

Springfield Public Schools
Springfield, New Jersey 07081

Health
Grade 1

Curriculum Guide

2022

This curriculum may be modified through varying materials, techniques, and strategies as per an individual student's IEP.

*Springfield Board of Education
Approved July 25, 2022*

Springfield Public Schools
Springfield, New Jersey

Rachel Goldberg
Superintendent of Schools

Erica Scudero
Assistant Superintendent

Curriculum Developed By:

Michael Plias ~ Principal Edward V. Walton School

Lance Jacobs ~ Supervisor of Athletics/HPE

James Cariello/Marissa Dusheck~ Health and Physical Education Teachers

*Springfield Board of Education
PO Box 210
Springfield, New Jersey 07081*

"Cultivating compassionate and extraordinary learners"

Rachel Goldberg
Superintendent of Schools
(973) 376-1025

Michelle Calas
School Business Administrator/
Board Secretary
(973) 376-1025

Resolution: School Government
Introduced By: Mr. Miller
Seconded By: Mrs. Gamarekian
Adopted: July 25, 2022

Curriculum Adoption

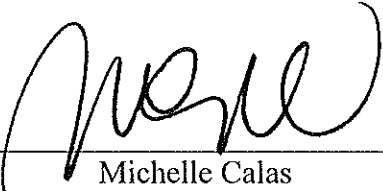
To adopt the following curriculum and courses for the 2022-2023 school year:

- Revised Comprehensive Health and Physical Education *due to new standards in CH/PE (Separate Roll Call Vote)*
 - K-12 Comprehensive Health
 - K-12 Physical Education

I, Michelle Calas, School Business Administrator/Board Secretary of the Springfield Board of Education, hereby certify that the extract from the minutes of a meeting of the Board of Education duly called and held on July 25, 2022 has been compared by me with the original minute book of said Board of Education, and is a true, complete and exact copy therefor, as far as the same relates to the subject matter referred to said contract.

IN WITNESS THEREOF, I have hereunto set my hand and seal of the Springfield Board of Education, this 26th of July 2022.

SEAL



Michelle Calas
School Business Administrator/Board Secretary

Unit Overview Template

Content Area:	Health	Grade Level:	1	Unit Title:	Character
Unit Summary: In this unit, the students will express needs, wants, and emotions in appropriate ways. They will also discuss ways to demonstrate respectful communication and getting along with others.					
Primary Interdisciplinary Connections: Writing, Character Education					
21st Century Themes ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ ICT Literacy ☐ Information Literacy ☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy					
Unit Rationale: First grade students need to learn about character and how to express their feelings in appropriate ways.					

Learning Targets

Standards:	2.1 Personal and Mental Health 8.2 Design Thinking 9.1 Personal Financial Literacy 9.4 Life Literacies and Key Skills
Core Idea:	
Emotional Health:	2.1.2.EH- Many factors influence how we think about ourselves and others.
Social and Sexual Health:	2.1.2.SSH Communication is the basis for strengthening relationships and resolving conflict between people.
Interactions of Technology and Human:	8.2.2.ITH Human needs and desires determine which new tools are developed.
Civic Responsibility:	9.1.2.CR- There are actions an individual can take to help make this world a better place.
Creativity and Innovation:	9.4.2.CI- Brainstorming can create new, innovative ideas.
Digital Citizenship:	9.4.2.DC- Individuals should practice safe behaviors when using the Internet. 9.4.2.DC- An individual's digital footprint reflects the various actions an individual makes online, both positive and negative.
CPI#:	Performance Expectations:

SPRINGFIELD PUBLIC SCHOOLS

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

2.1.2.EH.1	Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others.
2.1.2.EH.2	Identify what it means to be responsible and list personal responsibilities.
2.1.2.EH.3	Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs).
2.1.2.SSH.1	Discuss how individuals make their own choices about how to express themselves.
8.2.2.ITH.5	Design a solution to a problem affecting the community in a collaborative team and explain the intended impact of the solution.
9.1.2.CR.1	Recognize ways to volunteer in the classroom, school and community.
9.4.2.CI.1	Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
9.4.2.DC.6:	Identify respectful and responsible ways to communicate in digital environments.
SEL.PK-12.3.1	Recognize and identify the thoughts, feelings, and perspectives of others.
SEL.PK-12.4.2	Identify the consequences associated with one's actions in order to make constructive choices.
SEL.PK-12.5.2	Utilize positive communication and social skills to interact effectively with others.

Unit Essential Questions:

- What is the meaning of character?
- What are character traits?
- How can being responsible enhance my personal health and develop positive relationships?
- How can self-control skills help me to develop a healthy lifestyle?

Unit Enduring Understandings:

- Mental and emotional health affects a person's physical health and overall well being.
- Assertive communication skills enhance health by avoiding and/or reducing health risks.

Unit Learning Targets:

Students will....

- Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others.
- Discuss various character traits.
- Identify what it means to be responsible and list personal responsibilities.
- Demonstrate self-control in a variety of settings.
- Discuss how individuals make their own choices about how to express themselves

SPRINGFIELD PUBLIC SCHOOLS

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Evidence of Learning

Summative Assessment: 1 day

Equipment Needed: Supply buckets, Resource Table, Self-assessment Bins, Recess Runners Buckets Harcourt Health Grade 1 Book, Writing Prompts, Feelings Words, Word Assessment Page, Ursula Unwinds Her Anger storybook, Ursula Activity page

Teacher Resources: Harcourt Health Grade 1 Teacher's Manual

Formative Assessments:

- Observations
- Question and Response
- Student Discussion
- Writing Samples
- Feelings Assessment Page
- Ursula Activity Page

SPRINGFIELD PUBLIC SCHOOLS

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Lesson Plans

Lesson	Time Frame
Lesson 1 Intro to Health	40 minutes/ 1 day
Lesson 2 Identifying Feelings	40 minutes/ 1 day
Lesson 3 Anger	40 minutes/ 1 day

Teacher Notes:

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

IDE 21st Century Ideologies

Lesson Plan 1 Template

Content Area: Health Lesson Title: Welcome Back, What is Character Time Frame: 40 minutes/ 1 day

Lesson Components

21st Century Themes

☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

☐ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections:

Writing, Character Education

Integration of Technology:

projector, laptop, speakers

Equipment Needed:

supply buckets, resource table, self-assessment bins

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify their seating placements and table caddy colors by moving to those seats. - Explain various classroom procedures in Health including how they can earn special rewards for working hard and good behavior by telling someone in class. - Identify different qualities about a friend in class while reading their partners All About Me poster.	Lesson Sequence Welcome Back - Seating - Fire Drills/LockDown - Bathroom procedures - Explain to students that when they come in they should always have a seat quietly and look at the objective. - Objective Board: Show the children where the objective board is and what its purpose is. - Pencils/Buckets: If your pencil breaks you can switch it out for a new one over by the table where the phone is.	- Discussion - Question and Response

SPRINGFIELD PUBLIC SCHOOLS

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

	Please make sure buckets are neat and clean. We will put them away when class is over. 7. When I am Done Checklist.....Teacher's Helper 1. Check your work 2. Paper in the bin 3. Clean and Organize your table and bucket. 4. Help a friend. 5. Choose a Health Worksheet, or Health Game to use. 8. Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others. 9. Resource Table: Students can find materials to help them with various projects and activities throughout the year. 10. If time, students will finish their ALL ABOUT ME poster 11. Clean-up/Closure: Have students clean up.	
--	--	--

Differentiation:

AL: Students who were at Walton last year will be able to help those students who were not by introducing them to our class rules. These students can also volunteer information about the programs.

BL: Students who are unsure of the rules in health or any of the other programs discussed can ask the above level students for help.

Resources Provided:

- IDE 21st Century Classroom Techniques

Lesson Plan 2 Template

Content Area: Health Lesson Title: Identifying Responsibility Time Frame: 40 minutes/ 1 day

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections:

Writing, Language Arts

Integration of Technology:

laptop, elmo, projector

Equipment Needed:

Feelings assessment, supply buckets

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: Identify various character traits.	Lesson Sequence Sit at your tables. Talk to your table about a feeling you like and a feeling that you dislike. - Have students name the feelings they talked about. - Talk about character traits, which are all the aspects of a person's behavior and attitudes that make up that person's personality. (i.e. funny, artistic,	Feelings Assessment

SPRINGFIELD PUBLIC SCHOOLS

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

adventurous, nosey,
nice, friendly,
cheerful)

3. Character Words WS

4. Clean-Up/Closure:
Clean up buckets,
collection of work.

Differentiation:

AL: These students will read the scoot cards out loud to students.

BL: These students will work with a partner.

Resources Provided:

- Harcourt Health Grade 1 Teacher's Manual

Lesson Plan 3 Template		
Content Area: Health	Lesson Title: Choices	Time Frame: 40 minutes/ 1 day
Lesson Components		
<u>21st Century Themes</u> ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy ☐ Civic Literacy ☒ Health Literacy		
<u>21st Century Skills</u> ☐ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ Information Literacy ☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy		
Interdisciplinary Connections: Character Education, Language Arts		
Integration of Technology: laptop, projector, elmo		
Equipment Needed: Ursula Unwinds Her Anger storybook, Ursula Assessment		

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Demonstrate self-control in a variety of settings • Describe ways to build and maintain friendships. • Demonstrate respectful communication. • Discuss how individuals make their own choices about how to express themselves.	Lesson Sequence 1. Ask students if they know how many choices they make? 2. Explain that they make thousands of choices a day and some choices have consequences. 3. Watch the Sesame Street Respect video. 4. How was respect shown? 5. How can you handle your choices in a positive way? 6. Have students create a good character cartoon.	• Choices Assessment
Differentiation:		

SPRINGFIELD PUBLIC SCHOOLS

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

AL: These students will help the teacher explain various vocabulary terms to better assist in student understanding.

BL: These students will be able to work with a partner to complete health related activities.

Resources Provided:

- Harcourt Health Grade 1 Teacher's Manual

Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	X		
Allow for student choice	X		
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives	X		
Integrate 21st century skills	X		
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	X		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills		X	
Are varied to address different student learning styles and preferences	X		
Are differentiated based on student needs	X		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	X		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self- assessment	X		
Provide data to inform and adjust instruction to better meet the varying needs of learners	X		

Curriculum Design Template

Content Area: Health	Grade Level: 1	Unit Title: I Have Feelings
Created: February 2022	Board Approved on: Type Here	

Unit Overview Template

Content Area:	Health	Grade Level:	1	Unit Title:	Safety
Unit Summary: Students will identify and practice safety rules in various environments. They should also be able to explain what to do in an emergency as well as how to use sports equipment safely.					
Primary Interdisciplinary Connections: Science					
21st Century Themes ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ ICT Literacy ☐ Information Literacy ☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy					
Unit Rationale: First grade students can get hurt easily. Therefore, it is important for them to identify and practice safety rules at home, in school, in cars, on buses, in water and on bikes.					

Learning Targets

Standards: 2.1 Personal and Mental Health 2.3 Safety 9.1 Personal Financial Literacy 9.4 Life Literacies and Key Skills	
Statutes: Accident and Fire Prevention N.J.S.A. 18A:6-2	
Core Idea:	
Community Health Service and Support:	2.1.2.CHSS- People in the community work to keep us safe.
Personal Safety:	2.3.2.PS- Potential hazards exist in personal space, in the school, in the community, and globally.
Critical Thinking and Problem Solving:	9.4.2.CT- Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem.
Digital Citizenship:	9.4.2.DC- Individuals should practice safe behaviors when using the Internet. 9.4.2.DC- An individual's digital footprint reflects the various actions an individual makes online, both positive and negative.
CPI#:	Performance Expectations:
2.1.2.CHSS.3	Demonstrate how to dial and text 911 in case of an emergency.
2.3.2.PS.2	Discuss healthy and safe choices both indoors and outdoors (e.g., using equipment, wearing bike helmets, vehicle, water, weather safety).
2.3.2.PS.3	Recognize and demonstrate safety strategies to prevent injuries at home, school, in the community (e.g., traffic safety, bicycle/scooter safety, fire safety, poison safety, accident prevention).
9.4.2.CT.3	Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
9.4.2.DC.4	Compare information that should be kept private to information that might be made public.

