

NEW MILFORD PUBLIC SCHOOLS

New Milford, Connecticut



First Grade Health

June 2017

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New Milford Board of Education

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New Milford's Mission Statement

The mission of the New Milford Public Schools, a collaborative partnership of students, educators, family and community, is to prepare each and every student to compete and excel in an ever-changing world, embrace challenges with vigor, respect and appreciate the worth of every human being, and contribute to society by providing effective instruction and dynamic curriculum, offering a wide range of valuable experiences, and inspiring students to pursue their dreams and aspirations.

Stage 1 Desired Results

<p>ESTABLISHED GOALS</p> <p>NHES 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.</p> <p>NHES 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p> <p>NHES 5: Students will demonstrate the ability to use decision-making skills to enhance health.</p> <p>NHES7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p> <p>NHES 8: Students will demonstrate the ability to advocate for personal, family, and community health.</p> <p>NPES4: The physically literate individual exhibits responsible personal and social behavior that respects self and others.</p>	<i>Transfer</i>	
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> • Live a healthy life by making healthful choices and decisions regarding personal hygiene, emotional and physical wellbeing, and personal safety. • Participate in activities that promote wellness throughout life. 	
	<i>Meaning</i>	
	<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Communicating our feelings is important to our health. • Washing hands with soap and water can have the biggest positive impact on good health • Children’s bodies are their own and they always have a right to say no to anything that makes them uncomfortable. • Recognizing an emergency can save lives. 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> • How do I manage uncomfortable feelings? • When is it not healthy to keep a secret? • What are some healthy habits that will aid in preventing the spread of germs? • How do my choices affect my health and the health of others? • What does an emergency look like?

	Acquisition	
	<i>Students will know...</i>	<i>Students will be skilled at...</i>
<p>NPES 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p> <p>CCSS.ELA-Literacy.RL.1.1 Ask and answer questions about key details in a text.</p> <p>CCSS.ELA-Literacy.RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>CCSS.ELA-Literacy.SL.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p>CCSS.ELA-Literacy.SL.1.1.b Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>CCSS.ELA-Literacy.SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p>	<ul style="list-style-type: none"> ● <i>the difference between a safe and unsafe touch.</i> ● <i>They can trust adults in school and home settings</i> ● The consequences of keeping secrets ● The difference between tattling and reporting ● Why and when it is important to wash hands with soap and water ● Recognize when an emergency exists 	<ul style="list-style-type: none"> ● Identifying feelings associated with touch ● Accessing trusted adults when needed. ● Demonstrate proper handwashing technique. ● Demonstrate how and when to call 911.

Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
M A M A T A T A	<ul style="list-style-type: none"> ● Students will demonstrate verbally how to appropriately respond and explain why. ● Some students will be able to use words while others will use pictures to communicate their thoughts ● Students will cut and paste pictures in the correct sequence of events. ● Students will circle pictures that represent true emergencies and verbally explain why others are not emergencies. 	PERFORMANCE TASK(S): <ul style="list-style-type: none"> ● Students will show empathy through imagination using whole group real world “what would you do?” situations. ● Students will complete an individual self-reflective journal page. ● Students will represent their knowledge of handwashing through a visual collage. ● Students will distinguish between non-emergency and emergency situations
T A T A	<ul style="list-style-type: none"> ● Parent/Guardian will write and talk about feelings and appropriate responses to 2 scenarios. ● Teacher will collect and review that all students made an effort to learn their address and phone numbers. 	OTHER EVIDENCE: <ul style="list-style-type: none"> ● Guardian assisted Homework completion. ● Using the “Secret Song” visual aid, teach the class the difference between Safe and Unsafe Secrets. Have the children sing the song to determine if a scenario is safe or unsafe. (Safer, Smart Kids lesson 5) ● Students must write out their phone number and home address with assistance from a guardian on a homework assignment.

