

# NEW MILFORD PUBLIC SCHOOLS

New Milford, Connecticut



1st Grade Health

December 2023



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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.

## 1st Grade Health

The First Grade Health Curriculum of New Milford Public Schools is designed to help provide students with the skills and knowledge necessary to improve their overall well being. First Grade Health introduces new materials and concepts while building off previous content that was learned in Kindergarten. Students will be given assignments that are used to help promote communication, creativity, building positive relationships, and decision making skills. The skills and knowledge acquired from this course will be able to help keep students and those around them healthy and well for life.

## Pacing Guide

Each class currently meets 1/12 school days for 25 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	Safer Smarter Kids Lesson 5:  Safe and Unsafe Secrets	Identify examples of safe and unsafe secrets  Act out “What would you do?” scenarios
2	Safer, Smarter Kids L4- Safe and Unsafe Touches, Personal space	Personal Space game  Identify examples of safe and unsafe touches
3	Safer Smarter Kids Lesson 6:  Tattling vs Reporting	Review tattling vs reporting examples  What can you say or do in this situation?
4	Emergency phone calls	Review times of when to call 911, practice realistic situations  Homework: Memorize addresses and phone numbers
5	Medicine Safety	Review Medicine safety, make our own medicines

6	Kindness Calendar	Design a “kindness calendar” for each day of the week
7	Snow and Winter Safety	Snow safety word search, winter clothes coloring page
8	Your 5 senses	5 Senses reflective questions, Spot the difference questions

### Unit 2 - Health Enhancing Behaviors:

Session #	Lesson Title	Summative Assessment / Performance Task
9	Nutrition	My Plate sorting / Fruit and vegetable flash cards
10	Keeping your Heart Healthy	Busy Body book, practice heart healthy activities
11	Skeletal System	Create skeletons performing health enhancing activities
12	Earth Day	Recycle roundup game, Sesame Street goes to a recycle center
13	Outdoor Safety, Hiking, Nature walks	Design our own hikers, how to be safe outside
14	Sun safety	UV index guessing game, Identify how to protect ourselves from the sun
15	Review 1st Grade Health	Wax Museum, Freeze Dance, Review quiz game

ESTABLISHED GOALS		<i>Transfer</i>
<p>NHES Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.</p> <p>1.2.1: Identify that healthy behaviors affect personal health</p> <p>1.2.2: Recognize that there are multiple dimensions of health</p>	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>- Use skills learned in Kindergarten and apply them to new real life, situations</li> <li>- Make healthy decisions in and out of school</li> <li>- Advocate for their own and other's health</li> </ul>	
	<i>Meaning</i>	
<p>NHES Standard 3: Students will demonstrate the ability to access valid information and products and services to enhance health.</p> <p>3.2.1: Identify trusted adults and professionals who can help promote health.</p>	UNDERSTANDINGS	ESSENTIAL QUESTIONS
	<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>- A safe secret will eventually be told</li> <li>- A safe secret makes others feel happy</li> <li>- Someone could get hurt by keeping an unsafe secret</li> <li>- Invading others personal space can make them feel uncomfortable</li> <li>- Making an emergency phone call can potentially save someone's life</li> <li>- Medicine is only to be used to treat or prevent sickness</li> <li>- Helping others and being compassionate can improve the mood of oneself and others</li> <li>- Not being safe in the cold can lead to injury</li> <li>- Our 5 senses can help protect us and</li> </ul>	<ul style="list-style-type: none"> <li>- What makes a secret safe or unsafe?</li> <li>- What makes a touch safe or unsafe</li> <li>- What is the difference between tattling and reporting?</li> <li>- When are appropriate times to make an emergency phone call?</li> <li>- How can we make sure we use medicine safely?</li> <li>- How can being caring/kind help others?</li> <li>- What can happen if we are not safe in the cold?</li> <li>- How can our senses help us?</li> </ul>
<p>NHES Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks</p> <p>4.2.4 Demonstrate ways to tell a trusted adult if threatened or harmed</p>		



