

BRIDGETON PUBLIC SCHOOLS
Health – 2nd grade
PACING CHART/CURRICULUM MAP

Course: Health – 2nd grade
 Essential Question: What is a family?

Unit A Chapter 2: Getting Along

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES: Students will be able to	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
1 Day	2.1.2.E1 2.2.2.A1 2.4.2.A1 2.4.2.A2 2.4.2.A3	Lesson 1: Many Kinds of Families Obj: SWBAT <ul style="list-style-type: none"> Identify ways families are alike and different. 	Teacher's Guide: pp.24-27 Health Big Ideas Book pp.8-9 Reader, <i>Getting Along</i> , pp. 2-3 Health Masters: <i>A Family</i> , p.11 Transparency book p.46 Clipboard Activity 10	Student Participation Anecdotal Notes Teacher Observation Health Masters p.11
1 Day	2.1.2.E1 2.2.2.A1 2.4.2.A1 2.4.2.A2 2.4.2.A3	Lesson 2: Families and Fun Obj: SWBAT <ul style="list-style-type: none"> Identify ways that families work together and spend time together Discuss the function and importance of family 	Teacher's Guide: pp.28-29 Reader, <i>Getting Along</i> , pp. 4-5 Health Masters: <i>Tracking Chores</i> , p. 12 Clipboard Activity 11	Student Participation Anecdotal Notes Teacher Observation Health Masters p.12
1 Day	2.1.2.E1-E3 2.2.2.A1 2.4.2.A1 2.4.2.A2 2.4.2.A3	Lesson 3: Families Can Change Obj: SWBAT <ul style="list-style-type: none"> Identify various ways a family can change 	Teacher's Guide: pp.30-31 Reader, <i>Getting Along</i> , pp. 6-7 Health Masters: <i>Dealing with Family Changes</i> , p. 13 Clipboard Activity 12 Poster 4B	Student Participation Anecdotal Notes Teacher Observation Health Masters p. 13
1 Day	2.1.2.E1-E3 2.2.2.A1 2.4.2.A1 2.4.2.A2 2.4.2.A3	Lesson 4: Families and Respect Obj: SWBAT <ul style="list-style-type: none"> Discuss various ways to show respect. 	Teacher's Guide: pp.32-33 Health Big Ideas Book pp. 6-7 Reader, <i>Getting Along</i> , pp. 8-9 Health Masters: <i>Show Respect</i> , p.14 Transparency book pp. 7, 46 Clipboard Activity 13 Poster 9B	Student Participation Anecdotal Notes Teacher Observation Health Masters p. 14 Chapter Test p.19

BRIDGETON PUBLIC SCHOOLS
Health – 2nd grade
PACING CHART/CURRICULUM MAP

Course: Health – 2nd grade

Unit B Chapter 3: Your Body

Essential Question: How do we grow and change?

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES: Students will be able to	TEACHER’S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
1 Day	2.1.2.A1 2.1.2.A2 2.4.2.C1	Lesson 1: Growing and Changing Obj: SWBAT <ul style="list-style-type: none"> • Identify stages of growth and development in childhood. • Discuss factors that contribute to a mother having a healthy baby 	Teacher’s Guide: pp.44-47 Health Big Ideas Book pp. 10-11 Reader, <i>Your Body</i> , pp. 2-3 Health Masters: <i>I Have Changed</i> , p.20 Clipboard Activity 18 Supplemental materials at teacher discretion to use for factors contributing to healthy babies: www.minorityhealth.hhs.gov/Assets/pdf/checked/brochure.pdf www.helpourbabies.org	Student Participation Anecdotal Notes Teacher Observation Health Masters p. 20
1 Day	2.1.2.A1 2.1.2.A2 2.4.2.B1	Lesson 2: Keep Growing Obj: SWBAT <ul style="list-style-type: none"> • Identify stages of growth and development from adolescence to adulthood. • Compare and contrast the physical differences and similarities of the genders 	Teacher’s Guide: pp.48-49 Health Big Ideas Book pp. 10-11 Reader, <i>Your Body</i> , pp. 4-5 Health Masters: <i>Order It!</i> , p.21 Clipboard Activity 19 Venn Diagram or other graphic organizer (at teacher discretion) to be used for supplemental lesson on physical gender differences.	Student Participation Anecdotal Notes Teacher Observation Health Masters p. 21 Graphic Organizer
1 Day	2.1.2.A1 2.1.2.A2	Lesson 3: Healthful Habits Obj: SWBAT <ul style="list-style-type: none"> • Identify habits that can contribute to a healthy lifestyle 	Teacher’s Guide: pp.50-51 Health Big Ideas Book pp. 10-11 Reader, <i>Your Body</i> , pp. 6-7 Health Masters: <i>Name that Habit</i> , p.22 Clipboard Activity 20 Poster 7B	Student Participation Anecdotal Notes Teacher Observation Health Masters p. 22

