

Winslow Township School District

Grade 1

Unit 2: Emotional Health

Overview: Why it is so important to maintain personal well-being and understanding your own emotional health.

| Overview | Standards for Emotional Health Content | Unit Focus | Essential Questions |
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| <p>Unit 2 Emotional Health</p> | <ul style="list-style-type: none"> • 2.1.2.EH.1 • 2.1.2.EH.2 • 2.1.2.EH.3 • 2.1.2.EH.4 • WIDA1 | <ul style="list-style-type: none"> • Many factors influence how we think about ourselves and others. • There are different ways that individuals handle stress, and some are healthier than others. | <ul style="list-style-type: none"> • What factors influence how we think about ourselves and others? • What are different ways that individuals handle stress, and some are healthier than others. • List 3 different emotions? • How can we express our emotions in a positive way? • Who can we go to when we feel that we have a problem? • Why do people have different emotions towards the same situation? |
| <p>Unit 2: Enduring Understandings</p> | <ul style="list-style-type: none"> • Emotional Health encompasses the views, feelings, and expressions about oneself. • Emotional health includes a person’s emotional, mental, psychological, and social well-being. • Emotionally healthy people consciously develop coping mechanisms that are situationally appropriate to resolve and gather positive outcomes, respond to situations in a positive and appropriate manner, connect with resources and trusted individuals to assist, communicate feelings with confidence, and recognize support systems. • Emotionally healthy people develop strategies for mental health emergencies. | | |

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| Curriculum Unit 2 | Standards | | Pacing | |
|-------------------------------------|------------------------------------|---|--------|----------|
| Unit 2: Emotional Health | 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. | 1 | 6 |
| | 2.1.2.EH.2 | Identify what it means to be responsible and list personal responsibilities. | 1 | |
| | 2.1.2.EH.3 | Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs). | 1 | |
| | 2.1.2.EH.4 | Demonstrate strategies for managing one's own emotions, thoughts and behaviors. | 1 | |
| | 2.1.2.EH.5 | Explain healthy ways of coping with stressful situations. | 1 | |
| | Assessment, Re-teach and Extension | | 1 | |

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| Unit 2 Grade 1 | | |
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| Core Idea | Indicator # | Performance Expectations |
| Many factors influence how we think about ourselves and others. | 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) |
| There are different ways that individuals handle stress, and some are healthier than others. | 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. |

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| Assessment Plan | |
| <p>Performance Tasks:</p> <ul style="list-style-type: none">• Discuss Life Skill 5, Refusal Skills, and apply to Role Play situation• Practice Life Skill 1, Make Decision, with a partner• Role Play healthy decision making• Explain how parents' rules affect one's health• Compare the various class parents' rules to each other• Discuss student's goal to attempt to follow one parent rule• Develop a list of positive character traits• Define disability• Discuss how helping others makes one feel Discuss how to access assistance from the "school helpers"• Discuss and identify Community Health Care Workers | <p>Alternative Assessments:</p> <ul style="list-style-type: none">• Quizzes• Homework• Teacher observation• Projects• Self-Assessment• Peer Assessment |

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| Resources | Activities |
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| <ul style="list-style-type: none">• Drawing related to topics or content• Entrance or Exit cards• Game Activities• Informational surveys/Questionnaires/Inventories• Initiating Activities• Interest Survey• KWL charts and other graphic organizers• Open-ended Questioning• Picture Interpretation• Prediction• Self-evaluations• Student demonstrations and discussions• Student products and work samples• Table Top discussions• Teacher observation/checklist• Teacher prepared pretest• Content Surveys• Anticipatory Chart• Quick Write• Popcorn Sharing• Admit Slip• Response Card• Brain PopEd Puzzle• Google Class• Youtube <p>Diversity, Equity & Inclusion Educational Resources https://www.nj.gov/education/standards/dei/</p> | <p>2.1.2.EH.1</p> <ul style="list-style-type: none">• SW brainstorm ways a student can be a good person.• SW explain how to handle themselves in different situations. <p>2.1.2.EH.2</p> <ul style="list-style-type: none">• SW make a schedule and plans things they need to do to stay healthy.• SW explain the things they should know in order to make the decisions. <p>2.1.2.EH.3</p> <ul style="list-style-type: none">• SW list skills and techniques that will help them act appropriate in multiple settings. <p>2.1.2.EH.4</p> <ul style="list-style-type: none">• SW identify strategies for managing emotions, thoughts and behaviors.• SW explain healthy ways of handling with stressful situations.• SW describe how people express different emotions. <p>2.1.2.EH.5</p> <ul style="list-style-type: none">• SW recognize various emotions and demonstrate sympathy and empathy.• SW describe and demonstrate appropriate ways to express wants, needs, and emotions. |

