



Washington Township School District



The mission of the Washington Township Public Schools is to provide a safe, positive, and progressive educational environment that provides opportunity for all students to attain the knowledge and skills specified in the NJ Learning Standards at all grade levels, so as to ensure their full participation in an ever-changing world as responsible, self-directed and civic-minded citizens.

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| Course Title: | Health and Wellness | | | | |
| Grade Level(s): | First Grade | | | | |
| Duration: | <i>Full Year:</i> | X | <i>Semester:</i> | | <i>Marking Period:</i> |
| Course Description: | This course is a comprehensive, sequential health education program that emphasizes the natural interdisciplinary connection among wellness, health, and social emotional learning. The primary focus of the standards is on the development of knowledge and skills that influence life-long healthy behaviors within the context of self, family, school and the local and global communities. Social-emotional learning involves the process through which children and adults acquire and apply the knowledge, attitudes and skills necessary to understand and manage emotions, set, and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. | | | | |
| Grading Procedures: | 3= Consistently, 2= Occasionally, 1= Rarely | | | | |
| Primary Resources: | <ul style="list-style-type: none">• Mindfulschools.org shared resources• Literature and videos for discussion• PebbleGo• KidsHealth.org• YouTube Videos | | | | |

Washington Township Principles for Effective Teaching and Learning

- Implementing a standards-based curriculum
- Facilitating a learner-centered environment
- Using academic target language and providing comprehensible instruction
- Adapting and using age-appropriate authentic materials
- Providing performance-based assessment experiences
- Infusing 21st century skills for College and Career Readiness in a global society

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| Designed by: | Suzie Brennan, Melissa McNally, Madison Agostini, Kathi Passante |
| Under the Direction of: | Christine Gehringer |

Written: Aug. 2024
Revised: _____
BOE Approval: _____

Social and Emotional Learning

New Jersey SEL Competencies and Sub-Competencies

Social and emotional learning (SEL) involves the process through which children and adults acquire and apply the knowledge, attitudes and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. The purpose of the SEL competencies is to provide schools with guidelines for integrating SEL across grades and subject areas.



<http://www.nj.gov/education/students/safety/sandp/sel>

August 2017

Through the district-wide K-12 character education ideology, **WT CORE 4**, students and staff demonstrate the four traits of respect, responsibility, caring, and citizenship toward themselves and others in both school and community.

Students in K-5 engage in **Mindfulness** activities for 5 minutes daily. This practice strengthens the SEL competency of Self-Management.

Through purposeful and strategic lesson development and classroom routines, students build their executive functions: working memory, cognitive flexibility, inhibition control. These skills underlie the capacity to plan ahead and meet goals, display self-control, follow multiple-step directions even when interrupted, and stay focused despite distractions, among others.

Through a student-led school climate improvement program, ***No Place for Hate***, students participate in school-wide discussion-based and active learning activities. Students and staff examine identities, reflect on biased behavior, and learn new ways to challenge bias and bullying in themselves and society. Collaborative projects strengthen the SEL competencies, anti-bullying, and equity efforts, while creating harmony through a social justice lens and common language from PreK-12.

Unit: Alcohol, Tobacco, and Other Drugs

Unit Description:

In this unit students will be able to identify how decision making is advantageous to prevent the abuse of alcohol, tobacco, and other drugs. Students will be able to explain what medicines are and why they are used. They will demonstrate an understanding of how tobacco can be harmful to smokers and nonsmokers and the effects it has on the personal hygiene, health, and safety of the user. Students will understand some individuals may have difficulty controlling their use of alcohol, tobacco, and other drugs and explain how they can get help.

Through the WT CORE 4: respect, responsibility, caring, and citizenship students build strong relationships by recognizing the character strengths in themselves and others.

Students are provided frequent opportunities for acquiring and strengthening executive function skills.

Daily Mindfulness (Understand and practice strategies for managing one's own emotions, thoughts, and behaviors)

Unit Duration: 2 Lessons

Desired Results

Standard(s):

Health:

- 2.1.2.CHSS.2: Determine where to access home, school, and community health professionals.
- 2.3.2.ATD.1 Explain what medicines are, how they are used, and the importance of utilizing medications properly.
- 2.3.2.ATD.2 Identify ways in which drugs, including some medicines, can be harmful.
- 2.3.2.ATD.3 Explain effects of tobacco use on personal hygiene, health, and safety.
- 2.3.2.DSDT.1 Recognize that some people may have difficulty controlling their use of alcohol, tobacco, and other drugs.
- 2.3.2.DSDT.2 Explain that individuals who abuse alcohol, tobacco, and other drugs can get help.

SEL : Competencies

- Responsible decision making.

Indicators:

- Determine where to access home, school, and community health professionals. Explain what medicines are, how they are used, and the importance of utilizing medications properly.
- Identify ways in which drugs, including some medicines, can be harmful.
- Explain effects of tobacco use on personal hygiene, health, and safety.
- Recognize that some people may have difficulty controlling their use of alcohol, tobacco, and other drugs.
- Explain that individuals who abuse alcohol, tobacco, and other drugs can get help.

Understandings:

Students will understand that...

- People in the community work to keep us safe.
- The use of alcohol, tobacco, and other drugs in unsafe ways is harmful to one's health.
- Substance abuse is caused by a variety of factors.
- There are many ways to obtain help for treatment of alcohol, tobacco, and other substance abuse problems.

