

Quinton Township School District
Health
Grade 1
[Pacing Guide](#)

Unit	1	Unit Title:	Being Safe and Healthy	Pacing:	45 Days
Unit Summary: Success in school and in life requires that children feel confident and safe. In the first marking period, health class reinforces the importance of following rules at school. In addition, students learn about healthy personal relationships and the importance of identifying positive characteristics in themselves and others. They also discuss how diet makes a healthy body. Finally, students explore fire safety tips and how to identify dangerous situations and what actions to take in order to remain safe.* ^ () @					
Essential Questions: How am I alike and different from others? How can I stay healthy and safe?					
Objectives: ● Identify ways to stay safe at school. ● Recall proper use of the school areas. ● Recognize the need for healthy personal relationships. ● Identify and discuss feelings. ● Explore positive characteristics. ● Identify how you are alike/different from others. () @ ● Explain why it is important to treat those who are different from you with respect.* ● Identify ways to remain safe at school. ● Explain how to spot a bully and ways to intervene in a bully situation. ^ ● Identify how to stay safe in case of a fire.					

- Identify ways to prevent spreading of germs.
- List healthy foods and how to implement them into a diet.
- Demonstrate healthy mind and body activities.

NJSLS-CHPE Standards: 2.1.2.PGD. 2, 2.1.2.PGD. 3, 2.1.2.PP.2, 2.1.2.EH.1, 2.1.2.EH.2, 2.1.2.EH.4, 2.1.2.EH.5, 2.1.2.SSH.1, 2.1.2.SSH.3, 2.1.2.SSH.4, 2.1.2.SSH.5, 2.1.2.SSH.6, 2.1.2.SSH.7, 2.1.2.SSH.8, 2.1.2.SSH.9, 2.1.2.CHSS.1, 2.1.2.CHSS.2, 2.1.2.CHSS.5, 2.1.2.CHSS.6, 2.2.MSC.6, 2.2.MSC.7, 2.2.2.N.1, 2.2.2.N.2, 2.2.2.N.3, 2.3.2.PS.1, 2.3.2.PS.2, 2.3.2.PS.3, 2.3.2.PS.5, 2.3.2.PS.7, 2.3.2.PS.8, 2.3.2.HCDM.1, 2.3.2.HCDM.2, 2.3.2.HCDM.3

Interdisciplinary Connections: RI.CR.1.1, W.SE.1.5, SL.PE.1.1

Career Readiness, Life Literacies, and Key Skills: 9.1.2.CR.1, 9.4.2.CI.1, 9.4.2.CT.1, 9.4.2.CT.2, 9.4.2.CT.3, 9.4.2.GCA.1

Computer Science and Design Thinking: 9.4.2.DC.4, 8.1.2.AP.4

Career Education: 9.2.2.CAP.1

Overview of Activity/Focus	Instructional Materials	Technology Infusion
● Review the Rules of Quinton Township School and complete an activity sheet. ● Discuss playground rules and how they create a safe play space for everyone and reduce risk of accidents. ● Read stories about friendship and create a list of qualities that make a good friend, role play scenarios where a good friend is needed, and role play how to express feelings. ● Create a picture of friends treating each other respectfully. ● After reading stories about bullying, create a list of	Core Materials <u>Read Alouds</u> <i>Enemy Pie</i> <i>The Way I Feel</i> <i>Hands Are Not for Hitting</i> <i>Everyone Loves Lunchtime but Zia</i> <i>What's That?</i> <i>The Jelly Donut Difference</i> <i>DW The Picky Eater</i> <i>The Berenstain Bears Learn</i>	Smart Board Applications Google Applications Chromebooks

people at school and home who could intervene in a bullying situation and role play how to ask for help with a bully. ^ • After reading <i>Everyone Loves Lunchtime but Zia and What's That?</i>, discuss cultural cuisine and why friends' food choices are special to them and their culture. @ () • Brainstorm a list of healthy foods. • Make a healthy snack plan for a week of eating. • With a fireman guest speaker, learn the importance of fire safety and practice stop, drop, cover, and roll. • With a visit from the school nurse, practice hand washing and brainstorm other ways to prevent germs from spreading. • After reading stories about families, discuss family safety, including how families do not hurt one another. • Read a story about encountering a stranger to discuss how to interact safely with strangers and acquaintances.	<i>About Strangers</i> Mystery Science: Health Lessons PBS Learning Media: Health Lessons The Nemours Foundation: Kids Health in the Classroom Health Powered Kids Supplemental Resources chart paper, drawing paper, graphic organizers, role play cards, crayons, markers	
Assessments		
Formative Assessments • Class Discussions • Bully Role Play • Healthy Food Lists • Self Assessment	Summative Assessments • Friendship Pictures • Stop, Drop, Roll Demonstration • End-of-Unit Assessment	
Benchmark Assessments • District-assigned Benchmark Assessments (e.g. LinkIt, content-specific benchmarks)	Alternative Assessments • Alternative Choice Projects • Oral Assessments	