	provide joy	
	<b>Acquisition</b>	
	<i>Students will know...</i> <ul style="list-style-type: none"> <li>- What makes a secret safe or unsafe</li> <li>- What makes a touch safe or unsafe</li> <li>- The private parts of their body are covered by their bathing suits. Their mouth is also a private part and should not be touched or seen unless at a doctor's office</li> <li>- Why it is important to get help from a trusted adult</li> <li>- Who trusted adults are that they can get assistance from</li> <li>- What personal space is and why is it important to respect each other's space</li> <li>- When to call 911 for an emergency</li> <li>- Safe practices with medicines</li> <li>- Ways to help others and why it is important to be kind</li> <li>- Safe and healthy practices in the cold weather</li> <li>- How the 5 senses help us in our daily lives</li> </ul>	<i>Students will be skilled at...</i> <ul style="list-style-type: none"> <li>- When are good times to get help from a trusted adult</li> <li>- Using their words to communicate feelings to peers and adults</li> <li>- Knowing safe and unsafe secrets and how to handle them as such</li> <li>- Knowing what is an emergency and what isn't</li> <li>- Helping and being kind to others</li> <li>- Identifying safe and unsafe situations</li> <li>- Being safe with medicines</li> <li>- Using creativity to help take ownership of their assignment</li> <li>- Being safe and healthy during the winter months</li> <li>- Using their 5 senses to help keep them safe</li> </ul>

## STAGE 2

Code	Evaluative Criteria	Assessment Evidence
M A M A M A M A M A M A M T T A M A M A T	<ul style="list-style-type: none"> <li>- Effectively identify examples of safe and unsafe secrets</li> <li>- Efficiently move in an area while maintaining personal space</li> <li>- Effectively communicate when in a “tattling vs. reporting” situation</li> <li>- Moving to the correct side of the room depending on the answer to a question</li> <li>- “Homework”: Accurately recite home addresses and phone number</li> <li>- Correctly list safety rules with medicines</li> <li>- Creatively make a kindness calendar</li> <li>- Efficiently identify benefits of playing outside, even in the snow</li> <li>- completely answer questions about the five senses</li> <li>- Identify changes in a “spot the difference game”</li> </ul>	<p>PERFORMANCE TASK(S):</p> <ul style="list-style-type: none"> <li>- Choosing whether a secret is safe or unsafe from a list of scenarios</li> <li>- Practicing verbally saying no to a safe touch</li> <li>- Acting out Safer, Smarter Kids scenarios</li> <li>- Identifying if a situation requires an emergency phone call</li> <li>- Acting out emergency phone calls</li> <li>- Designing and drawing their own medicine</li> <li>- Making a week long kindness calendar on a printed paper</li> <li>- List ways to be safe outside</li> <li>- Coloring in winter clothing / winter word search</li> <li>- Assessing roles of the five senses and answering questions</li> </ul>
		<p>OTHER EVIDENCE:</p> <p><i>Students will show they have achieved Stage 1 goals by...</i></p> <ul style="list-style-type: none"> <li>- Reviewing information at the start of classes</li> <li>- Taking group quizzes</li> <li>- Answering questions on a whiteboard</li> </ul>

