Unit 1: Personal and Social Health

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

Unit Overview

In the Personal and Social Health unit, students will be introduced to the the key components and the effects of personal and social health. Students will understand that they are responsible for maintaining good health and well being.

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.B.1	Explain why some foods are healthier to eat than others.
HPE.2.1.2.C.1	Summarize symptoms of common diseases and health conditions.
HPE.2.1.2.C.2	Summarize strategies to prevent the spread of common diseases and health conditions.
HPE.2.1.2.D.1	Identify ways to prevent injuries at home, school, and in the community (e.g., fire safety, poison safety, accident prevention).
HPE.2.1.2.E.1	Identify basic social and emotional needs of all people.
HPE.2.1.2.E.2	Determine possible causes of conflict between people and appropriate ways to prevent and resolve them.
HPE.2.1.2.E.3	Explain healthy ways of coping with common stressful situations experienced by children.
HPE.2.2.2.B.1	Explain what a decision is and why it advantageous to think before acting.
HPE.2.2.2.B.2	Relate decision-making by self and others to one’s health.
HPE.2.2.2.B.3	Determine ways parents, peers, technology, culture, and the media influence health decisions.
HPE.2.2.2.B.4	Select a personal health goal and explain why setting is important.
HPE.2.2.2.C.1	Explain the meaning of Character and how it is reflected in the thoughts, feelings, and actions of oneself and others.
HPE.2.2.2.C.2	Identify types of disabilities and demonstrate appropriate behavior when interacting with people with disabilities.
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.2.4.2.A.1	Compare and contrast different kinds of families locally and globally.
HPE.2.4.2.A.2	Distinguish the roles and responsibilities of different family members.
HPE.2.4.2.A.3	Determine the factors that contribute to healthy relationships.

HPE.2.4.2.B.1	Compare and contrast the physical differences and similarities of the genders.
HPE.2.4.2.C.1	Explain the factors that contribute to a mother having a healthy baby.

Essential Questions

- Why is good health important to maintaining personal well being?
- How can a person maintain good intellectual and emotional health?
- How do changes in body growth affect the person over his/her lifetime?

Application of Knowledge and Skills...

Students will know that...

- that a person maintains his/her personal health through activities that keep him/her safe.
- that feelings and self esteem have a direct effect on well being.
- that information about the environment is obtained through the five senses.
- the stages of human development: baby, toddler, adolescent, adult.

Students will be skilled at...

- determine ways that people maintain good physical health, i.e. teeth, eyes, etc.
- develop strategies that will develop appreciation of one's talents.
- express and identify feelings of human emotion.
- identify activities that will keep them safe.
- identify and explain the stages of the human life cycle.
- identify and write about the five senses and how the senses help them experience their world.

Assessments

- Summative: Other written assessments Test on unit material that shows understanding of personal and social health skills.
2.1.2.A.1,A.2,2.1.2.B.1,2.1.2.C.1,C.2,2.1.2.D.1,2.1.2.E.1,E.2,E.3,2.2.2.A.1,2.2.2.B.1,B.2,B.3,B.4,2.2.2.C.1,C.2,2.2.2.D.1,2.2.2.E.1, 2.4.2.A.1,A.2,A.3,2.4.2.B.1,2.4.2.C.1

- Diagnostic: Dramatization Work with a partner and act out the proper ways to care for teeth.
2.1.2.A.1,A.2,2.1.2.C.2,2.2.2.B.4

- Diagnostic: Other written assessments Pre-evaluation of student understanding of what constitutes a healthy body, mind and interaction with others.

2.1.2.A.1,A.2,2.1.2.B.1,2.1.2.C.2,2.1.2.D.1,2.1.2.E.1,E.2,E.3,2.2.2.A.1,2.2.2.C.1,C.2,2.2.2.D.1,2.2.2.E.1

- Diagnostic: Other written assessments Quiz on feelings 2.1.2.A.1,2.1.2.E.1,E.2,E.3,2.2.2.A.1,2.2.2.B.1,B.2,B.3,B.4,2.2.2.C.1,C.2,2.2.2.D.1,2.2.2.E.1

- Formative: Sample Assessment Item Draw a person doing something to stay healthy. Write a sentence about your picture. 2.1.2.A.1,A.2,2.1.2.B.1,2.1.2.D.1,2.1.2.E.3,2.2.2.C.1,C.2,2.2.2.D.1,2.2.2.E.1,2.4.2.A.3

- Summative: Other written assessments Quiz: Taking care of eyes, teeth and skin 2.1.2.A.1,A.2,2.1.2.B.1,2.1.2.C.2

- Summative: Personal Project Make a flip book that will describe the stages of human development. Students will draw themselves through each stage of human development and write a description of what they will be able to achieve by the time they reach each stage. 2.1.2.A.2,2.4.2.A.1,A.2,A.3,2.4.2.B.1,2.4.2.C.1

Activities

- Word Wall Splash Activity-Students will write/cut out pictures that show the ways that support good health practices.
- Reading selection on the care of teeth
- Students will write the steps involved to properly care for teeth.
- Students will complete picture activity and write descriptions under each stage of human development.
- Students will list things that they were able to accomplish in kindergarten and in second grade. They will compare and contrast the two lists.
- Students will be able to work in a small group to create a word web of the five senses and the information they provide.
- Reading selection: *Your Feelings and Getting Along.*
- Students will work together to make a discovery chart to identify ways to build friendships.
- Students will identify a time that they felt proud of an accomplishment. Students will write a paragraph that describe feelings that were felt at the time.

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
- Provide pictures that support good health of body, mind and getting along.
- Provide vocabulary cards as needed.
- Provide pictures that depict human development.
- Provide sentences on sentence strips as needed.
- Make a book that will show what they hope to be able to do one year from now.

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: baby, toddler, adolesent, adult

Differentiation to Extend Learning for Gifted Students May Include:

- Describe a warning that a sense organ could give you.
- Work in group to identify emotions through a feelings concentration game.
- Helping Hands Activity where Students will write/draw on a hand shape the ways friends help one another.
- Provide blank booklet for extention activity.
- 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

Physical Education - In both this unit and the first unit of the physical education curriculum, students should work toward making healthy goals and figure out steps toward reaching those goals. Just as they do in Reader's and Writer's workshop, they should set attainable goals, create a plan to achieve the goal, and then track their progress toward that goal.

Resources

- McGraw-Hill Health and the Health Pyramid Grade 2
- McGraw-Hill on the web: http://www.mhschool.com
- Book: *The Magic School Bus Explores the Human Body*
- Video: The Magic School Bus: Inside Ralphie
- Mcmillan/McGraw-Hill Health & Wellness Grade 2
- Reader: *Your Feelings*
- Reader: *Getting Along*
- *Foldables* by Dinah Zike

21st Century Skills

CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
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.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.