

# Grade 1 Health Course Overview

Content Area: **Health**  
Course(s): **HEALTH-1**  
Time Period:  
Length: **Full Year**  
Status: **Published**

## Cover

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### EAST BRUNSWICK PUBLIC SCHOOLS

East Brunswick New Jersey

Superintendent of Schools

Dr. Victor P. Valeski

**Health**

**Grade- First**

Course Number: 4701

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Course Adoption: 4/21/1986

Curriculum Adoption:

## **Course Overview**

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**COURSE DESCRIPTION** The first grade health curriculum was designed to provide the students with knowledge regarding personal health/hygiene and physical fitness; nutrition; the human body and its systems; emotional, intellectual and social health; family life, growth, and development; disease prevention and control; drug use prevention; injury prevention; and community and environmental health. Throughout the curriculum, lessons are enhanced with activities that promote critical thinking and problem solving as well as important life skills such as communication, conflict resolution, goal setting, stress management, and decision making.

Any student whose parent or guardian presents to the school a signed statement that any part of instruction in health, family life education or sex education is in conflict with his conscience or sincerely held moral or religious beliefs shall be excused from that portion of the course. The student will be given an alternative health project to complete the requirement of the course. (A letter to parents is available on the district website under health explaining this process).

## **Textbooks and Other Resources**

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### **COURSE RESOURCES**

#### **TEXTBOOKS:**

#### **Additional Resources:**

- **Second Step Kit**
- **Scholastic News Go Noodle**
- **Brain Pop**
- **United Streaming**
- **Grade Level Read Alouds**

## Standards

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- 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.
- 2.1.2.PGD.4 Use correct terminology to identify body parts and explain how body parts work together to support wellness.
- 2.1.2.PGD.5 List medically accurate names for body parts, including the genitals.
- 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.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.SSH.1 Discuss how individuals make their own choices about how to express themselves.
- 2.1.2.SSH.2 Discuss the range of ways people express their gender and how gender-role stereotypes may limit behavior.
- 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.5 Identify basic social needs of all people.
- 2.1.2.SSH.6 Determine the factors that contribute to healthy relationships.
- 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.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.
- 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).
- 2.2.2.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.
- 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.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 injuries at home, school, in the community (e.g., traffic safety, bicycle/scooter safety, fire safety, poison safety, accident prevention).
2.3.2.PS.4	Develop an awareness of warning symbols and their meaning (e.g., red light, stop sign, poison symbol).
2.3.2.PS.5	Define bodily autonomy and personal boundaries.
2.3.2.PS.6	Demonstrate how to communicate personal boundaries and show respect for someone else's personal boundaries including friends and family.
2.3.2.PS.7	Identify behaviors that would be considered child abuse (e.g., emotional, physical, sexual).
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).
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 the spread of communicable diseases and health conditions (e.g., Lyme disease, influenza, cardiovascular diseases).
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.

## Scope and Sequence

### COURSE SCOPE AND SEQUENCE

Sequential Unit Description:	Associated Performance standard to be Achieved	Marking Period Guide	Other Pacing Guide References	Proficiency (Summative) Assessments
<b>UNIT I: <u>Personal Growth, Social and Emotional Development</u></b> Essential THEME: The Big Picture: Behaviors that demonstrate wellness include listening, empathy, emotion management and problem solving. Essential Question: What can I do to build foundational skills necessary for learning, showing empathy,	2.1.2.PGD.1 2.1.2.PGD.2 2.1.2.PGD.3 2.1.2.PGD.4 2.1.2.PGD.5 2.1.2.EH.1 2.1.2.EH.2 2.1.2.EH.3 2.1.2.SSH.1 2.1.2.SSH.2	1	22 lessons  September to November	<u>Role Play:</u> How to solve problems and calm down from strong feelings.