Code	<b>Pre-Assessment</b>	
T M A	<ul style="list-style-type: none"> <li>- Brief group discussions at the beginning of class</li> <li>- Turn and talk to a classmate in close proximity</li> <li>- Students will connect content to be discussed in class to their daily lives</li> </ul>	
	Summary of Key Learning Events and Instruction	Progress Monitoring
T	<ul style="list-style-type: none"> <li>- The students will View Safer, Smarter Kids Videos</li> <li>- The students will be able to Identify Safe and Unsafe Secrets in with visual and verbal demonstrations</li> <li>- Students will be practicing how to verbally respond to an inconvenient situation in which safety is not a factor</li> <li>- Identifying safe and unsafe touches/ tattling vs reporting scenarios in a given picture</li> <li>- The teacher will help students answer questions about what makes qualifies an emergency phone class</li> <li>- Students will watch news story about a 4 year old making an emergency phone call</li> <li>- The teacher and students will Role-play an example of a 911 call</li> <li>- The teacher will aid students in filling out google slideshows about safe winter practices</li> <li>- Students will make a pretend medicine drawing while including safe medicine practices</li> <li>- Students will Design a kindness calendar for students to follow</li> <li>- Students will Complete a snow and winter safety word search</li> <li>- The teacher will ask and students will answer and analyzing questions about their five senses</li> </ul>	<ul style="list-style-type: none"> <li>- Teacher will review information at the beginning and end of class</li> </ul>
M A		<ul style="list-style-type: none"> <li>- Teacher will facilitate group discussions</li> </ul>
M A		<ul style="list-style-type: none"> <li>- Teacher will assess worksheets completed by students</li> </ul>
T A		<ul style="list-style-type: none"> <li>- Teacher will provide Individual and Group Feedback</li> </ul>
T		<ul style="list-style-type: none"> <li>- Teacher will assess students with brief Brainpop quizzes</li> </ul>
M A		<ul style="list-style-type: none"> <li>- Teacher will maintain proximity control by walking around the class while students are working</li> </ul>
M A		<ul style="list-style-type: none"> <li>- Teacher will listen to students conversations during turn and talk</li> </ul>
M A		
T M A		
T A		
M A		

<p><b>ESTABLISHED GOALS</b> Include any national/state/or school goals (Power standards).</p> <p>NHES 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.</p> <p>1.2.4 List ways to prevent common childhood injuries.</p>	<p><b><i>Transfer</i></b></p> <p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>-</li> <li>- Apply information real life situations on a daily basis</li> <li>- Use skills to promote decisions that improve well being</li> <li>- Be physically and emotionally safe to oneself and others</li> </ul>	
	<p><b><i>Meaning</i></b></p> <p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>- Healthy foods can improve our mood and give us energy</li> <li>- Your heart pumps blood throughout your body</li> <li>- Exercise and good food choices help keep our heart healthy</li> <li>- Your skeleton helps you move and protects you</li> <li>- There are multiple ways to protect your bones</li> <li>- Going for a walk outside/hike can provide multiple health benefits</li> <li>- It is easy to be environmentally healthy</li> <li>- There are multiple ways to help keep</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li>- How can eating healthy foods be good for us?</li> <li>- What are different ways to keep our heart healthy?</li> <li>- What are ways to help keep our bones and skeletal system healthy?</li> <li>- Why is it important to practice eco-friendly habits?</li> <li>- Why is going for a hike/walk good for us?</li> <li>- Where are good places to exercise in the local area?</li> <li>- What can happen if we are not safe with our bodies?</li> </ul>
<p>NHES 5: Students will demonstrate the ability to use decision-making skills to enhance health.</p> <p>5.2.1 Identify situations when a health-related decision is needed.</p> <p>NHES 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p> <p>7.2.1 Demonstrate healthy</p>		

<p>practices and behaviors to maintain or improve personal health.</p> <p>7.2.2 Demonstrate behaviors that avoid or reduce health risks.</p>	<p>the Earth Healthy</p> <ul style="list-style-type: none"> <li>- The sun can be dangerous but there are multiple ways to protect ourselves</li> <li>- Following rules are an important part of functioning in a society.</li> </ul>	
<b>Acquisition</b>		
	<p><i>Students will know...</i></p> <p><u>Questions to help complete this portion:</u> What basic facts and basic concepts should students know and be able to recall?</p> <ul style="list-style-type: none"> <li>- Fruits and vegetables helps kids eat smart and play hard</li> <li>- At least 4 different heart healthy activities they can do to help them exercise</li> <li>- The role of the heart and how to keep it healthy</li> <li>- The role of the skeletal system and how to keep it healthy</li> <li>- Dangers of being outside in nature such as ticks and poison ivy</li> <li>- How to protect their body with a variety of different ways</li> <li>- Different ways to be environmentally friendly</li> <li>- What a UV index is</li> </ul>	<p><i>Students will be skilled at...</i></p> <p><u>Questions to help complete this portion:</u> What discrete skills and processes should students be able to use?</p> <ul style="list-style-type: none"> <li>- Making healthy food decisions in and out of school</li> <li>- Locating their pulse to help feel their heart rate</li> <li>- Choosing different activities to keep their heart healthy</li> <li>- Protecting their bones when being physically active</li> <li>- Being proactive while practicing environmentally friendly habits</li> <li>- Being safe while outdoors</li> <li>- Maintaining spacial awareness</li> <li>- Following directions</li> </ul>

