Unit 1: Fall/Winter

Content Area: **Health**
Course(s): **Health**
Time Period: **Week 1**
Length: **19 Weeks**
Status: **Published**

Unit Overview

In the Fall/Winter Health Unit the children will learn about the parts to good health, similarities and differences between people, resolving conflicts, establishing good health habits, eating sensibly, and staying safe.

Standards

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.B.1	Explore foods and food groups (e.g., compare and contrast foods representative of various cultures by taste, color, texture, smell, and shape).
HPE.2.1.P.B.2	Develop awareness of nutritious food choices (e.g., participate in classroom cooking activities, hold conversations with knowledgeable adults about daily nutritious meal and snack offerings).
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).
HPE.2.1.P.D.1	Use safe practices indoors and out (e.g., wear bike helmets, walk in the classroom, understand how to participate in emergency drills, and understand why car seats and seat belts are used).
HPE.2.1.P.D.2	Develop an awareness of warning symbols and their meaning (e.g., red light, stop sign, poison symbol, etc.).
HPE.2.1.P.D.3	Identify community helpers who assist in maintaining a safe environment.
HPE.2.1.P.D.4	Know how to dial 911 for help.
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.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.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.

Essential Questions

- What is good health?

- How can making good choices keep you healthy?

Application of Knowledge and Skills...

Students will know that...

- Choices affect ourselves and our friends.
- Families and friends care for each other.
- Good health habits and safety rules keep our bodies strong and safe.
- Nutritious food is fuel for the body and the mind.
- Physical and behavioral characteristics distinguish us from each other.
- There are acceptable ways to resolve conflicts.
- There are three parts to good health: physical, social, and emotional.

Students will be skilled at...

- Classify foods using MyPyramid.
- Describe safety rules at home and at school.
- Describe self-care practices that support wellness.
- Describe ways to avoid or resolve conflict.
- Explain the purpose of regular exercise and rest.
- Identify emergency situations and appropriate responses.
- Identify various feelings.
- Plan healthful food choices using MyPyramid.
- Recognize and understand differences between people.
- Recognize different kinds of families.

Assessments

- Diagnostic: Other oral assessments Group question – What is good health? What does it mean to have a choice? What are good health choices? What are poor health choices? 2.1.P.A.1 / 2.1.P.B.1,2 / 2.1.P.C.1 / 2.1.P.D.1,2,3,4 2.1.2.A.1 / 2.1.2.D.1,2,3 / 2.1.2.E.1,2 2.2.2.A.1 / 2.2.2.B.1,2 / 2.2.2.C.1 / 2.2.2.E.1 2.4.2.A.1,2,3
- Formative: Sample Assessment Item Quick check for each subunit (feelings, families, food, healthy habits, safety) - thumbs up / thumbs down; white board; signal cards (yes, no, unsure); ticket to leave 2.1.P.A.1 / 2.1.P.B.1,2 / 2.1.P.C.1 / 2.1.P.D.1,2,3,4 2.1.2.A.1 / 2.1.2.D.1,2,3 / 2.1.2.E.1,2 2.2.2.A.1 / 2.2.2.B.1,2 / 2.2.2.C.1 / 2.2.2.E.1 2.4.2.A.1,2,3

- Summative: Benchmark Assessment individual written test 2.1.P.A.1 / 2.1.P.B.1,2 / 2.1.P.C.1 / 2.1.P.D.1,2,3,4 2.1.2.A.1 / 2.1.2.D.1,2,3 / 2.1.2.E.1,2 2.2.2.A.1 / 2.2.2.B.1,2 / 2.2.2.C.1 / 2.2.2.E.1 2.4.2.A.1,2,3
- Summative: Other oral assessments Unit review for each subunit and benchmark - three-column chart; graphic organizer 2.1.P.A.1 / 2.1.P.B.1,2 / 2.1.P.C.1 / 2.1.P.D.1,2,3,4 2.1.2.A.1 / 2.1.2.D.1,2,3 / 2.1.2.E.1,2 2.2.2.A.1 / 2.2.2.B.1,2 / 2.2.2.C.1 / 2.2.2.E.1 2.4.2.A.1,2,3

Activities

- Examine each other's finger prints and look for similarities and differences.
- Draw a picture of a way to cheer up a friend who's sad.
- Make a healthy snack mix.
- Sort real/play food into the food groups.
- Take turns picking grooming products out of a bag, naming it, and explaining how it is used.
- Demonstrate and practice good posture.
- Practice using a toy telephone and dialing 911.

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

- Simplify sentences and enuciate words.
- Allow sufficient time for children's responses.
- Use gestures or total physical response.
- Use graphic organizers.
- Present visuals and real objects.
- Ask short *what*, *where*, and *why* questions.

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: physical, social, emotional, health, family, friend, habits, nutritious, feeling

Differentiation to Extend Learning for Gifted Students May Include:

- Extend vocabulary usage beyond sad and happy to elicit more specific and complex emotions.
- 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

PHYSICAL EDUCATION

- Play a variety of musical selections and invite children to use their bodies to respond to each rhythm to show how the music makes them feel.
- Brainstorm a list of outdoor physical activities and set personal health goals to do one each day.

SOCIAL STUDIES

- Invite children to bring in items that represent their cultural backgrounds to share with classmates. Explain how their cultural backgrounds make them special.

- Many traditions and celebrations include special food. Invite children to describe/share a special food that their family enjoys.

MATH

- Graph family size.
- Graph favorite foods.

MUSIC

- Play “Hot Seat,” a version of “Musical Chairs,” in which the child who sits in the “hot seat” when the music ends must tell a fire safety tip or fire drill rule.

Resources

- Teacher's manual: Health and Wellness
- Student Big Book

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.CRP6.1	Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.