

# Englewood Public School District

## Comprehensive Health

### Grade 1

#### Unit: Our Bodies, Our Families, And Our Health

**Overview:** This is a complex unit with concepts related to student’s understanding of their bodies, family life, and healthy relationships. The unit will begin with a consideration of physical differences and similarities between people and males and females. Next, instructors will have students consider the nature of their family structure and how to develop healthy relationships. By the end of the unit, students will have a strong foundation of understanding that life is always evolving and we can have a positive and lifelong impact on our wellness as we develop.

**Time Frame:** One Marking Period

**Enduring Understandings:**

- Wellness is a way of life.
- There are physical, emotional and social aspects to every human relationship.
- Health-enhancing behaviors contribute to wellness.
- Gender-specific similarities and differences exist between males and females.

**Essential Questions:**

- Why is it important to take care of your body?
- Can you identify some of the different parts of your body and tell me what they do?
- What are some different ways to take care of your body?
- What are some different types of feelings/emotions?
- What is a good way to show someone that you appreciate them?

Standards	Topics and Objectives	Activities	Resources	Assessments
<p><b><u>Comprehensive Health</u></b></p> <p><b>2.1.2.A.2</b></p> <p><b>Use correct terminology to identify body parts, and explain how body parts work together to support wellness.</b></p>	<p style="text-align: center;"><b>Topics</b></p> <p>Understanding my Body</p> <p>Physical Differences and Similarities</p> <p style="text-align: center;"><b>Objectives</b></p>	<p>Class discussion regarding the appropriate terminology for body parts, after reading a picture book about the body.</p> <p>(NJLSA.SL1)(NJLSA.S L2) (NJLSA.R7)(1-LS1-1)</p>	<p>How the Body Works, Kids Health</p> <p><a href="http://kidshealth.org/kid/htbw/">http://kidshealth.org/kid/htbw/</a></p> <p>Pete’s PowerPoint Station, Body, The Human Body</p>	<p><b>Formative Assessment:</b></p> <p>Students will properly identify the appropriate terminology for body parts.</p> <p><b>Benchmark Assessment:</b></p> <p>Common Formative</p>

<p><b>2.1.2.A.1</b> <b>Explain what being “well” means and identify self-care practices that support wellness.</b></p> <p><b>2.4.2.B.1</b> <b>Compare and contrast the physical differences and similarities of the genders.</b></p> <p><b>2.4.2.C.1</b> <b>Explain the factors that contribute to a mother having a healthy baby.</b></p>	<p>Students will recall and employ appropriate terminology to name body parts.</p> <p>Students will explain the function of body parts.</p> <p>Students will compare and contrast the physical differences and similarities between the sexes.</p> <p>Explain the factors that contribute to a mother having a healthy baby.</p>	<p>Students keep a digital Wellness Journal. (NJSLW.1.2) <a href="http://www.diaryzapp.com/">http://www.diaryzapp.com/</a></p> <p>Students make a Personal Hygiene T-Chart (NJLSA.SL5)</p> <p>Discuss that everybody’s body is unique and not the same. Students will create a presentation discussing how everybody is unique (8.1.2.A.1)(CRP2)(CRP3) (NJLSA.SL1) (1-LS1-1)</p> <p>Discuss the word private and how it can relate to your body, and personal items (NJLSA.SL1)(8.1.2.C.1)</p>	<p>System <a href="http://science.pppst.com/humanbody/bodyparts.html">http://science.pppst.com/humanbody/bodyparts.html</a></p> <p>Body Parts Lesson, turtlediary.com <a href="https://youtu.be/OaNiEku9Uk0">https://youtu.be/OaNiEku9Uk0</a></p> <p><b>Suggested Book</b></p> <p>Body Parts, Bev Schumacher</p>	<p>Assessment</p> <p><b>Summative Assessment:</b> Instructors will evaluate the concepts developed in each student’s wellness journal. <a href="http://www.diaryzapp.com/">http://www.diaryzapp.com/</a> (8.1.2.A.1)</p> <p>Presentation with rubric</p> <p><b>Alternative Assessments:</b> Class discussion Participation</p>
<p><b>Comprehensive Health</b></p> <p><b>2.4.2.A.2</b> <b>Distinguish the roles and responsibilities of different family members</b></p> <p><b>2.4.2.A.3</b> <b>Determine the factors that contribute to healthy relationships.</b></p> <p><b>2.4.2.A.1</b> <b>Compare and contrast</b></p>	<p style="text-align: center;"><b>Topics</b></p> <p>Family Life</p> <p>Healthy Relationships</p> <p style="text-align: center;"><b>Objectives</b></p> <p>Students will compare and contrast different kinds of families locally and globally.</p> <p>Students will distinguish</p>	<p>Students identify the members of their family.</p> <p>Students will define: what is a family, how am I a member of a family, and in what ways do families look different by illustrating or bringing in pictures.</p> <p>Students discuss the meaning of celebration and then make a graph that</p>	<p>All About My Family Worksheet, Teacher Vision <a href="https://www.teachervision.com/family-learning/all-about-my-family">https://www.teachervision.com/family-learning/all-about-my-family</a></p> <p>My Family Counts, Scholastic Education <a href="https://www.scholastic.com/teachers/lesson-plans/teaching-content/we-are-family-grades-k1/">https://www.scholastic.com/teachers/lesson-plans/teaching-content/we-are-family-grades-k1/</a></p> <p>Family Celebrations, PNW</p>	<p><b>Formative Assessment:</b> Instructors will evaluate the accuracy of student’s understanding of the roles and responsibilities of different family members.</p> <p><b>Summative Assessments:</b> Students will identify the trusted adults in their lives and place them on the tree of trust.</p> <p>Create a picture book</p>

