

# Englewood Public School District

## Comprehensive Health

### Grade 1

#### Unit: Safety, Wellness and Disease Prevention

**Overview:** This unit presents several topics related to safety including: bike safety, fire safety, careful and careless behaviors, and how to keep one's body safe. Instructors will also focus on dental health by practicing proper tooth brushing and flossing. The second half of this unit will present disease prevention and the appropriate use of medicines.

**Time Frame:** One Marking Period

**Enduring Understandings:**

- Being consistently aware of the environment and taking safety precautions can reduce the risk of injury.
- Wellness is a way of life.
- People can protect themselves from germs.
- Just because it's medicine doesn't mean it's good for you.
- Only a trusted adult can give you medicine.

**Essential Questions:**

- How can we prevent accidents from happening?
- Why should we floss our teeth?
- Why must medicines be used correctly?
- What is the symbol for poison?

Standards	Topics and Objectives	Activities	Resources	Assessments
<b>Comprehensive Health</b> <b>2.1.2.D.3</b> Identify procedures associated with pedestrian, bicycle, and traffic safety.	<b>Topics</b>  Careful and Careless Behavior  Bike safety	Class discussion regarding examples of careful and careless play. (NJSL SL2.1)	Fire Safety Resource Center, Scholastic <a href="http://www.scholastic.com/teachers/unit/fire-safety-resource-center-everything-you-need">http://www.scholastic.com/teachers/unit/fire-safety-resource-center-everything-you-need</a>	<b>Formative Assessment:</b> Students will role-play and display safe behaviors during different scenarios including fire safety and bike safety.
<b>2.1.2.D.1</b> Identify ways to prevent injuries at home, school, and in the community (e.g., fire	Fire safety  Keeping your body safe	Using different scenarios, and as a jigsaw approach, students present different ways to play safe.	Fire Prevention and Safety, Teachers First <a href="http://www.teachersfirst.co">http://www.teachersfirst.co</a>	<b>Benchmark Assessment:</b> Common Formative Assessment

<p>safety, poison safety, accident prevention).</p> <p><b>2.1.2.A.1</b> Explain what being “well” means and identify self-care practices that support wellness.</p> <p><b>2.1.2.D.3</b> Identify procedures associated with pedestrian, bicycle, and traffic safety.</p> <p><b>2.1.2.D.2</b> Differentiate among the characteristics of strangers, acquaintances, and trusted adults and describe safe and appropriate behaviors/touches.</p>	<p>Rules for safe play</p> <p style="text-align: center;"><b>Objectives</b></p> <p>Students will recognize, identify and alert adults to potentially harmful conditions/situations.</p> <p>Students will model how to take care of a nosebleed, scratch, insect bite and other common injuries.</p> <p>Students will explain and/or demonstrate the proper way to cross the street.</p> <p>Students will explain what we wear while riding in a car, and why we wear it.</p> <p>Students will explain what we wear while riding a bicycle or skateboard and why we wear it.</p>	<p>Local fire responders will do a read aloud explaining how to construct a fire emergency plan. Students will ask and answer questions. (NJSL RI 1.1)(NJSL RI 1.2)</p> <p>After reading Lisa Herrington’s book (or other bicycle safety book) the class constructs pictures depicting the steps that would take to be safe while: Biking, Walking, Skating, Skateboarding, and scootering including elements such as wearing a helmet and pad, and watching traffic and signals. (NJSL RI 1.1)(NJSL RI 1.2)</p> <p>As a class, discuss who can help children in case of an emergency and the role of 911. (NJSL SL 1.1)</p> <p>As a class, role-play a variety of different safety situations.</p>	<p><a href="http://www.spectopics/firepreventionandsafety.cfm">m/spectopics/firepreventionandsafety.cfm</a></p> <p>Sparky’s Firehouse <a href="http://www.sparky.org/">http://www.sparky.org/</a></p> <p>Teaching Your Child How to Use 911, Kids Health <a href="http://kidshealth.org/en/parents/911.html">http://kidshealth.org/en/parents/911.html</a></p> <p><b><u>Suggested Text</u></b></p> <p>Ride Right: Bicycle Safety, Jill Urban Donahue, Capstone Publishing</p> <p>Bicycle Safety, Lisa M. Herrington</p>	<p><b>Summative Assessment:</b> Students will be evaluated based upon their contribution to the class picture book regarding safe behaviors.</p> <p><b>Alternative Assessment:</b> Class participation and discussion will be evaluated to ascertain student’s understanding of each topic.</p>
<p><b><u>Comprehensive Health</u></b> <b>2.1.2.A.1</b> Explain what being “well” means and identify self-care practices that support wellness.</p>	<p style="text-align: center;"><b>Topics</b></p> <p>Dental Care</p> <p style="text-align: center;"><b>Objectives</b></p>	<p>As a class, discuss what the dentist is and what the dentist does. Watch a video about what it’s like to visit the dentist. (NJSL SL 1.1)</p>	<p>Going to the Dentist, Steph Mac <a href="https://youtu.be/pqU56Asc9hQ">https://youtu.be/pqU56Asc9hQ</a></p>	<p><b>Formative Assessment:</b> Class participation and discussion will be evaluated to ascertain student’s understanding of good</p>