Differentiation			
Special Education	MLL	At Risk	Gifted and Talented
• Modify and accommodate as listed in student IEP or 504 plan. • Communicate clear, concise directions and repeat, reword, modify as necessary. • Use visual aids in lessons. • Vary formative assessment styles to drive next point of instruction. • Modify assessments. • Allow students to utilize online audio books, when appropriate. • Allow for collaboration through strategically selected groups. • Utilize assistive technology as appropriate. • Provide and model sentence frames/sentence starters.	• Basic Skills Instruction • Speech/Language Therapy • Provide English/Native Language Dictionary for use. • Place with native-language-speaking teacher/paraprofessional as available. • Use target words and cognates to understand texts. • Remind students to underline passages and list words they don't understand. • Learn/Utilize/Display some words in the students' native language. • Provide and model sentence frames to help students participate in discussion. • Provide word banks to help students write.	• Basic Skills Instruction • Provide after-school tutoring services. • Hold fall and spring parent conferences. • Make modifications to instructional plans based on I and RS Plan. • Utilize wait time effectively. • Develop a record system to encourage good behavior and completion of work. • Utilize scaffolding to support instruction. • Provide counseling if necessary to help students cope with challenges. • Utilize strategic grouping with a positive academic role model. • Utilize graphic organizers.	• Allow self-directed learning for growth through independent projects. • Challenge students with age-appropriate texts at higher reading levels. • Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.

Key: *Amistad ^Holocaust #Climate Change ()DEI @AAPI

Quinton Township School District
Health
Grade 1

Unit	2	Unit Title:	Fitness, Illness, and Disability	Pacing:	45 Days
Unit Summary: In this unit, students continue to identify ways to lead a healthy life. They learn how staying fit can promote good heart and body health. In lessons on the five senses, they learn how their senses help them interact safely with the world. Finally, students examine what it means to have a disability and how to treat those with disabilities respectfully. ()					
Essential Question: What does it mean to live a healthy life?					
Objectives: - Identify ways to stay healthy. - Describe how the heart functions in the body. - Create movement in order to exercise. - Define illnesses and diseases. - Explain the difference between communicable and non-communicable diseases. - Identify the 5 senses and explain how each helps us be safe. - Identify what is a disability and describe how to behave around people with disabilities. ()					
NJSLS-CHPE Standards: 2.1.2.PGD. 1, 2.1.2.PGD. 2, 2.1.2.PGD. 3, 2.1.2.PGD. 4, 2.1.2.PGD. 5, 2.1.2.PP.2, 2.1.2.EH.1, 2.1.2.EH.2, 2.1.2.EH.4, 2.1.2.EH.5, 2.1.2.SSH.1, 2.1.2.SSH.3, 2.1.2.SSH.4, 2.1.2.SSH.4, 2.1.2.SSH.6, 2.1.2.SSH.7, 2.1.2.SSH.8, 2.1.2.SSH.9, 2.1.2.CHSS.1, 2.1.2.CHSS.2, 2.1.2.CHSS.5, 2.1.2.CHSS.6, 2.2.MSC.6, 2.2.MSC.7, 2.2.2.LF.4, 2.2.2.N.2, 2.3.2.PS.1, 2.3.2.HCDM.1, 2.3.2.HCDM.2, 2.3.2.HCDM.3					
Interdisciplinary Connections: RI.CR.1.1, W.SE.1.5, SL.PE.1.1					

Career Readiness, Life Literacies, and Key Skills: 9.1.2.CR.1, 9.4.2.CI.1, 9.4.2.CT.1, 9.4.2.CT.2, 9.4.2.CT.3, 9.4.2.GCA.1