SEL.PK-12. 4.3	Evaluate personal, ethical, safety, and civic impact of decisions.
SEL.PK-12. 5.5	Identify who, when, where, or how to seek help for oneself or others when needed.
Unit Essential Questions: • What can I do to avoid or reduce health risks? • What do I need to know to make good decisions and stay healthy? • How and where can I seek help?	
Unit Enduring Understandings: • Recognizing risk factors and applying risk reducing strategies can prevent health consequences.	
Unit Learning Targets: Students will.... • Demonstrate how to dial 9-1-1. • Identify ways to stay safe at home. • Identify ways to stay safe at school. • Recognize when something is an emergency and what should be done. • Identify ways to stay safe in a bus, in a car, and on a bicycle. • Describe ways to care for your skin in the sun. • Identify ways to stay safe in the water. • Recognize stranger danger.	

SPRINGFIELD PUBLIC SCHOOLS

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Evidence of Learning

Summative Assessment: 1 day

Equipment Needed: BrainPop Jr., Harcourt Grade 1 Health Book, Sun and Safety Assessment page, Car, Bus, and Bike Safety Assessment page, safety town videos, vehicle safety handout

Teacher Resources: Harcourt Health Grade 1 Teacher's Manual

Formative Assessments:

- Student Discussion
- Question and Response
- Think Pair Share
- Make It Safe Assessment Page
- Car, Bus, and Bike Safety Assessment Page
- Water and Sun Safety Scene

SPRINGFIELD PUBLIC SCHOOLS**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS****Lesson Plans**

Lesson	Time Frame
Lesson 1 Staying Safe at Home and School	40 minutes/ 1 day
Lesson 2 Car, Bicycle, and Bus Safety	40 minutes/ 1 day
Lesson 3 Water and Sun Safety	40 minutes/ 1 day

Teacher Notes:

Have students complete unfinished work at home and return.

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

brainpopjr.com

Harcourt Health Grade 1 Teacher's Manual

youtube.com

Lesson Plan 1 Template

Content Area: Health Lesson Title: Staying Safe at Home and School Time Frame: 40 minutes/ 1 day

Lesson Components

21st Century Themes

☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy **X** Health Literacy

21st Century Skills

☐ Creativity and Innovation **X** Critical Thinking and Problem Solving ☐ Information Literacy
X Life and Career Skills **X** Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections:

Science, Writing, Language Arts

Integration of Technology:

projector, laptop, brainpopjr.com

Equipment Needed:

make it safe assessment page, grade 1 health book, safe and unsafe clip art

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify ways to stay safe at home. - Identify ways to stay safe at school. - Recognize in an emergency what should be done.	Lesson Sequence - At each desk, students will have a page with pictures. Students are to cut out each picture. Make two piles. Sort them into things that are safe and things that are not safe. - How can we make them safer? - Discuss each picture and why they chose to put them in each pile. - Read from pages 106-109 in Grade 1 Health Book. - Discuss that children might dare them to do	Make It Safe Assessment Page

SPRINGFIELD PUBLIC SCHOOLS

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

	things that they know are wrong. Be a leader and tell them, "No." 6. Assessment: Students will take their cut-out pictures and glue them onto a paper. 7. If it is safe, write "safe" in the box next to it. If it is unsafe, draw or write the way to make this picture safer.	
Differentiation: AL: Above level students can write sentences. BL: Below level students can label and attempt sentences. Teacher will take dictation as needed.		
Resources Provided: • Harcourt Health Grade 1 Book • Safe and Unsafe Clip Art		

Lesson Plan 2 Template			
Content Area: Health	Lesson Title: Car Bus and Bike Safety	Time Frame: 40 minutes/ 1 day	
Lesson Components			
<u>21st Century Themes</u> ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy ☐ Civic Literacy ☒ Health Literacy			
<u>21st Century Skills</u> ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy ☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy			
Interdisciplinary Connections: Science, Writing, Language Arts			
Integration of Technology: laptop, projector, elmo			
Equipment Needed: Harcourt Health Grade 1 Book, Bus, Car, and Bike Safety Assessment Page			

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: Identify ways to stay safe in a car, bus, or on a bicycle.	Lesson Sequence - Students will observe a few volunteers getting into a car and getting back out. What did they do in a safe way? (4 chairs will be set up like a car. Tie jump ropes to each chair to simulate a seatbelt. - Engage students in discussion. Ask the children if safety rules would be the same in a bus. Yes, the driver should not be disturbed. Stay in the seat belt, etc.	Bus, Car and Bike Safety Assessment Page

SPRINGFIELD PUBLIC SCHOOLS

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

- | | | |
|--|--|--|
| | <ol style="list-style-type: none">3. Read from health text, pages 110-113.4. What is another way we can get to school?5. On a bicycle. Do we follow the same safety rules on a bike? No.6. What is different?7. Activity/Assessment: Bus, Bike and Car Safety Assessment | |
|--|--|--|

Differentiation:

AL: These students will work together with BL students.

BL: These students can partner with an AL student.

Resources Provided:

- Harcourt Health Grade 1 Book

Lesson Plan 3 Template			
Content Area: Health	Lesson Title: Water and Sun Safety	Time Frame: 40 minutes/ 1 day	
Lesson Components			
<u>21st Century Themes</u> ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy ☐ Civic Literacy ☒ Health Literacy			
<u>21st Century Skills</u> ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy ☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy			
Interdisciplinary Connections: Science, Writing, Language Arts			
Integration of Technology: laptop, elmo, projector, youtube.com			
Equipment Needed: Sun and Water Safety Assessment Poster			

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Describe ways to care for your skin in the sun. - Identify ways to stay safe in the water.	Lesson Sequence - Do Now Despicable Me: Water Safety: youtube video - Discuss and make a Sun Safety list and a Water Safety list. - Play Sun Safety for Kids Part 2 Youtube video - Activity/Assessment: Students will make a sun and water safety scene. They will dress a boy or girl in an appropriate way in the sun as well as create a background with water (ocean, pool, lake).	Sun and Water Safety Assessment

SPRINGFIELD PUBLIC SCHOOLS

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

- | | | |
|--|--|--|
| | 5. They will also have to make a sign with water safety rules. | |
|--|--|--|

Differentiation:

AL: Above level students can write a story about their scene or make at least 5 safety rules on their poster.

BL: Below level students will have at least 2 sun safety rules and 2 water safety rules.

Resources Provided:

- Harcourt Health Grade 1 Book

Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	X		
Allow for student choice	X		
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives	X		
Integrate 21st century skills	X		
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	X		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills		X	
Are varied to address different student learning styles and preferences	X		
Are differentiated based on student needs	X		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	X		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self- assessment	X		
Provide data to inform and adjust instruction to better meet the varying needs of learners	X		

Curriculum Design Template

Content Area: Health	Grade Level: 1	Unit Title: Safety
Created: February 2022	Board Approved on: Type Here	

Unit Overview Template

Content Area: Health **Grade Level:** 1 **Unit Title:** Our Bodies

Unit Summary: In this unit children will use correct terminology to identify body parts and explain how bodies work together to stay healthy.

Primary Interdisciplinary Connections: Science, Anatomy, Language Arts/Writing

21st Century Themes ☐ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ ICT Literacy
☐ Information Literacy **X** Life and Career Skills **X** Communication and Collaboration ☐ Media Literacy

Unit Rationale: Students in grade 1 should learn about how their bodies work so they can stay healthy for a lifetime.

Learning Targets

Standards: 2.1 Personal and Mental Health
8.2 Design Thinking

Core Idea:

Personal Growth and Development: **2.1.2.PGD-** Personal hygiene and self-help skills promote healthy habits.

Interaction of Technology and Humans: **8.2.2.ITH-** Various tools can improve daily tasks and quality of life.

CPI#:	Performance Expectations:
--------------	----------------------------------

2.1.2.PGD.4	Use correct terminology to identify body parts and explain how body parts work together to support wellness.
-------------	--

8.2.2.ITH.3	Identify how technology impacts or improves life.
-------------	---

Unit Essential Questions:

- How do our body parts work together to keep us healthy?
- Why do we need to know about our organs?
- What are the names of various body parts?

Unit Enduring Understandings:

- Personal choices impact health.

Unit Learning Targets:

Students will....

- Identify various organs and their purpose.
- Identify body parts and explain how they work together to support wellness.

Evidence of Learning

Summative Assessment: 1 day

Equipment Needed: Harcourt Health Book Grade 1, brainpopjr.com, pictures of various organs, organ puzzles, stomach worksheet, brain worksheet, heart worksheet, lungs worksheet

Teacher Resources: Harcourt Health Grade 1 Teacher's Manual, organs Powerpoint

Formative Assessments:

- Teacher Observation
- Question and Response
- Think Pair Share
- Parts of My Body on the Inside assessment page
- Organ Word Box assessment page
- Life Size Organ Body

SPRINGFIELD PUBLIC SCHOOLS**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS****Lesson Plans**

Lesson	Time Frame
Lesson 1 Organs	40 minutes/ 1 day
Lesson 2 Organ Bodies	40 minutes/ 1 day
Lesson 3 Organ Bodies (cont.)	40 minutes/ 1 day

Teacher Notes:

Have students cut out pictures of organs before coloring them.

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

<http://sciencelinks.com/interactives/systems.html>

sheppardssoftware.com

Lesson Plan 1 Template

Content Area: Health Lesson Title: Organs Time Frame: 40 minutes/ 1 day

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections:

Science, Language Arts, Writing

Integration of Technology:

laptop, elmo, projector, sheppard software.com, scienceinteractivelink.com

Equipment Needed:

Me and My Amazing body storybook, assessment page

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: Identify various organs and their purpose.	Lesson Sequence - What did we learn about in the story? What are these things called inside our bodies? ORGAN - Have students recall the organs that they learned about in the book and make a list on the board. See if they remember what each organ does. - Brain-think, heart-heart-pumps blood, lungs-breathing, bones-protections, muscles-movement, stomach-digestion, small	Organ Assessment Page (Cut out pictures of organs and glue them in place).

SPRINGFIELD PUBLIC SCHOOLS

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

	and large intestines-digestions 4. Give each group a picture of a laminated organ. 5. Ask the students to place the organs in the correct places. 6. When completed, have the students walk to each table and check if they placed the organs in the correct places. 7. Complete the Assessment Worksheet (Cut out the pictures of organs and glue them in the correct place).	
--	---	--

Differentiation:

AL: These students will write sentences telling what each organ's job is.

BL: These students will use resources to guide them through the assessment.

Resources Provided:

- Harcourt Health Grade 1 Teacher's Manual

Lesson Plan 2 Template		
Content Area: Health	Lesson Title: Organ Bodies	Time Frame: 40 minutes/ 1 day
Lesson Components		
<u>21st Century Themes</u> ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy ☐ Civic Literacy X Health Literacy		
<u>21st Century Skills</u> ☐ Creativity and Innovation X Critical Thinking and Problem Solving ☐ Information Literacy ☐ Life and Career Skills X Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy		
Interdisciplinary Connections: Science, Language Arts, Writing		
Integration of Technology: laptop, projector, elmo		
Equipment Needed: large blank organ body, uncolored pictures of various organs, organ word box assessment page		

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: Identify various organs and where they belong inside of the human body.	Lesson Sequence - Sit at your tables and make a list of all the organs we talked about last week. What do they do? Where are they inside of us? - Each group will get a large piece of paper. One child will lay on the paper and the group will trace them. - Then, the group will cut out the various organs and color them.	Organ Word Box Assessment Page

SPRINGFIELD PUBLIC SCHOOLS

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

- | | | |
|--|---|--|
| | 4. Glue the organs on the large body in the correct places. | |
|--|---|--|

Differentiation:

Students will be in mixed groups of ability levels.