<p>managing own feelings, solving problems and making/keeping friends.</p>	<p>2.1.2.SSH.3 2.1.2.SSH.4 2.1.2.SSH.5 2.1.2.SSH.6 2.1.2.SSH.7 2.1.2.SSH.8 6.1.P.A.1 (R) 6.1.P.A.2 (R) 6.1.P.A.3 (R) 6.2.2.A.5 (R) 6.2.2.A.6 (R)</p>			
<p><b>UNIT II: Nutrition</b> Essential THEME: The Big Picture: To develop behaviors that demonstrates the ability to choose balanced variety and nutritious foods. Essential Question: What is a food guide plate and what does it show? How do I make good food choices?</p>	<p>2.2.2.N.1 2.2.2.N.2 2.2.2.N.3  6.1.2.A.3 (R) 8.1.4.A.1 (R)</p>	2	13 lessons November to January	<u>Food Plate Project</u>
<p><b>UNIT III: Diseases, Health Conditions, Medicines, and Drugs</b> Essential THEME: The Big Picture: Behaviors that demonstrate wellness include learning about the causes of disease and disease prevention, as well as medicine and treatment. It is dangerous and harmful to use drugs in an unsafe way. Essential Question: What causes a person to become sick? How do diseases spread and how can a person prevent a disease from spreading? How can a person stay healthy? How should drugs be used safely?</p>	<p>2.3.2.PS.1 2.3.2.PS.2 2.3.2.PS.3 2.3.2.PS.4 2.3.2.PS.5 2.3.2.PS.6 2.3.2.PS.7 2.3.2.PS.8 2.3.2.HCDM.1 2.3.2.HCDM.2 2.3.2.HCDM.3 2.3.2.ATD.1 2.3.2.ATD.2 2.3.2.ATD.3 2.3.2.DSDT.1 2.3.2.DSDT.2</p>	3	16 lessons January to March	<u>Video or Oral Presentation</u> : What is one way to stay healthy?
<p><b>UNIT IV: Safety</b> Essential THEME: The Big Picture: Personal safety strategies can reduce the number of injuries sustained by yourself and others. The ability to locate health professionals in the home, school, and community will facilitate in addressing health emergencies and obtaining reliable information. Essential Question: How can I be safe at school, home and in the community? How can I access home, school, and community health professionals?</p>	<p>2.3.2.PS.1 2.3.2.PS.2 2.3.2.PS.3 2.3.2.PS.4 2.3.2.PS.5 2.3.2.PS.6 2.3.2.PS.7 2.3.2.PS.8</p>	4	16 lessons April to June	<u>Nonfiction Chapter Book On Safety</u>