Computer Science and Design Thinking: 9.4.2.DC.4, 8.1.2.AP.4

Career Education: 9.2.2.CAP.1

Overview of Activity/Focus	Instructional Materials	Technology Infusion
- Read stories about healthy thinking and being stress free, then practice breathing exercises on GoNoodle or a similar platform. - Watch a video on heart health and create a plan to increase movement in the day. - Interact with multimedia text to determine which foods support heart health and make a list of those foods. - As a class, make a GoNoodle commitment for brain breaks and good health. - Brainstorm a list of ways to incorporate more movement on weekends, taking a break from screen time. - After reading stories about the 5 senses, brainstorm a list of ways the senses help us stay safe. - Conduct hands-on activities to focus on each of the 5 senses individually. - Keep a journal for a day about the 5 senses you experience. - Watch a video on common illnesses in childhood and make a list of strategies to avoid them. - Read stories and watch videos about children with disabilities, and then discuss the challenges of disabilities and how to be respectful of those with disabilities.	Core Materials <u>Read Alouds</u> <i>The Calm Down Jar</i> <i>Ruby Finds a Worry</i> <i>My 5 Senses</i> <i>This is How We Play</i> <i>Don't Call Me Special: A First Look at Disability</i> Video: How Your Heart Works Video: American Heart Association: Heart Facts GoNoodle 5 Senses Activities Mystery Science: Health Lessons PBS Learning Media: Health Lessons: The Nemours Foundation:	Smart Board Applications Google Applications Chromebooks

		Kids Health in the Classroom Health Powered Kids Supplemental Resources chart paper, drawing paper, graphic organizers, role play cards, crayons, markers	
Assessments			
Formative Assessments ● Class Discussions ● 5 Senses Journal ● Self Assessment		Summative Assessments ● Movement Plan ● Healthy Food Lists ● 5 Senses Assessment	
Benchmark Assessments ● District-assigned Benchmark Assessments (e.g. LinkIt, content-specific benchmarks)		Alternative Assessments ● Alternative Choice Projects ● Oral Assessments	
Differentiation			
Special Education	MLL	At Risk	Gifted and Talented
● Modify and accommodate as listed in student IEP or 504 plan. ● Communicate clear, concise directions and repeat, reword, modify as necessary. ● Use visual aids in lessons. ● Vary formative assessment styles to drive next point of instruction. ● Modify assessments.	● Basic Skills Instruction ● Speech/Language Therapy ● Provide English/Native Language Dictionary for use. ● Place with native-language-speaking teacher/paraprofessional as available. ● Use target words and cognates to understand texts. ● Remind students to underline	● Basic Skills Instruction ● Provide after-school tutoring services. ● Hold fall and spring parent conferences. ● Make modifications to instructional plans based on I and RS Plan. ● Utilize wait time effectively. ● Develop a record system to encourage good behavior and	● Allow self-directed learning for growth though independent projects. ● Challenge students with age-appropriate texts at higher reading levels. ● Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or

• Allow students to utilize online audio books, when appropriate. • Allow for collaboration through strategically selected groups. • Utilize assistive technology as appropriate. • Provide and model sentence frames/sentence starters.	passages and list words they don't understand. • Learn/Utilize/Display some words in the students' native language. • Provide and model sentence frames to help students participate in discussion. • Provide word banks to help students write.	completion of work. • Utilize scaffolding to support instruction. • Provide counseling if necessary to help students cope with challenges. • Utilize strategic grouping with a positive academic role model. • Utilize graphic organizers.	generate new knowledge. • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.
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**Quinton Township School District
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tobacco, Unit	3	Unit Title:	Building Healthy Routines and Avoiding Unhealthy Habits	Pacing:	45 Days
Unit Summary: Developing healthy habits is essential for a healthy life. In this unit, students explore the importance of dental health and expand their knowledge of heart health to include the circulatory and respiratory systems. They learn tobacco harms these systems and focus on ways to stay safe with drugs and alcohol. Finally, students explore character education, including the importance of kindness and resisting friends who encourage unsafe behaviors and situations, an age-appropriate introduction to avoiding gangs.					
Essential Question: How do my daily habits impact my health and wellbeing?					
Objectives: ● Identify and use proper dental health. ● Name the parts of the circulatory system and how it helps our bodies be healthy. ● Name the parts of the respiratory system and how it helps our bodies be healthy. ● Identify the effects of tobacco, drugs, and alcohol. ● Define good character and give examples of good character traits. ● Explain how to avoid those who encourage unhealthy and unsafe behaviors.					
NJSLS-CHPE Standards: 2.1.2.PGD. 2, 2.1.2.PGD. 3, 2.1.2.EH.1, 2.1.2.EH.2, 2.2.MSC.7, 2.3.2.PS.8, 2.3.2.HCDM.1, 2.3.2.HCDM.2, 2.3.2.HCDM.3, 2.3.2.ATD.1, 2.3.2.ATD.2, 2.3.2.ATD.3, 2.3.2.DSDT.1, 2.3.2.ATD.2					
Interdisciplinary Connections: RI.CR.1.1, W.SE.1.5, SL.PE.1.1					