Resources Provided:

- Harcourt Health Grade 1 Teacher's Manual

Lesson Plan 3 Template

Content Area: Health Lesson Title: Main Organs Time Frame: 40 minutes/ 1 day

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy **X** Health Literacy

21st Century Skills

- ☐ Creativity and Innovation **X** Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills **X** Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections:

Science

Integration of Technology:

projector, laptop, worksheet

Equipment Needed:

organs powerpoint, organs assessment

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Describe why your heart is such an important organ. - List ways to keep your heart healthy. - Identify the people that can help keep our organs strong.	Lesson Sequence - Listen to the song. What is this song about? - Organs - Think about when you were born, were your organs the same size? - Have the children list/discuss the different ways to keep your organs healthy. - Activity: Organ Book - Color and write a sentence about each main organ.	Organ Worksheet
Differentiation:		

AL: Can write 2 or more sentences.

BL: A sentence will be started for them and they will finish it.

Resources Provided:

- Harcourt Health Grade 1 Teacher's Manual
- Organs Powerpoint

Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	X		
Allow for student choice	X		
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives		X	
Integrate 21st century skills		X	
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	X		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	X		
Are varied to address different student learning styles and preferences	X		
Are differentiated based on student needs	X		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	X		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self- assessment	X		
Provide data to inform and adjust instruction to better meet the varying needs of learners	X		

Curriculum Design Template

Content Area: Health	Grade Level: 1	Unit Title: Our Bodies
Created: February 2022	Board Approved on:	Type Here

Unit Overview Template

Content Area: Health **Grade Level:** 1 **Unit Title:** You Are Growing and Changing

Unit Summary: In this unit children will learn about various organs inside their bodies and their functions. They will also learn what The Human Life Cycle is and why it is important.

Primary Interdisciplinary Connections: Science, Anatomy, Language Arts/Writing

21st Century Themes ☐ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ ICT Literacy
☐ Information Literacy ☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy

Unit Rationale: Students in grade 1 should learn about how their inside organs work so they can stay healthy for a lifetime.

Learning Targets

Standards: 2.1 Personal and Mental Health
8.2 Design Thinking

Core Idea:

Pregnancy and Parenting: **2.1.2.PP-** All living things may have the capacity to reproduce.

2.1.2.EH- Many factors influence how we think about ourselves and others.

CPI#:	Performance Expectations:
2.1.2.PP.1	Define reproduction.
2.1.2.PP.2	Explain the ways in which parents may care for their offspring (e.g., animals, people, fish).
SEL.PK-12.3.2	Demonstrate and awareness of the differences among individuals, groups, and others' cultural backgrounds.

Unit Essential Questions:

- What can I do to avoid or reduce health risks?
- Why do we need to know how we grow and change?
- What can I do to avoid or reduce health risks?
- What do I need to know to make good decisions and stay healthy?

Unit Enduring Understandings:

- Personal choices impact health.

Unit Learning Targets:

Students will....

- Identify various organs and their purpose.
- Describe ways that people grow and change.
- List the Life Cycle steps in order.
- Identify the people that are in The Life Cycle and why it is important.

Evidence of Learning

Summative Assessment: 1 day

Equipment Needed: Harcourt Health Book Grade 1, Parts of My Body on the Inside assessment page, Me and My Amazing Body Book, pictures of organs, Mimio, large paper, Organ Word Box page, Life Cycle Pictures, Life Cycle Booklet, Life Cycle puzzles, Life Cycle game

Teacher Resources: Harcourt Health Grade 1 Teacher's Manual, Life Cycle Powerpoint

Formative Assessments:

- Teacher Observation
- Question and Response
- Think Pair Share
- Parts of My Body on the Inside assessment page
- Organ Word Box assessment page
- Life Cycle Booklet
- Life Size Organ Body

SPRINGFIELD PUBLIC SCHOOLS**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS****Lesson Plans**

Lesson	Time Frame
Lesson 1 Organs	40 minutes/ 1 day
Lesson 2 Organ Bodies	40 minutes/ 1 day
Lesson 3 Life Cycle	40 minutes/ 1 day
Teacher Notes: Have students cut out pictures of organs before coloring them.	
Curriculum Development Resources/Technology Resources: Click the links below to access additional resources used to design this unit: http://sciencelinks.com/interactives/systems.html sheppardssoftware.com	

Lesson Plan 1 Template

Content Area: Health Lesson Title: Parental Care Time Frame: 40 minutes/ 1 day

Lesson Components

21st Century Themes

☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy **X** Health Literacy

21st Century Skills

☐ Creativity and Innovation **X** Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills **X** Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections:

Science, Language Arts, Writing

Integration of Technology:

laptop, projector, sheppard software.com, scienceinteractivelink.com Parents book

Equipment Needed:

laptop, projector, worksheets

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: Identify various parents and their relationship to you.	Lesson Sequence - How did you arrive in this world? Parents - What was the book about? - Mom, dad, step dad, step mom, grand parents, brothers, sisters, step brothers, step sisters - Give each group a picture of a laminated family. - Ask the students to place the family in the correct order. - Complete the Assessment Worksheet (Cut out the pictures of family	List ways your parents take care of you

SPRINGFIELD PUBLIC SCHOOLS

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

- | | | |
|--|--|--|
| | members and glue them in the correct order).
14. When completed, have the students walk to each table and check if they placed the family in the correct order. | |
|--|--|--|

Differentiation:

AL: These students will write sentences telling what each parent's job is.

BL: These students will use resources to guide them through the assessment.

Resources Provided:

- Harcourt Health Grade 1 Teacher's Manual

Lesson Plan 2 Template		
Content Area: Health	Lesson Title: Living Things	Time Frame: 40 minutes/ 1 day
Lesson Components		
<u>21st Century Themes</u> ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy ☐ Civic Literacy ☒ Health Literacy		
<u>21st Century Skills</u> ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy ☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy		
Interdisciplinary Connections: Science, Language Arts, Writing		
Integration of Technology: laptop, projector		
Equipment Needed: heart picture page, stethoscope		

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: Identify that all living things have parents.	Lesson Sequence - Review how your parents take care of you? - Ask students if their heart grows and changes? How does your heart grow and change? - Explain that most living things have a heart. Explain what your pulse is. - Have students look for their pulse. Discuss where you can find the pulse. Have students check their pulse again after 30 seconds of	Collection of their heart picture

SPRINGFIELD PUBLIC SCHOOLS

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

	running in place. What is different? 9. Students will watch a brainpop jr about the heart. 10. Students will get a worksheet with a picture of the heart. They will need to listen to their hearts at rest and after exercise using stethoscopes and answer some questions about how their heart grows and changes.	
Differentiation: Students will be in mixed groups of ability levels.		
Resources Provided: • Harcourt Health Grade 1 Teacher's Manual		

Lesson Plan 3 Template

Content Area: Health Lesson Title: The Human Life Cycle Time Frame: 40 minutes/ 1 day

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy **X** Health Literacy

21st Century Skills

- ☐ Creativity and Innovation **X** Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills **X** Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections:

Science

Integration of Technology:

projector, laptop, elmo

Equipment Needed:

life cycle powerpoint, life cycle assessment

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Describe ways that people grow and change. - List the Life Cycle steps in order. - Identify the people that are in The Life Cycle and why it is important.	Lesson Sequence - Listen to the song. What is this song about? - Growing and Changing - Think about when you were born, what did you look like? What were you able to do? - Have the children list/discuss the different phases of the life cycle of a male and female. - Are we different if we are a boy or girl? What is different? - Activity: Life Cycle Book	Life Cycle Booklet

SPRINGFIELD PUBLIC SCHOOLS

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

	13. Color and write a sentence about each phase of the life cycle.	
--	--	--

Differentiation:

AL: Can write 2 or more sentences.

BL: A sentence will be started for them and they will finish it.

Resources Provided:

- Harcourt Health Grade 1 Teacher's Manual
- Life Cycle Powerpoint

Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	X		
Allow for student choice	X		
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives		X	
Integrate 21st century skills		X	
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	X		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	X		
Are varied to address different student learning styles and preferences	X		
Are differentiated based on student needs	X		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	X		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self- assessment	X		
Provide data to inform and adjust instruction to better meet the varying needs of learners	X		

Curriculum Design Template

Content Area: Health	Grade Level: 1	Unit Title: Your Are Growing and Changing
Created: February 2022	Board Approved on:	Type Here

Unit Overview Template

Content Area: Health **Grade Level:** Grade 1 **Unit Title:** Taking Care of Your Body

Unit Summary: In this unit children will identify ways to take care of their bodies through proper hygiene, nutrition, exercise and sleep.

Primary Interdisciplinary Connections: Language Arts/, Science

21st Century Themes ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ ICT Literacy
☐ Information Literacy ☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy

Unit Rationale: First grade students should learn how to take care of their bodies because it is helpful for their overall wellness.

Learning Targets

Standards: 2.1 Personal and Mental Health
 2.3 Safety
 8.1 Computer Science

Core Idea:

Personal Growth and Development: **2.1.2.PGD-** Personal hygiene and self-help skills promote healthy habits.

Health Conditions, Diseases, and Medicines: **2.3.2.HCDM-** People need food, water, air, waste removal, and a particular range of temperatures in their environment to stay healthy.

Algorithms and Programing: **8.1.2.AP-** Complex tasks can be broken down into simpler instructions, some of which can be broken down even further.

CPI#:	Performance Expectations:
2.1.2.PGD.2	Develop an awareness of healthy habits (e.g., wash hands, cough in arm, brush teeth).
2.3.2.HCD M.2	Demonstrate personal hygiene and the use of necessary and appropriate health-enhancing behaviors that can keep a person healthy (e.g., precautions to avoid illnesses, handle food hygienically, brush teeth, regular physical activity, adequate sleep, appropriate dress for various weather conditions).
8.1.2.AP.4	Break down a task into a sequence of steps.

Unit Essential Questions:

- What do I need to know to stay healthy and make good health decisions?
- How can goal setting enhance and improve health?

Unit Enduring Understandings:

- Personal choices impact health.

Unit Learning Targets:

Students will....

- Describe steps to control how germs are spread.
- List ways to stay clean.
- Identify various health-care products.
- Explain why it is important to get enough sleep.
- Identify the 4 needs to have a healthy body i.e. sleep, exercise, nutrition, hygiene.
- Describe ways to care for your teeth and understand that we have 20 teeth as a child and 32 as an adult.

Evidence of Learning

Summative Assessment: 1 day

Equipment Needed: Harcourt Health Grade 1 Book, Big Smelly Bear Book, Which Pictures Are Healthy assessment page, Healthful Helpers page, 4 needs cards, Vocabulary assessment page, Facts About Teeth assessment page, Exit Tickets, Marshmallows, Mouth Diagram

Teacher Resources: Harcourt Health Grade 1 Teacher's Manual

Formative Assessments:

- Collection of Student Work
- Teacher Observation
- Student Discussion
- Vocabulary Assessment Page
- What is Healthy? Assessment Page
- Facts About Teeth Assessment Page

SPRINGFIELD PUBLIC SCHOOLSENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS**Lesson Plans**

Lesson	Time Frame
Lesson 1 Hygiene	40 minutes/ 1 day
Lesson 2 Our 4 Needs	40 minutes/ 1 day
Lesson 3 Caring for Our Teeth	40 minutes/ 1 day
Teacher Notes: Have students cut out pictures first before coloring.	
Curriculum Development Resources/Technology Resources: <i>Click the links below to access additional resources used to design this unit:</i> Harcourt Health Grade 1 Teacher's Manual	

Lesson Plan 1 Template

Content Area: Health Lesson Title: Hygiene Time Frame: 40 minutes/ 1 day

Lesson Components

21st Century Themes

☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections:

Science, Language Arts

Integration of Technology:

elmo, projector, laptop

Equipment Needed:

healthful helpers ws, healthful helpers poems, Big Smelly Bear storybook, what is healthy? assessment page

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Describe steps to control how germs are spread. - List ways to stay clean. - Identify various health-care products.	Lesson Sequence - Color the pictures of the healthful helpers on your desk. Cut out each picture along the black lines. - Ask the children to describe what is in each picture and tell when and why we use them. They can talk with their group. - Introduce the word hygiene to the children. What does this word mean? What are some items that help us have good hygiene or things we can do?	What is Healthy? Assessment page

SPRINGFIELD PUBLIC SCHOOLS

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

- | | | |
|--|--|--|
| | <ol style="list-style-type: none">4. The teacher will read a short poem about one of the healthful helpers.5. The children will hold up the picture that fits in with the words of the poem.6. Story about hygiene: Big Smelly Bear.7. Write about something you do that shows good hygiene.8. What is Healthy | |
|--|--|--|
- Assessment Page

Differentiation:

AL: These students will help the teacher explain various vocabulary terms to better assist in student understanding.

