

Unit 1: 1st Grade Health

Content Area: **Template**
Course(s):
Time Period: **Full Year**
Length: **Full Year**
Status: **Published**

UNIT RATIONALE

Students will independently use their learning to make positive decisions about basic safety and healthy habits. These habits include behaviors at home, in school, and in the community.

Students will also be able to recognize a dangerous person or situation in various settings as well as how to respond in the situation. Students will be able to take care of themselves by practicing foundational healthy eating habits, exercising, and relying on the experience and expertise of a trusted adult.

ESSENTIAL QUESTIONS

What is the difference between safe and unsafe choices?

Why is it important to eat foods from all food groups?

What information should I share online?

How does conflict with your friends change your friendship?

What is an emergency and how do I respond to one?

What are some situations at home where unintentional injuries or safety threats might happen?

STANDARDS

NEW JERSEY STUDENT LEARNING STANDARDS: CONTENT AREA

New Jersey (NJSL) - Grades K-2 - Comprehensive Health and Physical Education (2020)

HE.K-2.2.1.2.EH.2	Identify what it means to be responsible and list personal responsibilities.
HE.K-2.2.1.2.PGD.2	Develop an awareness of healthy habits (e.g., wash hands, cough in arm, brush teeth).
HE.K-2.2.1.2.PGD.3	Explain what being “well” means and identify self-care practices that support wellness.
HE.K-2.2.1.2.SSH.6	Determine the factors that contribute to healthy relationships.
HE.K-2.2.1.2.SSH.7	Explain healthy ways for friends to express feelings for and to one another.
HE.K-2.2.1.2.SSH.8	Demonstrate healthy ways to respond to disagreements or conflicts with others (e.g., leave, talk to trusted adults, tell a sibling or peer).
HE.K-2.2.1.2.CHSS.1	Identify community professionals and school personnel who address health emergencies

	and provide reliable health information to us.
HE.K-2.2.1.2.CHSS.2	Determine where to access home, school and community health professionals.
HE.K-2.2.1.2.CHSS.3	Demonstrate how to dial and text 911 in case of an emergency.
HE.K-2.2.1.2.CHSS.5	Identify situations that might result in individuals feeling sad, angry, frustrated, or scared.
HE.K-2.2.2.2.N.1	Explore different types of foods and food groups.
HE.K-2.2.2.2.N.2	Explain why some foods are healthier to eat than others.
HE.K-2.2.2.2.N.3	Differentiate between healthy and unhealthy eating habits.
HE.K-2.2.3.2.PS.2	Discuss healthy and safe choices both indoors and outdoors (e.g., using equipment, wearing bike helmets, vehicle, water, weather safety).
HE.K-2.2.3.2.PS.3	Recognize and demonstrate safety strategies to prevent injuries at home, school, in the community (e.g., traffic safety, bicycle/scooter safety, fire safety, poison safety, accident prevention).
HE.K-2.2.3.2.PS.4	Develop an awareness of warning symbols and their meaning (e.g., red light, stop sign, poison symbol).
HE.K-2.2.3.2.PS.8	Identify trusted adults, including family members, caregivers, and school staff, that you can talk to about situations which may be uncomfortable or dangerous (e.g., bullying, teasing, child sexual abuse).

NEW JERSEY STUDENT LEARNING STANDARDS: CAREER READINESS, LIFE LITERACIES AND KEY SKILLS

TECH.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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NEW JERSEY STUDENT LEARNING STANDARDS: COMPUTER SCIENCE AND DESIGN THINKING

PRE-ASSESSMENTS

The Teacher will open each lesson by asking students about the topic that will be covered that day. This may include certain vocab words or concepts. This will serve as a baseline to determine students prior knowledge on the subject. The teacher will attempt to correct any information provided by the students that may not be factually correct.

INSTRUCTIONAL PLAN

MODULE 1

Student Learning Intentions (SLI) WALT: (We are learning to...)	<p>Stranger Danger</p> <ul style="list-style-type: none">• We are learning to identify what/who a stranger is.• We will learn how to respond when we encounter a stranger.
Student Learning Strategies	<ul style="list-style-type: none">-Teacher Lecture-Class Discussion-Teacher Developed Materials-YouTube Videos
Success Criteria	Students will be asked to identify what a stranger is?
Formative Assessment (drives instructional decisions)	The teacher will observe students throughout the lesson. Assessment will be based on the students' responses during classroom discussion, activities, and related worksheets.
Activities and Resources	Students will view the interactive PowerPoint found in the health resources folder. Teachers will use guiding questions along the way to ensure clarity and improve student engagement. Teacher will also lead a discussion about who trusted adults are.
Suggested Modifications	Click for Suggested Modifications

MODULE 2

Student Learning Intentions (SLI) WALT: (We are learning to...)	<p>Nutrition</p> <ul style="list-style-type: none">• We are learning to identify the five food groups, and give examples of foods in each.• We are learning to explain how MyPlate serves as a reminder to eat foods from each food group.• We are learning how to create a healthy meal containing food from each food group.
Student Learning Strategies	<ul style="list-style-type: none">-Teacher Lecture-Class Discussion-Teacher Developed Materials-YouTube Videos
Success Criteria	<p>Students will be asked to identify the five food groups.</p>
Formative Assessment (drives instructional decisions)	<p>The teacher will observe students throughout the lesson. Assessment will be based on the students' responses during classroom discussion, activities, and related worksheets.</p>
Activities and Resources	<p>Students will watch this video on the food groups. Students will then go over the PowerPoint attached.</p>