Essential Questions:

- How do people in the community work to keep us safe?
- How can alcohol, tobacco, and other drugs be harmful to my personal health?
- What are medicines and what are they used for?
- Where can people go for help with making better decisions about alcohol, tobacco, and other drugs?

Assessment Evidence

Performance Tasks:

- Daily Mindfulness Exercises
- Completion of Executive Functioning Activities

Other Evidence:

- Teacher Observation.
- Team Building Game/Activity

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| <ul style="list-style-type: none"> • Class Discussions • Class Activities | <ul style="list-style-type: none"> • Participation in outdoor/classroom cooperative games and physical activities. • Participation in movement activities (brain breaks, GoNoodle, etc.) |
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Learning Plan

Learning Activities:

Daily Mindfulness - Teachers will lead mindfulness activities daily during a conducive time in their schedule (ex. At arrival, after lunch, before assessment, etc.). Teachers can use a variety of activities for mindfulness including but not limited to; mindfulschools.org, gonoodle.com (Flow and Empower Tools channels), mindyeti.com, and activities provided during district Mindfulness PD sessions. Required daily mindfulness activities should be approximately 5-10 minutes in duration.

Teachers will integrate CASEL Competencies and the WT CORE 4 traits into lessons that build executive functioning skills.

Red Ribbon week activities will address the following standards:

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

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

2.3.2.ATD.3 Explain effects of tobacco use on personal hygiene, health, and safety.

Health Teacher Lessons:

Learning Target: Students will understand what medicines are and identify adults that may administer medicine. (2.3.2.ATD.1, 2.3.2.ATD.2)

Activity: Use YouTube video <https://www.youtube.com/watch?v=xDJk1ilcH5g> to introduce the concept of medicine to students. Then, use KidsHealth.org: (Teacher's Guide K-2: Health Problems - Alcohol, Tobacco, and Other Drugs, then select "Drugs"). Use related KidsHealth Links under Articles for Kids (What You Need to Know About Drugs, then click on "Medicine" in the paragraph) to teach concepts. To deepen understanding, use the "Trusted Adults Activity" in the Drugs section.

Learning Target: Students will understand the harmful effects of tobacco, and that some people may have difficulty controlling their use of tobacco and other drugs. (2.3.2.ATD.3, 2.3.2.DSDT.1, 2.3.2.DSDT.2)

Activity: KidsHealth.org: (Teacher's Guide K-2: Health Problems, Alcohol, Tobacco, and other Drugs - Click on Smoking) Use related KidsHealth Links under Articles for Kids (Smoking Stinks, What Kids Say About Tobacco) to teach smoking related concepts. To deepen understanding, have students write or illustrate a reason to be smoke free.

Resources:

- PebbleGo
- KidsHealth.org
- Daily Mindfulness Exercises
- Completion of Executive Functioning Activities
- 4theKids
- <https://sites.google.com/idecorp.com/wtps-virtual-support-center/primary-resources>

Unit Modifications for Special Population Students

Advanced Learners

- Provide appropriate challenges for wide ranging skills and development areas.
- Participate in inquiry and project-based learning units of study.
- Assign roles within partnerships.

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| Struggling Learners | <ul style="list-style-type: none"> • Provide instructional adaptations and interventions in the general education classroom. • Modify classroom environment to support student needs. • Differentiated instruction. • Frontload vocabulary for unit: drug, medicine, chemicals, tobacco, prescription, over the counter medicines. (OTC) • Repeat and rephrase instructions. |
| English Language Learners | <ul style="list-style-type: none"> • Pair visual prompts with verbal presentations. • Frontload and immerse students in literacy and language experiences related to content. • Introduce vocabulary with visuals when possible. • Provide students with visual models, sentence stems, concrete objects, and hands-on materials. • Front load vocabulary for the unit: drug, medicine, chemicals, tobacco, prescription, over the counter medicines. (OTC) • Repeat and rephrase instructions. • Read all material orally. |
| Special Needs Learners | <ul style="list-style-type: none"> • Review student individual educational plan and/or 504 plan. • Establish procedures for accommodations and modifications for assessments as per IEP/504. • Establish procedures for modification of classwork and homework as per IEP/504. • Modify classroom environment to support academic and physical needs of the students as per IEP/504. • Provide appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team. • Differentiation through content, process, product, environment • Front load vocabulary for unit: drug, medicine, chemicals, tobacco, prescription, over the counter medicines. (OTC) • Repeat and rephrase instructions. • Read all material orally. |
| Learners with a 504 | Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans. |

Interdisciplinary Connections

Indicators:

ELA

SL.PE.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. C. Ask questions to clear up any confusion about the topics and texts under discussion.

- Students will participate in discussions during Red Ribbon week about alcohol, tobacco, and other drugs and how to make healthy lifestyle choices.

SL.UM.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

- Students will create "Say No To Drugs" posters.

Integration of 21st Century Skills

Indicators:

Standard 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information to solve problems individually and collaborate and to create and communicate knowledge.

Strand F: Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

Grade Level Bands - K-2 Content Statements students will:

- Identify and define authentic problems and significant questions for investigations.
- Plan and manage activities to develop a solution or complete a project.
- Collect and analyze data to identify solutions and/or make informed decisions.
- Use multiple processes and diverse perspectives to explore alternative solutions.

Indicator 8.1.2.F.1 Use geographic mapping tools to plan and solve problems.

