Unit 5: Community and Environmental Health

Content Area: **Health**
Course(s): **Health**
Time Period: **Week 28**
Length: **4 Weeks**
Status: **Published**

Unit Overview

In the Community and Environmental Health Unit, students will explore the roles of community helpers as they contribute to a safe and healthy community. They will also explore the health implications of a polluted environment.

Standards

HPE.2.2.2.A.1	Express needs, wants, and feelings in health- and safety-related situations.
HPE.2.2.2.D.1	Determine the benefits for oneself and others of participating in a class or school service activity.
HPE.2.2.2.E.1	Determine where to access home, school, and community health professionals.
HPE.2.2.P.E.1	Identify community helpers who assist in maintaining a safe environment.

Essential Questions

What are the consequences of our choices in terms of wellness?

Why might educated people make poor health decisions?

How can you inspire others to address health issues?

How do I determine the best resource for health care and guidance?

Application of Knowledge and Skills...

Students will know that...

- children can contribute to the well being of a community through service projects
- recycling, reducing and reusing contributes to a healthy environment.
- which community helpers support good health and safety.

Students will be skilled at...

- identfy community helpers that contribute to good health and safety
- recycle, reduce and reuse to care for the earth and promote good health

Assessments

- Summative: Benchmark Assessment 2.2.D; 2.2.E Mid year and final benchmark tests.
- Diagnostic: Instructional/Assessment Focus 2.2.2.A.1; 2.2.2.E.1 Which community helpers keep us safe and healthy?
- Summative: Other written assessments 2.2.2.A.1; 2.2.2.D.1; 9.1.4.A.1; 9.1.4.A.5 Describe what you can do to keep the Earth clean and healthy.
- Summative: Other written assessments 2.2.2.A.1; 2.2.P.E.1; 2.2.2.E.1 Identify community helpers who support good health and safety. Describe what they do.

Activities

- Discuss the roles of the doctor, dentist, pharmacist, teacher, EMS worker, firefighter, and police officer in promoting good health and safety.
- Define the environment and the impact of different kinds of pollution.
- Brainstorm the ways a child can contribute to the well being of the community. Include reducing, reusing and recycling waste.

Activities to Differentiate Instruction

General Modification for All Students May Include:

- Follow the differentiation pattern of:
    - Identification of Objectives
    - Pre-Assessment of student understanding
    - Differentiated Activity
    - Whole-Group Discussion
    - Post-Assessment
    - Flexible Grouping strategies:
        - Readiness Groups – "readiness" refers to a student's grasp of a particular concept or task
        - Student Choice Groups
        - Interest Groups
        - Learning Profile Groups
        - When working in groups, students may benefit from having assigned roles in the group, which could be differentiated based on student's ability. Examples include, "facilitator", "materials coordinator", "time keeper", and "task master".
        - Provide student choice for assignments and activities that may appeal to their interests or particular abilities

- Provide visual and auditory learning supports

Content Specific Modifications for Special Education Students May Include:

- Modifications and accommodations as listed the student's IEP
- One-on-one supports
- Prioritize tasks
- Modified or reduced assignments
- Preferential seating
- Modified worksheets
- Vocabulary cards with pictures

Differentiation for ELL's May Include:

- General modifications may include:
  - Integrate activities into thematic units
  - Trigger student's prior knowledge and experience, which may be different from other students in the class
  - Scaffold complex texts
  - Collaboration with ELL teacher
  - Content specific vocabulary important for ELL students to understand include: doctor, dentist, pharmacist, teacher, EMS worker, firefighter, police officer

Differentiation to Extend Learning for Gifted Students May Include:

- Interview different community helpers to find out their roles in protecting and helping the community.
- Organize a career day with positive career role models for students.
- When differentiating for gifted learners, consider the following three areas to differentiate: content, process, and product.
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  - Content – consider leveling of resources, using additional resources, or developing learning centers. If modifying the content for students, consider various ways to modify content including acceleration of delivery, providing more depth or complexity in the topic, or creating scenarios that utilize critical or creative thinking.
  - Process – consider asking different questions or having students develop the questions, varying group patterns, or developing small groups that will enable you to target instruction
  - Product – allow for student choice in work products, independent study options related to the content areas, or appealing to their particular strengths when considering the theory of multiple intelligences

Integrated/Cross-Disciplinary Instruction

Language Arts: stories about community helpers and caring for the environment

Science: Ecology/Earth Day

Social Studies: Earth Day, community helpers and community service

Resources

McGraw Hill Health Teacher's Edition

McGraw Hill Health big book

McGraw Hill Health duplication masters

McGraw Hill Health posters

"We Are Plooters", poem by Jack Prelutsky

The Lorax by Dr. Seuss

Time for Kids: Community Helpers and Earth Day

21st Century Skills

CRP.K-12.CRP3.1	Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.
CRP.K-12.CRP8.1	Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.