STAGE 2

Code	Evaluative Criteria	Assessment Evidence
<p>M A</p> <p>M A</p> <p>M A</p> <p>M A</p> <p>M A</p> <p>M A</p> <p>M A</p> <p>M A</p> <p>M A</p>	<p>Further information:</p> <ul style="list-style-type: none"> <li>- Students will correctly sorting foods into the appropriate food category</li> <li>- Students will correctly Answering questions in a brainpop quiz</li> <li>- Students will correctly answering trivia questions and analyzing pictures of a skeleton</li> <li>- Teacher will help students accurately identify ways to reduce, reuse, and recycle</li> <li>- Students will accurately List possible dangers and safety precautions of going on a hike/nature walk</li> <li>- Students will neatly design a walker/hiker who is prepared</li> <li>- Teacher will help students effectively sort waste into the correct category in a “National Geographic Kids” Game</li> <li>- Teacher will help students correctly list safety precautions against the sun</li> </ul>	<p>PERFORMANCE TASK(S):</p> <p><i>Students will show that they really understand evidence of...</i></p> <ul style="list-style-type: none"> <li>- Choosing the right food in a fruit and vegetable flash card game</li> <li>- Drawing 4 heart healthy activities on a worksheet</li> <li>- Answering questions on a brainpop quiz</li> <li>- Creating a skeleton performing a health-enhancing activity</li> <li>- Playing a game of “inspectors and citizens” where students ask each other how they are eco-friendly</li> <li>- Design their own hiker/walker who is prepared for the outdoors</li> <li>- Looking at UV a index across the country and the world</li> <li>- Answering questions about sun safety on a google slideshow</li> <li>- Review activities at the end of the year</li> </ul>

		<p>OTHER EVIDENCE:</p> <p><i>Students will show they have achieved Stage 1 goals by...</i></p> <ul style="list-style-type: none"> <li>- Review information at the start and end of classes</li> <li>- Answering questions on a quiz as a class</li> <li>- Using a whiteboard to correctly answer questions</li> </ul>
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Code	<b>Pre-Assessment</b>	
T M A	<p><u>Questions to help complete this portion:</u></p> <ul style="list-style-type: none"> <li>- Brief group discussions at the beginning of class</li> <li>- Turn and talk to a classmate in close proximity</li> <li>- Students will connect content to be discussed in class to their daily lives</li> </ul>	
M A M A M A M A M A M A T A	<p>Summary of Key Learning Events and Instruction</p> <p><i>Student success at transfer meaning and acquisition depends on...</i></p> <ul style="list-style-type: none"> <li>- Students will sort foods into the correct myplate category</li> <li>- Students will what a food is based on its descriptions</li> <li>- Students will Draw 4 heart healthy activities</li> <li>- Students will creating a skeleton exercising</li> <li>- Teacher will help students Complete a game of "Recycle Roundup"</li> <li>- Students will create a hiker who is prepared</li> <li>- Teacher will help students identify ways to protect themselves from the sun</li> <li>- Students will complete a few rounds of "Recycle Roundup"</li> <li>- Teacher will ask questions and students will answer correctly during an end of year review game</li> </ul> <p><u>Resources:</u></p>	<p>Progress Monitoring</p> <ul style="list-style-type: none"> <li>- Teacher will review information at the beginning and end of class</li> <li>- Teacher will facilitate group discussions</li> <li>- Teacher will assess worksheets completed by students</li> <li>- Teacher will provide Individual and Group Feedback</li> <li>- Teacher will assess students with brief Brainpop quizzes</li> <li>- Teacher will maintain proximity control by walking around the class while students are</li> </ul>

	Safer, Smarter Kids! Kidshealth.org Brainpop Jr. myplate.gov NatGeo Kids Sesame Street	working  - Teacher will listen to students conversations during turn and talk
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