Unit: Personal Growth & Wellness/Nutrition**Unit Description:**

In this unit students will be able to explain healthy habits and self-help skills (i.e., personal hygiene, independence skills) and how they can support these skills through regular physical activity and healthy food choices by investigating different food groups and demonstrating an awareness of nutritional value.

Through the WT CORE 4: respect, responsibility, caring, and citizenship students build strong relationships by recognizing the character strengths in themselves and others.

Students are provided frequent opportunities for acquiring and strengthening executive function skills.

Daily Mindfulness (Understand and practice strategies for managing one's own emotions, thoughts, and behaviors)

Unit Duration: 6 Lessons**Desired Results****Standard(s):****Health:**

- 2.1.2.PGD.1 Explore how activity helps all human bodies stay healthy.
- 2.1.2.PGD.2 Develop an awareness of healthy habits (e.g., wash hands, cough in arm, brush teeth).
- 2.1.2.PGD.3 Explain what being "well" means and identify self-care practices that support wellness.
- 2.3.2.PS.1 Demonstrate personal habits and behaviors that contribute to keeping oneself and others healthy and the environment clean and safe.
- 2.3.2.HCDM.1 Explain the consequences on a person's health if he or she does not have adequate food and a clean environment.
- 2.3.2.HCDM.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).
- 2.3.2.HCDM.3 Explain strategies and develop skills to prevent spread of communicable disease and health conditions (e.g., Lyme disease, influenza, cardiovascular diseases).
- 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 : Competencies

- Self-Awareness
- Self-Management

Indicators:

- Explore how activity helps all human bodies stay healthy.
- Develop an awareness of healthy habits
- Explain what being "well" means and identify self-care practices that support wellness.
- Demonstrate personal habits and behaviors that contribute to keeping oneself and others healthy and the environment clean and safe.
- Explain the consequences on a person's health if he or she does not have adequate food and a clean environment.
- Demonstrate personal hygiene and the use of necessary and appropriate health-enhancing behaviors that can keep a person healthy
- Explain strategies and develop skills to prevent spread of communicable disease and health conditions
- Explore different types of foods and food groups.
- Explain why some foods are healthier to eat than others.
- Differentiate between healthy and unhealthy eating habits.

Understandings:

Students will understand that...

- Individuals enjoy different activities and grow at different rates.
- Personal hygiene and self-help skills promote healthy habits.
- The environment can impact personal health and safety in different ways.
- People need food, water, air, waste removal, and a particular range of temperatures in their environment to stay healthy.
- Nutritious food choices promote wellness and are the basis for healthy eating habits.

Essential Questions:

- What activities do individuals enjoy?
- What rate do individuals grow?
- How does personal hygiene promote healthy habits?
- In what ways does the environment impact personal health and safety?
- What do people need in their environment to stay healthy?
- What are nutritious food choices that promote wellness and healthy eating habits?

Assessment Evidence

Performance Tasks:

- Completion of Executive Functioning Activities
- Daily Mindfulness Exercises
- Class Discussions
- Class Activities

Other Evidence:

- Teacher Observation.
- Team Building Game/Activity
- Participation in outdoor/classroom cooperative games and physical activities.
- Participation in movement activities (brain breaks, GoNoodle, etc.)

Learning Plan

Learning Activities:

Daily Mindfulness - Teachers will lead mindfulness activities daily during a conducive time in their schedule (ex. At arrival, after lunch, before assessment, etc.). Teachers can use a variety of activities for mindfulness including but not limited to; mindfulschools.org, gonoodle.com (Flow and Empower Tools channels), mindyeti.com, and activities provided during district Mindfulness PD sessions. Required daily mindfulness activities should be approximately 5-10 minutes in duration.

Teachers will integrate CASEL Competencies and the WT CORE 4 traits into lessons that build executive functioning skills.

Lessons:

Learning Target: Students will demonstrate awareness of nutritional value and different foods and food groups. (2.2.2.N.1, 2.2.2.N.2, 2.2.2.N.3)

Activity: Identify and understand the 5 food groups using Pebble Go (Health; Nutrition, Food Groups). Explain how each food group provides specific nutrients to aid in growth and development. To deepen understanding, use NourishInteractive.com and Myplate.com for supplemental materials.

Learning Target: Students will identify food choices. (2.2.2.N.1, 2.2.2.N.2, 2.2.2.N.3, 2.3.2.HCDM.1)

Activity: KidsHealth.org: (Teacher's Guide K-2: Personal Health, Nutrition, Healthy Snacking). Use related KidsHealth Links under Articles for Kids (Go, Slow, And Whoa!, MyPlate Food Guide) to introduce students to making healthy food choices. Use the Healthy Snacking activity - "The Snack Shack Activity" to deepen understanding.

Learning Target: Students will identify why it is important to drink water. (2.3.3.HCDM.1, 2.2.2.N.1)

Activity: Identify and understand the importance of water using Pebble Go (Health; Nutrition, Water and My Health). To deepen understanding, use the "Water and My Health Activities" located at the bottom of the "Water and My Health" page.

Learning Target: Students will demonstrate an understanding of the importance of regular exercise and a balanced diet to promote a healthy lifestyle. (2.1.2.PGD.1, 2.1.2.PGD.3, 2.3.2.HCDM.2)

Activity: KidsHealth.org: (Teacher's Guide K-2: Personal Health, Fitness and Fun, Fitness) Use related KidsHealth Links under Articles for Kids (Be a Fit Kid, What if I Don't Like Sports, Why is Exercise Cool) to teach exercise and fitness related concepts. To deepen understanding, use the Fitness Scrapbook Activity.

