# Feb. Gr. 1 Health Unit 6: Get Well Soon

Content Area: **Health**
Course(s):
Time Period: **February**
Length: **4-5 Weeks**
Status: **Published**

## Unit Overview

Students will learn about getting sick, getting better and preventative measures.

## Enduring Understandings

Germs and Viruses can make us sick.

We need to take care of ourselves when we are sick.

We can avoid getting sick by following safety rules of health.

## Essential Questions

What are germs and viruses?

What do they do to us when we are infected?

How can we get better when we are sick?

How can we avoid getting sick?

## Instructional Strategies & Learning Activities

Identify signs of illness.

Identify those you can tell when you do not feel well.

Define germs and discover how they spread.

Compare and contrast a communicable and non-communicable illness.

Identify thinsg you can do which help you get better.

## Integration of Career Readiness, Life Literacies and Key Skills

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| 9.1.2.CAP | Career Awareness and Planning |
| | Different types of jobs require different knowledge and skills. |
| | Brainstorming can create new, innovative ideas. |
| 9.4.2.CI.1 | Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2). |
| 9.1.2.CAP.1 | Make a list of different types of jobs and describe the skills associated with each job. |
| 9.4.2.CI.2 | Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a). |
| | Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem. |
| 9.4.2.CT.3 | Use a variety of types of thinking to solve problems (e.g., inductive, deductive). |
| | Individuals should practice safe behaviors when using the Internet. |

## Technology and Design Integration

Students will interact with the lesson through the Smartboard.

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| TECH.8.1.2 | Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge. |
| TECH.8.1.2.A.4 | Demonstrate developmentally appropriate navigation skills in virtual environments (i.e., games, museums). |

## Interdisciplinary Connections

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| LA.RL.K.10 | Actively engage in group reading activities with purpose and understanding. |
| LA.RI.K.1 | With prompting and support, ask and answer questions about key details in a text. |
| LA.RI.K.7 | With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). |
| LA.RI.K.10 | Actively engage in group reading activities with purpose and understanding. |
| LA.W.K.2 | Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. |
| LA.SL.K.1 | Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. |
| LA.SL.K.2 | Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. |

## Differentiation

- Understand that gifted students, just like all students, come to school to learn and be challenged.
- Pre-assess your students. Find out their areas of strength as well as those areas you may need to address before students move on.
- Consider grouping gifted students together for at least part of the school day.
- Plan for differentiation. Consider pre-assessments, extension activities, and compacting the curriculum.
- Use phrases like "You've shown you don't need more practice" or "You need more practice" instead of words like "qualify" or "eligible" when referring to extension work.
- Encourage high-ability students to take on challenges. Because they're often used to getting good grades, gifted students may be risk averse.

- **Definitions of Differentiation Components**:

    - Content – the specific information that is to be taught in the lesson/unit/course of instruction.
    - Process – how the student will acquire the content information.
    - Product – how the student will demonstrate understanding of the content.
    - Learning Environment – the environment where learning is taking place including physical location and/or student grouping

**Differentiation occurring in this unit:**

Students will be monitored for the need for challenge or support.

## Modifications & Accommodations

Refer to QSAC EXCEL SMALL SPED ACCOMMOCATIONS spreadsheet in this discipline.

**Modifications and Accommodations used in this unit:**

IEP and 504 accommodations will be utilized.

## Formative Assessments

Assessment allows both instructor and student to monitor progress towards achieving learning objectives, and can be approached in a variety of ways. **Formative assessment** refers to tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps. It includes effective tools for helping to shape learning, and can even bolster students' abilities to take ownership of their learning when they understand that the goal is to improve learning, not apply final marks (Trumbull and Lash, 2013). It can include students assessing themselves, peers, or even the instructor, through writing, quizzes, conversation, and more. In short, formative assessment occurs throughout a class or course, and seeks to improve student achievement of learning objectives through approaches that can support specific student needs (Theal and

Franklin, 2010, p. 151).

**Formative Assessments used in this unit:**

Discussion

Teacher observation

## Benchmark Assessments

**Benchmark Assessments** are given periodically (e.g., at the end of every quarter or as frequently as once per month) throughout a school year to establish baseline achievement data and measure progress toward a standard or set of academic standards and goals.

**Schoolwide Benchmark assessments:**

Aimsweb benchmarks 3X a year

Linkit Benchmarks 3X a year

DRA

**Additional Benchmarks used in this unit:**

Teacher made benchmark assessments.

## Summative Assessments

**summative assessments** evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program. Summative assessments are almost always formally graded and often heavily weighted (though they do not need to be). Summative assessment can be used to great effect in conjunction and alignment with formative assessment, and instructors can consider a variety of ways to combine these approaches.

**Summative assessments for this unit:**

Worksheets

## Instructional Materials

Resources from various in house program

http://kidshealth.org/is a resource for curriculum materials related to these health topics.

## Standards

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| 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.A.CS1 | Health-enhancing behaviors contribute to 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.C.3 | Determine how personal feelings can affect one’s wellness. |
| HPE.2.1.2.C.CS1 | Knowledge about diseases and disease prevention promotes health-enhancing behaviors. |