BL: These students will be able to work with a partner to complete health related activities.

Resources Provided:

- Harcourt Health Grade 1 Teacher's Manual

Lesson Plan 2 Template

Content Area: Health Lesson Title: Our 4 Needs Time Frame: 40 minutes. 1 day

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections:

Science

Integration of Technology:

YouTube video - Why Do We Sleep, laptop, elmo, projector

Equipment Needed:

exit ticket, exercise, sleep, nutrition, hygiene cards, 4 needs picture cards

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Explain why it is important to get enough sleep. - Identify the 4 needs to have a healthy body i.e. sleep, exercise, nutrition, hygiene.	Lesson Sequence - Have students discuss and list these items on the board. - Place a card with the word hygiene, sleep, nutrition, and exercise on a table. Have students explain and give examples of each need. - Students will get picture cards. They will place the cards with the correct need. - Have students sit in a circle on the rug and sing Healthy Needs Song. Just	Exit Ticket What are the 4 basic needs?

SPRINGFIELD PUBLIC SCHOOLS

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

	Justin won't you tell a good health habit that keeps you well. 5. Assessment Ticket out the door or 4 basic needs.	
Differentiation: AL: These students will help the teacher explain various vocabulary terms to better assist in student understanding. BL: These students will be able to work with a partner to complete health related activities.		
Resources Provided: • Harcourt Health Grade 1 Teacher's Manual		

Lesson Plan 3 Template

Content Area: Health Lesson Title: Caring for Our Teeth Time Frame: 40 minutes/ 1 day

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections:

Science, Language Arts, Writing

Integration of Technology:

laptop, projector, elmo

Equipment Needed:

marshmallows, grade 1 health book, mouth diagram, fill in the blank assessment

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: Describe ways to care for your teeth and understand that we have 20 teeth as a child and 32 as an adult	Lesson Sequence What part of our body do we need to clean two times a day? Tell someone next to you. - Read from pages 46 and 47. - Discuss with the children that we have two sets of teeth in a lifetime. Our primary teeth and permanent teeth. You have 20 primary teeth and 32 permanent teeth.	Our Teeth - fill in the blank assessment

3. Have the children sit with a partner. Take turns looking in each other's mouth and count each other's teeth. Why may someone have less teeth?
4. What jobs do our teeth have? biting and chewing
5. The children will be creating their own tooth model.
6. Each child will get a square of manilla paper and a picture of the inside of the mouth. The children will glue the mouth onto the manilla paper and then cut it out.
7. Since we are making a child's mouth, how many marshmallow teeth do we need to get? They should say 20. If we are making an adult mouth, how many would we need? 32
8. Have the children pick out 20 marshmallows and use a dot of glue to glue each marshmallow on.
9. Fill in the blank Assessment

Differentiation:

AL: These students can write sentences telling how to care for their teeth.

BL: These students can work with a partner.

Resources Provided:

- Harcourt Health Grade 1 Teacher's Manual

Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	X		
Allow for student choice	X		
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives		X	
Integrate 21st century skills		X	
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	X		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	X		
Are varied to address different student learning styles and preferences	X		
Are differentiated based on student needs	X		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	X		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self- assessment	X		
Provide data to inform and adjust instruction to better meet the varying needs of learners	X		

Curriculum Design Template

Content Area: Health	Grade Level: 1	Unit Title: Taking Care of Your Body
Created: February 2022	Board Approved on: Type Here	

Unit Overview Template

Content Area:	Health	Grade Level:	1	Unit Title:	Wellness
Unit Summary: The students will be able to identify common illnesses and discuss their symptoms. They will also be able to name types of germs that cause illness. They will need to describe ways to prevent illnesses and explain common practices that can control the ways germs can spread.					
Primary Interdisciplinary Connections: Science, Writing, Language Arts					
21st Century Themes ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ ICT Literacy ☐ Information Literacy ☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy					
Unit Rationale: First grade students are at an age where proper hygiene needs to be reinforced constantly to keep germs from spreading. Students should be able to understand what common symptoms of illnesses are and be able to communicate when they are ill.					

Learning Targets

Standards: 2.1 Personal and Mental Health 8.2 Design Thinking	
Core Idea:	
Personal Growth and Development:	2.1.2.PGD- Personal hygiene and self-help skills promote healthy habits.
Health Conditions, Diseases, and Medicines:	2.3.2.HCDM- People need food, water, air, waste removal, and a particular range of temperatures in their environment to stay healthy.
CPI#:	Performance Expectations:
2.1.2.PGD.3	Explain what being “well” means and identify self-care practices that support wellness.
2.3.2.HCD M.3	Explain strategies and develop skills to prevent the spread of communicable diseases and health conditions (e.g., Lyme disease, influenza, cardiovascular diseases).
Unit Essential Questions:	
- What can I do to avoid or reduce health risks? - What do I need to know to make good decisions and stay healthy?	
Unit Enduring Understandings:	
- Assertive communication skills enhance health by avoiding and/or reducing health risks. - Recognizing risk factors and applying risk reducing strategies can prevent health consequences.	
Unit Learning Targets:	
Students will....	
- Identify common illnesses and discuss the symptoms. - Explain the steps to handwashing. - Describe ways to prevent illnesses from getting into your body.	

- Describe ways to keep germs from spreading.
- Explain why we need to go to the doctor regularly.
- Identify various doctor's tools.

Evidence of Learning

Summative Assessment: 1 day

Equipment Needed: Germ Box, Dr.'s Office Poster, Handwashing Steps Assessment Page, Symptoms Matching Assessment, Staying Well Assessment Page, Germ Board Game, Germ Word Search, Paper Clips, Plastic Cups, Plastic Wrap

Teacher Resources: Harcourt Health Grade 1 Teacher's Manual

Formative Assessments:

- Teacher Observation
- Think Pair Share
- Student Discussion
- Question and Response
- Handwashing Steps Assessment Page
- Symptoms Matching Assessment
- Staying Well Assessment Page

Lesson Plans

Lesson	Time Frame
Lesson 1 Germ s	40 minutes/ 1 day
Lesson 2 Symptoms	40 minutes/ 1 day
Lesson 3 How Germs Spread	40 minutes/ 1 day
Teacher Notes: Allow students to choose which centers to go to.	
Curriculum Development Resources/Technology Resources: <i>Click the links below to access additional resources used to design this unit:</i> brainpopjr.com Harcourt Health Grade 1 Teacher's Manual	

Lesson Plan 1 Template

Content Area: Health Lesson Title: Germs Time Frame: 40 minutes/ 1 day

Lesson Components

21st Century Themes

☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy **X** Health Literacy

21st Century Skills

☐ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ Information Literacy
X Life and Career Skills **X** Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections:

Science, Language Arts, Writing

Integration of Technology:

laptop, projector, elmo

Equipment Needed:

germ box, germ word search, germ boards game, handwashing steps assessment page

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Explain the steps to handwashing. - Describe ways to prevent illnesses from getting into your body. - Describe ways to keep germs from spreading.	Lesson Sequence - Teacher will introduce the various center activities. Students will choose 3-4 centers to do during the period. - Center 1: The children will look at their hands in the Germ Box. They should see very few germs. Then they will play with some blocks on the carpet and then take a look at their hands again. What do you see? - Center 2: Germs Make Me Sick activity page	Handwashing Steps Assessment Page

SPRINGFIELD PUBLIC SCHOOLS

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

- | | | |
|--|---|--|
| | <ol style="list-style-type: none">4. Center 3: Hand Washing Puzzle5. Center 4: Glue Hand Washing Steps in Order6. Center 5: Germ Website Google: Find the Germ Game lysol.7. Center 6: Germ Gang Game: The children will read various cards about germs and will move their playing piece along the board.8. Center 6: Germ Word Search | |
|--|---|--|

Differentiation:

AL: Students will write a story about how to wash their hands properly.

BL: Students will glue pictures of handwashing steps in order.

Resources Provided:

- Harcourt Health Grade 1 Teacher's Manual and Student book

Lesson Plan 2 Template

Content Area: Health Lesson Title: Symptoms Time Frame: 40 minutes/ 1 day

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections:

Science, Language Arts, Writing

Integration of Technology:

laptop, elmo, projector

Equipment Needed:

doctor's office poster, symptom cards, grade 1 health book, symptom matching assessment

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: Identify common illnesses and discuss the symptoms.	Lesson Sequence - Take a look at the doctor's office poster. Think about how you can tell when someone is sick. How do you know? Can you see someone that is sick in the picture? - The children should say they may be sneezing, coughing, red in the face etc. Explain to the children that these things are called symptoms. - Activity: Have one child stand in the corner of the	Symptom Matching Assessment

room. Choose symptoms they are going to act out. Examples: coughing, sneezing, blowing nose, (have them hold a tissue) fever (have them hold thermometer), red in the face (stick red cheeks on their face), sore throat (hold their throat). The rest of the children will get a card that shows one of these symptoms and the word. They will have to walk to the person who is demonstrating the symptom they have on their card.

4. Read from health textbook pages 148 and 149.
5. Discuss the information about illness and symptoms.
6. Have the children guess what a normal temperature is. Write their answers on the board.
7. Then have a child come up. Use a thermometer (plastic coating to protect from germs) to measure their temperature. Did it match anyone's answer? Explain to the children that a normal temperature is around 98.6.
8. When I have a fever what do you think my temperature will be?
9. Discuss with the children that a fever is 100-104.

Differentiation:

AL: These students can write the name of each symptom instead of matching.

BL: The worksheet will be read out loud for those students who still have trouble reading.

Resources Provided:

- Harcourt Health Grade 1 Teacher's Manual and Student Book

Lesson Plan 3 Template

Content Area: Health Lesson Title: How Germs Spread Time Frame: 40 minutes/ 1 day

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy **X** Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ Information Literacy
X Life and Career Skills **X** Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections:

Science, Language Arts, Writing

Integration of Technology:

elmo, laptop, projector

Equipment Needed:

plastic cups, clear plastic wrap, paper clip, staying well assessment page

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: Describe ways to prevent illnesses from getting into the body.	Lesson Sequence - Take out your health books and read and look at the pictures on pages 146-149. - Have the children come up to the big book or in their own books and point out the child or children that look sick or ill. How do we know? - They should recall from last week that the child in the picture is showing symptoms of illness. - Display the outline of the body on the board. Think	Staying Well Assessment Page

SPRINGFIELD PUBLIC SCHOOLS

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

	of some symptoms that a person with a cold/flu will have. 5. Pick children to come up and velcro the symptoms. 6. How did this person get sick? How did the germs get in? 7. Make a list of their ideas on the board. 8. Science Experiment: Each table will get 2 cups. One will be filled halfway with clear water and the other filled halfway with colored water. 9. Plastic wrap will be placed over the cup of clear water. The wrap represents the skin. The colored water represents the germs. 10. Have each child in the group pour some of the germs on the skin. What happened? Did the germs get in? 11. Now poke one or 2 holes in the top of the skin. Now pour the germs on the skin. What happened? 12. Explain to the children that anywhere that there is an opening into our body, the germs will get in: Nose, ears, eyes, mouth, and cuts.	
--	--	--

Differentiation:

Students who need help with reading will do the assessment page in a small group with the teacher.