Learning Target: Students will explain how healthy habits (personal hygiene, etc.) and self-help skills support personal wellness. (2.1.2.PGD.1; 2.1.2.PGD.2; 2.1.2.PGD.3; 2.3.2.PS.1)

Activity: Identify and understand personal hygiene using Pebble Go (Health; Health Habits - Hygiene). Teachers will monitor for a clear understanding of what healthy habits are and why they promote a healthy lifestyle. To deepen understanding, use the "Hygiene Activities" located at the bottom of the hygiene page.

Learning Target: Students will demonstrate an understanding that washing your hands can help keep you healthy. (2.1.2.PGD.1; 2.3.2.HCDM2; 2.3.2.HCDM.3)

Activity: Promote the understanding of hand washing and the spread of germs using KidsHealth.com (Teacher's Guide K-2: Personal Health, Hygiene, Germs:). Teachers will monitor for a clear understanding of what healthy habits are and why they promote a healthy lifestyle. Use a related KidsHealth Link under Articles for Kids (Why Do I Need to Wash My Hands) to introduce the topic. To deepen understanding, use the "Washing my Hands Activity" that follows the lesson.

Resources:

- PebbleGo
- KidsHealth.org
- NourishInteractive.com
- Myplate.com
- Daily Mindfulness Exercises
- Completion of Executive Functioning Activities
 - [4theKids](#)
 - <https://sites.google.com/idecorp.com/wtps-virtual-support-center/primary-resources>

Unit Modifications for Special Population Students

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| Advanced Learners | <ul style="list-style-type: none"> • Provide appropriate challenges for wide ranging skills and development areas. • Participate in inquiry and project-based learning units of study • Assigning roles within partnerships • Provide students the opportunity to write a story about healthy habits and a healthy lifestyle. |
| Struggling Learners | <ul style="list-style-type: none"> • Provide instructional adaptations and interventions in the general education classroom. • Modify classroom environment to support student needs. • Differentiated instruction • Read all materials orally • Repeat and rephrase instructions as needed • Frontload vocabulary: germs, cough, sneeze, sick, healthy |
| English Language Learners | <ul style="list-style-type: none"> • Pair visual prompts with verbal presentations • Frontload and immerse students in literacy and language experiences related to content. • Introduce vocabulary with visuals when possible. • Provide students with visual models, sentence stems, concrete objects, and hands-on materials. • Frontload vocabulary: germs, cough, sneeze, sick, healthy • Read all materials orally |
| Special Needs Learners | <ul style="list-style-type: none"> • Review student individual educational plan and/or 504 plan. |

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| | <ul style="list-style-type: none"> • Establish procedures for accommodations and modifications for assessments as per IEP/504. • Establish procedures for modification of classwork and homework as per IEP/504. • Modify classroom environment to support academic and physical needs of the students as per IEP/504. • Provide appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team. • Differentiation through content, process, product, environment • Read all materials orally • Frontload vocabulary: germs, cough, sneeze, sick, healthy |
| Learners with a 504 | Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans. |

Interdisciplinary Connections

Indicators:

ELA

SL.PE.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. C. Ask questions to clear up any confusion about the topics and texts under discussion.

- This standard is met through class discussions where students will practice listening to others, taking turns, and speaking about nutrition, physical activity, the importance of adequate water intake, and other healthy habits.

SL.UM.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

- This standard is met through students' drawings about healthy habits and good nutrition.

Integration of 21st Century Skills

Indicators:

Standard 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information to solve problems individually and collaborate and to create and communicate knowledge.

Strand F: Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

Grade Level Bands - K-2 Content Statements students will:

- Use geographic mapping tools to plan and solve problems.
- Plan and manage activities to develop a solution or complete a project.
- Collect and analyze data to identify solutions and/or make informed decisions.
- Use multiple processes and diverse perspectives to explore alternative solutions

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| Unit: Family Life | |
| Unit Description: <p>In this unit students will be able to explain that all living things may have the capacity to reproduce and explain ways in which parents may care for their offspring. Students will recognize that every individual has unique skills and qualities which enable them to make their own choices about how to express themselves.</p> <p>Through the WT CORE 4: respect, responsibility, caring, and citizenship students build strong relationships by recognizing the character strengths in themselves and others.</p> <p>Students are provided frequent opportunities for acquiring and strengthening executive function skills.</p> <p>Daily Mindfulness (Understand and practice strategies for managing one's own emotions, thoughts, and behaviors)</p> | |
| Unit Duration: 0 Lessons | |
| Desired Results | |
| Standard(s): Health: <ul style="list-style-type: none"> 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). 2.1.2.SSH.1 Discuss how individuals make their own choices about how to express themselves. SEL : Competencies <ul style="list-style-type: none"> Relationship Skills | |
| Indicators: <ul style="list-style-type: none"> Define reproduction. Explain the ways in which parents may care for their offspring. Discuss how individuals make their own choices about how to express themselves. | |
| Understandings: <i>Students will understand that...</i> <ul style="list-style-type: none"> All living things may have the capacity to reproduce. Every individual has unique skills and qualities, which can include the activities they enjoy such as how they may dress, their mannerisms, things they like to do. | Essential Questions: <ul style="list-style-type: none"> What are ways in which parents care for their offspring? What are some characteristics, qualities, and skills that make you unique? |
| Assessment Evidence | |
| Performance Tasks: <ul style="list-style-type: none"> Daily Mindfulness Exercises Completion of Executive Functioning Activities Classroom Discussions Activities | Other Evidence: <ul style="list-style-type: none"> Teacher Observation. Team Building Game/Activity. Participation in outdoor/classroom cooperative games and physical activities. Participation in movement activities. (brain breaks, GoNoodle, etc.) |

