

# Englewood Public School District

## Comprehensive Health

### Grade 1

#### Unit: Character Education

**Overview:** This unit focuses on the wellness standards for Grade 1. During this unit students will consider the qualities of a person that has good character and makes healthy choices. Next, students will consider concepts related to healthy communication: listening, understanding one's emotions, coping with stress, and being a good friend.

**Time Frame:** One Marking Period

#### Enduring Understandings:

- Developing self-esteem, resiliency, tolerance and coping skills support social and emotional health.
- Stress is a natural part of life, yet everyone has different stressors. The key is to find the methods of dealing with stress that makes you feel better.
- Character is who you are when no one is looking.
- Character can be developed and supported through individual and group activities, the influence of positive role models and involvement in community service.

#### Essential Questions:

- How can we cope with being angry?
- Who gets stressed out?
- What causes stress?
- How can we deal with stress in healthy ways?

Standards	Topics and Objectives	Activities	Resources	Assessments
<p><b><u>Comprehensive Health</u></b></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.E.1</b> Identify basic social and emotional needs of all people.</p> <p><b>2.2.2.A.1</b> Express needs, wants, and feelings in health- and safety-related situations.</p> <p><b>2.2.2.B.1</b> Explain what a decision is and why it is advantageous to think before acting.</p> <p><b>2.1.2.A.2</b> Use correct terminology to identify body parts, and explain how body parts work together to support wellness.</p>	<p style="text-align: center;"><b>Topics</b></p> <p>Wellness</p> <p>Good Character</p> <p style="text-align: center;"><b>Objectives</b></p> <p>Students will understand how to dress oneself, use utensils, and develop independence.</p> <p>Students will describe a healthy child and what it means to make healthy choices.</p> <p>Students will explain what being “well” means.</p> <p>Students will understand the importance of being clean.</p>	<p>Students dress a doll with proper outfit for sports or weather, or use magazines to cut out clothing and figure.</p> <p>As a class, create a class T-Chart of good and bad personal hygiene techniques.</p> <p>Teacher led discussion about appropriate ways to express needs, wants, and feelings using digital cartoons (<a href="http://powtoon.com">powtoon.com</a>)</p> <p>After a teacher led presentation, as a class, students will define what they believe the word character means.</p> <p>CRP1</p> <p>Create a Superhero: Children can create their own hero based on the six pillars of good character.</p> <p>Discuss how we can be a Superhero by helping others through volunteering and charity. Brainstorm ways they can help at their age.</p> <p>Create an “I Am Special”</p>	<p>How to Keep Your Body Clean, Nexus, Iken Edu <a href="https://youtu.be/i6wB95mumaY">https://youtu.be/i6wB95mumaY</a></p> <p>How to Keep Our Body Neat and Clean to Stay Fit and Healthy, Nexus, Iken Edu <a href="https://youtu.be/VndaHWVXxYo">https://youtu.be/VndaHWVXxYo</a></p> <p>The Best Me I can Be! Shades Cahaba Elementary School, Character.org <a href="http://character.org/lessons/lesson-plans/elementary/shades-cahaba-elementary-school-3/">http://character.org/lessons/lesson-plans/elementary/shades-cahaba-elementary-school-3/</a></p> <p>The Healthy Habits Song, Neurotic Films Official <a href="https://youtu.be/9Fr1iDqemjY">https://youtu.be/9Fr1iDqemjY</a></p> <p>Practicing Patience, Bierbaum Elementary School, Character.org <a href="http://character.org/lessons/lesson-plans/elementary/bierbaum-elementary-school/">http://character.org/lessons/lesson-plans/elementary/bierbaum-elementary-school/</a></p> <p>Fishy Friends, Platin Primary School, Character.org <a href="http://character.org/lessons/lesson-plans/elementary/platin-primary-school/">http://character.org/lessons/lesson-plans/elementary/platin-primary-school/</a></p>	<p><b>Formative Assessments:</b> Instructors will observe students as they consider the proper outfit for different events and environments to ascertain their understanding of protecting oneself.</p> <p>Students will receive a participation grade for classroom discussions.</p> <p><b>Benchmark Assessment:</b> Common Formative Assessment</p> <p><b>Summative Assessment:</b> Instructors will evaluate student’s description of what it means to make healthy choices</p> <p>Create a Superhero</p> <p><b>Alternative Assessment:</b> Students will create a bookmark to represent</p>