Resources Provided:

- Harcourt Health Grade 1 Teacher's Manual and Student Health Book

Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	X		
Allow for student choice	X		
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives		X	
Integrate 21st century skills		X	
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	X		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	X		
Are varied to address different student learning styles and preferences	X		
Are differentiated based on student needs	X		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	X		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self- assessment	X		
Provide data to inform and adjust instruction to better meet the varying needs of learners	X		

Curriculum Design Template

Content Area: Health	Grade Level: 1	Unit Title: Wellness
Created: February 2022	Board Approved on: Type Here	

Unit Overview Template

Content Area: Health **Grade Level:** 1 **Unit Title:** Medicine and Drugs

Unit Summary: The students will be able to distinguish between harmful and helpful substances and explain why children should never take medicines on their own. They will also explain the harmful effects of caffeine, tobacco, and alcohol on the body. Students will practice ways to avoid drugs.

Primary Interdisciplinary Connections: Science

21st Century Themes ☐ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ ICT Literacy
☐ Information Literacy ☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy

Unit Rationale: First grade students should learn about medicines because they should know that medicines can be helpful to the body but can be poisonous if taken the wrong way. Students need to know that breathing in smoke can be harmful to their health as well as have an awareness that there are drinks called alcohol that can harm the body.

Learning Targets

Standards: 2.3 Personal and Mental Health
8.2 Design Thinking

Statutes: Drugs, Alcohol, Tobacco, Controlled Dangerous Substances, and Anabolic Steroids N.J.S.A. 18A:40A-1

Core Idea:

Alcohol, Tobacco and other Drugs: **2.3.2.ADT-** The use of alcohol, tobacco, and other drugs in unsafe ways is harmful to one's health.

Interaction of Technology and Humans: **8.2.2.ITH-** Human needs and desires determine which new tools are developed.

8.2.2.ITH- Various tools can improve daily tasks and quality of life.

CPI#:	Performance Expectations:
-------	---------------------------

2.3.2.ADT.1	Explain what medicines are, how they are used, and the importance of utilizing medications properly.
-------------	--

2.3.2.ADT.2	Identify ways in which drugs, including some medicines, can be harmful.
-------------	---

8.2.2.ITH.1	Identify products that are designed to meet human wants or needs.
-------------	---

Unit Essential Questions:

- What can I do to avoid or reduce health risks?
- What influences my behaviors and decisions?
- How can assertive communication skills help me to develop a healthy lifestyle?
- What do I need to know to make good decisions and stay healthy?
- How can I make good decisions and stay healthy?

Unit Enduring Understandings:

- Personal choices impact current and long term outcomes on individuals, family, and society.
- Assertive communication skills enhance health by avoiding and/or reducing health risks.
- Accessing and evaluating health information, products and services will improve a person's ability to make healthy decisions and ones quality of life.
- Recognizing risk factors and applying risk reducing strategies can prevent health consequences.

Unit Learning Targets:

Students will....

- Explain why children should not take medicines on their own and where they should be safely kept in the house.
- Explain the harmful effects of nicotine, alcohol, and caffeine.
- Distinguish between helpful and harmful substances.
- Explain ways drugs and medicines can be abused.

Evidence of Learning

Summative Assessment: 1 day

Equipment Needed: Medicine and Drugs Assessment Page, Medicine Cabinet, Medicine Cabinet Assessment Activity, Organwise Guys StoryBook, No Smoking Activity Book, Alcohol No Alcohol WS, Pictures of Types of Alcohol

Teacher Resources: Harcourt Health Grade 1 Teacher's Manual

Formative Assessments:

- Medicine and Drugs Assessment Page
- Medicine Cabinet Assessment Activity
- Think Pair Share
- Question and Response
- Student Discussion

Lesson Plans

Lesson	Time Frame
Lesson 1 Medicines	40 minutes/ 1 day
Lesson 2 Nicotine	40 minutes/ 1 day
Lesson 3 Alcohol	40 minutes/ 1 day

Teacher Notes:

Show pictures of types of tobacco products and alcohol products.

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

Medicine Safety: <https://www.youtube.com/watch?v=kIzN5lk6iUM>
Harcourt Health Grade 1 Teacher's Manual

Lesson Plan 1 Template

Content Area: Health Lesson Title: Medicines Time Frame: 40 minutes/ 1 day

Lesson Components

21st Century Themes

☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy **X** Health Literacy

21st Century Skills

☐ Creativity and Innovation **X** Critical Thinking and Problem Solving ☐ Information Literacy
X Life and Career Skills **X** Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections:

Science, Writing, Language Arts

Integration of Technology:

laptop, projector, elmo, <https://www.youtube.com/watch?v=kIzN5lk6iUM>

Equipment Needed:

medicine cabinet assessment activity, poster of food store

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: Explain why children should not take medicines on their own and where they should be safely kept in the house.	Lesson Sequence - Have the children look at the picture. Have a child come up and point to where we get medicines from. Medicines are drugs. Drugs are something that changes the way the body works. What is this place called? - What do we call the person that works in the pharmacy? - Explain to the children that the pharmacist is a person who makes and puts the medicines	- Medicine Cabinet Assessment Activity - Think Pair Share

SPRINGFIELD PUBLIC SCHOOLS

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

	together for us when we are sick. 4. Watch youtube video - Medicine Safety 5. Why should we not take medicine without permission? Why are they stored in a high cabinet? 6. Medicine Cabinet Assessment Activity	
Differentiation: AL: These students will cut out at least 5 pictures of items that belong in the medicine cabinet. BL: These students will cut out at least 3 items that belong in the medicine cabinet.		
Resources Provided: • Harcourt Health Grade 1 Teacher's Manual and Student Book		

Lesson Plan 2 Template

Content Area: Health Lesson Title: Nicotine Time Frame: 40 minutes/ 1 day

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections:

Science, Language Arts, Writing

Integration of Technology:

laptop, projector, elmo

Equipment Needed:

Organwise Guys storybook, no smoking activity book

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Explain the harmful effects of nicotine, alcohol, and caffeine. • Distinguish between helpful and harmful substances. • Explain ways drugs and medicines can be abused.	Lesson Sequence 1. Discussion - Ask students what they know about smoking. 2. Show them pictures of different types of tobacco products. 3. Students will listen to the story The Organwise Guys. 4. In the story it explains what secondhand smoke is and how it can be bad for them.	• No Smoking Activity Book

	5. No Smoking Assessment Book	
--	--------------------------------------	--

Differentiation:

AL: These students will add an extra page to their book explaining what the book is about.

BL: They can work with a partner to complete the activity book.

Resources Provided:

- Harcourt Health Grade 1 Teacher’s Manual and Student Book

Lesson Plan 3 Template

Content Area: Health Lesson Title: Alcohol Time Frame: 40 minutes/ 1 day

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections:

Science, Language Arts, Writing

Integration of Technology:

laptop, projector, elmo

Equipment Needed:

alcohol no alcohol assessment page, pictures of types of alcohol and non-alcoholic drinks, grade 1 health book

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Explain the harmful effects of nicotine, alcohol, and caffeine. • Distinguish between helpful and harmful substances. • Explain ways drugs and medicines can be abused.	Lesson Sequence 1. Review with students the effects of nicotine on the body. 2. Health Books page 174-175 3. Discussion about alcohol and how it affects the body. What kinds of alcohol are there? 4. At what age is alcohol legal? Why is it okay for adults to drink it? Discuss what legal and illegal means.	• Alcohol No Alcohol Assessment Page

- | | | |
|--|--|--|
| | <ol style="list-style-type: none"> 5. Show them pictures of things that contain alcohol. 6. Alcohol No Alcohol WS If they finish they can color the Say No to Drugs WS | |
|--|--|--|

Differentiation:

AL: These students will write the names of alcoholic and non alcoholic drinks.

BL: These students will cut out pictures of alcoholic and non alcoholic drinks and glue them in the correct column.

Resources Provided:

- Harcourt Health Grade 1 Book and Student Health Book

Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	X		
Allow for student choice	X		
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives	X		
Integrate 21st century skills	X		
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	X		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	X		
Are varied to address different student learning styles and preferences	X		
Are differentiated based on student needs	X		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	X		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self- assessment	X		
Provide data to inform and adjust instruction to better meet the varying needs of learners	X		

Curriculum Design Template

Content Area: Health	Grade Level: 1	Unit Title: Medicines and Drugs
Created: February 2022	Board Approved on: Type Here	

Unit Overview Template

Content Area:	Health	Grade Level:	1	Unit Title:	Nutrition
Unit Summary: Students will examine the role of food choices in staying healthy throughout life as well as what food choices will keep our heart healthy. They will also use the Food Guide Pyramid and MYPLATE to understand the importance of choosing healthy foods in appropriate amounts.					
Primary Interdisciplinary Connections: Science					
21st Century Themes ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ ICT Literacy ☐ Information Literacy ☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy					
Unit Rationale: First grade students should begin understanding why it is important to make healthy food choices to keep themselves healthy.					

Learning Targets

Standards: 2.2 Physical Wellness 8.2 Design Thinking 9.4 Life Literacies and Key Skills	
Core Idea:	
Nutrition: 2.2.2.N- Nutritious food choices promote wellness and are the basis for healthy eating habits.	
CPI#:	Performance Expectations:
2.2.2.N.1	Explore different types of foods and food groups.
2.2.2.N.2	Explain why some foods are healthier to eat than others.
2.2.2.N.3	Differentiate between healthy and unhealthy eating habits.
SEL.PK-12.2.2	Recognize the skills needed to establish and achieve personal and educational goals.
Unit Essential Questions: • What can I do to avoid or reduce health risks? • What do I need to know to make good decisions and stay healthy? • How can I make good decisions and stay healthy?	
Unit Enduring Understandings: • Accessing and evaluating health information, products and services will improve a person’s ability to make healthy decisions and one's quality of life. • Recognizing risk factors and applying risk reducing strategies can prevent health consequences.	
Unit Learning Targets: Students will.... • Explain the difference between a fruit and a vegetable. • Explain what foods belong in the dairy group. • Explain what foods belong in the protein and grain group • Identify and explain ways to keep their hearts healthy through proper nutrition	

Evidence of Learning

Summative Assessment: 1 day

Equipment Needed: Let's Go to the Farmer's Market Assessment Page, Fruit and Vegetable Food Cards, Dairy Food Group Assessment Page, Dairy Food Cards, YouTube Videos, Harcourt Health Grade 1 Book, MyPlate Coloring Page

Teacher Resources: Harcourt Health Grade 1 Teacher's Manual

Formative Assessments:

- Teacher Observation
- Student Question and Response
- Think Pair Share
- Let's Go to the Farmer's Market Assessment Page
- Dairy Group Assessment Page
- MyPlate Assessment Page

Lesson Plans

Lesson	Time Frame
Lesson 1 Grains and Proteins	40 minutes/ 1 day
Lesson 2 Fruits and Vegetables	40 minutes/ 1 day
Lesson 3 Dairy	40 minutes/ 1 day

Teacher Notes:

Each week students color in the spaces on MyPlate as they learn the food groups.