Learning Plan

Learning Activities:

Daily Mindfulness - Teachers will lead mindfulness activities daily during a conducive time in their schedule (ex. At arrival, after lunch, before assessment, etc.). Teachers can use a variety of activities for mindfulness including but not limited to; mindfulschools.org, gonoodle.com (Flow and Empower Tools channels), mindyeti.com, and activities provided during district Mindfulness PD sessions. Required daily mindfulness activities should be approximately 5-10 minutes in duration.

Teachers will integrate CASEL Competencies and the WT CORE 4 traits into lessons that build executive functioning skills.

Lessons:

National Geographic Science curriculum will address the following learning standards:

Standards 2.1.2.PP.1 and 2.1.2.PP.2 in life science unit "Structure, Function, and Information Processing" lessons 21, 22, 23, 24, 25 where the students will learn that young animals need help from their parents to survive, some animals look like their parents, while others differ more from their parents.

Standard 2.1.2.SSH.1 is addressed by the school counselor in the February/March Guidance Lesson. Students will understand that diversity is the difference between people, and that differences are to be celebrated. Students will identify different characteristics about themselves and reflect on how their differences give them strength. Students will read and discuss a mentor text and complete a follow up activity that includes discussion about differences and how to treat each other with kindness.

Resources:

- Completion of Executive Functioning Activities
 - [4theKids](http://4theKids.com)
 - <https://sites.google.com/idecorp.com/wtps-virtual-support-center/primary-resources>
- Daily Mindfulness Exercises

Unit Modifications for Special Population Students

| | |
|----------------------------------|---|
| Advanced Learners | <ul style="list-style-type: none"> • Provide appropriate challenges for wide ranging skills and development areas. • Participate in inquiry and project-based learning units of study. • Assigning roles within partnerships. |
| Struggling Learners | <ul style="list-style-type: none"> • Provide instructional adaptations and interventions in the general education classroom. • Modify classroom environment to support student needs. • Differentiated instruction. • Repeat and rephrase instructions. • Frontload vocabulary: characteristics, strengths, weakness, reproduction, offspring, young. |
| English Language Learners | <ul style="list-style-type: none"> • Pair visual prompts with verbal presentations. • Frontload and immerse students in literacy and language experiences related to content. • Introduce vocabulary with visuals when possible. • Provide students with visual models, sentence stems, concrete objects, and hands-on materials. • Repeat and rephrase instructions. • Frontload vocabulary: characteristics, strengths, weakness, reproduction, offspring, young. |

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| Special Needs Learners | <ul style="list-style-type: none"> • Review student individual educational plan and/or 504 plan. • Establish procedures for accommodations and modifications for assessments as per IEP/504. • Establish procedures for modification of classwork and homework as per IEP/504. • Modify classroom environment to support academic and physical needs of the students as per IEP/504. • Provide appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team. • Differentiation through content, process, product, environment. • Repeat and rephrase instructions. • Frontload vocabulary: characteristics, strengths, weakness, reproduction, offspring, young. |
| Learners with a 504 | Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans. |

Interdisciplinary Connections

Indicators:

W.WR.1.5 - With prompting and support, generate questions through shared research about a topic and determine possible sources to obtain information on that topic.

- Students will illustrate a picture of their family and write what makes their family unique.

ASCA Mindset and Behaviors

B-SS 2 – Create positive and supportive relationships with other students.

B-SS 8 – Demonstrate advocacy skills and ability to assert self, when necessary.

B-SS 9 - Demonstrate social maturity and behaviors appropriate to the situation and environment.

- Students will understand diversity and differences and understand how to celebrate the characteristics that make them unique.

1.LS1-2 Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive.

- Students will understand that young animals need help from their parents to survive. Some animals look like their parents, while others differ more from their parents.

Integration of 21st Century Skills

Indicators:

Standard 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

Strand F: Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

Grade Level Bands – K-2 Content Statements students will:

- Use geographic mapping tools to plan and solve problems.
- Plan and manage activities to develop a solution or complete a project.
- Collect and analyze data to identify solutions and/or make informed decisions.
- Use multiple processes and diverse perspectives to explore alternative solutions.

Unit: Community Health Skills**Unit Description:**

In this unit students will be able to understand that people have relationships with others in the local community which help meet basic social needs of all people. Students will understand that there are factors that contribute to healthy relationships, which include healthy ways to express feelings for one another. Students will understand that conflicts between people can occur and there are healthy ways to resolve conflicts. Students will understand there are people in the community that work to keep them safe. They will understand differences between themselves and peers and how character impacts the way one feels and thinks about themselves and others. Students will identify conflicts that can arise between people and develop appropriate ways to prevent and resolve them.

Through the WT CORE 4: respect, responsibility, caring, and citizenship students build strong relationships by recognizing the character strengths in themselves and others.

