Unit 6: Our Earth and You

Content Area: **Health**
Course(s): **Generic District Course, Health**
Time Period: **Week 35**
Length: **3 Weeks**
Status: **Published**

Unit Overview

In the Our Earth and You unit, students will focus on health relative to the environment. Students will learn about the harmful effects of pollution and how to reduce, reuse and recycle to help the Earth.

Standards

HPE.2.1.2.A.1	Explain what being “well” means and identify self-care practices that support wellness.
HPE.2.1.2.E.1	Identify basic social and emotional needs of all people.
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.3	Determine ways parents, peers, technology, culture, and the media influence health decisions.
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.

Essential Questions

How can people keep the environment healthy?

Application of Knowledge and Skills...

Students will know that...

- that people are responsible for the health of the environment.
- that pollution can harm the health of people in a community.
- that there are a variety of reasons for recycling.
- that there are laws that govern recycling practices.

Students will be skilled at...

- demonstrate knowledge of the 3 "R"s: reduce, reuse and recycle.
- identify the causes and the effects of pollution.
- identify ways that people can help their environment.

Assessments

- Summative: Benchmark Assessment Students will complete the end-of-year benchmark test.
2.1.2.A.1,2.1.2.E.1,2.2.2.A.1,2.2.2.B.1,B.3,2.2.2.D.1,2.2.2.E.1
- Diagnostic: Other written assessments Students will chart ways to help the environment of the Earth.
2.1.2.A.1,2.1.2.E.1,2.2.2.A.1,2.2.2.B.1,B.3,2.2.2.D.1,2.2.2.E.1
- Summative: Narrative Writing Assignment Students will work with a partner to develop a visual aid that teaches others the products that may be reduced, reused or recycled.
2.1.2.A.1,2.1.2.E.1,2.2.2.A.1,2.2.2.B.1,B.3,2.1.2.D.1,2.2.2.E.1
- Summative: Visual Arts Project Students will make a pollution (air, water, land or noise) poster. The poster should explain the causes, prevention and remediation efforts of the pollutants.
2.1.2.A.1,2.1.2.E.1,2.2.2.A.1,2.2.2.B.1,B.3,2.2.2.D.1,2.2.2.E.1

Activities

- Chart ways to help the Earth to be pollution-free.
- Describe the effects of air, water, land, and noise pollution.
- Read a selection about the environment and health.
- Make a poster that will teach others the items that may be reduced, reused or recycled.

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 to show a way to help the Earth.
- Provide vocabulary cards for pollution activity.
- Provide pictures of different kinds of pollution.
- Provide reduce, reuse and recycle cards for activity.

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: recycling, reduce, reuse, pollution, environment

Differentiation to Extend Learning for Gifted Students May Include:

- Make a collage of natural resources.
- Set goals to save energy in the classroom.
- 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

Science Units:

- Safari Park
- Living Things
- Butterflies

Houghton Mifflin Social Studies - Unit 4,6

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: *Taking Care of the Earth*
- Reader: *The Lorax by Dr. Seuss*
- *Foldables* by Dinah Zike
- Differentiated Instruction: Different Strategies for Different Learners by Char Forsten, Jim Grant, and Betty Hollas

McGraw- Hill Online

21st Century Skills

CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
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.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.