

NEW MILFORD PUBLIC SCHOOLS

New Milford, Connecticut



Grade 1 Health

December 2020

BOE APPROVED MARCH 2021

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New Milford's Mission Statement

The mission of the New Milford Public Schools, a collaborative partnership of students, educators, family and community, is to prepare each and every student to compete and excel in an ever-changing world, embrace challenges with vigor, respect and appreciate the worth of every human being, and contribute to society by providing effective instruction and dynamic curriculum, offering a wide range of valuable experiences, and inspiring students to pursue their dreams and aspirations.

Health Education

Grade 1

The Grade 1 Health course will encapsulate all aspects of a student's well-being including social, mental, and physical health. Students will be able to use the knowledge and skills learned in health class and apply them to real life situations whether they be in or outside of school. Students will be engaged through a variety of developmentally appropriate activities and lessons that will lead to them practicing health-enhancing behaviors throughout the school year and beyond.

Pacing Guide

Each class currently meets once every 12 school days for 35 minutes, and students will receive approximately 15 sessions during the school year. A suggested progression is outlined below:

Unit 1 - Personal Safety:

Session #	Lesson Title	Summative Assessment / Performance Task
1	An introduction to SSK's – safety stop signs, IMBV, and Trust Triangle/ safe touches Safer, Smarter Kids L4: Safe and Unsafe Touches	Self-Reflective journaling Grown-Up Buddy Trust Triangle Coloring Picture
2	Safer, Smarter Kids L5- Safe and Unsafe Secrets	“What Would You Do?” scenarios (WWYD?)
3-4	Germs Lessons 1 and 2	How do Germs spread? How do we wash our hands? Handwashing collage.

5	Safer Smarter Kids L6: Tattling and Reporting	Tattletale/reporting examples
6	Safer Smarter	“What Would You Do?” (WWYD?)
7	Recognizing Emergencies L1	Non ER Versus ER situations
8	Recognizing Emergencies L2	Complete Phone Number and Address Card

Unit 2 - Health Enhancing Behaviors:

Session #	Lesson Title	Summative Assessment / Performance Task
9	Nutrition L1	My Plate sorting / Blast Off
10	Nutrition L2	Build a Healthy Plate
11	Skeletal System L1	Identify ways to protect our skeleton

12	Skeletal System L2	Create skeletons performing health enhancing activities
13	Anatomy & Physiology L1	Analyze a diagram of the heart
14	Anatomy & Physiology L2	Create an artistic representation of the blood's path traveling through the heart and lungs and body
15	Physical Activity	Students will engage in physical activity and predict heart and lungs responses to varying levels of intensity

UbD Template 2.0

Stage 1 Desired Results	
<p>ESTABLISHED GOALS</p> <p>NHES 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health. 1.2.1: Identify that healthy behaviors impact personal health.</p> <p>1.2.3 : Describe ways to prevent communicable diseases.</p> <p>NHES 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p> <p>4.2.3 Demonstrate ways to respond in an unwanted, threatening, or dangerous situation.</p> <p>4.2.4 Demonstrate ways to tell a trusted adult if threatened or harmed.</p> <p>NHES 5: Students will demonstrate the ability to use</p>	<i>Transfer</i>
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> - Live a healthy life by making healthful choices and decisions regarding personal hygiene, emotional and physical wellbeing, and personal safety. - Make healthy decisions in and out of school. - Participate in activities that promote wellness throughout life.
	<i>Meaning</i>

<p>decision-making skills to enhance health.</p> <p>NHES 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p> <p>NHES 8: Students will demonstrate the ability to advocate for personal, family, and community health. CCSS.ELA-Literacy.RL.1.1 Ask and answer questions about key details in a text.</p> <p>CCSS.ELA-Literacy.SL.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p>CCSS.ELA-Literacy.SL.1.1.b Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>CCSS.ELA-Literacy.SL.1.5 Add drawings or other visual displays to descriptions when</p>	<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> - Communicating our feelings is important to our health. - There is a difference between safe and unsafe secrets. - Washing hands with soap and warm water for 20 seconds can have the biggest positive impact on good health. - They should have trusted adults in their trusted triangle. - They can go to a trusted adult in their trusted triangle if they feel uncomfortable and what to say in this situation - Their bodies are their own and they always have a right to say no to anything that makes them uncomfortable. - Recognizing what an emergency is and reporting it to an adult can save lives. 	<p>ESSENTIAL QUESTIONS <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> - How do I manage uncomfortable feelings? - When is it not healthy to keep a secret? - What are examples of safe secrets? - What are some healthy habits that will aid in preventing the spread of germs? - When are good times to wash your hands? - How do my choices affect my health and the health of others? - What does an emergency look like?
Acquisition		