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

Healthy Eating - youtube video

Harcourt Health Grade 1 Teacher's Manual

Lesson Plan 1 Template

Content Area: Health Lesson Title: Grains and Proteins Time Frame: 40 minutes/ 1 day

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections:

Science, Language Arts, Writing

Integration of Technology:

Healthy Eating - youtube video, laptop, projector

Equipment Needed:

Grains and proteins study guide, what grains and proteins do for your bodies worksheet

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: Explain the difference between a grain and a protein.	Lesson Sequence - At their tables students will discuss how they know if a food is a grain or a protein. The teacher will make a list on the board. - Now at your tables decide on one person to be the recorder and think of as many grains and proteins as you can. Let's see which table comes up with the most. - Students will get pictures of grains and proteins.	Grains and proteins worksheet

	They will place them in the grain column or protein column. 4. Compare between the tables.	
Differentiation: AL: These students will write the names or draw pictures of grains and proteins. BL: These students will cut out pictures of grains and proteins and put them in the correct spot.		
Resources Provided: Harcourt Health Grade 1 Teacher's Manual		

Lesson Plan 2 Template

Content Area: Health Lesson Title: Fruits and Veggies Time Frame: 40 minutes/ 1 day

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy **X** Health Literacy

21st Century Skills

- ☐ Creativity and Innovation **X** Critical Thinking and Problem Solving ☐ Information Literacy
X Life and Career Skills **X** Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections:

Science, Language Arts, Writing

Integration of Technology:

laptop, elmo, projector

Equipment Needed:

fruit and vegetable food cards, Let's Go to the Farmer's Market assessment page

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: Explain the difference between a fruit and a vegetable.	Lesson Sequence - At their tables students will discuss how they know if a food is a fruit or a vegetable. The teacher will make a list on the board. - Now at your tables decide on one person to be the recorder and think of as many fruits and vegetables as you can. Let's see which table comes up with the most. - Students will get pictures of fruits and vegetables.	Let's Go to the Farmer's Market Assessment Page

	They will place them in the fruit column or vegetable column. 4. Let's Go to the Farmer's Market Assessment Page:	
Differentiation: AL: These students will write the names or draw pictures of fruits and vegetables. BL: These students will cut out pictures of fruits and vegetables and put them in the correct.		
Resources Provided: Harcourt Health Grade 1 Teacher's Manual		

Lesson Plan 3 Template

Content Area: Health Lesson Title: Dairy Group Time Frame: 40 minutes/ 1 day

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy **X** Health Literacy

21st Century Skills

- ☐ Creativity and Innovation **X** Critical Thinking and Problem Solving ☐ Information Literacy
X Life and Career Skills **X** Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections:

Science, Language Arts, Writing

Integration of Technology:

projector, laptop, elmo

Equipment Needed:

dairy food cards, myplate coloring page, dairy food group assessment page

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: Identify and explain foods that belong in the dairy group	Lesson Sequence - Give students a blank myplate. Have them color in the fruit red and vegetable green group. Then have them colored in the dairy group blue. - What kinds of foods belong in the dairy group? - Show Dairy Group short video. - Have students sort pictures of vegetables, fruits and dairy foods.	Dairy Group Assessment Page

	5. Dairy Group Assessment	
--	---------------------------	--

Differentiation:

AL: These students can list or write the names of foods that belong in the dairy group.

BL: These students will circle pictures of foods that belong in the dairy group.

Resources Provided:

- Harcourt Health Grade 1 Teacher's Manual

Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	X		
Allow for student choice	X		
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives	X		
Integrate 21st century skills	X		
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	X		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills		X	
Are varied to address different student learning styles and preferences	x		
Are differentiated based on student needs	X		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	X		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self- assessment	X		
Provide data to inform and adjust instruction to better meet the varying needs of learners	X		

Curriculum Design Template

Content Area: Health	Grade Level: 1	Unit Title: Nutrition
Created: February 2022	Board Approved on: Type Here	

Unit Overview Template

Content Area:	Health	Grade Level:	1	Unit Title:	Family
Unit Summary: The students will identify what a family is and ways families can change. They will also describe ways that families help one another.					
Primary Interdisciplinary Connections: Social Studies					
21st Century Themes ☐ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ ICT Literacy ☐ Information Literacy ☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy					
Unit Rationale: First grade students should know what their role is in a family, the different members of their family and why a family is important in our lives and overall wellness.					

Learning Targets

Standards: 2.1 Personal and Mental Health 8.2 Design Thinking	
Core Idea:	
Social and Sexual Health:	2.1.2.SSH- Families shape the way we think about our bodies, our health and our behaviors.
	2.1.2.SSH- People have relationships with others in the local community and beyond.
Ethics and Culture: 8.2.2.EC- Individuals from different cultures may have different points of view and experiences.	
CPI#:	Performance Expectations:
2.1.2.SSH.4	Determine the factors that contribute to healthy relationships within a family.
2.1.2.SSH.6	Determine the factors that contribute to healthy relationships.
8.2.2.EC.1	Identify and compare technology used in different schools, communities, regions, and parts of the world.
SEL.PK-12.3.2	Demonstrate and awareness of the differences among individuals, groups, and others' cultural backgrounds.
Unit Essential Questions:	
• What influences my behaviors and decisions? • How can assertive communication skills help me to develop a healthy lifestyle? • How and where can I seek help? • How can communication enhance my personal health and develop positive relationships? • How do a person's unique talents contribute to a larger community?	
Unit Enduring Understandings:	
• Personal choices impact current and long term outcomes on individuals, family and society. • Assertive communication skills enhance health by avoiding and/or reducing health risks.	

SPRINGFIELD PUBLIC SCHOOLS

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

- Everyone has special and unique qualities.
- Individuals embrace diversity as contributing members of a larger community.

Unit Learning Targets:

Students will....

- Identify various family members
- Identify differences in families.
- Identify differences in families
- Describe ways family members help one another.

SPRINGFIELD PUBLIC SCHOOLS

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Evidence of Learning

Summative Assessment: 1 day

Equipment Needed: Harcourt Health Book Grade 1, pictures of different kinds of families, Family Apple Tree page, My Family Booklet, white boards, My Family Drawing

Teacher Resources: Harcourt Health Grade 1 Teacher's Manual

Formative Assessments:

- Question and Response
- Think Pair Share
- My Family Booklet
- My Family Apple Tree
- Family Responsibilities Booklet

SPRINGFIELD PUBLIC SCHOOLS

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Lesson Plans

Lesson	Time Frame
Lesson 1 Family	40 minutes/ 1 day
Lesson 2 Family Changes	40 minutes/ 1 day
Lesson 3 Family Responsibilities	40 minutes/ 1 day
Teacher Notes: Students will ask questions at home about their families.	
Curriculum Development Resources/Technology Resources: <i>Click the links below to access additional resources used to design this unit:</i> Harcourt Health Grade 1 Teacher's Manual	

Lesson Plan 1 Template

Content Area: Health Lesson Title: My Family Time Frame: 40 minutes/ 1 day

Lesson Components

21st Century Themes

☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

☐ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections:

Social Studies, Language Arts, Writing

Integration of Technology:

elmo, projector, laptop

Equipment Needed:

Harcourt Health Grade 1 book, my family booklet

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: Identify various members of their family.	Lesson Sequence - Make a list on the board of various family members, mom, dad, sister, brother, pets, aunt, uncle, cousin, grandma, grandpa, stepmom or dad etc. - Why are all of these people important to us? How does having a family make us a healthier person? - Have students read from BLUE health books. pages 206-207.	My Family Booklet

SPRINGFIELD PUBLIC SCHOOLS

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

- | | | |
|--|--|--|
| | <ol style="list-style-type: none">4. Ask students how they show love to their families.5. All About Family Packet6. Give each student a packet.7. GO through the packet so that students know what to do.8. They can take it home. | |
|--|--|--|

Differentiation:

AL: These students can create their own booklet.

BL: These students will complete 2 pages of the booklet.

Resources Provided:

- Harcourt Health Grade 1 Book

Lesson Plan 2 Template

Content Area: Health Lesson Title: Family Changes Time Frame: 40 minutes/ 1 day

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections:

Social Studies

Integration of Technology:

projector, laptop, elmo

Equipment Needed:

- Harcourt Health Grade 1 Book, paper, markers/crayons/pencil

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: ● Identify differences in families. ● Identify differences in families	Lesson Sequence Discuss what things may cause these changes. At this point, the students will most likely add their own experiences about family changes. Some examples of what situations that can cause changes are: ● Divorce ● New baby ● Marriage ● Moving (either the entire family or just one member à older sibling going to college, etc) ● Parent getting a new job ● New School	● Changing Families Picture

SPRINGFIELD PUBLIC SCHOOLS

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Read one of the books about families changing and family differences

Draw a picture of something that has changed in your family or of something you wish could happen in your family.

Differentiation:

AL: These students can write sentences explaining their picture.

BL: These students will draw a picture.

Resources Provided:

- Harcourt Health Grade 1 Book

Lesson Plan 3 Template			
Content Area: Health	Lesson Title: Responsibilities of Families	Time Frame: 40 minutes/ 1 day	
Lesson Components			
<u>21st Century Themes</u> ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy ☐ Civic Literacy ☒ Health Literacy			
<u>21st Century Skills</u> ☐ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ Information Literacy ☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy			
Interdisciplinary Connections: Social Studies, Language Arts, Writing			
Integration of Technology: elmo, projector, laptop			
Equipment Needed: Bernstein Bears Book			

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: Describe ways family members help one another.	Lesson Sequence - Read a Bernstein Bears book. All of these books show family members with clear roles. Talk about the different roles of each of the family members. - Mama Bear seems to be the sensible one who is in charge and helps solve problems. - Papa Bear goes along with what mama says, but sometimes is as naughty as the children.	Family Responsibilities Book

SPRINGFIELD PUBLIC SCHOOLS

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

4. Brother Bear gets into trouble sometimes.
5. Sister Bear is the baby of the family.
6. While reading the book, discuss the problem or conflict, and each family member's contribution to solving the problem.
7. Encourage the students to brainstorm roles of their family or household members. Start with the student's roles first. What do they do particularly well in their family? Are they the youngest or oldest? How do they contribute to the common good of the group? (Examples might include: following the house rules, taking care of their room, loving mom/dad/siblings.)
8. Family Responsibilities Booklet

Differentiation:

AL: These students will help below level students.

BL: These students can work with a partner.

Resources Provided:

- Harcourt Health Grade 1 Book

Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills		X	
Allow for student choice	X		
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives		X	
Integrate 21st century skills		X	
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	X		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills		X	
Are varied to address different student learning styles and preferences	X		
Are differentiated based on student needs	X		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	X		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self- assessment	X		
Provide data to inform and adjust instruction to better meet the varying needs of learners	X		

Curriculum Design Template

Content Area: Health	Grade Level: 1	Unit Title: My Family
Created: February 2022	Board Approved on: Type Here	

Unit Overview Template

Content Area:	Health	Grade Level:	1	Unit Title:	Avoiding Danger
Unit Summary: The students will identify and practice ways to stay safe in various situations.					
Primary Interdisciplinary Connections: Science					
21st Century Themes ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ ICT Literacy ☐ Information Literacy ☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy					
Unit Rationale: First grade students should be aware that certain things can happen to them if they are not being safe.					

Learning Targets

Standards:		2.1 Personal and Mental Health 2.3 Safety 9.4 Life Literacies and Key Skills
Statutes:		Sexual Abuse and Prevention Act N.J.S.A 18A:35-4.5a.
Core Idea:		
Community Health Services and Support:		2.1.2.CHSS- Personal hygiene and self-help skills promote healthy habits.
Personal Safety:		2.3.2.PS- Any time children feel uncomfortable or in an unsafe situation, they should reach out to a trusted adult for help.
Digital Citizenship:		9.4.2.DC- Individuals should practice safe behaviors when using the Internet. 9.4.2.DC- Digital communities allow for social interactions that can result in positive or negative outcomes.
CPI#:	Performance Expectations:	
2.1.2.CHSS.1	Identify community professionals and school personnel who address health emergencies and provide reliable health information to us.	
2.1.2.CHSS.2	Determine where to access home, school and community health professionals.	
2.3.2.PS.8	Identify trusted adults, including family members, caregivers, and school staff, that you can talk to about situations which may be uncomfortable or dangerous (e.g., bullying, teasing, child sexual abuse).	
9.4.2.DC.4	Compare information that should be kept private to information that might be made public.	
9.4.2.DC.6	Identify respectful and responsible ways to communicate in digital environments.	
SEL.PK-12.4.1	Develop, implement and model effective problem-solving, and critical thinking skills.	

