

Winslow Township School District
Grade 1
Unit 5: Community Health Services & Support

Overview: All students will have the understanding how the community has a safety plan for all situations to keep its population safe and healthy.

| Overview | Standards for Community Health Services & Support | Unit Focus | Essential Questions |
|--|---|--|---|
| Unit 5: Community Health Services & Support | <ul style="list-style-type: none"> • 2.1.2.CHSS.1 • 2.1.2.CHSS.2 • 2.1.2.CHSS.3 • 2.1.2.CHSS.4 • 2.1.2.CHSS.5 • 2.1.2.CHSS.6 • WIDA1 | <ul style="list-style-type: none"> • Community Health Services provide informational resources and assistance to communities and individuals to support disease and injury prevention, disaster relief, and improve the quality of services provided to all individuals. • Community Health Services promote public health, health equity, healthy lifestyles and reduce health disparities. • Services and support can include medical/dental health services, nursing, clothing, shelter, hunger relief, and allied health professional care. | <p>Who are trusted community workers that help keep us safe?</p> <p>Who can support me to live and maintain a healthy lifestyle?</p> <p>Who can help if I am not feeling well?</p> <p>When does a want look like or feel like a need?</p> |
| Unit 5: Enduring Understandings | <ul style="list-style-type: none"> • 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. | | |

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| Curriculum Unit 5 | Standards | | Pacing | |
|----------------------|------------------------------------|---|--------|---------------|
| | | | Week | Unit Weeks |
| | 2.1.2.CHSS.1 | Identify community professionals and school personnel who address health emergencies and provide reliable health information to us. | 1 | 6 |
| | 2.1.2.CHSS.2 | Determine where to access home, school and community health professionals. | .5 | |
| | 2.1.2.CHSS.3 | Demonstrate how to dial and text 911 in case of an emergency. | .5 | |
| | 2.1.2.CHSS.4 | Describe how climate change affects the health of individuals, plants and animals. | 1 | |
| | 2.1.2.CHSS.5 | Identify situations that might result in individuals feeling sad, angry, frustrated, or scared. | 1 | |
| | 2.1.2.CHSS.6 | Identify individuals who can assist with expressing one's feelings (e.g., family members, teachers, counselors, medical professionals). | 1 | |
| | Assessment, Re-teach and Extension | | 1 | |

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| Unit 5 Grade 1 | | |
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| Core Idea | Indicator # | Performance Expectations |
| People in the community work to keep us safe. | 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.4 | Describe how climate change affects the health of individuals, plants and animals. |
| Individuals face a variety of situations that may result in different type of feelings and learning how to talk about their feelings is important | 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). |

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| Unit 5 Grade 1 | |
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| Assessment Plan | |
| Performance Tasks: Ability to follow rules, classroom activities, individual, partner and group activities. | Alternative Assessments: <ul style="list-style-type: none"> • Teacher observation, participation, skill grade |
| Resources | Activities |
| <ul style="list-style-type: none"> • https://jr.brainpop.com/ • http://www.pecentral.org • https://classroom.kidshealth.org • https://www.pinterest.com/explore/health-lessons • http://www.learntobehealthy.org/kids/ • 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 | <ul style="list-style-type: none"> 2.1.2.CHSS.1 <ul style="list-style-type: none"> • SW Identify the community services that are in place to keep you healthy and safe. Police, fire, ems, OEM, etc. 2.1.2.CHSS.2 <ul style="list-style-type: none"> • SW determine where to access home, school and community health professionals. • SW will show how to get in contact with home, school, and community health professionals. 2.1.2.CHSS.3 <ul style="list-style-type: none"> • SW listen to sample 911 calls. • SW demonstrate how to dial and text 911 in case of an emergency. • SW discuss different types of emergency situations at home, school, and in the community and how to handle and seek potential solutions. 2.1.2.CHSS.4 <ul style="list-style-type: none"> • SW understand how the weather has effects on natural disasters as well as growing plants as well as certain animals that are more active or seen different types of year or in different regions |

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| <ul style="list-style-type: none"> • Teacher observation/checklist • Teacher prepared pretest • Content Surveys • Anticipatory Chart • Quick Write • Popcorn Sharing • Admit Slip • Response Card <p>Diversity, Equity & Inclusion Educational Resources https://www.nj.gov/education/standards/dei/</p> | <p>2.1.2.CHSS.5</p> <ul style="list-style-type: none"> • SW discuss ways to keep calm and to understand that situations can cause a mix of emotions and how some people react different. • SW explain how to Express needs, wants, and feelings in health- and safety-related situations. |
| Instructional Best Practices and Exemplars | |
| <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 |

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9.1 Personal Financial Literacy, 9.2 Career Awareness, Exploration, Preparation and Training & 9.4 Life Literacies and Key Skills

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
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).
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).

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.

Additional opportunities to address 9.1, 9.2 & 9.4:

Philadelphia Mint

<https://www.usmint.gov/learn/kids/resources/educational-standards>

Different ways to teach Financial Literacy.

<https://www.makeuseof.com/tag/10-interactive-financial-websites-teach-kids-money-management-skills/>

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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

English Language Learners

All WIDA Can Do Descriptors can be found at this link:

<https://wida.wisc.edu/teach/can-do/descriptors>

- Grade 1 WIDA Can Do Descriptors:
- Listening Speaking
 - Reading Writing
 - Oral Language

Students will be provided with accommodations and modifications that may include:

- 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

Modifications for Gifted Students

Students excelling in mastery of standards will be challenged with complex, high level challenges related to the topic.

- 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
- ❖ [Gifted Programming Standards](#)
- ❖ [Webb's Depth of Knowledge Levels and/or Revised Bloom's Taxonomy](#)
- ❖ [REVISED Bloom's Taxonomy Action Verbs](#)

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Interdisciplinary Connections

ELA - NJSLS/ELA:

NJSLSA.SL.5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

RI.1.1. Ask and answer questions about key details in a text.

RI.1.2. Identify the main topic and retell key details of a text.

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).

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.

Integration of Computer Science and Design Thinking NJSLS 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.