BRIDGETON PUBLIC SCHOOLS
Health – 2nd grade
PACING CHART/CURRICULUM MAP

Course: Health – 2nd grade

Unit B Chapter 3: Your Body

Essential Question: How do we grow and change?

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES: Students will be able to	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
1 Day	2.1.2.A1 2.1.2.A2 2.2.2.A1 2.2.2.B1-B4	Lesson 4: Set Health Goals Obj: SWBAT <ul style="list-style-type: none"> • Learn the steps for setting health goals • Apply the steps for setting health goals 	Teacher's Guide: pp.52-53 Life Skills Book pp. 8-9 Health Masters: <i>Health Behavior Contract, p. 23</i> Clipboard Activity 21 Poster 2A	Student Participation Anecdotal Notes Teacher Observation Health Masters p. 23
1 Day	2.1.2.A1 2.1.2.A2 2.2.2.A1	Lesson 5: Your Amazing Body Obj: SWBAT <ul style="list-style-type: none"> • Identify the major body systems • Tell the function of each body system 	Teacher's Guide: pp.54-55 Health Big Ideas Book pp. 12-13 Health Masters: <i>Name that System, p.24</i> Clipboard Activity 22	Student Participation Anecdotal Notes Teacher Observation Health Masters p. 24
		•		
		•		

BRIDGETON PUBLIC SCHOOLS
Health – 2nd grade
PACING CHART/CURRICULUM MAP

Course: Health – 2nd grade

Unit B Chapter 4: Healthful Foods for You

Essential Question: How do we plan healthful eating habits?

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES: Students will be able to	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
1 Day	2.1.2.A1 2.1.2.A2 2.1.2.B1	Lesson 1: Healthful Foods Obj: SWBAT <ul style="list-style-type: none"> Discuss the importance of choosing healthful foods 	Teacher's Guide: pp. 66-69 Reader, <i>Healthful Foods for You</i> , pp. 2-3 Health Big Ideas Book pp. 14-15 Health Masters: <i>My Favorite Healthful Foods</i> , p.30 Transparency book pp. 16 Clipboard Activity 27 Poster 6B	Student Participation Anecdotal Notes Teacher Observation Health Masters p. 30
1 Day	2.1.2.A1 2.1.2.A2 2.1.2.B1 2.1.2.B2	Lesson 2&3: The Food Guide Pyramid and Using the Food Guide Pyramid Obj: SWBAT <ul style="list-style-type: none"> Identify food groups. Classify foods using MyPyramid. Tell how to use MyPyramid to plan meals and snacks 	Teacher's Guide: pp.70-73 Use the pyramid from: www.choosemyplate.gov Health Masters: <i>Find the Food Group</i> , p. 31, <i>Plan a Menu</i> , p. 32 Transparency book p. 15 Clipboard Activity 29	Student Participation Anecdotal Notes Teacher Observation Health Masters p. 31 & 32
1 Day	2.1.2.A1 2.1.2.A2 2.1.2.B1-B3 2.2.4.B1	Lesson 6: Food Labels Obj: SWBAT <ul style="list-style-type: none"> Identify and explain the function of food labels 	Teacher's Guide: pp.78-79 Reader, <i>Healthful Foods for You</i> , pp. 8-9 Health Masters: <i>Food Label Facts</i> , p. 35 Clipboard Activity 32	Student Participation Anecdotal Notes Teacher Observation Health Masters p.35
1 Day	2.1.2.A1 2.1.2.A2 2.1.2.B1-B3 2.2.4.B1	Lesson 7: Healthful Snacks Obj: SWBAT <ul style="list-style-type: none"> Identify healthful snacks 	Teacher's Guide: pp.80-81 Reader, <i>Healthful Foods for You</i> , pp. 10-11 Health Masters: <i>Favorite Snacking</i> , p. 36 Transparency p. 17 Clipboard Activity 33	Student Participation Anecdotal Notes Teacher Observation Health Masters p.36 Chapter Test p. 40