Unit Essential Questions:

- How can assertive communication skills help me to develop a healthy lifestyle?
- What can I do to avoid or reduce health risks?

Unit Enduring Understandings:

- Determine where to access home, school and community health professionals
- Identify community professionals and school personnel who address health emergencies and provide reliable health information to us.
- Identify trusted adults, including family members, caregivers, and school staff, that you can talk to about situations which may be uncomfortable or dangerous
- Identify who to give personal information to

Unit Learning Targets:

Students will....

- Identify community professionals that can help you in various situations.
- Recall various topics learned throughout the school year in Health.

SPRINGFIELD PUBLIC SCHOOLS

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Evidence of Learning

Summative Assessment: 1 day

Equipment Needed: Youtube.com, White Paper, Grade 1 Health Assessment, Trivia Cards, Wipe Boards, Dry Erase Markers

Teacher Resources: Lesson Plans, Harcourt Health Grade 1 Teacher's Manual

Formative Assessments:

- Grade 1 Health Assessment
- Question and Response

Lesson Plans

Lesson	Time Frame
Lesson 1 Health Professionals and Trusted Adults	40 minutes/ 1 day
Lesson 2 Grade 1 Health Assessment	40 minutes/ 1 day
Lesson 3 Trivia	40 minutes/ 1 day
Teacher Notes: Teacher will read assessment questions out loud and display them with the projector.	
Curriculum Development Resources/Technology Resources: <i>Click the links below to access additional resources used to design this unit:</i> Youtube.com Lesson Plans Harcourt Health Grade 1 Teacher's Manual	

SPRINGFIELD PUBLIC SCHOOLS

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Lesson Plan 1 Template

Content Area: Health Lesson Title: Health Professionals Time Frame: 40 minutes/ 1 day

Lesson Components

21st Century Themes

☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections:

Science, Writing, Language Arts

Integration of Technology:

youtube.com, elmo, projector, laptop

Equipment Needed:

white paper, avoiding danger poster

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: Determine where to access home, school and community health professionals.	Lesson Sequence - Identify community professionals and school personnel who address health emergencies and provide reliable health information to us - Discussion: Identify trusted adults, including family members, caregivers, and school staff, - Identify who to give personal information to.	- Avoid danger handout - List of trusted adults handout
Differentiation:		

AL: These students will create their plan on a blank white piece of paper.

BL: These students will get a plan to follow and add to.

Resources Provided:

- Avoiding Danger Poster

Lesson Plan 2 Template			
Content Area: Health	Lesson Title: Grade 1 Health Assessment	Time Frame: 40 minutes/ 1 day	
Lesson Components			
<u>21st Century Themes</u> ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy ☐ Civic Literacy ☒ Health Literacy			
<u>21st Century Skills</u> ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy ☐ Life and Career Skills ☐ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy			
Interdisciplinary Connections: Science, Social Studies, Writing, Language Arts			
Integration of Technology: elmo, projector, laptop			
Equipment Needed: Grade 1 Health Assessment			

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: Recall various topics learned throughout the school year in Health.	Lesson Sequence - The teacher will display the Health Assessment under the elmo. - The teacher will go over each question. - Students will receive their assessment and begin. - Collection of Assessment	Grade 1 Health Assessment
Differentiation: AL: These students can move through the assessment on their own. BL: The teacher will guide the students through each question.		

Resources Provided:

- Health Assessment

Lesson Plan 3 Template

Content Area: Health Lesson Title: Trivia Time Frame: 40 minutes/ 1 day

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy **X** Health Literacy

21st Century Skills

- ☐ Creativity and Innovation **X** Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills **X** Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections:

Science, Social Studies, Writing, Language Arts

Integration of Technology:

projector, elmo, laptop

Equipment Needed:

trivia cards, wipe boards, dry erase markers

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: Recall various topics learned in Health	Lesson Sequence - Each table will get a wipe board and dry erase marker. - Students can take turns writing the answer or ask one person to be the recorder. - The teacher or students will read a trivia card. - The team will decide on an answer and record it on their board. - The teacher will check their answers.	Trivia

SPRINGFIELD PUBLIC SCHOOLS

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

- | | | |
|--|--|--|
| | 6. If there answer is correct they receive a tally for their team. | |
|--|--|--|

Differentiation:

AL: These students can be the recorders.

BL: Assist with giving an answer or can say the answer out loud.

Resources Provided:

- Harcourt Health Grade 1 Book

Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	X		
Allow for student choice	X		
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives	X		
Integrate 21st century skills	X		
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	X		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills		X	
Are varied to address different student learning styles and preferences	X		
Are differentiated based on student needs	X		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	X		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self- assessment	X		
Provide data to inform and adjust instruction to better meet the varying needs of learners	X		

Curriculum Design Template

Content Area: Health	Grade Level: 1	Unit Title: Avoiding Danger
Created: February 2022	Board Approved on: Type Here	



SPRINGFIELD PUBLIC SCHOOLS

**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS**

IEP AND 504 ACCOMMODATIONS AND MODIFICATIONS FOR EARLY CHILDHOOD AND ELEMENTARY SCHOOL STUDENTS:

Large print textbooks
Textbooks for at-home use
Additional time for assignments
Review of directions
Use of mnemonics
Have student restate information
Concrete examples
Adaptive writing utensils
Support auditory presentations with visuals
Use of a study carrel
Assistance in maintaining uncluttered space
Weekly home-school communication tools (notebook, daily log, phone calls or email messages)
Space for movement or breaks
Study sheets and teacher outlines
Extra visual and verbal cues and prompts
Math sheets with highlighted instructions
Graph paper to assist in organizing or lining up math problems
Use of computers and calculators
Books on tape
Graphic organizers
Quiet corner or room to calm down and relax when anxious
Preferential seating
Alteration of the classroom arrangement
Reduction of distractions
Answers to be dictated
Hands-on activities
Use of manipulatives
No penalty for spelling errors or sloppy handwriting
Follow a routine/schedule
Alternate quiet and active time
Teach time management skills
Rest breaks
Verbal and visual cues regarding directions and staying on task
Agenda book and checklists
Adjusted assignment timelines
Visual daily schedule



SPRINGFIELD PUBLIC SCHOOLS

**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS**

Varied reinforcement procedures
Immediate feedback
Work-in-progress check
Personalized examples

TESTING AND ASSESSMENT ACCOMMODATIONS AND MODIFICATIONS:

Answers to be dictated
Frequent rest breaks
Additional time
Oral testing
Untimed tests
Choice of test format (multiple-choice, essay, true-false)
Alternate ways to evaluate (projects or oral presentations instead of written tests)
Accept short answers
Open-book tests
Read test and directions to student
Provide study outline prior to tests
Highlight key directions
Test in alternative site
Use of calculator
Extra credit option
Preview test procedures
Simplified test wording; rephrased test questions and/or directions

GENERAL ACCOMMODATIONS AND MODIFICATIONS:

Use of alternative books or materials on the topic being studied
Computerized spell-check support
Word bank of choices for answers to test questions
Provision of calculator and/or number line for math tests
Reworded questions in simpler language
Projects instead of written reports
Highlighting important words or phrases in reading assignments
Modified workload or length of assignments/tests
Modified time demands
Modified grades based on IEP

BEHAVIOR ACCOMMODATIONS MODIFICATIONS:



SPRINGFIELD PUBLIC SCHOOLS

**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS**

Breaks between tasks
Cue expected behavior
Daily feedback to student
Have contingency plans
Use de-escalating strategies
Use positive reinforcement
Use proximity/touch control
Use peer supports and mentoring
Model expected behavior by adults
Have parent sign homework
Have parent sign behavior chart
Set and post class rules
Chart progress and maintain data



SPRINGFIELD PUBLIC SCHOOLS

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS

IEP AND 504 ACCOMODATIONS AND MODIFICATIONS FOR MIDDLE AND HIGH SCHOOL STUDENTS:

Large print textbooks
Textbooks for at-home use
Additional time for assignments
A locker with adapted lock
Review of directions
Review sessions
Use of mnemonics
Have student restate information
Provision of notes or outlines
Concrete examples
Adaptive writing utensils
Support auditory presentations with visuals
Weekly or bi-weekly home-school communication
Space for movement or breaks
Study sheets and teacher outlines
Extra visual and verbal cues and prompts
Lab and math sheets with highlighted instructions
Graph paper to assist in organizing or lining up math problems
Use of tape recorder for lectures
Use of Interactive notebook
Use of a scribe
Use of computers and calculators
Books on tape
Graphic organizers
Quiet corner or room to calm down and relax when anxious
Preferential seating
Alteration of the classroom arrangement
Reduction of distractions
Answers to be dictated
Hands-on activities
Ability to type all assignments
Follow a routine/schedule
Teach time management and organizational skills
Rest breaks
Verbal and visual cues regarding directions and staying on task
Agenda book and checklists
Daily check-in with case manager or special education teacher
Adjusted assignment timelines
Visual daily schedule



SPRINGFIELD PUBLIC SCHOOLS

**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS**

Varied reinforcement procedures
Immediate feedback
Work-in-progress check
Personalized examples

TESTING AND ASSESSMENT ACCOMMODATIONS AND MODIFICATIONS:

Answers to be dictated
Frequent rest breaks
Additional time
Oral testing
Choice of test format (multiple-choice, essay, true-false)
Alternate ways to evaluate (projects or oral presentations instead of written tests)
Accept short answers
Open-book or open-note tests
Read test and directions to student
Provide study guides prior to tests
Highlight key directions
Test in alternative site
Use of calculator
Extra credit option
Pace long-term projects
Preview test procedures
Simplified test wording; rephrased test questions and/or directions

GENERAL ACCOMMODATIONS AND MODIFICATIONS:

Allow outlining, instead of writing for an essay or major project
Use of alternative books or materials on the topic being studied
Computerized spell-check support
Word bank of choices for answers to test questions
Provision of calculator for math tests
Film or video supplements in place of reading text
Reworded questions in simpler language
Projects instead of written reports
Highlighting important words or phrases in reading assignments
Modified workload or length of assignments/tests
Modified time demands



SPRINGFIELD PUBLIC SCHOOLS

**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS**

Pass/no pass option

Modified grades based on IEP

BEHAVIOR ACCOMMODATIONS FOR STUDENTS:

- Breaks between tasks
- Cue expected behavior
- Daily feedback to student
- Have contingency plans
- Use de-escalating strategies
- Use positive reinforcement
- Use proximity/touch control
- Use peer supports and mentoring
- Model expected behavior by adults
- Have parent sign homework
- Set and post class rules
- Chart progress and maintain data



SPRINGFIELD PUBLIC SCHOOLS

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS

Accommodations and Modifications for ESL Students

- Give tests orally
- Give instructions/directions in writing and orally
- Assign a peer tutor, same language or English speaking
- Allow use of bilingual/translation dictionary
- Provide summaries of text or study guides of particular chapters
- Allow errors in speaking
- Allow errors in writing
- Accept writing in first language
- Highlight key vocabulary
- Reduce amount of work required
- Assess comprehension through demonstration or other alternative means (gestures, drawings)
- Rephrase questions, directions, and explanations
- Reduce multiple choices on assessments
- Provide study guides and/ or outlines
- Shorten reading assignments
- Allow extended time for test/project completion
- Use of audio books
- Use of graphic organizers
- Use reduced text, so that print is not dense
- Use visuals/pictures throughout lesson/unit/assignment
- Adapt homework to reflect language proficiency/home support
- Adapt homework to reflect home support
- Provide hands-on activities and explanations
- Allow extended time to answer questions, and permit drawing, as an explanation
- Use of translation dictionaries to locate words in the native language
- Use anecdotal records and portfolio of work as forms of assessment
- Use story retellings to assess comprehension

What Does the Gifted and Talented Experience Look Like? *Springfield Public Schools*

Mission Statement

The Gifted and Talented Program of the Springfield Public Schools aims to provide a meaningful and rigorous education that instills the value of lifelong learning and empowers all students to reach their full potential and become self-fulfilled creative leaders in accordance with the comprehensive standards of our state. We accomplish this by offering challenging, real-world experiences in a student-centered environment.