<p>appropriate to clarify ideas, thoughts, and feelings.</p>	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> - The difference between a safe and unsafe touch. - They can trust adults in school and home settings. - The consequences of keeping safe and unsafe secrets. - The difference between tattling and reporting. - Why and when it is important to wash hands with soap and warm water. - That it is ok to say “no” to a safe touch. - How to recognize when an emergency exists. 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> - Identifying feelings associated with touch whether they are positive or negative. - Accessing trusted adults when needed. - Identifying adults who they can trust - Demonstrating proper handwashing technique. - Demonstrating correct sneezing and coughing technique. - Demonstrating how and when to call 911. - Create a trusted triangle triangle diagram of 3 or more trusted grown up buddies - Communicating feelings of worry, discomfort or concern
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Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence

MA	<ul style="list-style-type: none"> - Students will demonstrate verbally how to appropriately respond to different Safer Smarter situations. 	<p>PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i></p>
MA	<ul style="list-style-type: none"> - Students will be able to communicate their thoughts through words or pictures 	<ul style="list-style-type: none"> - Showing empathy through imagination using the whole group real world / role play “what would you do?” situations.
TA	<ul style="list-style-type: none"> - Students will sequence and explain handwashing pictures in the correct order 	<ul style="list-style-type: none"> - Students will complete an individual self-reflective journal page as closure activity to help restate the information and skills learned in the lesson
TA	<ul style="list-style-type: none"> - Students will assess a variety of pictures and draw conclusions identifying true emergencies versus non-emergency situations. 	<ul style="list-style-type: none"> - Students will represent their knowledge of handwashing through a visual collage.
TA	<ul style="list-style-type: none"> - Students will write and talk about feelings and appropriate responses to 2 scenarios. 	<ul style="list-style-type: none"> - Students will demonstrate how to properly wash hands. They will act as the role of a doctor, showing their peers how it is done correctly. The situation can be either after using the bathroom or before eating. The doctor will be at the sink using warm soap and water. The criteria for success will be that the student (doctor) washed all over their hands including finger tips using soap and water for an appropriate amount of time
TA	<ul style="list-style-type: none"> - Students will create a visual support to practice and remember their address and phone number <p>-Teacher may use dry erase boards for immediate responses from 100% of the class</p>	<ul style="list-style-type: none"> - Students will construct meaningful responses regarding safe and unsafe secrets - Students will distinguish between non-emergency and emergency situations - Students will be able have a conversation with an emergency dispatcher in a make believe situation. The role for the student will be the callers. The audience will be the peers. The situation will be any realistic emergency scenario, such as if an adult became unconscious. The product and criteria for success will be to follow a script that guides them through the conversation

		<ul style="list-style-type: none"> - Students will be able to self advocate among peer groups - Students will know what to say to their friends to be assertive instead of tattling and what to do if behavior persists
		<p>OTHER EVIDENCE: <i>Students will show they have achieved Stage 1 goals by...</i></p> <ul style="list-style-type: none"> - Guardian assisted Homework completion. - Using the “Secret Song” visual aid, teach the class the difference between Safe and Unsafe Secrets. - Have the children sing the song to determine if a scenario is safe or unsafe. (Safer, Smart Kids lesson 5) - Students must write out their phone number and home address with assistance from a guardian on a homework assignment