BRIDGETON PUBLIC SCHOOLS
Health – 2nd grade
PACING CHART/CURRICULUM MAP

Course: Health – 2nd grade

Unit C Chapter 6: Safety and You

Essential Question: How do we stay safe?

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES: Students will be able to	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
1 Day	2.1.2.A1 2.1.2.A2	Lesson 5 & 6: Walk and Bike Safely and Car and Bus Safety Obj: SWBAT <ul style="list-style-type: none"> • Identify bicycle safety rules and know hand signals for bicycle safety. • Tell how to cross the street safely • Tell rules for staying safe in and around cars and buses. 	Teacher's Guide: pp. 122-125 Health Big Ideas Book pp. 28-29 Reader, <i>Safety and You</i> , pp. 6-7 Health Masters: <i>Safety Signals</i> , p.55, <i>Safety Booklet p.56</i> Transparency book p. 31 Clipboard 50, 51	Student Participation Anecdotal Notes Teacher Observation Health Masters p. 55 & 56
1 Day	2.1.2.A1 2.1.2.A2 2.1.2.D1-D3 2.2.2.A1	Lesson 7: Stay Safe from Strangers Obj: SWBAT <ul style="list-style-type: none"> • Tell ways to stay safe from strangers 	Teacher's Guide: pp. 126-127 Reader, <i>Safety and You</i> , pp. 8-9 Health Masters: <i>Stranger Danger</i> , p. 57 Transparency book p. 28 Clipboard 52	Student Participation Anecdotal Notes Teacher Observation Health Masters p. 57
1 Day	2.1.2.A1 2.1.2.A2 2.1.2.D1-D3 2.2.2.A1	Lesson 8: Stay Safe When You Are Lost Obj: SWBAT <ul style="list-style-type: none"> • Discuss what to do if lost. • Tell how to prevent getting lost. 	Teacher's Guide: pp. 128-129 Reader, <i>Safety and You</i> , pp. 10-11 Health Masters: <i>Help! I'm Lost!</i> , p. 58 Clipboard 49, 52	Student Participation Anecdotal Notes Teacher Observation Health Masters p. 58

BRIDGETON PUBLIC SCHOOLS
Health – 2nd grade
PACING CHART/CURRICULUM MAP

Course: Health – 2nd grade

Unit C Chapter 6: Safety and You

Essential Question: How do we stay safe?

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES: Students will be able to	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
1 Day	2.1.2.A1 2.1.2.A2 2.1.2.D1-D3 2.2.2.A1	Lesson 9: Stay Safe From a Bad Touch Obj: SWBAT <ul style="list-style-type: none"> Know the difference between appropriate and inappropriate touch. Tell what to do if you receive a bad touch. 	Teacher's Guide: pp. 130-131 Reader, <i>Safety and You</i> , pp. 12-13 Health Masters: <i>Good Touch or Bad Touch</i> , p. 59 Clipboard 54	Student Participation Anecdotal Notes Teacher Observation Health Masters p. 59
1 Day	2.1.2.A1 2.1.2.A2 2.1.2.D1-D3 2.2.2.A1	Lesson 10: Stay Safe From Bullies and Gangs Obj: SWBAT <ul style="list-style-type: none"> Discuss ways to stay safe from bullies and gangs 	Teacher's Guide: pp. 132-133 Reader, <i>Safety and You</i> , pp. 14-15 Health Masters: <i>Help! I'm Lost!</i> , p. 58 Clipboard 49, 52	Student Participation Anecdotal Notes Teacher Observation Health Masters p. 58 Chapter Test p. 67

BRIDGETON PUBLIC SCHOOLS
Health – 2nd grade
PACING CHART/CURRICULUM MAP

Course: Health – 2nd grade

Unit D Chapter 7: Medicines and Drugs and You

Essential Question: How do we tell the difference between medicines and drugs?