Students are provided frequent opportunities for acquiring and strengthening executive function skills.

Daily Mindfulness (Understand and practice strategies for managing one's own emotions, thoughts, and behaviors)

Unit Duration: 6 Lessons**Desired Results****Standard(s):****Health:**

- 2.1.2.SSH.5 Identify basic social needs of all people. (Taught in Counseling in April/May)
- 2.1.2.SSH.6 Determine the factors that contribute to healthy relationships. (Taught in Counseling in April/May)
- 2.1.2.SSH.7 Explain healthy ways for friends to express feelings for and to one another. (Taught in Counseling in April/May)
- 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). (Taught in Counseling in April/May)
- 2.1.2.SSH.9 Define bullying and teasing and explain why they are wrong and harmful. (Taught in Counseling in October)
- 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.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.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.
- 2.1.2.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.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 injury at home, school, in the community (e.g., traffic safety, bicycle/scooter safety, fire safety, poison safety, accident prevention).
- 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.)

SEL: Competencies

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| <ul style="list-style-type: none"> • Social Awareness | |
| Indicators: <ul style="list-style-type: none"> • Identify basic social needs of all people and determine the factors that contribute to healthy relationships. • Explain healthy ways to express your thoughts and handle conflicts and disagreements. • Define bullying and teasing and explain why they are wrong and harmful. • Explain the meaning of character and how it is reflected in the thoughts, feelings, and actions of oneself and others. • Identify what it means to be responsible and list personal responsibilities. • Demonstrate self-control in a variety of settings and strategies for managing one's own emotions, thoughts, and behaviors. • Explain healthy ways of coping with stressful situations • Identify and locate community professionals and school personnel who address health emergencies and provide reliable health information to us. • Demonstrate how to dial and text 911, in case of an emergency. • Identify situations that might result in individuals feeling sad, angry, frustrated, or scared. • Discuss healthy and safe choices both indoors and outdoors. • Recognize and demonstrate safety strategies to prevent injury at home, school, in the community. • Identify trusted adults, including family members, caregivers, and school staff, that you can talk to about situations which may be uncomfortable or dangerous. | |
| Understandings: <ul style="list-style-type: none"> • People have relationships with others in the local community and beyond. • Communication is the basis for strengthening relationships and resolving conflict between people. • Conflicts between people occur, and there are effective ways to resolve them. • Many factors influence how we think about ourselves and others. • There are different ways that individuals handle stress, and some are healthier than others. • Individuals face a variety of situations that may result in different types of feelings and learning how to talk about their feelings is important. • Potential hazards exist in personal space, in the school, in the community, and globally. • Anytime children feel uncomfortable or in an unsafe situation, they should reach out to a trusted adult for help. | Essential Questions: <ul style="list-style-type: none"> • How does communication strengthen relationships? • What are effective ways to resolve conflicts? • What factors influence how we think about ourselves and others? • What are different ways individuals handle stress? • What are situations that may result in different types of feelings? • Why is learning how to talk about feelings important? • What are some potential hazards that exist in personal space, in the school, in the community, and globally? • Who are trusted adults in your life that you can reach out to if you feel uncomfortable or unsafe? |

| Assessment Evidence | |
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| Performance Tasks: <ul style="list-style-type: none"> • Daily Mindfulness Exercises • Teacher Created Activities • Completion of Executive Functioning Activities • Classroom Discussions | Other Evidence: <ul style="list-style-type: none"> • Teacher Observation • Team Building Game/Activity • Participation in outdoor/classroom cooperative games and physical activities • Participation in movement activities (brain breaks, GoNoodle, etc.) |
| Benchmarks: SeeSaw Assessment: "Health Benchmark Grade 1" District first grade Health library | |

Learning Plan

Learning Activities:

Daily Mindfulness - Teachers will lead mindfulness activities daily during a conducive time in their schedule (ex. At arrival, after lunch, before assessment, etc.). Teachers can use a variety of activities for mindfulness including but not limited to; mindfulschools.org, gonoodle.com (Flow and Empower Tools channels), mindyeti.com, and activities provided during district Mindfulness PD sessions. Required daily mindfulness activities should be approximately 5-10 minutes in duration.

Teachers will integrate CASEL Competencies and the WT CORE 4 traits into lessons that build executive functioning skills.

Lessons:

WTFD Safety Awareness Assembly will address the following standards:

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.

2.1.2.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 injury at home, school, in the community (e.g., traffic safety, bicycle/scooter safety, fire safety, poison safety, accident prevention).

Standards 2.1.2.EH.1; 2.1.2.EH.2; 2.1.2.EH.3; 2.1.2.EH.4; 2.1.2.EH.5; 2.1.2.SSH.5; 2.1.2.SSH.6; 2.1.2.CHSS.6 are addressed by the school counselor in the September Guidance Lesson. Students will identify trusted adults who can provide support for social emotional needs, assist in expressing feelings, and talk about situations where they may be uncomfortable. Students will identify and use self-control skills that they can apply to situations and how controlling behavior in school and with friends will help them feel good about themselves. Students will learn about personal space and one way of caring for others is respecting their personal space. After reading and discussing a mentor text, students will complete an activity that reinforces the concepts of personal space and self-control.