Stage 3 – Learning Plan

Code	<i>Pre-Assessment</i>	
M	<ul style="list-style-type: none"> - Students will share with the class any information they know whether they volunteer or called on at random 	
M	<ul style="list-style-type: none"> - Information will be put on the board for the class to see and reference back to 	
T M A	<p>Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i></p> <p>Safer, Smarter Kids: Students will analyze pictures.</p> <ul style="list-style-type: none"> - Students will role play with a partner (situations provided in curriculum) - Students will explore their personal space in different situations and environments - Students will watch Safer Smarter videos and discuss (use approved video only) - Students will complete a word web to make concept connections to real world situations. (included in district approved curriculum) - Students will listen to a story and discuss in a whole group setting (Uncle Willy’s Tickles or other similar related titles) 	<p>Progress Monitoring</p> <ul style="list-style-type: none"> - Follow lesson 4, 5 and 6 of the teacher guide included in the Safer Smarter Kids curriculum; as well as approved assessments which will evaluate knowledge and skills attained from SSK such as tattling, touches, and secrets - Teacher will use guiding questions to facilitate deeper thinking. - Teacher will challenge students by asking them to focus on a specific concept or skill, giving them specific direction while viewing the video. - Teacher will read text ahead of time and have debriefing questions planned out to guide learning, comprehension and discussion of the story - Teacher will use guiding questions to facilitate deeper thinking. - Teacher will research or compose role play situations that provide real world
T M A	<p>Germes and Flu Prevention:</p> <ul style="list-style-type: none"> - Students will engage in whole group and pair-n-share 	

	<p>discussions. - comprehension in written format (what is Safe? Or any other similar excerpt)</p> <p>-Students will watch videos and discuss (BrainPopJr or other similar video) - Students will listen to and discuss books (The flu and you or other similar texts</p> <ul style="list-style-type: none"> - Students will show how they should wash their hands - Students will view a video how soap impacts washing hands <p>Recognizing Emergencies:</p> <ul style="list-style-type: none"> - Students will engage in whole group and pair-n-share discussions. - Students will role play with a partner - Students will read a brief non-fiction except and demonstrate (“When You Play” or other similar text) reading comprehension. Students will watch videos and discuss (YouTube – Emergency Ernie or other similar video) - Students will listen to a story and discuss in a whole group setting (Scholastic’s Emergency...Call 911 or other similar texts) - Students will understand the roles of emergency services 	<p>experiences</p> <ul style="list-style-type: none"> - Teacher will design asynchronous activities that are found on google classroom - Teacher can make videos through google meet or another video recording service to compliment the curriculum material - Teacher can provide written feedback (ie: via google classroom)
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Stage 1 Desired Results

ESTABLISHED GOALS	Transfer	
<p>NHES 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.</p> <p>NHES 5: Students will demonstrate the ability to use decision-making skills to enhance health.</p> <p>NHES 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p> <p>NPES 4: The physically literate individual exhibits responsible personal and social behavior that respects self and others.</p> <p>NPES 5: The physically literate individual recognizes the value of physical</p>	<i>Students will be able to independently use their learning to...</i>	
	<ul style="list-style-type: none"> - Live a healthy life by making healthful choices and decisions regarding physical activity and nutrition. - Participate in activities that promote wellness throughout life - Make decisions that can immediately impact their health 	
	Meaning	
	UNDERSTANDINGS <i>Students will understand that...</i>	ESSENTIAL QUESTIONS <i>Students will keep considering...</i>
	<ul style="list-style-type: none"> - The choices we make now can have a huge impact on our health in the future - The choices we make can impact our school day - The human body is like a machine that works on autopilot. - That exercise is important for our health - Exercise impacts different parts of our body - Food is fuel for the body and the mind 	<ul style="list-style-type: none"> - How does your body get the things it needs to live, grow and stay healthy? - What does being fit and healthy look like? - Why do we need to eat from all 5 food groups? - Why should we think before we act? - Why is it important to eat healthy foods? - Why is being healthy important and why should we take care of our bodies?
	Acquisition	
	<i>Students will know...</i>	<i>Students will be skilled at...</i>

