized:** | 2/12/2025 |
| **Date Approved:** | 5/05/2025 |
| **Implementation Year:** | 2025-2026 |

## SPECIAL EDUCATION, 504, and GIFTED REQUIREMENTS

The teacher shall make appropriate modifications to instruction and assessment based on a student’s Individual Education Plan (IEP), Chapter 15 Section 504 Plan (504), and/or Gifted Individual Education Plan (GIEP).

# SCOPE AND SEQUENCE OF CONTENT AND CONCEPTS

## Marking Period 1:

1. General Health
2. Social Behavior
3. PBIS

## Marking Period 2:

1. Responsible Decision Making
2. Healthy Practices and Hygiene

## Marking Period 3:

1. Mental Health and Wellness
2. Healthy Eating and Nutrition
3. PBIS

**Marking Period 4:**

1. Disease and Illness Prevention
2. Safety and Accident Prevention
3. Bullying

**Standards/Eligible Content and Skills**

|  |  |  |
| --- | --- | --- |
| **Performance Indicator** | **PA Core Standard and/or Eligible**  **Content** | **Marking Period Taught** |
| Understand how their personal behaviors and habits are influenced by family. | 10.3.3.A  10.1.3.E  10.2.3.C | All |
| Develop students’ ability to communicate their needs respectfully  and appropriately when they need help. | 10.3.3.A  10.3.3.B | MP1 |
| Differentiate between big and small problems and learn how to solve either kind. | 10.2.3.D  10.3.3.C | MP2 |
| Strengthen the ability to identify the consequences and effects of poor hygiene. | 10.2.3.A  10.1.3.A  10.1.3.E | MP2 |
| Respond to feelings appropriately and understand what they mean. | 10.3.3.C | MP3 |
| Identify vitamins and minerals and why they are important. | 10.1.3.C | MP3 |
| Understand what happens at a doctor’s office and feel comfortable during the experience. | 10.2.3.A | MP2 |
| Understand the appropriate ways to use medication and ways to avoid misuse. | 10.1.3.D | MP4 |
| Understand the importance of playing safely at the playground. | 10.3.3.A | MP4 |

# ASSESSMENTS

**PDE Academic Standards, Assessment Anchors, and Eligible Content: The** teacher must be knowledgeable of the PDE Academic Standards, Assessment Anchors, and Eligible Content and incorporate them regularly into planned instruction.

**Formative Assessments:** The teacher will utilize a variety of assessment methods to conduct in-process evaluations of student learning.

**Effective formative assessments for this course include:** Class Participation, Teacher Observation

**Summative Assessments: The** teacher will utilize a variety of assessment methods to evaluate student learning at the end of an instructional task, lesson, and/or unit.

**Effective summative assessments for this course include:** Projects, Quizzes, Tests, and Written Assignments