Career Readiness, Life Literacies, and Key Skills: 9.1.2.CR.1, 9.4.2.CI.1, 9.4.2.CT.1, 9.4.2.CT.2, 9.4.2.CT.3, 9.4.2.GCA.1

Computer Science and Design Thinking: 9.4.2.DC.4, 8.1.2.AP.4

Career Education: 9.2.2.CAP.1

Overview of Activity/Focus	Instructional Materials	Technology Infusion
● Watch videos about dental health and practice good tooth brushing habits. ● Explain why dental health is important to body health. ● Read a book or watch a video about lungs, and describe how they work with the heart for good health. ● Create a list of ways to keep lungs healthy. ● Color a diagram of the circulatory system. ● Color a diagram of the respiratory system. ● Watch a video on tobacco use and how it impacts the heart and lungs. ● Watch a video on medication safety, and discuss appropriate use of medicine. Make a list of safe adults who can give you medicine. ● Role play refusal strategies and where to go for help if someone offers drugs. ● Watch videos and read stories about good character, and then create a list of personal qualities that lead to good character. ● Create a kindness poster.	Core Materials <u>Read Alouds</u> <i>Curious George Visits the Dentist</i> <i>The Tooth Book</i> <i>Our Lungs</i> Video: Medicine & Drug Safety Mystery Science: Health Lessons PBS Learning Media: Health Lessons: The Nemours Foundation: Kids Health in the Classroom Supplemental Resources chart paper, drawing paper, graphic organizers, role play cards, crayons, markers	Smart Board Applications Google Applications Chromebooks

Assessments			
Formative Assessments ● Class Discussions ● Refusal Role Play ● Self Assessment		Summative Assessments ● Colored Diagrams of Circulatory and Respiratory Systems ● Kindness Posters ● End-of-Unit Assessment	
Benchmark Assessments ● District-assigned Benchmark Assessments (e.g. LinkIt, content-specific benchmarks)		Alternative Assessments ● Alternative Choice Projects ● Oral Assessments	
Differentiation			
Special Education	MLL	At Risk	Gifted and Talented
● Modify and accommodate as listed in student IEP or 504 plan. ● Communicate clear, concise directions and repeat, reword, modify as necessary. ● Use visual aids in lessons. ● Vary formative assessment styles to drive next point of instruction. ● Modify assessments. ● Allow students to utilize online audio books, when appropriate. ● Allow for collaboration through strategically selected groups. ● Utilize assistive technology as appropriate. ● Provide and model sentence frames/sentence starters.	● Basic Skills Instruction ● Speech/Language Therapy ● Provide English/Native Language Dictionary for use. ● Place with native-language-speaking teacher/paraprofessional as available. ● Use target words and cognates to understand texts. ● Remind students to underline passages and list words they don't understand. ● Learn/Utilize/Display some words in the students' native language. ● Provide and model sentence frames to help students participate in discussion. ● Provide word banks to help students write.	● Basic Skills Instruction ● Provide after-school tutoring services. ● Hold fall and spring parent conferences. ● Make modifications to instructional plans based on I and RS Plan. ● Utilize wait time effectively. ● Develop a record system to encourage good behavior and completion of work. ● Utilize scaffolding to support instruction. ● Provide counseling if necessary to help students cope with challenges. ● Utilize strategic grouping with a positive academic role model. ● Utilize graphic organizers.	● Allow self-directed learning for growth though independent projects. ● Challenge students with age-appropriate texts at higher reading levels. ● Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. ● Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.