Standards 2.1.2.SSH.7; 2.1.2.SSH.9; 2.3.2.PS.8 are addressed by the school counselor in the October Guidance Lesson. Students will identify specific behaviors that are "kind and unkind" and how those behaviors impact relationships with peers. Students will understand how we treat people impacts how they feel. Students will understand the definition of bullying and how bullying differs from conflict. Students will learn how to use self-control and show compassion for others. Students will know the steps for reporting bullying behavior. After reading and discussing a mentor text, the students will identify and discuss kind and unkind behavior, and steps to take when witnessing or receiving bullying behavior.

Standards 2.1.2.EH.4; 2.1.2.EH.5 are addressed by the school counselor in the November/December Guidance Lesson. Students will understand that their behavior response to a problem should match the severity of the problem they face. They will know that certain behaviors are socially expected based on their environment and reflecting on the size of their problem will help them problem solve how to handle it. After reading and discussing a mentor text, the students will review problem solving skills such as identifying a problem, small problems versus big problems, problem solving, and reactions to problems.

Standards 2.1.2.CHSS.5; 2.1.2.CHSS.6 are addressed by the school counselor in the January Guidance Lesson. Students will learn skills to recognize and manage their own strong emotions to avoid negative consequences. Students will understand how to identify specific feelings based on physical symptoms, specific strategies to help regulate reactions to strong emotions, and steps to name a feeling and calm down. After reading and discussing a mentor text, the students will review the concepts of emotions, emotional

management, and calming tools. Students will follow up with an activity that reinforces recognizing emotions and identifying calming strategies.

Standards 2.1.2.SSH.7; 2.1.2.SSH.8 are addressed by the school counselor in the April/May Guidance Lesson. Students will understand there are steps to initiate conversation and play with peers. Sharing, trading, and taking turns are fair ways to play, and choosing to have fun with others rather than get your own way helps you be friends. After reading and discussing a mentor text, students will review the concepts and skills of conversing and playing with peers, and positive social behaviors that will help maintain friendships with peers. Students will follow up with an activity where students practice showing positive social skills.

Health Teacher Lessons:

Learning Target: Students will demonstrate an understanding of feelings in relation to personal health and how to manage these feelings. (2.1.2.CHSS.5)

Activity: Teacher will brainstorm with students to determine various feelings and emotions people may have in daily life such as nervousness, excitement, stress, and happiness. Use Pebble Go (Health; Feelings and Emotions - "What are Feelings and Emotions") to introduce content. To deepen understanding, use the "What are Feelings and Emotions Activity" located at the bottom of the "What are Feelings and Emotions" page.

Learning Target: Students will understand that peers have different abilities. (2.1.2.SSH.5, 2.1.2.SSH.6, 2.1.2.SSH.7)

Activity: View video "Katie's Disability awareness Video" <https://www.youtube.com/watch?v=S0fs9650Vz8>. Pause during the numbered slides to discuss with students the respectful and appropriate way to socialize with individuals who have a uniqueness/disability.

Learning Target: Students will determine the possible causes of conflicts between two people and identify the appropriate ways to prevent and resolve them. (2.1.2.SSH.7, 2.1.2.SSH.8)

Activity: The class as a group will discuss and brainstorm strategies to handle disagreements or conflicts. The teacher will write the strategies on the board after they have been suggested and discussed. Appropriate strategies like being polite, listening to the other person, staying calm, asking an adult to help, walking away, or apologizing if you are wrong can be written on the board. Use Pebble Go (Health; Relationships and Friendships, Communication) - "What is Communication") to introduce content. To deepen understanding, use the "Communication Activity" located at the bottom of the "What is Communication" page.

Learning Target: Students will display the ability to differentiate the characteristics of strangers, acquaintances, and trusted adults and describe safe and appropriate behaviors. (2.1.2.CHSS.6)

Activity: The class will review as a group what the terms stranger, acquaintance and trusted adults mean. Students should understand that a "Stranger" is someone they have never met before. An acquaintance would be someone they have met but not someone who is a friend or close to their family. A trusted adult would be people who are close to our family or a trusted community member like a police officer or firefighter. Use Pebble Go (Health; Safety - "Stranger Safety") to introduce content. To deepen understanding, use the "Stranger Safety Activity" located at the bottom of the "Stranger Safety" page.

Learning Target: Students will utilize proper decisions that will lead to safe behaviors both at home and at school. (2.3.2.PS.2, 2.3.2.PS.3)

Activity: For part 1 of this 2 week lesson, students will be asked to brainstorm decisions that they make regarding their own safety either at home or at school. Use Pebble Go (Health; Safety - "Hazards at School", "Hazards on the Playground", and "Hazards at Home") to introduce content. To deepen understanding, select the activity that best fits your classroom from the bottom of the "Safety" page.

Learning Target: Students will utilize proper decisions that will lead to safe behaviors both at home and at school. (2.3.2.PS.2, 2.3.2.PS.3)

Activity: For part 2 of this 2 week lesson, students will be asked to brainstorm decisions that they make regarding their own safety on a bike, in a car, or on the bus, or in severe weather. Use Pebble Go (Health; Safety - "Bike Safety", "Car Safety", "School Bus Safety", and "Severe Weather Safety") to introduce content. To deepen understanding, select the activity that best fits your classroom from the bottom of the "Safety" page.