Suggested Modifications

[Click for Suggested Modifications](#)

[1st nutrition pt.pptx](#)

[1st Grade Health Links](#)

MODULE 3

Student Learning Intentions (SLI) WALT: (We are learning to...)	<p>Internet Safety</p> <ul style="list-style-type: none">• We are learning to recognize potentially unsafe, dangerous or risky online situations and behaviors.• We are learning to identify rules for avoiding unsafe, dangerous or risky online situations and behaviors.• We are learning how to identify strategies to use when encountering potentially unsafe, dangerous or risky online situations and behaviors.
Student Learning Strategies	<ul style="list-style-type: none">-Teacher Lecture-Class Discussion-Teacher Developed Materials-YouTube Videos
Success Criteria	<p>Students will be asked to identify dangerous situations online.</p>

Formative Assessment (drives instructional decisions)	<p>The teacher will observe students throughout the lesson. Assessment will be based on the students' responses during classroom discussion, activities, and related worksheets.</p>
Activities and Resources	<p>Students will view the interactive PowerPoint attached. Teachers will use guiding questions along the way to ensure clarity and improve student engagement.</p>
Suggested Modifications	<p>Click for Suggested Modifications</p>

[Internet Safety_NS_Grades K-2_PPT_2016.pptx](#)

MODULE 4

Student Learning Intentions (SLI) WALT: (We are learning to...)	<p>Conflict Resolution</p> <ul style="list-style-type: none"> • We are learning to define "conflict" and identify the stages of conflict. • We are learning how to identify conflict triggers. • We are learning to analyze the role of emotions in conflict.
Student Learning Strategies	<ul style="list-style-type: none"> -Teacher Lecture -Class Discussion -Teacher Developed Materials

	-YouTube Videos
Success Criteria	Students will be asked to define conflict.
Formative Assessment (drives instructional decisions)	The teacher will observe students throughout the lesson. Assessment will be based on the students' responses during classroom discussion, activities, and related worksheets.
Activities and Resources	<p>The teacher will open class with the following discussion questions</p> <ul style="list-style-type: none"> -What happens when you feel angry? What can you do to calm down? -Have you ever had an argument or a fight with a friend (or with a brother or sister)? <p>Next the teacher will go through these situations and have students decide how to resolve the conflict.</p> <ul style="list-style-type: none"> -.I'm reading, and you're talking to a friend. I ask you to please be quiet. What might happen next? - I bump into you by accident. What might happen next? <p>To end class students will complete the worksheet found in the resources file.</p>
Suggested Modifications	Click for Suggested Modifications

MODULE 5

Student Learning Intentions (SLI) WALT: (We are learning to...)	<p>Emergency Planning</p> <ul style="list-style-type: none"> • We are learning how to understand what makes a situation an
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	<p>emergency.</p> <ul style="list-style-type: none"> • We are learning how to discuss what can make situations unsafe and lead to emergencies developing. • We are learning how people prepare for emergencies.
Student Learning Strategies	<p>-Class Discussion -Teacher Developed Materials -YouTube Videos</p>
Success Criteria	<p>Students will be asked to define what makes a situation an emergency.</p>
Formative Assessment (drives instructional decisions)	<p>The teacher will observe students throughout the lesson. Assessment will be based on the students' responses during classroom discussion, activities, and related worksheets.</p>
Activities and Resources	<p>Students will view the interactive PowerPoints attached. Teachers will use guiding questions along the way to ensure clarity and improve student engagement.</p>
Suggested Modifications	<p>Click for Suggested Modifications</p>

[mod4lesson6.pps](#)

[mod2lesson5.pps](#)

[mod3lesson7.pps](#)

MODULE 6

Student Learning Intentions (SLI) WALT: (We are learning to...)	<p>Household Safety</p> <ul style="list-style-type: none">• We are learning how to identify situations, in the home, where unintentional injuries or safety threats might happen.• We are learning why it is important to have rules at school and in the community.
Student Learning Strategies	<ul style="list-style-type: none">-Teacher Lecture-Class Discussion-Teacher Developed Materials-YouTube Videos
Success Criteria	<p>Students will be asked to identify situations in the home where injuries may occur.</p>
Formative Assessment (drives instructional decisions)	<p>The teacher will observe students throughout the lesson. Assessment will be based on the students' responses during classroom discussion, activities, and related worksheets.</p>
Activities and Resources	<p>Students will partake in an active discussion about how dangerous situations in the household could be dealt with or avoided. Students will need to use problem solving skills to come up with correct responses.</p>

Suggested Modifications

[Click for Suggested
Modifications](#)

REFLECTIONS

INTERDISCIPLINARY CONNECTIONS: NEW JERSEY STUDENT LEARNING STANDARDS FOR ELA, SOCIAL STUDIES, SCIENCE AND/OR MATHEMATICS

LA.RL.1.1

Ask and answer questions about key details in a text.