

Summit Public Schools  
Summit, New Jersey  
Grade Level: 1/ Content Area: Health  
Summer 2022

**Overview:**

- Unit 1: Personal Wellness
- Unit 2: Safety

**Unit 1: Personal Wellness**

**Big Ideas:** Students will be able to understand that...

- Individuals enjoy different activities and grow at different rates.
- Personal hygiene and self-help skills promote healthy habits.
- All living things may have the capacity to reproduce.
- Many factors influence how we think about ourselves and others.
- There are different ways that individuals handle stress, and some are healthier than others.
- Families shape the way we think about our bodies, our health and our behaviors.
- Communication is the basis for strengthening relationships and resolving conflict between people.
- Conflicts between people occur, and there are effective ways to resolve them.
- People in the community work to keep us safe.
- Individuals face a variety of situations that may result in different type of feelings and learning how to talk about their feelings is important.
- The environment can impact personal health and safety in different ways.

**Essential Questions**

*What provocative questions will foster inquiry, understanding, and transfer of learning?*

- What can you do to keep your body healthy?
- What activities can you do to keep your body healthy?
- Can you identify healthy and nutritionally rich foods?
- How does personal hygiene and self-help skills promote healthy habits?
- How do we think about and care for ourselves and others?
- What are the different ways that individuals can handle their emotions (stress)?
- How can our families shape the way we think about ourselves?
- How can use good communication to form positive relationships with people?
- What are some effective ways to solve conflict

**Enduring Understandings**

*What will students understand about the big ideas?*

**Some lessons and standards will taught during Social Studies, SEL, and Thrive)**

**Students will understand:**

- Staying healthy is a lifelong process that includes many dimensions of wellness.
- How to choose healthy foods that fuel our body and help us grow.
- How and why we choose activities that benefit our body and keep us healthy.
- The importance of personal hygiene.
- Identify body parts and explain how body parts work together to support wellness.
- Explain the ways in which parents may care for their offspring (e.g., animals, people, plants)
- Identify what it means to be responsible and list

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<p>with people?</p> <ul style="list-style-type: none"> <li>• How do people in the community work to keep us safe?</li> <li>• How can we talk about our feelings?</li> <li>• Who can we reach out to when we need to talk about our feelings?</li> <li>• How can we keep others around us safe and healthy?</li> </ul>	<p>personal responsibilities.</p> <ul style="list-style-type: none"> <li>• Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs).</li> <li>• Demonstrate strategies for managing one's own emotions, thoughts and behaviors.</li> <li>• Describe different kinds of families locally, nationally and globally and note similarities in the ways in which they keep their children safe.</li> <li>• Determine the factors that contribute to healthy relationships within a family.</li> <li>• Explain healthy ways for friends to express feelings for and to one another.</li> <li>• Demonstrate healthy ways to respond to disagreements or conflicts with others (e.g., leave, talk to trusted adults, tell a sibling or peer).</li> <li>• Define bullying and teasing and explain why they are wrong and harmful.</li> <li>• Determine where to access home, school and community health professionals.</li> <li>• Demonstrate how to dial and text 911 in case of an emergency.</li> <li>• Identify situations that might result in individuals feeling sad, angry, frustrated, or scared.</li> <li>• Identify individuals who can assist with expressing one's feelings (e.g., family members, teachers, counselors, medical professionals).</li> <li>• Demonstrate personal habits and behaviors that contribute to keeping oneself and other healthy and the environment clean and safe.</li> </ul>
Areas of Focus: Proficiencies (New Jersey Student Learning Standards)	Lessons
<p>Students will:</p> <ul style="list-style-type: none"> <li>• 2.1.2.PGD.1: Explore how activity helps all human bodies stay healthy.</li> <li>• 2.1.2.PGD.2: Develop an awareness of healthy habits (e.g., wash hands, cough in arm, brush teeth).</li> <li>• 2.1.2.PGD.3: Explain what being “well” means and identify self-care practices that support wellness.</li> </ul>	<p><b>Lesson: Different Physical Activities</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Would you Rather Activity</a></li> <li>• Student Activity: Draw a picture of your favorite physical activity (dance, gymnastics, soccer, etc.)</li> </ul> <p><b>Lesson: Healthy Foods</b></p> <ul style="list-style-type: none"> <li>• Read Aloud: <a href="#">Why Should I Eat Well?</a></li> <li>• Read Aloud: <a href="#">I Can Eat a Rainbow</a></li> <li>• <a href="#">Sorting Healthy Food</a></li> </ul> <p><b>Lesson: Healthy Habits</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Healthy Habits for Kids</a></li> </ul>