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| Instructional Best Practices and Exemplars | |
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| <ol style="list-style-type: none"> 1. Identifying similarities and differences 2. Summarizing and note taking 3. Reinforcing effort and providing recognition 4. Homework and practice 5. Nonlinguistic representations | <ol style="list-style-type: none"> 6. Cooperative learning 7. Setting objectives and providing feedback 8. Generating and testing hypotheses 9. Cues, questions, and advance organizers 10. Manage response rates |
| 9.1 Personal Financial Literacy, 9.2 Career Awareness, Exploration, Preparation and Training & 9.4 Life Literacies and Key Skills | |
| <p>9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.</p> <p>9.4.2.Cl.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).</p> <p>9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).</p> <p>9.4.2.DC.3: Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4).</p> <p>The implementation of the 21st Century skills and standards for students of the Winslow Township District is infused in an interdisciplinary format in a variety of curriculum areas that include, English language Arts, Mathematics, School Guidance, Social Studies, Technology, Visual and Performing Arts, Science, Physical Education and Health, and World Language.</p> <p>Additional opportunities to address 9.1, 9.2 & 9.4:</p> <p>Philadelphia Mint https://www.usmint.gov/learn/kids/resources/educational-standards</p> <p>Different ways to teach Financial Literacy. https://www.makeuseof.com/tag/10-interactive-financial-websites-teach-kids-money-management-skills/</p> | |

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Modifications for Special Education/504

Students with special needs: The students' needs will be addressed on an individual and grade level using a variety of modalities. Accommodations will be made for those students who need extra time to complete assignment. Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered. Additional safety precautions will be made along with additional staff so all student can fully participate in the standards associated with this Health curriculum.

- Small group instruction
- Audio books/ Text-to-speech platforms
- Leveled texts/Vocabulary Readers
- Leveled informational texts via online
- Modeling and guided practice
- Read directions aloud
- Repeat, rephrase and clarify directions
- Extended time as needed
- Break down assignments into smaller units
- Provide shortened assignments
- Modify testing format
- Repeat directions as needed

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Modifications for At-Risk Students

Formative and summative data will be used to monitor student success. At first signs of failure, student work will be reviewed to determine support. This may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations

- Increase one on one time
- Teachers may modify instructions by modeling what the student is expected to do
- Review behavior expectations and make adjustments as needed.
- Oral prompts can be given.
- Using visual demonstrations, illustrations, and models
- Give directions/instructions verbally and in simple written format.
- Peer Support

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| English Language Learners | Modifications for Gifted Students |
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| <p>All WIDA Can Do Descriptors can be found at this link: https://wida.wisc.edu/teach/can-do/descriptors</p> <p><input type="checkbox"/> Grade 1 WIDA Can Do Descriptors:</p> <ul style="list-style-type: none"><input type="checkbox"/> Listening <input type="checkbox"/> Speaking<input type="checkbox"/> Reading <input type="checkbox"/> Writing<input type="checkbox"/> Oral Language <p>Students will be provided with accommodations and modifications that may include:</p> <ul style="list-style-type: none">• Relate to and identify commonalities in health practices in students home country• Speak and display terminology and movement• Teacher Modeling• Peer Modeling• Label Classroom Materials - Word Walls | <p>Students excelling in mastery of standards will be challenged with complex, high level challenges related to the topic.</p> <ul style="list-style-type: none">• Students can complete extend research outside of the classroom• Inquiry-based instruction• Independent study• Higher order thinking skills• Adjusting the pace of lessons• Interest based content• Project Based Learning• Real world scenarios• Student Driven Instruction <p>❖ Gifted Programming Standards</p> <p>❖ Webb’s Depth of Knowledge Levels and/or Revised Bloom’s Taxonomy</p> <p>❖ REVISED Bloom’s Taxonomy Action Verbs</p> |
| Interdisciplinary Connections | |
| <p>ELA - NJSLS/ELA:</p> <p>NJSLSA.SL.5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p> <p>RI.1.1. Ask and answer questions about key details in a text.</p> <p>RI.1.2. Identify the main topic and retell key details of a text.</p> <p>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. 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).</p> <p>W.1.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> | |

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Integration of Computer Science and Design Thinking NJSL 8

8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device.

8.1.2.DA.4: Make predictions based on data using charts or graphs.