<p>activity for health, enjoyment, challenge, self-expression and/or social interaction.</p> <p>CCSS.ELA-Literacy.RL.1.1 Ask and answer questions about key details in a text.</p> <p>CCSS.ELA-Literacy.RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>CCSS.ELA-Literacy.SL.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p>CCSS.ELA-Literacy.SL.1.1.b Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>CCSS.ELA-Literacy.SL.1.5 Add drawings or other visual</p>	<ul style="list-style-type: none"> -That the heart is responsible for pushing blood throughout the entire body - The skeleton protects the body, gives it shape and helps it move - How we keep our heart healthy - The pathways of blood throughout the body -How we can keep our skeleton healthy - The benefits of limiting junk food in our daily diet -Why eating healthy food is good for us -Ways we can improve our diet and physical activity 	<ul style="list-style-type: none"> - Mapping the pathway of blood through the heart and the body - Demonstrating several ways to protect their skeleton and heart health. - Building a healthy meal representing foods from all 5 food groups. - Choosing healthy foods from unhealthy foods - Identifying exercises that can be done indoors and outside
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displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.		
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Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
A	<ul style="list-style-type: none"> - Teacher will visually review each student’s work to ensure accuracy 	<p>PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i></p>
A	<ul style="list-style-type: none"> - Students must include a written sentence describing their favorite busy body activity depicted in their work. 	<ul style="list-style-type: none"> - Students will complete an artistic representation of the pathway of blood traveling through the heart.
A	<ul style="list-style-type: none"> - Teacher will visually check each student’s meal plate. - Students will share their busy body activity with the class - Teacher may use dry erase boards for immediate responses from 100% of the class 	<ul style="list-style-type: none"> - Students will construct a paper skeleton performing their favorite busy body activities. The goal is for students to think of something they enjoy so their bodies can be physically healthy. The role is that of a teacher so when they get to share their projects, they can give their peers some ideas of how to be physically healthy. The audience is the peers. The situation and criteria for success is that their skeleton must be doing something physically active that they enjoy. - Students will be able to identify healthy heart activities. - Students will build a healthy meal plate - Students will be able to label which foods are healthy and which are not (Resources can be found at choosemyplate.gov) - The class/students will play a game of “Blast off” which is a nutrition game through the United States Department of

		<p>Agriculture. The goal of this game is for students to make healthy food decisions to make their rocket ship “Blast off”. Students will be the food decision makers. This will be done as a class so the audience will be the class itself. The situation is for students to give the rocket enough “fuel” to allow it to get to “Planet Power”. Students will know they are successful if the rocket ship is able to take off successfully. If not, they must adjust their diet decisions so it can reach Planet Power Safely.</p>
T M	<ul style="list-style-type: none"> - Student’s will engage in varying levels of activity in 30 second increments and make observations about how they feel. 	<p>OTHER EVIDENCE: <i>Students will show they have achieved Stage 1 goals by...</i></p> <ul style="list-style-type: none"> - Students will make predictions about how the heart will respond to different levels of activity, linking everyday activities to their learning.

Stage 3 – Learning Plan

Code M M	Pre-Assessment	
	<p>Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i></p> <p>T Heart Health</p> <p>M - Students will view a brief video about the heart</p> <p>A - Students will analyze a diagram of the heart</p> <p>T - Students will listen to a read-aloud (Henry's Heart or another similar title)</p> <p>- Students will read The Busy Body Book together as a class</p> <p>M - Students will use context clues to solve a problem</p> <p>T A - Students will brainstorm effective ways to keep the heart healthy and safe</p> <p>A</p> <p>Skeletal System:</p> <p>- Students will perform an experiment to observe how our skeletons move our bodies in different ways.</p> <p>- Students will read the Busy Body Book together as a class</p>	<p>Progress Monitoring</p> <ul style="list-style-type: none"> - Teacher will use Q&A to ensure understanding. - Teacher will plan debriefing questions ahead of time around the read-aloud choice. - Teacher will visually see student completion of solved problem; use think, pair, share as a collaborative activity - Teacher will observe student movements and seek verbal explanations. - Teacher will keep a log of brainstorm ideas. - Teacher will use guiding questions to assist students in a whole group setting. - Teacher will provide asynchronous activities that can be completed on google classroom. These will include google documents, google slides, printables, worksheets, or directions to follow about an assignment - Teacher can make videos through google meet or another video recording service to compliment the curriculum material

	<ul style="list-style-type: none"> - Students will brainstorm ways to protect their skeletons - Students will watch and listen to a music video to glean what the skeleton does for the body. <p>Nutrition:</p> <ul style="list-style-type: none"> - Students will analyze a brief reading excerpt. - Students will sort foods into sometimes or anytime food categories - Students will listen to a story (Gregory the Terrible eater or another similar title) to predict and problem solve the main character's dilemmas. 	<ul style="list-style-type: none"> - Teacher can provide feedback via google classroom - Teacher can upload different assignments and information via google classroom such as google docs, slides or forms during distance learning - Recommended Resources: safer smarter families.org has worksheets and videos - The Busy Body Book - Brainpop Jr - Sesame street Healthy Habits - Kidshealth.org - myplate.gov
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