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- 2.1.2.PGD.4: Use correct terminology to identify body parts and explain how body parts work together to support wellness.
- 2.1.2.PP.2: Explain the ways in which parents may care for their offspring (e.g., animals, people, fish).
- 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.EH.4: Demonstrate strategies for managing one's own emotions, thoughts and behaviors.
- 2.1.2.EH.5: Explain healthy ways of coping with stressful situations.
- 2.1.2.SSH.3: Describe different kinds of families locally, nationally and globally and note similarities in the ways in which they keep their children safe.
- 2.1.2.SSH.4: Determine the factors that contribute to healthy relationships within a family.
- 2.1.2.SSH.7: Explain healthy ways for friends to express feelings for and to one another.
- 2.1.2.SSH.8: Demonstrate healthy ways to respond to disagreements or conflicts with others (e.g., leave, talk to trusted adults, tell a sibling or peer).
- 2.1.2.SSH.9: Define bullying and teasing and explain why they are wrong and harmful.
- 2.1.2.CHSS.2: Determine where to access home, school and community health professionals.
- 2.1.2.CHSS.3: Demonstrate how to dial and text 911 in case of an emergency.
- 2.1.2.CHSS.5: Identify situations that might result in individuals feeling sad, angry, frustrated, or scared.
- 2.1.2.CHSS.6: Identify individuals who can assist with expressing one's feelings (e.g., family members, teachers, counselors, medical professionals).
- 2.3.2.PS.1: Demonstrate personal habits and behaviors that contribute to keeping oneself and others healthy and the environment clean and safe.

- [Read Aloud: Healthy Habits](#)
- Lesson: Personal Hygiene**
- [Washing Hands](#)
  - Create Personal Hygiene Checklist (brush teeth twice a day, wash hands, take a shower and clean your body, etc.)
  - Activity: Students discuss ways to keep other people in our environment healthy and safe (masks when needed, sneezing in elbow, staying home when sick, etc.)
  - Discuss what being “well” means and how if we follow these protocols it helps us to stay well.
  - Art Extension: Create a self portrait of covering face with tissue (students glue a tissue to project)
  - [Sneezing](#)
- Lesson: Body Parts**
- Activity: Draw a diagram and label body parts
  - [Read Aloud: Me and My Amazing Body](#)
  - [My Body Parts](#)
- Lesson: Keeping Our Bodies Healthy**
- [What do humans need to stay healthy?](#)
  - Writing Activity: Students share(write or draw) how they can keep their own bodies healthy with proper nutrition and exercise
- Lesson: Parents and Children**
- Writing Activity: How do parents (humans and animals) take care of their young?
    - Students can write or draw to show understanding
  - Create a class list of ways children can be responsible for themselves at home and school.
- Lesson: Emergency**
- Create a class list of who can help in an emergency when at home, school or in the community. Talk about how you get in touch with the community helpers when there is an emergency.
  - [911](#) activity
- Celebration Activities**

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	<ul style="list-style-type: none"> <li>● Choose a way to show your understanding of healthy habits, physical activities, nutrition, and how we care for others by creating:             <ul style="list-style-type: none"> <li>○ Flip Grid</li> <li>○ Google Slides Presentation</li> <li>○ Buncee</li> <li>○ Poster</li> <li>○ Song</li> <li>○ Book</li> </ul> </li> </ul>
Differentiation	Assessments
<p><b>Interdisciplinary Connections:</b></p> <ul style="list-style-type: none"> <li>● Social Studies when learning about Families and communities.</li> <li>● THRIVE</li> <li>● SEL</li> </ul> <p><b>Technology Integration</b></p> <ul style="list-style-type: none"> <li>● Google Slides</li> <li>● YouTube informational videos</li> <li>● BrainPOPJR</li> <li>● Google Classroom</li> <li>● FlipGrid</li> <li>● Bouncee</li> <li>● Teacher Pay Teachers</li> </ul> <p>(All links can be found in lessons)</p> <ul style="list-style-type: none"> <li>● <a href="#">Teacher Pay Teachers</a> - extra ideas for the health standards</li> </ul> <p><b>Global Perspectives</b></p> <ul style="list-style-type: none"> <li>● Understanding how lifestyles and habits vary amongst cultures around the world.</li> <li>● Discovering health and well being around the world.</li> </ul>	<p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>● Post assessment</li> <li>● BrainPopJR</li> <li>● Seesaw</li> <li>● Journal Entries</li> <li>● Projects</li> </ul> <p><b>Summative Assessments, Projects, and Celebrations:</b></p> <ul style="list-style-type: none"> <li>● Pre assessment</li> <li>● Conference Notes</li> <li>● BrainPop</li> <li>● Seesaw</li> </ul>

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Intervention Strategies			
Accommodations	Interventions	Modifications	
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations	
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback	Differentiated materials	
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need	
Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading	
Allow for extended time on long term projects, tests, quizzes, etc.		Provide choices for projects	
Provide visual resources (posters, pictures, etc.)			