	<p>Students will demonstrate how to properly floss.</p>	<p>The school nurse or a visiting dentist or dental hygienist will do a read aloud and will demonstrate how to floss properly. (NJSLs RI 1.1)(NJSLs RI 1.2)</p>	<p>Child's First Trip to the Dentist, Livonia Dental Group  <a href="https://youtu.be/1-pDzpWNGQM">https://youtu.be/1-pDzpWNGQM</a></p>	<p>dental care.</p>
	<p>Students will tell how often to floss.</p>	<p>Students will display their ability to brush their teeth and floss and will explain how often they should do so.</p>	<p>How to Floss Like a Boss, Your Smile Clinic  <a href="https://youtu.be/28CNn14yIvw">https://youtu.be/28CNn14yIvw</a></p>	<p><b>Summative Assessment:</b>  Students will be evaluated on their demonstration of proper flossing and brushing techniques.</p>
		<p>Students will watch tooth care and flossing videos.</p>		

<p><b><u>Comprehensive Health</u></b>  <b>2.1.2.C.1</b> Summarize symptoms of common diseases and health conditions.</p> <p><b>2.1.2.C.2</b> Summarize strategies to prevent the spread of common diseases and health conditions.</p> <p><b>2.1.2.C.3</b> Determine how personal feelings can affect one's wellness.</p>	<p style="text-align: center;"><b>Topics</b></p> <p>Disease Prevention</p> <p style="text-align: center;"><b>Objectives</b></p> <p>Students will explain and show that germs are everywhere.</p> <p>Students will identify ways in which germs can be spread.</p> <p>Students will discuss ways to prevent spreading germs when coughing and sneezing.</p>	<p>The instructor will read the book, Germs! Germs! Germs! To introduce concepts related to germs.(NJSLS RI 1.1)(NJSLS RI 1.2)</p> <p>Students will create a visual for how to properly wash your hands. (NJSLS W 1.6)</p> <p>Working in pairs or small groups, students will create a superhero germ fighter.</p> <p>Students will collaborate to create a plan for the protection of the human body from disease and illness. Students can post this on their class or school website. (NJSLS W 1.6)</p> <p>Students will illustrate methods to protect the human body from disease and illness.</p>	<p><b><u>Suggested Text</u></b></p> <p>Germs! Germs! Germs! By, Bobbi Katz</p> <p>Oh the Things You Can Do That Are Good for You!, Tish Rabe</p> <p>Germs Make Me Sick!, Melvin Berger</p>	<p><b>Formative Assessment:</b>  Verbal explanation of how germs are spread and demonstration on how to prevent this from happening.</p> <p><b>Summative Assessment:</b>  Instructors will evaluate students understanding of germs and the spread of disease by asking individual students to explain their germ and disease related products.</p> <p><b>Alternative Assessment:</b>  Participation</p> <p>Self-Assessment</p>
<p><b><u>Comprehensive Health</u></b>  <b>2.3.2.A.2</b> Explain why medicines should be administered as directed.</p> <p><b>2.3.2.B.1</b> Identify ways that drugs can be abused.</p> <p><b>2.3.2.A.1</b> Explain what medicines are and when some types of medicines are used.</p>	<p style="text-align: center;"><b>Topics</b></p> <p>Medicines</p> <p style="text-align: center;"><b>Objectives</b></p> <p>Students will discuss the purpose and administration of medicines.</p> <p>Students identify how drugs can be abused.</p>	<p>Students will create a graphic organizer with their team explaining the step-by-step process of how medicine should be administered as directed, after a class read aloud. (NJSLS RI.1)(NJSLS RI 1.2)</p> <p>In small groups, students will examine empty containers and classify</p>	<p>Drug and Alcohol Prevention, Pet's PowerPoint Station  <a href="http://facs.pppst.com/drugs.html">http://facs.pppst.com/drugs.html</a></p> <p>Teacher's Guide: Drugs, Kids Health  <a href="https://classroom.kidshealth.org/prekto2/problems/drugs/drugs.pdf">https://classroom.kidshealth.org/prekto2/problems/drugs/drugs.pdf</a></p> <p>National Institute on Drug Abuse (Modules 5)</p>	<p><b>Formative Assessment:</b>  Students will demonstrate that they can differentiate between candy and medicine by responding to a variety of scenarios which require them to make a choice to ingest or not ingest.</p> <p><b>Summative Assessment:</b>  Teacher made assessment that identifies: Who can</p>

