

Grade 2 Practical Living	Unit 1: Safety		Suggested Length: 1 week
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> <i>Student will:</i>
<p>1. What are some safety hazards at home, at school, and at play?</p>	<p><u>Core Content</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> PL-EP-1.3.01 Students will identify safety practices (e.g., use of seatbelts/helmets/life vests) for dealing with a variety of health hazards (e.g., crossing the street, talking to strangers) while at school, home, and play. <input type="checkbox"/> PL-EP-3.1.05 Students will identify the available health and safety agencies in a community that provide services: <ul style="list-style-type: none"> <input type="checkbox"/> Health department <input type="checkbox"/> Fire department <input type="checkbox"/> Sanitation <input type="checkbox"/> Police <input type="checkbox"/> Ambulance services <p><u>Program of Studies</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>HE-P-14 identify and practice school safety rules (e.g., playground, bus, classroom) and school safety procedures (e.g., tornado drills, fire drills, earthquake drills).</i> <input type="checkbox"/> <i>HE-P-15 identify and practice traffic safety rules (e.g., crossing streets, riding bikes, helmets, seat belts).</i> <input type="checkbox"/> <i>HE-P-16 describe and use personal safety strategies.</i> 	<ul style="list-style-type: none"> <input type="checkbox"/> Hazards <input type="checkbox"/> Safety <input type="checkbox"/> Agency <input type="checkbox"/> Service <input type="checkbox"/> Non – Profit <input type="checkbox"/> Inspect <input type="checkbox"/> Sanitation 	<ul style="list-style-type: none"> <input type="checkbox"/> Create a cause/effect organizer to illustrate events from the story, <u>The Berenstain Bears Learn About Strangers</u>. PL-EP-1.3.01 DOK 1 <input type="checkbox"/> Construct a Fire Safety Fact Wheel. PL-EP-1.3.01 DOK 1 <input type="checkbox"/> Create a step booklet of ways fires are fought in different areas: city, country, forest, and waterfront. PL-EP-1.3.01 DOK 1 <input type="checkbox"/> Construct a fire escape plan of their own house with their parent’s help. PL-EP-1.3.01 DOK 1 <input type="checkbox"/> List bicycle safety rules on a paper plate made to represent a bicycle wheel. PL-EP-1.3.01 DOK 1 <input type="checkbox"/> Develop a study guide using the Marzano note-taking strategy. PL-EP-1.3.01 DOK 1 <input type="checkbox"/> Compose a letter of thanks to a guest speaker from the fire department. PL-EP-3.1.05 DOK 2 <input type="checkbox"/> <u>Assessment:</u> <ul style="list-style-type: none"> <input type="checkbox"/> Part 1 - Multiple Choice <input type="checkbox"/> Part 2 – Create a safety brochure

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	<ul style="list-style-type: none"> ❑ HE-P-17 determine procedures and practices for obtaining needed emergency assistance and information (e.g., fire and police departments, poison control, ambulance service, 911). ❑ HE-P-18 identify basic health habits (e.g., hand washing, care of teeth and eyes, covering coughs and sneezes, sun protection) which affect self and others and prevent spread of disease. ❑ HE-P-19 practice good habits of personal grooming and cleanliness ❑ HE-P-37 become aware of appropriate community agencies (e.g., police department, fire department, health department, mental health provider) and the health and safety services they provide. ❑ HE-P-40 identify health providers and the services they provide in the community. 		

Grade 2 Practical Living	Unit 2: Vocational		Suggested Length: 2 weeks
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> <i>Student will:</i>
	<p><u>Core Content</u></p> <ul style="list-style-type: none"> ❑ PL-EP-4.2.01 Students will identify how personal responsibility and good work habits (e.g., attendance, work done on time, follow directions) are important at home, school, and work. DOK 1 ❑ PL-EP-4.2.02 Students will describe team skills (e.g., cooperation, communication) used to compete tasks more efficiently at home, school and work. DOK 1 	<ul style="list-style-type: none"> ❑ Dependability ❑ Work Habits ❑ Technology ❑ Computers ❑ Cooperation ❑ Flexibility 	

Grade 2 Practical Living	Unit 2: Vocational		Suggested Length: 2 weeks
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	<ul style="list-style-type: none"> <input type="checkbox"/> PL-EP-4.3.01 Students will identify technology tools (e.g., electronic games, phones, computers) that are used in homes and schools. DOK 1 		

Grade 2 Practical Living	Unit 3: Consumer Skills		Suggested Length: 2 weeks
Essential Questions	<i>Program of Studies and Core Content</i>	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> <i>Student will:</i>
	<p><u>Core Content</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> PL-EP-3.1.01 Students will identify the difference between wants and needs as it relates to consumer decisions. <input type="checkbox"/> PL-EP-3.1.02 Students will describe major factors (price, quality, features) to consider when making consumer decisions. DOK 1 <input type="checkbox"/> PL-EP-3.1.03 Students will identify ways consumer’s buying practices are influenced by peer pressure. DOK 1 <input type="checkbox"/> PL-EP-3.1.04 Students will identify consumer actions (reusing, reducing, recycling) that impact the environment. DOK 1 <input type="checkbox"/> PL-EP-3.2.01 Students will describe different ways to save money (e.g., piggy bank, local bank, savings bonds). DOK 1 <p><u>Program of Studies</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> HE-P-7 become aware of what it means to be a consumer. <input type="checkbox"/> HE-P-8 explain differences between wants 	<ul style="list-style-type: none"> <input type="checkbox"/> Wants <input type="checkbox"/> Needs <input type="checkbox"/> Consumer <input type="checkbox"/> Products <input type="checkbox"/> Gimmick <input type="checkbox"/> Income <input type="checkbox"/> Expenditure <input type="checkbox"/> Planning <input type="checkbox"/> Savings <input type="checkbox"/> Wants <input type="checkbox"/> Needs <input type="checkbox"/> Resources 	

Grade 2 Practical Living	Unit 3: Consumer Skills		Suggested Length: 2 weeks
Essential Questions	<i>Program of Studies and Core Content</i>	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> <i>Student will:</i>
	and needs and provide examples. <input type="checkbox"/> HE-P-9 select products and services that meet personal needs. <input type="checkbox"/> HE-P-10 become aware of the concept of saving money.		