		<p>poster. Invite partners to trace each other on butcher paper. Have each student draw the partner's face and decorate the clothes. Have all students write positive characteristics about their classmates on their poster</p>		<p>the proper outfits for different events.</p> <p>Students will create paper dolls and costume changes for each character geared toward their consideration of the proper outfit for different events and environments using the four seasons.</p>
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<p><b>2.1.2.C.3</b> Determine how personal feelings can affect one’s wellness.</p> <p><b>2.1.2.C.1</b> Summarize symptoms 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><b>2.2.2.C.1</b> Explain the meaning of <u>character</u> and how it is reflected in the thoughts, feelings, and actions of oneself and others.</p> <p><b>2.2.2.B.1</b> Explain what a decision is and why it is advantageous to think before acting.</p>	<p style="text-align: center;"><b>Topics</b></p> <p>Feelings and Emotions</p> <p>Stress and Coping</p> <p>Locating Trusting Adults</p> <p style="text-align: center;"><b>Objectives</b></p> <p>Students will explain the meaning of character and how it is reflected in the thoughts, feelings, and actions of oneself and others.</p> <p>Explain healthy ways of coping with common stressful situations experienced by children.</p> <p>Students will identify common stressors.</p>	<p>Discuss feelings and how to recognize various emotions. SL.1.1</p> <p>Discuss who to talk to about your feelings. SL 1.1</p> <p>After a teacher read aloud, discuss the term violent and how to solve situations without being violent. RI.1.2</p> <p>Whole group discussion on how to identify situations that make you feel angry and how to resolve these situations in a safe way. RI1.1</p> <p>Discuss the rules for fair play.SL 1.1</p>	<p>Stress Reduction Activities for Students, Lawman <a href="http://www.vsacca.org/pdf/2008Presentations/LawmanStressReductionActivities.pdf">http://www.vsacca.org/pdf/2008Presentations/LawmanStressReductionActivities.pdf</a></p> <p>How Full Is Your Bucket? For Kids, Tom Rath</p> <p>Have You Filled a Bucket Today? Carol McCloud</p> <p>Be Happy! A Little Book for a Happy You, Monica Sheehan</p> <p><a href="http://www.Kimochis.com">www.Kimochis.com</a></p> <p><a href="http://www.readworks.org">www.readworks.org</a></p> <p><a href="http://www.powtoons.com">www.powtoons.com</a></p>	<p><b>Formative Assessment:</b> Instructors will observe students as they discuss rules for fair play.</p> <p>Students will receive a grade for participating in all activities.</p> <p><b>Summative Assessment:</b> With the help of an adult, students will make a list of things they can do when they feel angry and ways they can employ to resolve each issue.</p> <p><b>Alternative Assessments:</b></p> <p>Self-Assessment</p> <p>Peer Assessment</p>
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<p><b>2.1.2.E.2</b> Determine possible causes of conflict between people and appropriate ways to prevent and resolve them.</p> <p><b>2.1.2.E.3</b> Explain healthy ways of coping with common stressful situations experienced by children.</p> <p><b>2.1.2.E.1</b> Identify basic social and emotional needs of all people.</p> <p><b>2.2.2.A.1</b> Express needs, wants, and feelings in health- and safety-related situations.</p>	<p style="text-align: center;"><b>Topics</b></p> <p>Communication Skills</p> <p>Expression of Feelings</p> <p>Helping Others</p> <p style="text-align: center;"><b>Objectives</b></p> <p>Determine possible causes of conflict between people and appropriate ways to prevent and resolve them.</p> <p>Explain healthy ways of coping with common stressful situations experienced by children.</p> <p>Determine the benefits for oneself and others of participating in a class or school service activity.</p>	<p>Discuss the different parts of the body associated with communication and listening. SL.1.1 , SL1.2</p> <p>Discuss what it means to be a good listener. Students will create a class webpage where they write about times when they were a good listener. SL.1.1A, W 1.6</p> <p>Give examples of how to communicate when you are sad, mad, or glad. Students will role play times when they experienced different types of emotions. SL.1.2</p> <p>Discuss communication skills for getting help in a variety of situations. SL.1.3</p> <p>In small groups, respond and role-play to teacher-created scenarios that require them to seek help when sick, scared, sad, lonely or bullied. SL.1.5</p>	<p>Say What? 5 Ways to Get Students to Listen, Edutopia <a href="https://www.edutopia.org/blog/five-listening-strategies-rebecca-alber">https://www.edutopia.org/blog/five-listening-strategies-rebecca-alber</a></p> <p>Class Webpage <a href="https://education.weebly.com/">https://education.weebly.com/</a></p> <p>Listening to Others, Goodcharacter.com <a href="http://www.goodcharacter.com/GROARK/Listening.html">http://www.goodcharacter.com/GROARK/Listening.html</a></p> <p>I Am a Good Listener, Affies4kids.org <a href="https://youtu.be/bu10OxyTkkU">https://youtu.be/bu10OxyTkkU</a></p> <p>Teaching Students to be Helpful, CFCC <a href="http://cfcc.info/handouts/teachkidshelp.pdf">cfcc.info/handouts/teachkidshelp.pdf</a></p>	<p><b>Formative Assessment:</b> Students will receive a grade for participating in all activities.</p> <p><b>Summative Assessment:</b> Instructors will observe students as they role-play scenarios that require them to seek help.</p> <p><b>Alternative Assessments:</b> Self-Assessment Peer Assessment</p>
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**Key Vocabulary:**

**Wellness** – a healthy state of wellbeing free from disease.

**Character** – a characteristic property that defines the apparent individual nature of something.

**Emotions** – any strong feeling.

**Feelings** – emotional or moral sensitivity.

**Trust** – the trait of believing in the honesty and reliability of others.

**Stress** – state of mental or emotional strain or suspense.

**Help** – give help or assistance; be of service.

**Expressions** – the communication (in speech or writing) of your beliefs or opinions.

**Communications** – something that is communicated by or to or between people or groups.

**Coping** – come to terms with.

**Interdisciplinary Connections****ELA - NJSL/ELA:**

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.

NJSL/SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

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.

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:**

9.1.4.F.2 Explain the roles of philanthropy, volunteer service, and charitable contributions, and analyze their impact on community development and quality of living.

**Integration of Technology Standards NJSL/8:**

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

8.2.2A.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.

<b>English Language Learners</b>	<b>Special Education</b>	<b>At-Risk</b>	<b>Gifted and Talented</b>
<ul style="list-style-type: none"> <li>- Relate to and identify commonalities in health practices in students home country</li> <li>- Speak and display terminology</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>- Utilize modifications &amp; accommodations delineated in the student’s IEP</li> <li>- Work with paraprofessional</li> <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> </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> <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>- Students can extend research outside of the classroom</li> <li>- Inquiry-based instruction</li> <li>- Independent study</li> <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>

	<ul style="list-style-type: none"><li>- Solidify and refine concepts through repetition.</li><li>- Focus on student's attempts to complete an assignment instead of precise form</li></ul>		
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