Unit 2: Youth Helpers and You

Content Area: **Health**
Course(s): **Health**
Time Period: **Week 9**
Length: **8 Weeks**
Status: **Published**

Unit Overview

In the Health Helpers and You unit, students will learn how to find health information and to recognize the role of community health helpers. Students will learn life skills that will help them manage relationships and the effects of those relationships on themselves.

Standards

HPE.2.1.2.A.1	Explain what being “well” means and identify self-care practices that support wellness.
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.D.2	Differentiate among the characteristics of strangers, acquaintances, and trusted adults and describe safe and appropriate behaviors/touches.
HPE.2.1.2.D.3	Identify procedures associated with pedestrian, bicycle, and traffic safety.
HPE.2.2.2.B.3	Determine ways parents, peers, technology, culture, and the media influence health decisions.
HPE.2.3.2.A.1	Explain what medicines are and when some types of medicines are used.
HPE.2.3.2.A.2	Explain why medicines should be administered as directed.
HPE.2.4.2.A.3	Determine the factors that contribute to healthy relationships.

Essential Questions

How do people stay safe in their daily lives?

How do people interact effectively with health professionals?

Application of Knowledge and Skills...

Students will know that...

- how to get help if one is home alone.
- that health professionals are people who can help in an emergency and can help maintain good health.
- that product labels are designed to keep one safe.
- that they must follow safety rules to keep them safe both indoors and outdoors.

Students will be skilled at...

- demonstrate rules that keep one safe both indoors and outdoors.
- display on a poster how people stay safe.
- identify a product label and the information contained on the health product.
- identify health professionals and what they do to keep one safe.

Assessments

- Summative: Standardized Test Test on unit material that shows understanding of health helpers and you. 2.1.2.A.1,2.1.2.C.1,C.2,2.1.2.D.1,D.2,D.3,2.2.2.B.3,2.3.2.A.1,A.2,2.4.2.A.3
- Diagnostic: Dramatization Work with a group to show what to do if a household object is a hazard. 2.1.2.A.1,2.1.2.D.1,D.2,D.3,2.2.2.B.3,2.4.2.A.3
- Diagnostic: Dramatization Work with group members to show how to keep safe while using household products. 2.1.2.A.1,2.1.2.D.1,D.2,D.3,2.2.2.B.3
- Diagnostic: Other visual assessments Brainstorm list of reasons why people go to the doctor. 2.1.2.A.1,2.1.2.C.1,C.2,2.2.2.B.3,2.4.2.A.3
- Diagnostic: Other written assessments Work with a partner to develop a poster of rules to follow in an emergency. 2.1.2.A.1,2.1.2.D.1,D.2,D.3,2.2.2.B.3,2.4.2.A.3
- Formative: Visual Arts Project Work together with a group to make a picture book that shows what to do in a fire drill or lock down. 2.1.2.D.1,D.2,D.3,2.2.2.B.3,2.4.2.A.3
- Summative: Other visual assessments Make a poster of safety rules. 2.1.2.A.1,2.1.2.D.1,D.2,D.3,2.3.2.A.2,2.4.2.A.3

Activities

- Brainstorm a list of reasons why people go to a doctor.
- List health care workers and how they help people.
- Identify household products and health products and determine safety precautions.
- Recognize outdoor safety rules.
- List safety rules that should be followed in an emergency.

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
- Draw a picture of a time when the student went to a doctor.
- Identify pictures of health care workers.
- Identify pictures of safety signs.
- Identify pictures that show household hazards.

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: emergency, doctor, health, safety

Differentiation to Extend Learning for Gifted Students May Include:

- Write a paragraph about a health care worker.

- Make a poster that shows rules to follow in an emergency.
- 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

Houghton Mifflin Social Studies - Units 1 and 4

Resources

- McGraw-Hill Health and the Health Pyramid Grade 2
- McGraw-Hill on the web: http://www.mhschool.com
- Mcmillan/McGraw-Hill Health & Wellness Grade 2
- Reader: *Health Helpers and You*
- Reader: *Fighting Germs*
- Reader: *Taking Care of the Earth*
- *Foldables* by Dinah Zike
- Differentiated Instruction: Different Strategies for Different Learners by Char Forsten, Jim Grant, and Betty Hollas

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.CRP7.1	Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.