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES: Students will be able to	TEACHER’S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
1 Day	2.1.2.A1 2.1.2.A2 2.3.2.A1	Lesson 1: Medicines Obj: SWBAT <ul style="list-style-type: none"> • Define <i>medicine</i>. • Identify safety rules for using medicines. • Tell what medicine does. 	Teacher’s Guide: pp. 148-151 Health Big Ideas Book pp. 32-33 Reader, <i>Medicines and Drugs and You</i> , pp2-3 Health Masters: <i>Matching Medicines</i> , p. 68 Transparency book p. 46 Clipboard Activity 62	Student Participation Anecdotal Notes Teacher Observation Health Masters p. 68
1 Day	2.1.2.A1 2.1.2.A2 2.3.2.A1 2.3.2.A2	Lesson 2: Take Medicines Safely Obj: SWBAT <ul style="list-style-type: none"> • Identify safety for taking medicine. • Identify warning labels on medicines. • Explain what to do if you have side effects from taking medicines 	Teacher’s Guide: pp. 152-153 Health Big Ideas Book pp. 32-33 Reader, <i>Medicines and Drugs and You</i> , pp. 4-5 Health Masters: <i>What Should You Do?</i> , p. 69 Clipboard Activity 63	Student Participation Anecdotal Notes Teacher Observation Health Masters p. 69
1 Day	2.1.2.A1 2.1.2.A2 2.3.2.A1 2.3.2.A2	Lesson 3: Store Medicines Safely Obj: SWBAT <ul style="list-style-type: none"> • Identify ways to store medicines safely 	Teacher’s Guide: pp. 154-155 Reader, <i>Medicines and Drugs and You</i> , pp. 6-7 Health Masters: <i>Safety Rules for Medicine</i> , p. 70 Clipboard Activity 64	Student Participation Anecdotal Notes Teacher Observation Health Masters p. 70
1 Day	2.1.2.A1 & A2 2.2.2.B2-B4 2.3.2.A1 & A2 2.3.2.B1 & B4 2.3.2.C1 & C2	Lesson 4: Alcohol Obj: SWBAT <ul style="list-style-type: none"> • Identify the ways that alcohol harms the mind and body 	Teacher’s Guide: pp. 156-157 Reader, <i>Medicines and Drugs and You</i> , pp. 8-9 Health Masters: <i>The Truth About Alcohol</i> , p. 71 Transparency book p. 46	Student Participation Anecdotal Notes Teacher Observation Health Masters p. 71

BRIDGETON PUBLIC SCHOOLS
Health – 2nd grade
PACING CHART/CURRICULUM MAP

Course: Health – 2nd grade

Unit D Chapter 7: Medicines and Drugs and You

Essential Question: How do we tell the difference between medicines and drugs?