<p><b>different kinds of families locally and globally.</b></p>	<p>the roles and responsibilities of different family members.</p> <p>Students will determine the factors that contribute to healthy relationships.</p>	<p>identifies their unique family celebrations. (NJLSA.SL1) (8.1.2.C.1) (1.MD.C.4)</p> <p>Students watch a video about the roles of different family members.</p> <p>As a class, compare and contrast different kinds of families locally and globally. (6.1.4.D.13)</p> <p>Teacher led discussion regarding the factors that contribute to a mother having a healthy baby. Students can share from experiences within their families.</p> <p>Read books and view pictures that comprise the “Around the World Series” by Ann Morris: and create a graphic organizer that summarizes the similarities and differences between your family and those in the books and share with the class. (NJLSA.R7)</p> <p>Students define affection and discuss the impact of affection in a family and on individual mental health. . (NJLSA.SL1) (8.1.2.C.1)</p>	<p>BOCES  <a href="https://pnwboces.org/ssela/Sample_Lessons/FirstGrade/Unit2/Unit2_Lesson4.htm">https://pnwboces.org/ssela/Sample_Lessons/FirstGrade/Unit2/Unit2_Lesson4.htm</a></p> <p>Family Roles, Maite Valencia  <a href="https://youtu.be/4IYlaNZ2u40">https://youtu.be/4IYlaNZ2u40</a></p> <p>What’s My Role in the Family?, Jacqueline Costello  <a href="https://youtu.be/brI3CBiYeK0">https://youtu.be/brI3CBiYeK0</a></p> <p><b>Suggested Series</b></p> <p>“Around the World Series” by Ann Morris</p>	<p>depicting their personal contribution to their family.</p> <p><b>Alternative Assessments:</b>  Participation</p> <p>Self-Assessment</p>
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		Students watch the video “What’s My Role in the Family” and create a picture book depicting their personal contribution to their family goals.		
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**Key Vocabulary:**

- Personal Hygiene** – Practices that serve to promote or preserve health.
- Responsibility** – Something you're required to do as an upstanding member of a community.
- Roles** – The actions and activities that assigned to a person or group.
- Similarities** – The quality of being alike.
- Differences** – The quality of being unlike.
- Private** – Confined to particular persons or groups or providing privacy.
- Sexes** – Either of the two categories (male or female) into which most organisms are divided.
- Family** – Primary social group; parents and children.
- Relationship** – A mutual connection between people.
- Locally** – Belonging to a particular area.
- Globally** – Throughout the world.

**Interdisciplinary Connections**

**ELA - NJSLS/ELA:**

- NJSLSA.SL1 -. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively
- NJSLSA.SL2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- N JSLSA.R7 Use the illustrations and details in a text to describe its key ideas
- W.1.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

**Math**

- 1.MD.C.4  
Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.

**Social Studies**

- 6.1.4. D.13 Describe how culture is expressed through and influenced by the behavior of people.

## Science

### LS1.A: Structure and Function

All organisms have external parts. Different animals use their body parts in different ways to see, hear, grasp objects, protect themselves, move from place to place, and seek, find, and take in food, water and air. Plants also have different parts (roots, stems, leaves, flowers, fruits) that help them survive and grow. (1-LS1-1)

### Twenty First Century Standards:

9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.

### Integration of Technology Standards NJSL 8:

8.2.2. E.1 List and demonstrate the steps to an everyday task.

8.1.2.A.1 Identify the basic features of a computer and explain how to use them effectively

8.2.2.A.2 Describe how designed products and systems are useful at school, home and work.

8.1.2. A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

8.1.2.C.1 Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.

### Career Ready Practices:

**CRP3.** Attend to personal health and financial well-being.

**CRP4.** Communicate clearly and effectively and with reason.

**CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.

### Accommodations and Modifications:

**Students with special needs:** Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered. Additional safety precautions will be made along with additional staff so all student can fully participate in the standards associated with this curriculum.

**ELL/ESL students:** Students will be supported according to the recommendations for “can do’s” as outlined by WIDA -

[https://www.wida.us/standards/CAN\\_DOs/](https://www.wida.us/standards/CAN_DOs/)

**Students at risk of school failure:** Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support this may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time and will be made available with a certified instructor to aid students in reaching the standards.

**Gifted and Talented Students:** Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity of the requirements.

**English Language Learners**

- Look for children’s books in students native languages
- Speak and display terminology and movement
- Teacher modeling
- Peer modeling
- Develop and post routines
- Label classroom materials
- Word walls

**Special Education**

- Lower level text provided
- Provide a mat to sit on to teach boundaries
- Utilize modifications & accommodations delineated in the student’s IEP
- Work with paraprofessional
- Use multi-sensory teaching approaches. Pictures, scarves, hula hoops, and other props provide helpful visual, auditory, and tactile reinforcement of ideas.
- Work with a partner
- Provide concrete examples and relate all new movements to previously learned moves (i.e., walking on a balance beam, kicking a ball).
- Solidify and refine concepts through repetition.
- Change movement requirements to reduce activity time

**At-Risk**

- Using visual demonstrations, illustrations, and models
- Give directions/instructions verbally and in simple written format.
- Peer Support
- Increase one on one time
- Teachers may modify instructions by modeling what the student is expected to do
- Instructions may be printed out in large print and hung up for the student to see during the time of the lesson.
- Review behavior expectations and make adjustments for personal space or other behaviors as needed.
- Oral prompts can be given.

**Gifted and Talented**

- Students that can read can read the book aloud to peers
- Students can extend research about families outside of class
- Inquiry-based instruction
- Independent study
- Higher order thinking skills
- Adjusting the pace of lessons
- Interest based content
- Real world scenarios
- Student Driven Instruction