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Unit	4	Unit Title:	Safety and Health Outside of Home and School	Pacing:	45 Days
Unit Summary: While much of the year has focused on health and safety at school and at home, this unit explores health and safety in sports and recreational activities. Students also examine some first aid basics and discuss stranger safety. Finally, students plan for a healthy, safe summer break.					
Essential Questions: How can I stay safe when playing? Why is it important to keep healthy and safe? How can I stay safe around strangers?					
Objectives: ● Identify ways to remain safe during sports and other games. ● Explore various exercises and activities in the community to keep active. ● Define and explain first aid. ● Role play calling 911. ● Identify ways to be safe around strangers.					
NJSLS-CHPE Standards: 2.1.2.PGD.1, 2.1.2.EH.2, 2.1.2.CHSS.1, 2.1.2.CHSS.2, 2.1.2.CHSS.3, 2.1.2.CHSS.5, 2.2.2.PF.1, 2.3.2.PS.1, 2.3.2.PS.2, 2.3.2.PS.3, 2.3.2.PS.5, 2.3.2.PS.6, 2.3.2.PS.8, 2.3.2.HCDM.3					
Interdisciplinary Connections: 1.DL.A.1, K-2-ETS1-2, W.WR.1.5, W.SE.1.5, SL.PE.1.1					
Career Readiness, Life Literacies, and Key Skills: 9.1.2.CR.1, 9.4.2.CI.1, 9.4.2.CT.1, 9.4.2.CT.2, 9.4.2.CT.3, 9.4.2.GCA.1					

Computer Science and Design Thinking: 9.4.2.DC.4, 8.1.2.AP.4

Career Education: 9.2.2.CAP.1

Overview of Activity/Focus	Instructional Materials	Technology Infusion
● Watch a video on first aid kits, and draw a picture of a first aid kit for home. ● Practice calling 911, giving the operator important information such as name, location, and reason for calling. ● Read stories about safety in recreational activities and review state laws about wearing bike helmets. Draw a picture of kids wearing safety gear when riding bikes, scooters, and skateboards. ● After reading stories about water safety, create a list of ways to stay safe near water. ● After watching a video on the sun, discuss the importance of sunscreen and the meaning of SPF. ● Create a list of physical activities that can keep kids busy in the summer. ● Conduct research as a class to find summer activities in the Quinton area. Sort activities into categories and make a bar graph of class interest. ● After reading books about strangers, role play a stranger interaction.	Core Materials <u>Read Alouds</u> <i>How Do Dinosaurs Stay Safe</i> <i>Let's Go Bike!</i> <i>Kids Don't Float: Water Safety</i> <i>I Won't Go With Strangers</i> <i>Once Upon a Dragon:</i> <i>Stranger Safety for Kids (and Dragons)</i> Video: How to Make a First Aid Kit Mystery Science: Health Lessons PBS Learning Media: Health Lessons The Nemours Foundation: Kids Health in the Classroom Supplemental Resources chart paper, drawing paper, graphic organizers, role play cards, crayons, markers	Smart Board Applications Google Applications Chromebooks

Assessments			
Formative Assessments ● Class Discussions ● Role Play Scenarios ● Self Assessment		Summative Assessments ● Summer Activity Research Project ● End-of-Unit Assessment	
Benchmark Assessments ● District-assigned Benchmark Assessments (e.g. LinkIt, content-specific benchmarks)		Alternative Assessments ● Alternative Choice Projects ● Oral Assessments	
Differentiation			
Special Education	MLL	At Risk	Gifted and Talented
● Modify and accommodate as listed in student IEP or 504 plan. ● Communicate clear, concise directions and repeat, reword, modify as necessary. ● Use visual aids in lessons. ● Vary formative assessment styles to drive next point of instruction. ● Modify assessments. ● Allow students to utilize online audio books, when appropriate. ● Allow for collaboration through strategically selected groups. ● Utilize assistive technology as appropriate. ● Provide and model sentence frames/sentence starters.	● Basic Skills Instruction ● Speech/Language Therapy ● Provide English/Native Language Dictionary for use. ● Place with native-language-speaking teacher/paraprofessional as available. ● Use target words and cognates to understand texts. ● Remind students to underline passages and list words they don't understand. ● Learn/Utilize/Display some words in the students' native language. ● Provide and model sentence frames to help students participate in discussion. ● Provide word banks to help students write.	● Basic Skills Instruction ● Provide after-school tutoring services. ● Hold fall and spring parent conferences. ● Make modifications to instructional plans based on I and RS Plan. ● Utilize wait time effectively. ● Develop a record system to encourage good behavior and completion of work. ● Utilize scaffolding to support instruction. ● Provide counseling if necessary to help students cope with challenges. ● Utilize strategic grouping with a positive academic role model. ● Utilize graphic organizers.	● Allow self-directed learning for growth though independent projects. ● Challenge students with age-appropriate texts at higher reading levels. ● Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. ● Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.