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES: Students will be able to	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
1 Day	2.1.2.A1 & A2 2.2.2.B2-B4 2.2.2.E1 2.3.2.A1 & A2 2.3.2.B1 & B4 2.3.2.C1 & C2	Lesson 5: Help with Alcohol Problems Obj: SWBAT <ul style="list-style-type: none"> • Name people who can help someone who has a problem with alcohol 	Teacher's Guide: pp. 158-159 Reader, <i>Medicines and Drugs and You</i> , pp. 10-11 Health Masters: <i>Trusted Adults</i> , p. 72 Clipboard Activity 66	Student Participation Anecdotal Notes Teacher Observation Health Masters p. 72
1 Day	2.1.2.A1 & A2 2.2.2.B2-B4 2.2.2.E1 2.3.2.A1 & A2 2.3.2.B1-B3 2.3.2.C1 & C2	Lesson 6: Tobacco Harms Health Obj: SWBAT <ul style="list-style-type: none"> • Identify the harmful effects of tobacco use. 	Teacher's Guide: pp. 160-161 Reader, <i>Medicines and Drugs and You</i> , pp. 12-13 Health Masters: <i>Say "NO" to Tobacco</i> , p. 73 Clipboard Activity 67	Student Participation Anecdotal Notes Teacher Observation Health Masters p. 73
1 Day	2.1.2.A1 & A2 2.2.2.A1 2.2.2.B2-B4 2.2.2.E1 2.3.2.A1 2.3.2.B1- B4	Lesson 7: Be Drug-Free Obj: SWBAT <ul style="list-style-type: none"> • Identify reasons to be drug-free 	Teacher's Guide: pp. 162-163 Reader, <i>Medicines and Drugs and You</i> , pp. 14-15 Health Masters: <i>Self-Respect</i> , p. 74 Transparency book p. 36 Clipboard Activity 68	Student Participation Anecdotal Notes Teacher Observation Health Masters p. 74
1 Day	2.1.2.A1 & A2 2.2.2.A1 2.2.2.B2-B4 2.2.2.E1 2.3.2.A1 2.3.2.B1- B4	Lesson 8: Staying Drug-Free Obj: SWBAT <ul style="list-style-type: none"> • Discuss ways to stay drug-free. 	Teacher's Guide: pp. 164-165 Health Big Ideas Book pp. 34-35 Health Masters: <i>Drug-Free Me</i> , p. 75 Clipboard Activity 69	Student Participation Anecdotal Notes Teacher Observation Health Masters p. 75

BRIDGETON PUBLIC SCHOOLS
Health – 2nd grade
PACING CHART/CURRICULUM MAP

Course: Health – 2nd grade

Unit D Chapter 7: Medicines and Drugs and You

Essential Question: How do we tell the difference between medicines and drugs?

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES: Students will be able to	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
1 Day	2.1.2.A1 & A2 2.2.2.A1 2.2.2.B2-B4 2.2.2.E1 2.3.2.A1 2.3.2.B1- B4	Lesson 9: Say “NO” Obj: SWBAT <ul style="list-style-type: none"> • Learn the steps for using refusal skills • Apply the steps for using refusal skills 	Teacher’s Guide: pp. 166-167 Life Skills Book, pp. 16-17 Health Masters: <i>What Would You Do?</i> , p.76 Clipboard Activity 70	Student Participation Anecdotal Notes Teacher Observation Health Master p. 76 Chapter Test p. 77
		•		
		•		

BRIDGETON PUBLIC SCHOOLS
Health – 2nd grade
PACING CHART/CURRICULUM MAP

Course: Health – 2nd grade

Unit D Chapter 8: Fighting Germs

Essential Question: How can we reduce our risk of disease?

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES: Students will be able to	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
1 Day	2.1.2.A1 2.1.2.A2 2.1.2.C1-C3 2.2.2.B2	Lesson 1: Germs Obj: SWBAT <ul style="list-style-type: none"> • Discuss symptoms of some common infectious diseases. 	Teacher's Guide: pp. 170-173 Health Big Ideas Book pp. 36-37 Reader, <i>Fighting Germs</i> , pp. 2-3 Health Masters: <i>Symptom or Illness?</i> , p. 78 Transparency book p. 37 Clipboard Activity 71	Student Participation Anecdotal Notes Teacher Observation Health Masters, p. 78
1 Day	2.1.2.A1 2.1.2.A2 2.1.2.C1-C3 2.2.2.B2	Lesson 2: Staying Safe From Germs Obj: SWBAT <ul style="list-style-type: none"> • Identify ways to prevent the spread of germs. • Tell ways to get well if you have an illness caused by germs 	Teacher's Guide: pp. 174-175 Reader, <i>Fighting Germs</i> , pp. 4-5 Health Masters: <i>Keep It Clean!</i> , p. 79 Clipboard Activity 72	Student Participation Anecdotal Notes Teacher Observation Health Masters p.79
1 Day	2.1.2.A1 2.1.2.A2 2.1.2.C1-C3 2.2.2.B2	Lesson 3: Wash Your Hands Obj: SWBAT <ul style="list-style-type: none"> • Practice ways to keep germs from spreading 	Teacher's Guide: pp. 176-177 Health Big Ideas Book pp. 38-39 Health Masters: <i>Do It Right!</i> , p. 80 Clipboard Activity 73	Student Participation Anecdotal Notes Teacher Observation Health Masters p.80
1 Day	2.1.2.A1 2.1.2.A2 2.1.2.C1-C3 2.2.2.B2	Lesson 4: Allergies: Nothing to Sneeze At Obj: SWBAT <ul style="list-style-type: none"> • Identify some causes of allergies • Identify ways to manage allergies 	Teacher's Guide: pp. 178-179 Reader, <i>Fighting Germs</i> , pp. 6-7 Health Masters: <i>Nothing to Sneeze At</i> , p. 81 Clipboard Activity 74	Student Participation Anecdotal Notes Teacher Observation Health Masters p.81