**2.3.2.B.1** Identify ways that drugs can be abused.

**2.3.2.B.4** Identify products that contain alcohol.

**2.3.2.C.2** Explain that people who abuse alcohol, tobacco, and other drugs can get help.

Students will define “medicine”.

Students will explain how medicines can help the body.

Students will identify the difference between a medicine and a drug.

Students will state who can give a child medicine.

them as “healthful” or “harmful.”

Students will discuss the effect that smoking has on your health. (NJSLS SL 1.1)

The instructor will lead a discussion regarding what medicines are and why we take them. As a class, discuss the difference between medicine and candy. (NJSLS SL 1.1)

<https://www.drugabuse.gov/publications/brain-power/brain-power-grades-k-1>

**Suggested Text**

Kids' Power Too: Words To Grow By by Cathey Brown, Betty LaPorte and Jerry Moe

My Dad Loves Me, My Dad has a Disease by Claudia Black

give me medicine? Students will identify who the trusted adults are in their lives from whom they can take medicine.

**Alternative Assessment:** Participation

Self-Assessment

**Key Vocabulary:**

**Careful** – Exercising caution or show attention.

**Careless** – Lack of attention or consideration or forethought or thoroughness; not careful.

**Safety** – The condition of being protected from or unlikely to cause danger, risk, or injury.

**Fire** – The process of combustion of inflammable materials producing heat and light and (often) smoke.

**Harmful** – Causing or capable of causing damage.

**Injuries** – Physical damage to the body caused by violent or accidents.

**Floss** – A soft thread for cleaning the spaces between the teeth.

**Disease** – Health condition that has a specific set of symptoms and traits.

**Medicines** – Something that treats or prevents the symptoms of disease.

**Drug** – Substances that have some form of stimulating effect and have the potential for addiction when used in an abusive way.

**Interdisciplinary Connections**

**ELA - NJSLS/ELA:**

NJSLSA.SL.5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

RI.1.1. Ask and answer questions about key details in a text. RI.1.2. Identify the main topic and retell key details of a text.

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.

A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

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.

**Integration of 21st 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.

8.2.2.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.

8.1.2.E.1 Use digital tools and online resources to explore a problem or issue.

**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	Special Education	At-Risk	Gifted and Talented
<ul style="list-style-type: none"> <li>- Relate to and identify commonalities in health practices in students home country</li> </ul>	<ul style="list-style-type: none"> <li>- Utilize modifications &amp; accommodations delineated in the student’s IEP</li> <li>- Work with paraprofessional</li> </ul>	<ul style="list-style-type: none"> <li>- Increase one on one time</li> <li>- Teachers may modify instructions by modeling what the student is expected to do</li> </ul>	<ul style="list-style-type: none"> <li>- Students can complete extend research outside of the classroom</li> <li>- Inquiry-based instruction</li> <li>- Independent study</li> </ul>

<ul style="list-style-type: none"> <li>- Speak and display terminology and movement</li> <li>- Teacher Modeling</li> <li>- Peer Modeling</li> <li>- Label Classroom Materials</li> <li>- Word Walls</li> </ul>	<ul style="list-style-type: none"> <li>- Break tasks into manageable chunks</li> <li>- Use multi-sensory teaching approaches. In order to provide a visual, auditory, and tactile reinforcement of health ideas.</li> <li>- Work with a partner</li> <li>- Provide concrete examples and relate all new concepts to previously taught concepts.</li> <li>- Solidify and refine concepts through repetition.</li> <li>- Focus on student's attempts to complete an assignment instead of precise form</li> </ul>	<ul style="list-style-type: none"> <li>- Review behavior expectations and make adjustments as needed.</li> <li>- Oral prompts can be given.</li> <li>- Using visual demonstrations, illustrations, and models</li> <li>- Give directions/instructions verbally and in simple written format.</li> <li>- Peer Support</li> </ul>	<ul style="list-style-type: none"> <li>- Higher order thinking skills</li> <li>- Adjusting the pace of lessons</li> <li>- Interest based content</li> <li>- Project Based Learning</li> <li>- Real world scenarios</li> <li>- Student Driven Instruction</li> </ul>
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