Stage 3 – Learning Plan

Code	<i>Pre-Assessment</i>	
M	<ul style="list-style-type: none"> In whole group setting a tossing prop will be passed around the class. Whoever catches the prop will share 1 fact they already know about the topic. 	
M	<ul style="list-style-type: none"> Play a game of Hot potato – when music stops, the student holding the “potato” will share what they know 	
	Summary of Key Learning Events and Instruction	Progress Monitoring
T M A	<p>Safer, Smarter Kids:</p> <ul style="list-style-type: none"> Students will analyze pictures. Students will role play with a partner (situations provided in curriculum) Explore our personal space in different situations and environments Students will watch videos and discuss (use approved video only) Students will complete a word web to make concept connections to real world situations. (included in district approved curriculum) Students will listen to a story and discuss in a whole group setting (Uncle Willy’s Tickers or other similar related titles) 	<ul style="list-style-type: none"> Follow lesson 4, 5 and 6 of the teacher guide included in the Safer Smarter Kids curriculum; as well as approved assessments. Teacher will use guiding questions to facilitate deeper thinking. Teacher will challenge students by asking them to focus on a specific concept or skill, giving them specific direction while viewing the video. Teacher will read text ahead of time and have debriefing questions planned out to guide learning and
T M A		
T M A	<p>Germ and Flu Prevention:</p> <ul style="list-style-type: none"> Students will engage in whole group and pair-n-share discussions. comprehension in written format (what is Safe? Or any other similar excerpt) Students will watch videos and discuss (BrainPopJr or other similar video) Students will listen to and discuss books (The Flu and You or 	

	<p>other similar texts)</p> <p>Recognizing Emergencies:</p> <ul style="list-style-type: none"> ● Students will engage in whole group and pair-n-share discussions. ● Students will role play with a partner ● Students will read a brief non-fiction excerpt and demonstrate (“When You Play” or other similar text) reading comprehension. ● Students will watch videos and discuss (YouTube – Emergency Ernie or other similar video) ● Students will listen to a story and discuss in a whole group setting (Scholastic’s Emergency...Call 911 or other similar texts) 	<p>discussion.</p> <ul style="list-style-type: none"> ● Teacher will use guiding questions to facilitate deeper thinking. ● Teacher will research or compose role play situations that provide real-world experiences.
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Stage 1 Desired Results

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	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> ● Live a healthy life by making healthful choices and decisions regarding physical activity and nutrition. ● Participate in activities that promote wellness throughout life 			
	Meaning			
	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%; text-align: left;">UNDERSTANDINGS <i>Students will understand that...</i></th> <th style="width: 50%; text-align: left;">ESSENTIAL QUESTIONS</th> </tr> </thead> <tbody> <tr> <td style="vertical-align: top;"> <ul style="list-style-type: none"> ● The choices we make now can have a huge impact on our health in the future ● The human body is like a machine that works on autopilot. ● Food is fuel for the body. </td> <td style="vertical-align: top;"> <ul style="list-style-type: none"> ● How does your body get the things it needs to live, grow and stay healthy? ● What does being fit and healthy look like? ● Why do we need to eat from all 5 food groups? ● Why should we think before we act? </td> </tr> </tbody> </table>	UNDERSTANDINGS <i>Students will understand that...</i>	ESSENTIAL QUESTIONS	<ul style="list-style-type: none"> ● The choices we make now can have a huge impact on our health in the future ● The human body is like a machine that works on autopilot. ● Food is fuel for the body.
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Acquisition	
<p>CCSS.ELA-Literacy.RL.1.1 Ask and answer questions about key details in a text.</p> <p>CCSS.ELA-Literacy.RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>CCSS.ELA-Literacy.SL.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p>CCSS.ELA-Literacy.SL.1.1.b Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>CCSS.ELA-Literacy.SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p>	<p>Students will know...</p> <ul style="list-style-type: none"> ● That the heart is responsible for pushing blood throughout the entire body ● The skeleton protects the body, gives it shape and helps it move ● Why we should limit junk food in our daily diet
	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> ● Mapping the pathway of blood through the heart ● Demonstrate several ways to protect their skeleton and heart health. ● Building a healthy meal representing foods from all 5 food groups.

Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
A	<ul style="list-style-type: none"> Teacher will visually review each student's work to ensure accuracy 	<p>PERFORMANCE TASK(S)</p> <ul style="list-style-type: none"> Students will complete an artistic representation of the pathway of blood traveling through the heart.
A	<ul style="list-style-type: none"> Students must include a written sentence describing their favorite busy body activity depicted on their work. 	<ul style="list-style-type: none"> Students will construct a paper skeleton performing their favorite busy body activities
A	<ul style="list-style-type: none"> Teacher will visually check each student's meal plate. 	<ul style="list-style-type: none"> Students will build a health meal plate
T M	<ul style="list-style-type: none"> Student's will engage in varying levels of activity in 30 second increments and make observations about how they feel. 	<p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> Students will make predictions about how the heart will respond to different levels of activity, linking everyday activities to their learning.

Stage 3 – Learning Plan

Code	<i>Pre-Assessment</i>	
M M	<ul style="list-style-type: none"> ● After viewing a 2-minute Story bot video about the heart and skeleton (or another similar video), students popcorn share their prior knowledge. ● Whole group Q&A around the questions “What do we know about the human heart?” and “Who can tell me what it means to be a healthy eater?” 	
T M A T M T A A M A	<p>Summary of Key Learning Events and Instruction</p> <p>Heart Health:</p> <ul style="list-style-type: none"> ● Students will view a brief video about the heart ● Students will analyze a diagram of the heart ● Students will listen to a read-aloud (Henry’s Heart or another similar title) ● Students will use context clues to solve a problem ● Students will brainstorm effective ways to keep the heart healthy and safe <p>Skeletal System:</p> <ul style="list-style-type: none"> ● Students will perform an experiment to observe how our skeletons move our bodies in different ways. ● Students will brainstorm ways to protect their skeletons ● Students will watch and listen to a music video to glean what the skeleton does for the body. <p>Nutrition:</p> <ul style="list-style-type: none"> ● Students will analyze a brief reading excerpt. ● Students will sort foods 	<p>Progress Monitoring</p> <ul style="list-style-type: none"> ● Teacher will use Q&A to ensure understanding. ● Teacher will plan debriefing questions ahead of time around the read-aloud choice. ● Teacher will visually see student completion of solved problem; use pairs and small groups to assist weaker readers ● Teacher will observe student movements and seek verbal explanations. ● Teacher will keep a log of brainstorm ideas. ● Teacher will provide plastic food models and visually approve completed.

T	<ul style="list-style-type: none">• Students will listen to a story (Gregory the Terrible eater or another similar title) to predict and problem solve the main character's dilemmas.	<ul style="list-style-type: none">• Teacher will use guiding questions to assist students in a whole group setting.
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First Grade Health Curriculum Pacing Calendar

- Each First Grade class currently meets once during every other 6-day cycle (or every 12 days).
- HPS meets during A-Cycle; NES meets during B-Cycle.
- Each class receives 15 sessions during the school year. The suggested progression is outlined below.
- Each session allows time for reviewing and assessing prior knowledge and skills before moving on to new material.

Unit 1 - Personal Safety:

Session #	Lesson Title	Summative Assessment / Performance Task
1	Safer, Smarter Kids L4	Self-Reflective journaling
2	Safer, Smarter Kids L5	“What Would You Do?” (WWYD?)
3	Germs L1	Handwashing Collage
4	Recognizing Emergencies	Non ER Versus ER situations
5	Recognizing Emergences part 2	Complete Phone Number and Address Card
6	Germs L2	“What Would You Do?” (WWYD?)
7 – 8	Safer, Smarter Kids L6	“Secret Song” scenarios

Unit 2 - Health Enhancing Behaviors:

Session #	Lesson Title	Summative Assessment / Performance Task
9	Anatomy & Physiology	Analyze a diagram of the heart
10	Anatomy & Physiology part 2	Create an artistic representation of the blood's path traveling through the heart and lungs and body
11	Nutrition	MyPlate sorting
12	Nutrition part 2	Build a healthy meal plate
13	Skeletal System	Recall purpose of our skeleton and ways to protect it.
14	Skeletal System part 2	Create skeletons performing health enhancing activities.
15	Physical Activity	Students will engage in physical activity and predict heart and lungs responses to varying levels of intensity.