BRIDGETON PUBLIC SCHOOLS
Health – 2nd grade
PACING CHART/CURRICULUM MAP

Course: Health – 2nd grade

Unit D Chapter 8: Fighting Germs

Essential Question: How can we reduce our risk of disease?

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES: Students will be able to	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
1 Day	2.1.2.A1 2.1.2.A2 2.1.2.C1-C3 2.2.2.B2	Lesson 5: Asthma Obj: SWBAT <ul style="list-style-type: none"> • Identify some asthma triggers • Identify ways to treat asthma 	Teacher's Guide: pp. 180-181 Reader, <i>Fighting Germs</i> , pp. 8-9 Health Masters: <i>Asthma and Your Body</i> , p. 82 Clipboard Activity 75	Student Participation Anecdotal Notes Teacher Observation Health Masters p.82
1 Day	2.1.2.A1 2.1.2.A2 2.1.2.C1-C3 2.2.2.B2	Lesson 6: Keep Your Heart Healthy Obj: SWBAT <ul style="list-style-type: none"> • Describe habits that prevent heart disease 	Teacher's Guide: pp. 182-183 Reader, <i>Fighting Germs</i> , pp. 10-11 Health Masters: <i>Let's Be Heart Healthy</i> , p. 83 Clipboard Activity 76	Student Participation Anecdotal Notes Teacher Observation Health Masters p.83
1 Day	2.1.2.A1 2.1.2.A2 2.1.2.C1-C3 2.2.2.B2	Lesson 7: Obesity and Diabetes Obj: SWBAT <ul style="list-style-type: none"> • Tell how diabetes may be prevented and treated. 	Teacher's Guide: pp. 184-185 Reader, <i>Fighting Germs</i> , pp. 12-13 Health Masters: <i>Fat Facts: True or False?</i> , p. 84 Clipboard Activity 77	Student Participation Anecdotal Notes Teacher Observation Health Masters p.84
		•		

BRIDGETON PUBLIC SCHOOLS
Health – 2nd grade
PACING CHART/CURRICULUM MAP

Course: Health – 2nd grade

Unit D Chapter 8: Fighting Germs

Essential Question: How can we reduce our risk of disease?

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES: Students will be able to	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
1 Day	2.1.2.A1 2.1.2.A2 2.1.2.C1-C3 2.2.2.B2	Lesson 8: Help Prevent Cancer Obj: SWBAT <ul style="list-style-type: none"> • Identify cancer as a non-communicable disease. • Tell some ways to prevent cancer 	Teacher's Guide: pp. 186-187 Reader, <i>Fighting Germs</i> , pp. 14-15 Health Masters: <i>Fight Cancer</i> , p.85 Clipboard Activity 78	Student Participation Anecdotal Notes Teacher Observation Health Masters p.85
1 Day	2.1.2.A1 2.1.2.A2 2.1.2.C1-C3 2.1.2.E3 2.2.2.A1 2.2.2.B1-B4	Lesson 9: Manage Stress Obj: SWBAT <ul style="list-style-type: none"> • Learn the steps for managing stress • Apply the steps for managing stress 	Teacher's Guide: pp. 188-189 Life Skills Book pp. 18-19 Health Masters: <i>Manage Your Stress</i> , p. 86 Clipboard Activity 79	Student Participation Anecdotal Notes Teacher Observation Health Masters p.86
		•		
		•		