# Mar. K Health Unit 7: Getting Sick

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

## Unit Overview

In this unit, students will learn about getting sick and getting well.

## Enduring Understandings

Germs can make people sick, but there are ways and people who can help us get better.

## Essential Questions

How do we avoid getting sick?

How can we get better if we are sick and who can help us?

## Instructional Strategies & Learning Activities

Review what it means to be healthy and why you want to be healthy.

Have students discover what germs are  and how they make people sick.

Identify persons, places and things which help us to get well when we are sick.

How can we show our appreciation for those that help us get well?

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

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| | Brainstorming can create new, innovative ideas. |
| | Different types of jobs require different knowledge and skills. |
| 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). |

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| 9.4.2.CI.2 | Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a). |
| 9.4.2.CT | Critical Thinking and Problem-solving<br>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). |

## Technolgy and Design Integration

Students will interact with the unit using 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. |

## 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.

## 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 led discussion pre and post.

## 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

## 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 | All students will acquire health promotion concepts and skills to support a healthy, active lifestyle. |
| 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. |
| HPE.2.3.2.A.CS1 | Medicines come in a variety of forms (prescription medicines, over-the-counter medicines, medicinal supplements), are used for numerous reasons, and should be taken as directed in order to be safe and effective. |