Unit 2: Winter/Spring

Content Area: **Health**
Course(s): **Health**
Time Period: **Week 20**
Length: **18 Weeks**
Status: **Published**

Unit Overview

In the Winter/Spring Health Unit the children will learn about their bodies and their five senses, helpful and harmful drugs, establishing good health habits, health helpers, and the effects of pollution on the environment as well as on people.

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.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.E.3	Explain healthy ways of coping with common stressful situations experienced by children.
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.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.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.2.2.2.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.E.1	Determine where to access home, school, and community health professionals.
HPE.2.2.P.E.1	Identify community helpers who assist in maintaining a safe environment.
HPE.2.3.2.A.2	Explain why medicines should be administered as directed.
HPE.2.3.2.B.1	Identify ways that drugs can be abused.
HPE.2.3.2.B.2	Explain effects of tobacco use on personal hygiene, health, and safety.
HPE.2.3.2.B.3	Explain why tobacco smoke is harmful to nonsmokers.

Essential Questions

- What is good health?
- How can making good choices keep you healthy?

Application of Knowledge and Skills...

Students will know that...

- Bodies change as we grow.
- Good health habits keep bodies strong.
- Pollution is harmful to the environment and to ourselves.
- Senses provide information about the world around us.
- Some drugs help bodies and other drugs hurt bodies.
- There are many different health helpers in the community.

Students will be skilled at...

- Classify types of pollution.
- Demonstrate skills for making wise decisions.
- Describe how individual actions can improve the environment.
- Describe human growth and development.
- Describe the role of germs in spreading diseases.
- Discriminate between helpful and harmful drugs.
- Identify influences on health-related choices.
- Identify school and community health care professionals.
- Identify ways to control the spread of germs.
- Identify ways to prevent and treat diseases.
- Name and describe the five senses.

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.C.1 / 2.1.P.D.2,3 2.1.2.A.1,2 / 2.1.2.C.1,2/ 2.1.2.E.3 2.2.P.E.1 2.2.2.A.1 / 2.2.2.B.1,2 / 2.2.2.E.1 2.3.2.A.1,2 / 2.3.2.B.1,2,3
- Formative: Sample Assessment Item Quick check for each subunit (healthy habits, medicine and drugs, growth, health helpers, pollution) - thumbs up / thumbs down; white board; signal cards (yes, no, unsure); ticket to leave 2.1.P.A.1 / 2.1.P.C.1 / 2.1.P.D.2,3 2.1.2.A.1,2 / 2.1.2.C.1,2/ 2.1.2.E.3 2.2.P.E.1 2.2.2.A.1 / 2.2.2.B.1,2 / 2.2.2.E.1 2.3.2.A.1,2 / 2.3.2.B.1,2,3
- Summative: Benchmark Assessment Individual written test 2.1.P.A.1 / 2.1.P.C.1 / 2.1.P.D.2,3

2.1.2.A.1,2 / 2.1.2.C.1,2/ 2.1.2.E.3 2.2.P.E.1 2.2.2.A.1 / 2.2.2.B.1,2 / 2.2.2.E.1 2.3.2.A.1,2 / 2.3.2.B.1,2,3

- Summative: Other oral assessments Unit review for subunits and benchmark - three-column chart; graphic organizer 2.1.P.A.1 / 2.1.P.C.1 / 2.1.P.D.2,3 2.1.2.A.1,2 / 2.1.2.C.1,2/ 2.1.2.E.3 2.2.P.E.1 2.2.2.A.1 / 2.2.2.B.1,2 / 2.2.2.E.1 2.3.2.A.1,2 / 2.3.2.B.1,2,3

Activities

- Use the senses to identify textures, smells, tastes, and sounds.
- Take turns being the doctor and "prescribing" ways to stay healthy.
- Give each child three index cards. Ask them to think of three healthful activities and draw a picture of each.
- Swipe a thin film of petroleum jelly on several plastic lids and hang them outside. Later use magnifying glasses to examine what collects in the lids.

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
- 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.
- Modified or reduced assignments

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: senses, hearing, touch, smelling, seeing, taste, drugs, tobacco, pollution, environment

Differentiation to Extend Learning for Gifted Students May Include:

- Students may want to extend the learning based on their particular interests by creating health information posters to put in the classroom or school community warning of the dangers of smoking or pollution.
- 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

- Play "Simon Says."
- Sing "The Hokey Pokey" song.
- Recite the following chant: *I won't take drugs. I'll use my head. Here's something else I can do instead!* Then name a physical activity and have the children pantomime it.

MATH

- Graph height.

- Count resting heartbeats. Count again after running or jumping.

LANGUAGE ARTS

- Look at pictures of germs. Draw germs and describe where they were located (the floor, a toy, etc) and what they may cause.

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.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.CRP5.1	Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.