Resources:

- PebbleGo
- YouTube Videos
- Daily Mindfulness Exercises
- <https://www.youtube.com/watch?v=S0fs9650Vz8> "Katie's Disability awareness Video"
- Completion of Executive Functioning Activities
 - [4theKids](#)
 - <https://sites.google.com/idecorp.com/wtps-virtual-support-center/primary-resources>

Unit Modifications for Special Population Students

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|----------------------------------|---|
| Advanced Learners | <ul style="list-style-type: none"> • Provide appropriate challenges for wide ranging skills and development areas. • Participate in inquiry and project-based learning units of study • Assigning roles within partnerships • Students will write a story about their emotions. |
| Struggling Learners | <ul style="list-style-type: none"> • Provide instructional adaptations and interventions in the general education classroom. • Modify classroom environment to support student needs. • Differentiated instruction • Read all materials orally • Repeat and rephrase instructions • Frontload vocabulary (firefighters, 911, emergency, safety, prevention) • Frontload vocabulary (calm, assert, bully, compassion, emotions) |
| English Language Learners | <ul style="list-style-type: none"> • Pair visual prompts with verbal presentations • Frontload and immerse students in literacy and language experiences related to content. • Introduce vocabulary with visuals when possible. • Provide students with visual models, sentence stems, concrete objects, and hands-on materials. • Read all materials orally • Repeat and rephrase instructions • Frontload vocabulary (firefighters, 911, emergency, safety, prevention) • Frontload vocabulary (calm, assert, bully, compassion, emotions) |
| Special Needs Learners | <ul style="list-style-type: none"> • Review student individual educational plan and/or 504 plan. • Establish procedures for accommodations and modifications for assessments as per IEP/504. • Establish procedures for modification of classwork and homework as per IEP/504. • Modify classroom environment to support academic and physical needs of the students as per IEP/504. • Provide appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team. • Differentiation through content, process, product, environment • Read all materials orally • Repeat and rephrase instructions • Frontload vocabulary (firefighters, 911, emergency, safety, prevention) • Frontload vocabulary (calm, assert, bully, compassion, emotions) |
| Learners with a 504 | Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans. |

Interdisciplinary Connections

Indicators:**ELA**

W.WP.1.4. With prompts, guidance and support, develop and strengthen writing as needed by planning, revising, and editing.

- Students will be writing about different emotions and feelings, strategies to stay safe in different situations and ways to resolve conflicts.

W.SE.1.6 - With guidance and support from adults, gather, select information from multiple sources to answer a question or write about a topic.

- After reading and discussing texts, students will be able to answer questions or write about different topics in this unit.

SL.PE.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. C. Ask questions to clear up any confusion about the topics and texts under discussion.

- Students will participate in discussions during lessons to identify and discuss healthy habits and the effects they have on their personal health.

ASCA Mindset and Behaviors

B-SS 3. Create relationships with adults that support success.

B-SS 9. Demonstrate social maturity and behaviors appropriate to the situation and environment.

- Students will identify adults who can be a source of support for social emotional needs. Students will understand how to apply self-control skills and apply them within responding to personal space.

B-SMS 7. Demonstrate effective coping skills when faced with a problem.

B-SMS 9. Demonstrate personal safety skills.

B-SS 8. Demonstrate advocacy skills and ability to assert self, when necessary.

B-SS 2. Create positive and supportive relationships with other students.

- Students will understand that kind behaviors allow others to have good thoughts about us and helps build friendships. Unkind behaviors allow others to have bad thoughts about us. How we treat people impacts how they feel.

B-SMS 2 Demonstrate self-discipline and self-control.

- Students will understand that their behavior response to a problem should match the severity of the problem and reflecting on the size of their problem will help them handle the problem.

B-LS 1. Demonstrate critical-thinking skills to make informed decisions.

B-SS 5. Demonstrate ethical decision-making and social responsibility.

- Students will learn steps to initiate conversations and play with peers and learn what positive social behaviors will help maintain friendships with peers.

Integration of 21st Century Skills**Indicators:**

Standard 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information to solve problems individually and collaborate and to create and communicate knowledge.

Strand F: Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

Grade Level Bands - K-2 Content Statements students will:

- Use geographic mapping tools to plan and solve problems.
- Plan and manage activities to develop a solution or complete a project.
- Collect and analyze data to identify solutions and/or make informed decisions.

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| <ul style="list-style-type: none">• Use multiple processes and diverse perspectives to explore alternative solutions |
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Appendix A Supplemental Lessons

Supplemental Lessons: Supplemental materials are listed below for use during additional lesson times if needed. Activities are listed in the choice board link and sample resources are listed below.

[1st Grade Choice Board](#)

First Grade: Caring

"Have You Filled a Bucket Today?" by Carol McCloud
"The Kindness Quilt" by Nancy Elizabeth Wallace
"Those Shoes" by Maribeth Boelts
"The Invisible Boy" by Trudy Ludwig
"Hey, Little Ant" by Phillip and Hannah Hoose
"The Giving Tree" by Shel Silverstein
"Last Stop on Market Street" by Matt de la Peña
"Stone Soup" by Jon J. Muth
"One" by Kathryn Otoshi
"Each Kindness" by Jacqueline Woodson
"A Chair for My Mother" by Vera B. Williams
"The Berenstain Bears: Kindness Counts" by Jan and Mike Berenstain
"The Mitten Tree" by Candace Christiansen
"Ordinary Mary's Extraordinary Deed" by Emily Pearson
"The Big Umbrella" by Amy June Bates and Juniper Bates