## Grading and Evaluation Guidelines

+ = Special Commendation

√ = Steady Progress

- = Needs Improvement

**First Grade Health Rubric:**

Standard	- Needs Improvement	√ Steady Progress	+ Special Commendation
<p><b>Quarter 1: Personal Growth, Social and Emotional Development (Unit 1)</b></p>	<ul style="list-style-type: none"> <li>- Rarely uses positive self-talk.</li> <li>- Rarely identifies feelings.</li> <li>- Rarely identifies appropriate ways to express emotions.</li> <li>- Rarely demonstrates healthy ways to express wants and needs.</li> <li>- Rarely demonstrates following directions for safe participation and proper use of materials.</li> <li>- Rarely uses words to describe problems.</li> <li>- Rarely generates solutions to a problem.</li> </ul>	<ul style="list-style-type: none"> <li>- Understand positive self-talk.</li> <li>- Identifies different kinds of feelings.</li> <li>- Identifies appropriate ways to express and manage emotions.</li> <li>- Demonstrates healthy ways to express needs, wants, and feelings.</li> <li>- Demonstrates following directions for safe participation and proper use of materials.</li> <li>- Uses words to describe problems.</li> <li>- Generates a solution to a problem.</li> </ul>	<ul style="list-style-type: none"> <li>- Compares and contrasts positive and negative self talk.</li> <li>- Describes appropriate ways to express feelings</li> <li>- Describes appropriate ways to express and manage emotions.</li> <li>- Demonstrates and explains healthy and unhealthy ways to express needs, wants, and feelings.</li> <li>- Compares and contrasts proper and improper ways to follow directions, participate in class and use materials safely.</li> <li>- Uses higher level vocabulary when describing a problem.</li> <li>- Generates multiple solutions to a problem.</li> </ul>
<p><b>Quarter 2: Nutrition (Unit 2)</b></p>	<ul style="list-style-type: none"> <li>- Rarely identifies healthy foods and drinks.</li> <li>- Rarely understands that personal choices affect health.</li> </ul>	<ul style="list-style-type: none"> <li>- Identifies healthy and unhealthy foods and drinks.</li> <li>- Understands and describes how personal choices affect health.</li> </ul>	<ul style="list-style-type: none"> <li>- Can distinguish between healthy and unhealthy foods.</li> <li>- Identify location of a Nutrition Facts label.</li> <li>- Understands that food choices can contribute to a healthy body.</li> </ul>
<p><b>Quarter 3 Diseases, Health Conditions, Medicines, and Drugs (Unit 3)</b></p>	<ul style="list-style-type: none"> <li>- Rarely recognizes the meaning of wellness.</li> <li>- Rarely recognizes hygiene practices.</li> <li>- Rarely understands what germs are.</li> <li>- Rarely identifies adults who keep us healthy.</li> <li>- Rarely understands the difference between medicine and harmful drugs.</li> <li>- Rarely identifies adults in charge of medicine.</li> </ul>	<ul style="list-style-type: none"> <li>- Recognizes meaning of healthy and unhealthy</li> <li>- Recognizes basic hygiene practices.</li> <li>- Understands that germs can spread disease and identifies ways germs are transmitted.</li> <li>- Identifies trusted adults who can help promote health.</li> <li>- Identifies the difference between medicine and harmful drugs.</li> <li>- Identifies trusted adults at home and in school who administer medicine.</li> </ul>	<ul style="list-style-type: none"> <li>- Understands what it means to be healthy.</li> <li>- Describes basic hygiene practices.</li> <li>- Understands which elements of hygiene are essential to good health.</li> <li>- Describe ways to prevent the spread of disease.</li> <li>- Understands and explains the differences between communicable and noncommunicable diseases.</li> <li>- Identifies location of trusted adults who can help promote health.</li> <li>- Understands and explains the difference</li> </ul>

			between safe medicine and harmful drugs. - Identifies trusted adults at home and in school who administer medicine.
<b>Quarter 4 Safety (Unit 4)</b>	- Rarely identifies safety hazards. - Rarely understands what an emergency situation is. - Rarely identifies adults who help keep us healthy.	- Identifies safety hazards. - Identifies safety rules. - Understands differences between emergency and nonemergency situations. - Identifies how to call 911. - Identifies trusted adults who can help promote health.	- Identifies and explains safety hazards and safety rules. - Understands and explains the differences between emergency and nonemergency situations. - Identifies people to ask for help in emergency situations. - Explains and demonstrates how to call 911. - Identifies location of trusted adults who can help promote health.

## Other Details

73031 Grade 1: Code 73031 represents Grade 1 courses that are not differentiated by subject area—that is, instances in which students are enrolled in a grade-specified course and are taught various subjects throughout the day, rather than being enrolled in subject-specific courses. Specific course content depends upon state standards for grade 1.

### PART I

#### CONTENT FOCUS AREA AND COURSE NAME

#### Health

Course #	School #'s	Course Level	Grade(s)	Credits	Min. Per Week	Elective/Required	Initial Course Adopted
4701	AE	A	1		70	R	04/21/86

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PRIMARY CONTENT AREA AND SECONDARY AREAS OF FOCUS

NJSLS Standard		NJSLS Standard	NJSLS Standard
1. Visual and Performing Arts		5. Science	S
2. Health and Physical Education	P	6. Social Studies	S
3. Language Arts Literacy	S	7. World Languages	
4. Mathematics		8. Technological Literacy	S