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Unit 2: Safety	
<p><b>Big Ideas:</b> Students will be able to understand that...</p> <ul style="list-style-type: none"> <li>• The environment can impact personal health and safety in different ways.</li> <li>• Potential hazards exist in personal space, in the school, in the community, and globally.</li> <li>• The use of alcohol, tobacco, and other drugs in unsafe ways is harmful to one's health.</li> </ul>	
Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>
<ul style="list-style-type: none"> <li>• How can we keep ourselves and others healthy? (Food and seasonal allergies etc.)</li> <li>• What are some safe choices we can make indoors? (home, school, etc.)</li> <li>• How can we make safe choices while outdoors?</li> <li>• Why is important to use certain equipment when participating in various activities?</li> <li>• How can we keep ourselves safe when participating in water-related activities?</li> <li>• Why do we use medication?</li> <li>• What are some common medications we need to keep ourselves healthy? (Vitamins, Tylenol, etc.)</li> <li>• How do we use medications properly and who should administer medication to young children?</li> </ul>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Understand that personal habits and behaviors help to keep oneself and others healthy and the environment clean and safe.</li> <li>• Understand that people have various allergies (food, seasonal etc.)</li> <li>• Discuss healthy and safe choices both indoors and outdoors (e.g., using equipment, wearing bike helmets, vehicle, water, weather safety).</li> <li>• Identify what medicines are, how they are used, and the importance of utilizing medications properly.</li> <li>• Identify ways in which drugs, including some medicines, can be harmful.</li> </ul>
Areas of Focus: Proficiencies (New Jersey Student Learning Standards)	Lessons
<p><b>Students will:</b></p> <p>2.3.2.PS.1: Demonstrate personal habits and behaviors that contribute to keeping oneself and others healthy and the environment clean and safe.</p> <p>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).</p>	<p><b>Lesson: <a href="#">Allergies</a></b></p> <ul style="list-style-type: none"> <li>• Students identify various types of allergies and the importance of keeping yourself and others safe (not sharing food, washing hands, being aware of our friends' needs).</li> </ul> <p><b>Lesson: Indoor Safety (home, school, etc.)</b></p> <ul style="list-style-type: none"> <li>• Being aware of one's own body and surroundings</li> <li>• <a href="#">Electrical Outlet Safety</a></li> <li>• <a href="#">Fire Safety Indoors</a></li> </ul>

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<p>2.3.2.ATD.1: Explain what medicines are, how they are used, and the importance of utilizing medications properly.</p> <p>2.3.2.ATD.2: Identify ways in which drugs, including some medicines, can be harmful.</p> <p>2.3.2.ATD.3: Explain effects of tobacco use on personal hygiene, health, and safety.</p>	<ul style="list-style-type: none"> <li>● Discuss schoolwide drills as a class</li> </ul> <p><b>Lesson: Outdoor Safety</b></p> <ul style="list-style-type: none"> <li>● <a href="#">Outdoor Safety Video</a></li> <li>● Literacy Extension: Create a book about how to prepare for the 4 different seasons (sunscreen, water, hats, gloves, etc.)</li> </ul> <p><b>Lesson: <a href="#">Helmet Safety Video</a></b></p> <p><b>Lesson: Medicine</b></p> <ul style="list-style-type: none"> <li>● <a href="#">Medicine Brain Pop</a></li> <li>● <a href="#">Safely Using Medicine Video</a></li> <li>● Different Types of Medicine <ul style="list-style-type: none"> <li>○ Vitamins, tylenol, epipens, insulin, inhalers</li> </ul> </li> </ul> <p>Celebration Activities:</p> <ul style="list-style-type: none"> <li>● Group Activity: Assign each group an outdoor activity/adventure (camping, beach, skiing, visiting a farm, etc.) <ul style="list-style-type: none"> <li>○ Assign a food allergy to a group (group will discuss what medication they will need to keep themselves safe).</li> <li>○ Students then prepare for the trip by including essential items to keep them safe during their activity.</li> <li>○ What items do you need? (Sunscreen, bug spray, hats, gloves, etc.)</li> </ul> </li> <li>● Book: Create a book showing understanding of learning throughout unit.</li> <li>● Flip Grid: Create a safety video discussing indoor and outdoor safety, medication, etc.)</li> </ul>
Differentiation	Assessments
<p><b>Interdisciplinary Connections:</b></p> <ul style="list-style-type: none"> <li>● Language Arts, critical reading and writing.</li> </ul> <p><b>Technology Integration</b></p> <ul style="list-style-type: none"> <li>● Google Slides</li> <li>● YouTube informational videos</li> <li>● BrainPOPJR</li> <li>● Google Classroom</li> <li>● FlipGrid</li> </ul>	<p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>● BrainPOP quiz</li> <li>● Self reflections</li> </ul> <p><b>Summative Assessments, Projects, and Celebrations:</b></p> <ul style="list-style-type: none"> <li>● BrainPop</li> <li>● Celebration Project</li> </ul>

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- Buncee
- (All links can be found in lessons)

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Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading
Allow for extended time on long term projects, tests, quizzes, etc.		Provide choices for projects
Provide visual resources (posters, pictures, etc.)		