Unit 3: Protecting your Body

Content Area: **Health**
Course(s): **Health**
Time Period: **Week 17**
Length: **5 Weeks**
Status: **Published**

Unit Overview

In the Protecting Your Body unit, students will be introduced to common illnesses caused by germs. Students will learn how to protect themselves against germs and resulting illness through wellness strategies.

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.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.2.1.2.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.A.1	Express needs, wants, and feelings in health- and safety-related situations.
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.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.2.3.2.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.

Essential Questions

Why is good health important?

How can a person maintain good health habits?

Application of Knowledge and Skills...

Students will know that...

- that germs are spread by direct and indirect contact.
- that maintaining healthy habits is essential to good health.
- that there are preventative and remedial measures to stop the spread of germs.
- that there are specific ways to keep their bodies strong and to protect them from germs.

Students will be skilled at...

- demonstrate proper hand-washing techniques.
- describe ways that germs enter the body.
- describe what a doctor does when you go for a check up.
- identify a variety of ways that germs are spread.
- list things to do to prevent getting or spreading an illness.

Assessments

- Summative: Benchmark Assessment Students will complete the mid-year benchmark test. 2.1.2.A.1,A.2,2.1.2.B.1,2.1.2.C.1,C.2,2.1.2.D.1,D.2,D.3,2.1.2.E.1,E.2,E.3,2.2.2.A.1,2.2.2.B.1,B.2,B.4,2.2.2.C.1,C.2,2.3.2.A.1,A.2
- Diagnostic: Dramatization Students will act out some of the things that a doctor does when one goes for check up. 2.1.2.A.1,A.2,2.1.2.C.1,C.2,2.2.2.A.1
- Diagnostic: Other visual assessments Using interactive poster, the students will describe a hospital setting. 2.1.2.A.1,2.1.2.C.2,2.1.2.D.1,2.1.2.E.3,2.2.2.A.1,2.2.2.B.2,B.4,2.2.2.C.1,2.2.2.C.2,2.3.2.A.1,A.2
- Diagnostic: Visual Arts Project Students will draw a picture of their body and label the ways that germs enter their systems. 2.1.2.A.1,A.2,2.1.2.C.1,C.2,2.2.2.A.1,2.2.2.B.2
- Formative: Dramatization Students will take turns being a "doctor" or "patient". "Patient" will role play symptoms of common diseases and "doctor" will identify them. 2.1.2.A.1,A.2,2.1.2.C.1,C.2,2.1.2.E.2,E.3,2.2.2.A.1,2.2.2.B.2,2.2.2.C.1,C.2,2.3.2.A.1,A.2
- Summative: Other written assessments Test on unit material that shows understanding of ways to protect oneself from illnesses. 2.1.2.A.1,A.2,2.1.2.B.1,2.1.2.C.1,C.2,2.1.2.D.1,D.2,D.3,2.1.2.E.1,E.2,E.3,2.2.2.A.1,2.2.2.B.1,B.2,B.4,2.2.2.C.1,C.2,2.3.2.A.1,A.2
- Summative: Visual Arts Project Students will make a poster of ways to keep one's body strong.

2.1.2.A.1,2.1.2.B.1,2.1.2.C.2,2.1.2.E.1,E.2,E.3,2.2.2.A.1,2.2.2.B.1,B.2,B.4,2.2.2.C.1,C.2

Activities

- List feelings that a person has when he/she is getting sick.
- Draw a picture of the body and possible ways that germs enter the internal systems.
- List symptoms of common diseases.
- Make poster of ways to keep one's body strong.
- Describe a check-up visit to a doctor.
- Demonstrate proper hand-washing techniques.

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 person who is sick.
- Provide vocabulary cards of symptoms.
- Provide index cards for common diseases.
- Provide magazines for poster-making activities.

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: germs, disease, illness, doctor

Differentiation to Extend Learning for Gifted Students May Include:

- Label body points where germs can enter.
- Create a video demonstration on how to properly wash hands to show to preschool or kindergarten 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

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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: *Keeping Clean and Fit*
- Reader: *Fighting Germs*
- *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.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.
CRP.K-12.CRP12.1	Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.