We recognize that students come from diverse socioeconomic, cultural, and ethnic backgrounds, and the mission of the gifted and talented program is to provide opportunities for students to explore their intellectual, creative, and artistic gifts and talents within the classroom and with beyond-the-classroom experiences. It is essential to provide diverse, appropriate, and ongoing learning experiences and environments that incorporate students' academic, psychological, and social needs. Our responsibility is to provide students with educational alternatives that teach, challenge, and expand their knowledge, while simultaneously stressing the development of independent and self-directed learners who continuously generate questions, analyze, synthesize, and evaluate information and ideas.

New Jersey Administrative Code 6A:8-3.1 defines students who are gifted and talented as those students who possess or demonstrate high levels of ability in one or more content areas when compared to their chronological peers in the local district and who require modification of their educational program if they are to achieve in accordance with their capabilities.

Goals:

To support our mission, we have established the following goals to guide our work:

- To infuse into the general education program a broad range of activities for high-level learning that will challenge all students to perform at advanced levels, and provide extended opportunities, resources, and support in particular areas where student interest or talent is demonstrated.
- To provide a continuum of gifted education services that will strengthen the total school program, offer enriching and challenging learning opportunities for all students, and provide specialized learning experiences
- To promote achievement of students' best potentials and increased ability.

Through a productive and collaborative relationship among the building principals, classroom teachers, and the Gifted and Talented teacher, our schools can create programming that will enhance the learning experience for every student and serve the unique and specialized needs of students currently demonstrating gifted behaviors.

Elements of the Schoolwide Enrichment Model, W.I.N (What I Need), differentiated instruction, advanced classes, or individual programs into a student's regular instruction program are integral to this overarching framework for gifted education in the Springfield School District.

Reference Board Policy and Regulation 2464 – Gifted and Talented Pupils (M)

Early Childhood Center **Edward V. Walton**

Schoolwide Virtual Enrichment

All first and second grade students have access to the [Gifted and Talented Virtual Classroom](#). This virtual classroom is a space for students to complete various challenges and enrichment opportunities at their own pace. Students can receive feedback and additional adaptable resources to meet their individual learning needs. The virtual classroom design expands accessibility to enrichment resources and allows students to choose learning activities according to their unique interests and abilities. The purpose of the activities is to encourage problem-solving, develop critical thinking

skills, and expand curiosity and imagination. Activities are aligned to the New Jersey Student Learning Standards.

Gifted and Talented Teacher as a Resource

The Gifted and Talented teacher serves as a resource to all teachers within Edward V. Walton School. Teachers seeking resources for their high-ability learners will receive additional support from the Gifted and Talented teacher in various ways. This support may include additional units of study, challenging resources, and student projects.

Elementary Schools **James Caldwell** **Thelma L. Sandmeier**

The goal is to engage small groups of students in intensive learning experiences through standards-based, rigorous, and relevant units of study that supplement, not supplant, the grade-level curriculum and support students' unique learning needs.

Enrichment Experience Grade 3

Beginning in third grade, the G&T teacher will cycle through all classrooms to work on problem-solving and enrichment tasks with students. Driven by assessment data, academic performance, student interest, and teacher observation, small groups of students will meet with the G&T teacher during W.I.N. (What I Need) periods throughout the week that the teacher is assigned to their classroom teacher. Groupings will be flexible and monitored to best meet each student's needs throughout the school year. Activities will include brain teasers, puzzles, strategic thinking, problem-solving, and STEM challenges.

Targeted Gifted and Talented Programing Grades 4-5

Students may become identified as Gifted and Talented in fourth grade. Students that are identified may receive support from the G&T Teacher for up to five periods (200 minutes) a week during W.I.N. (What I Need) periods. Identified students will meet to explore grade-level content while incorporating depth and complexity in a student-centered, problem-based environment. The Gifted and Talented Program aims to provide students with various advanced and challenging learning experiences across content areas to promote independent thinking skills, refine critical thinking and communication skills, cultivate joy in learning, and expand student interests through problem-solving. The instruction that students receive incorporates 21st Century Skills and advanced content that is challenging, hands-on, and relevant to the real world.

Strategies and Practices that Support Gifted and Talented Students

- Adjusted Pace of Lessons
- Inquiry-Based Instruction
- Higher-Order Thinking Activities
- Interest-Based Content
- Real World Problem Solving/Problem Based Learning
- Independent Study/Passion Projects
- Units of Study with Like-Minded Peers

Schoolwide Virtual Enrichment

All JCS and TLS students have access to grade level-specific [Gifted and Talented Virtual Classrooms](#). These virtual classrooms are a space for students to complete various challenges and enrichment opportunities at their own pace. Students are able to receive feedback and additional opportunities based on their needs. The virtual classrooms have expanded the accessibility of enrichment resources directly to the students and allows for students to choose opportunities according to their interests and abilities. The purpose of the activities is to encourage problem solving, develop critical thinking skills, and expand curiosity and imagination in conjunction with the New Jersey Student Learning Standards.

Gifted and Talented Teacher as a Resource

In addition to classroom support, the Gifted and Talented teacher also serves as a resource to all teachers in the building. Teachers that are seeking resources for their high ability learners will receive additional support from the Gifted and Talented teacher in various ways. This may include additional units of study, challenging resources, student projects, and meeting with the G&T teacher as needed.

Additional Enrichment Opportunities

Across all grade levels 3-5, as recommended by the classroom teacher, students exhibiting a need for additional enrichment may have the opportunity to meet with the G&T teacher as the schedule allows. Groupings will be flexible and monitored to best meet the students' needs throughout the school year. Activities will include, brain teasers, puzzles, strategic thinking activities, problem-solving challenges, and STEM challenges. Students engage in an extended process of asking questions, using resources, and developing answers that lead to thinking about what and how they are learning. Students are held accountable for how they work and use their time by demonstrating their learning through products or presentations.

Students self-select to participate in individual and/or group projects based on interest and commitment. The classroom teacher and/or the enrichment teacher will help guide

and monitor student exploration of chosen topics, facilitating their learning with resources and teaching of needed skills.

Secondary Schools
Florence M. Gaudineer Middle School
Jonathan Dayton High School

Grades 6-12: Access to specific content programs with higher levels of academic challenges (i.e. Pre-Algebra, Accelerated Communication Arts, and Advanced Placement Classes)

Dual Credit Courses provide students the opportunity to obtain high school credit, and college credit, simultaneously through partnerships with several institutions.

Project Lead the Way (PLTW) students become builders of technology by engaging in real world activities. Students are empowered as design thinkers collaborating on real world projects.

Gifted and Talented Identification Criteria

The Springfield Schools Gifted and Talented Program recognizes that students require differentiated learning experiences beyond the core curriculum being taught because of their advanced abilities in one or more content areas. These students may also have other cognitive qualities such as curiosity, creativity, motivation, leadership, and passion that require modifications to their academic experience.

Multiple Measures of Eligibility

Kindergarten through grade twelve identification process for gifted and talented students includes multiple measures. Multiple measures may include but are not limited to: achievement test scores; grades; student performance or products; intelligence testing; parent, student, and/or teacher recommendation; and other appropriate measures. The identification methodology is developmentally appropriate, non-discriminatory, and related to the programs and services offered by the Springfield School District. The identification procedures are reviewed annually.

According to N.J.A.C. 6A:8-3.1, all public school districts must have a board-approved gifted and talented identification process and provide services for identified students

enrolled in the grades of that school district. The regulations require that identification and services be made available to students in grades K-12.

When students are recommended for the Gifted and Talented Program there are multiple measures that are considered to determine if services are necessary and appropriate. The assessments used are as follows:

- *Cognitive Abilities Test (CogAT)*
- *Classroom Performance/Student Portfolios*
- *DRA2 Level*
- *iReady Diagnostic Scores*
- *Gifted Indicators Checklist*
- *Start Strong/NJSLA Assessment Data*

The N.J.A.C. requires that students be compared to their chronological peers in the local school district. The New Jersey Department of Education has not established state-level criteria for identifying students who are gifted, such as mandated tests or assessments, grade point averages, or IQ scores. Local school districts must use multiple measures to identify students.

Procedures

<https://www.straussesmay.com/seportal/Public/DistrictPolicy.aspx?policyid=2464&id=b8a33a9f505e4998a6db3fb8e1de778b>

Team meetings present the opportunity to review data and assess the educational needs of all students. Programs for gifted and talented students will be periodically evaluated for their continuing efficacy and adjusted accordingly. The parent of any student identified as gifted or talented shall be consulted regarding any program designed to address the student's particular needs.

NJDOE Fast Facts

<https://www.nj.gov/education/standards/gifted/>

<https://www.nj.gov/education/standards/gifted/legislation.shtml>

Gifted and talented student: The “[*Strengthening Gifted and Talented Education Act*](#)” defines a gifted and talented student as a “student who possesses or demonstrates a high level of ability in one or more content areas when compared to their chronological peers in the school district and who require modifications of their educational program if they are to achieve in accordance with their capabilities.”

Twice-exceptional (2E) students: A twice-exceptional (2E) student is defined as “a student who is both gifted and a student with a disability. These students may also be

referred to as having dual exceptionalities or as being gifted with learning disabilities (GT/LD). This also applies to students who are gifted with ADHD or gifted with autism” (New Jersey Association for Gifted Children, www.nagc.org).

Instructional adaptation: An adjustment or modification to instruction enabling a student who is gifted and talented to participate in, benefit from, and demonstrate knowledge and application of the New Jersey Student Learning Standards in one or more content areas at the instructional level of the student, not just the student’s grade level.

Identifying gifted and talented students: The focus of identification is to provide programming and services in which students' specific learning needs and potential are appropriately addressed and met. In every New Jersey school district, there are students who require modifications to the general education curriculum if they are to achieve in accordance with their abilities. By identifying a student’s general intellectual ability, creativity, or specific academic area aptitudes, we are acknowledging that they need programming and services outside of the general education/grade level curriculum to advance their learning.

Supplemental Resources/Programming for Gifted Students

Edward V. Walton

- PETS Program – Primary Education Thinking Skills
- Group Solutions/Group Solutions 2 – Cooperative Logic Activities
- Lollipop Logic
- Beginning Thinking Skills
- AIMS Education Programming

James Caldwell and Thelma L. Sandmeier

Math/ELA

- Project M3: Mentoring Mathematical Minds
- Junior Great Books
- AIMS Education Programming
- Borenson Hands on Equations
- BizWorld
- Perplexors
- Advanced Math Explorations grade 3-5
- Challenging Units for Gifted Learners (ELA and Math)
- Creative Curriculum Extenders

- Differentiated Lessons & Projects
- Challenge Math Grades 4+
- Differentiating Instruction with Menus (All Content Areas)
- Jacob's Ladder
- Genius Hour/Passion Project
- Spatial Reasoning
- Logic Puzzles, Brain Games, Analogies

STEM

- Engineering is Elementary
- Engineer Throughout the Year
- PBS Design Squad
- DefinedSTEM
- Project Lead the Way (PLTW)

Enrichment Events

Experience for all students to be enriched through events related to the curricular or extracurricular activities. Examples include after school clubs, PTA-sponsored events, leadership opportunities, visual and performing arts, and community service opportunities.