Unit 1: Personal Health and Disease Prevention

Content Area: **Health**
Course(s): **Health**
Time Period: **Week 1**
Length: **8 Weeks**
Status: **Published**

Unit Overview

In the Personal Health and Disease Prevention Unit, students will explore the facets of good health and ways to maintain good health. This includes the importance of rest, dental care, and techniques to prevent illness.

Standards

HPE.2.1.2.A.1	Explain what being “well” means and identify self-care practices that support wellness.
HPE.2.1.2.A.2	Use correct terminology to identify body parts, and explain how body parts work together to support wellness.
HPE.2.1.2.C.2	Summarize strategies to prevent the spread of common diseases and health conditions.
HPE.2.1.P.A.1	Develop an awareness of healthy habits (e.g., use clean tissues, wash hands, handle food hygienically, brush teeth, and dress appropriately for the weather).
HPE.2.1.P.A.2	Demonstrate emerging self-help skills (e.g., develop independence when pouring, serving, and using utensils and when dressing and brushing teeth).
HPE.2.1.P.C.1	Develop an awareness of healthy habits (e.g., use clean tissues, wash hands, handle food hygienically, brush teeth, and dress appropriately for the weather).

Essential Questions

How can we keep ourselves healthy?

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

Application of Knowledge and Skills...

Students will know that...

- germs cause illnesses.
- how to maintain a strong body to fight germs.
- how to properly care for teeth.

- medicine can relieve the symptoms of illness.
- rest gives the body energy.
- there are three facets to good health: body, mind and getting along with others.
- vaccines can prevent illnesses.

Students will be skilled at...

- keep hands away from their mouth, eyes, nose and cuts to prevent the spread of germs.
- properly brush and floss teeth twice a day.
- rest to overcome an illness.
- use and dispose of a tissue properly.
- wash and/or sanitize hands to prevent the spread of germs.

Assessments

- Summative: Benchmark Assessment 2.1.A; 2.1.C. Mid year and final benchmark tests.
- Diagnostic: Instructional/Assessment Focus 2.1.P.A.1; 2.1.P.C.1; 2.1.2.A.1; 2.1.2.A.2; 2.1.2.C.2; 2.1.4.C.1 What can you tell me about germs?
- Diagnostic: Instructional/Assessment Focus 2.1.P.A.1; 2.1.2.A.1; 2.1.2.C.2; 9.1.4.A.5 What is good health?
- Diagnostic: Instructional/Assessment Focus 2.1.P.A.1; 2.1.P.A.2; 2.1.P.C.1; 2.1.2.A.1; 2.1.2.A.2 How do you care for your teeth and gums? Why is it important?
- Formative: Other written assessments 2.1.P.A.1; 2.1.P.C.1; 2.1.2.A.1 Circle words or pictures that model good health.
- Formative: Other written assessments 2.1.P.A.1; 2.1.P.C.1; 2.1.2.A.1; 2.1.2.A.2; 2.1.2.C.2; 2.1.4.C.1 Describe how germs can make you sick. Describe how you can help yourself stay well.
- Summative: Other written assessments 2.1.A, 2.1.C Draw and describe ways to stay healthy.

Activities

- Explore the three facets of good health (body, mind, getting along with others).
- Discuss the need for 11 hours of sleep and the effects of inadequate sleep.
- Discuss the importance of brushing and flossing twice a day. Understand the difference between primary and secondary teeth.
- Discuss the role of germs in the spread of illness and good hygiene to limit the spread of germs.
- Discuss medicine and rest to overcome illness. Vaccines can prevent illness.

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
- Modified worksheets
- Vocabulary cards with pictures
- With yarn, floss an egg carton

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: teeth, floss, germs, vaccines, illness, sanitize

Differentiation to Extend Learning for Gifted Students May Include:

- Create a how-to video for pre-school students on proper ways of brushing teeth and washing hands.
- When differentiating for gifted learners, consider the following three areas to differentiate: content, process, and product.
-

- 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

Daily classroom hygiene

Language Arts: writing and listening to and reading trade books

Resources

McGraw Hill Health Teacher's Edition

McGraw Hill Health big book

McGraw Hill Health duplication masters

McGraw Hill Health posters

"Gina the Giraffe" Dental Hygiene video and poster

Dr. DeSoto by William Steig

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.CRP5.1	Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people,

	organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.
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.