

Jay Curriculum: Unit Cover Page

Unit title: Staying Clean and Hand Washing

Grade Level: 3-4

Content Area(s): Health

Date Created:

Designed By: Jane DiPompo

Year 1 Map & Template Development

- Map/Matrix Completed
- Material & Resources Listed
- Draft Design Template Completed
- Initial Draft Template Document

Year 2 Piloting

- Develop:
- Performance Tasks
- Other Assessments
- Scoring Rubrics
- Piloted

Year 3 Review & Complete Assessment

- Performance Tasks Development
- Other Assessments Completed
- Scoring Rubrics Completed
- Reviewed/Revised Templates

Year 4

- Full Implementation
- Benchmarks Established

Standard(s)/Performance Indicators:

- A1 Describe the relationship between healthy practices and personal health
- A2 Identify indicators of physical, mental, emotional and social health during childhood
- A7 Demonstrate essential understanding of basic health concepts
- C3 Demonstrate basic care of human body systems

Unit: Staying Clean & Hand Washing

Brief Summary of Unit/Topic

Summary:

Students are taught about viruses and bacteria. They are told about the best defense is a clean body referring to: baths/showers, hair combing, brushing and flossing teeth, and daily changing of socks and underwear. Germs are discussed and the contagious area and the best way to build a defense against them.

Stage #1: Identify Desired Results

Essential Question/s:

General understanding/s (What is worth being familiar with?)

Wash hands before eating, after going to the bathroom, after activities such as sports, after sneezing or coughing into one's hands and after petting any type of animal. After following such practices contagious germs have a harder time infecting us or others.

Students will know:

- Proper procedure for hand washing – 10 second rule with soap and warm water
- Brush teeth 2x's a day, floss once.
- Take baths or showers daily or every other day. Washing hands and face in the morning and at night when not showering at these times.
- Change underwear and socks every day

Students will be able to:

Demonstrate proper hand washing techniques by using the glo-germ kit. Under ultra-violet light who evidence that they performed proper hand washing procedure.

Enduring Understanding/s:

Proper hygiene habits help limit the contact with and spread of germs from person to person.

Stage #2: Evidence

What evidence will students have to provide in order to demonstrate that they have developed the skills, knowledge and understanding to successfully complete this unit?

Performance Tasks/Products/other assessments Performance tasks should have a <u>scoring guide</u> .	<i>Performance Indicators</i> for this task.* Example: ELA: C- 1,2,3 Science: B- 3,5,7 SS His: H- 2	<u>Modalities</u> K =Kinesthetic O =oral V =visual W =written	Are <u>examples</u> available to students ? Y, N, or N/A	Component of Local Assessment System? Y or N (See <u>aligned scoring guide</u> .)
Visual observation with verbal acknowledgement of inappropriate and appropriate behavior and responses	A1, 7; C3			
QUIZZES, TESTS, PROMPTS				
Glo-germ kits – after spreading sterilized gum substance on students hands, Students look at the germs under ultra-violet light. Then students wash their hands and reexamine their hands to see where problem areas are for them. Then wash again concentrating on those areas.				
STUDENT SELF ASSESSMENT				
Observational				

*Abbreviate: English Language Arts= ELA, Career Preparation=CP, Modern and Classical Languages=MCL, Social Studies=SS, Visual and Performing Arts=VPA

Stage #3: Plan learning experiences & instruction

What teaching & learning experiences may equip students to develop & demonstrate the targeted understanding(s)? (activities/plans):

See Lesson Plan.

REFERENCES: