

Englewood Public School District

Comprehensive Health

Grade 1

Unit: Nutrition

Overview: During this unit, students will learn about the role of food in creating and maintaining a healthy body. Additionally, students will begin to consider the connection between exercise and nutrition in maintaining a healthy body. Students will also practice activities to ensure that they know and practice good sportsmanship.

Time Frame: One Marking Period

Enduring Understandings:

- Health-enhancing behaviors contribute to wellness.
- Physical activity enhances personal health.
- Every health-related decision has short and long term consequences.

Essential Questions:

- What is the role of food in good health?
- Why is it important to eat healthy foods?
- What would happen to your body if you didn't eat healthy foods?
- What is the relationship between food and exercise?
- Why is it important to display good sportsmanship?

Standards	Topics and Objectives	Activities	Resources	Assessments
<p><u>Comprehensive Health</u></p> <p>2.1.2.B.1 Explain why some foods are healthier to eat than others.</p> <p>2.1.2.B.2</p>	<p style="text-align: center;">Topics</p> <p>Understanding my Body</p> <p>Physical Differences and Similarities</p> <p style="text-align: center;">Objectives</p> <p>Students will recall and employ appropriate</p>	<p>The instructor will lead a discussion regarding the different types of food.</p> <p>SL.1.1A, CRP3, CRP4</p> <p>Students will make a poster that displays healthy and unhealthy food choices.</p> <p>8.2.2.E.1</p>	<p>How the Body Works, Kids Health http://kidshealth.org/kid/htbw/</p> <p>Nutrition for Kids http://nutritionforkids.com/</p> <p>Super Kids Nutrition http://www.superkidsnutriti</p>	<p>Formative Assessment: Identify a list of healthy and unhealthy food choices and provide an explanation for their choices.</p> <p>Benchmark Assessment: Common Formative Assessment</p>

<p>Explain how foods on MyPlate differ in nutritional content and value.</p> <p>2.1.2.B.3 Summarize information about food found on product labels.</p> <p>2.2.2.B.2 Relate decision-making by self and others to one's health.</p> <p>2.2.2.B.3 Determine ways parents, peers, technology, culture, and the media influence health decisions.</p> <p>2.1.2.A.1 Explain what being "well" means and identify self-care practices that support wellness.</p> <p>2.2.2.B.4 Select a personal health goal and explain why setting a goal is important.</p>	<p>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>As a class, discuss the benefits of eating healthy food, compared to eating unhealthy food.</p> <p>SL.1.1A, CRP3, CRP4 Using videos and books, the instructor will display how the body uses food.</p> <p>8.1.2.A.4 Using My Plate from the USDA students will consider the type of foods and the quantities they should eat to maintain a healthy body. 1.MD.C.4</p> <p>8.1.2.C.1 Students will identify food from plants and animals.</p> <p>1-LS1-1. Students will explain why breakfast is so important by writing an email or letter to a friend.</p> <p>W.1.6, NJLSA.SL1</p>	<p>on.com/ http://www.choosemyplate.gov/</p> <p>Choose My Plate, USDA</p> <p>The Nutrition Song, NuBeat Music http://www.youtube.com/watch?v=bNpTPX5gylQ</p> <p><u>Suggested Texts</u> How to Teach Nutrition to Kids, Connie Liakos Evers</p> <p>Oh the Things You Can Do That Are Good for You!: All About Staying Healthy, Tish Rabe and Aristides Ruiz</p> <p>The Monster Health Book: A Guide to Eating Healthy, Being Active & Feeling Great for Monsters & Kids!, Edward Miller</p> <p>The Berenstain Bears and Too Much Junk Food, Stan Berenstain and Jan Berenstain</p>	<p>Summative Assessment: Using props, students will create a healthy meal for breakfast, lunch or dinner.</p> <p>Students will be evaluated on classroom discussion and participation.</p> <p>Quiz</p> <p>Alternative Assessments</p> <p>Oral Based Assessments</p> <p>Assisted Technology Based Assessments using Computers</p>
<p><u>Comprehensive Health</u></p>	<p>Topics</p>		<p>American Red Cross</p>	<p>Formative Assessment:</p>

<p>2.1.2.C.3 Determine how personal feelings can affect one’s wellness.</p> <p>2.2.2.A.1 Express needs, wants, and feelings in health- and safety-related situations.</p> <p>2.1.2.E.1 Identify basic social and emotional needs of all people.</p> <p>2.1.2.A.2 Use correct terminology to identify body parts, and explain how body parts work together to support wellness.</p> <p>2.2.2.D.1 Determine the benefits for oneself and others of participating in a class or school service activity.</p>	<p>Relationship between exercise and nutrition</p> <p>Benefits of exercise throughout life</p> <p>Good sportsmanship and anger management</p> <p style="text-align: center;">Objectives</p> <p>Students will relate the implementation of proper diet to the maintenance of a healthy body.</p> <p>Students will discuss the health benefits of participating in class, school, or community service projects.</p>	<p>Instructors will discuss the connection between exercise, nutrition and the heart:</p> <ol style="list-style-type: none"> 1. The Heart and Blood 2. Strong Hearts 3. Anytime Snacks 4. Health Heart Recipes <p><u>Kids in Control - Teaching Students to Make Healthy Choices</u></p> <p>These lessons place an emphasis on making good choices in regards to nutrition and exercise.</p> <p>8.1.2.E.1</p> <p>Instructors can support students understanding of what it means to display good sportsmanship by implementing the Good Sports Charades and the Good Sport Award lesson plans.</p> <p><u>All You Need to Know About Sportsmanship!</u> This lesson teaches students how to win without bragging, how to lose without complaining, and how to treat opponents and referees with respect. 8.1.2.E.1</p>	<p>https://www.heart.org/en/professional/educator</p> <p>Kids in Control – Teaching Students to Make Healthy Choices, Scholastic https://www.scholastic.com/teachers/blog-posts/jennifer-solis-and-jennifer-boatwright/kids-control-teaching-students-make-healthy-choices/</p> <p>Sportsmanship, Kids Health in the Classroom https://classroom.kidshealth.org/prekto2/personal/fitness/sportsmanship.pdf</p> <p>All You Need to Know About Good Sportsmanship!, Mr. Sickler Physical Education.com http://www.mrsicklerphysicaleducation.com/6thGrade/6th_Grade_HW_files/Segment1Packet_Sportsmanship1314.pdf</p>	<p>Students will explain what foods they would select to display a healthy meal.</p> <p>Summative Assessment: Students will write a daily menu plan with nutritious food choices.</p> <p>Students will participate in scenarios where they display good sportsmanship.</p> <p>Alternative Assessments</p> <p>Oral Based Assessments</p> <p>Self-Assessment</p>
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Key Vocabulary:

Food – Anything that you can eat and digest.

Healthy – Free from disease.

Unhealthy – Not in good health in body or mind.

Exercise – The activity of exerting your muscles in various ways to keep fit.

Body – Everything that makes up your physical self, including your skin, bones, muscles, and organs.

Choice – The act of choosing or selecting.

Management – The act of controlling something.

Anger – a strong feeling of displeasure; a strong feeling of being upset or annoyed because of something wrong or bad

Benefits – Something that promotes well-being.

Diet – The usual food and drink consumed by a person or animal.

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

NJLSA.SL5. 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.

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.

8.2.2.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/

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"> - Relate to and identify commonalities in health practices in students home country Speak and display terminology and movement - Teacher Modeling - Peer Modeling - Label Classroom Materials - Word Walls 	<ul style="list-style-type: none"> - Utilize modifications & accommodations delineated in the student’s IEP - Work with paraprofessional - Break tasks into manageable chunks - Use multi-sensory teaching approaches. In order to provide a visual, auditory, and tactile reinforcement of health ideas. - Work with a partner * Provide concrete examples and relate all new concepts to previously taught concepts. - Solidify and refine concepts through repetition. - Focus on student’s attempts to complete an assignment instead of precise form 	<ul style="list-style-type: none"> - Increase one on one time - Teachers may modify instructions by modeling what the student is expected to do - Review behavior expectations and make adjustments as needed. - Oral prompts can be given. - Using visual demonstrations, illustrations, and models - Give directions/instructions verbally and in simple written format. - Peer Support 	<ul style="list-style-type: none"> - Students can complete extend research outside of the classroom - Inquiry-based instruction - Independent study - Higher order thinking skills - Adjusting the pace of lessons - Interest based content - Project Based Learning - Real world scenarios - Student Driven Instruction