1st Grade Health

Content Area: **Health and Physical Education**
Course(s):
Time Period: **Trimester 1**
Length: **full year**
Status: **Published**

Course Pacing Guide

Unit	Trimester	Cycles
Personal Growth & Development	1	4
Nutrition	1	2
Diseases and Health Conditions	2	2
Safety	1	4
Social and Emotional Health	2	2
Interpersonal Communication	2	1
Decision Making and Goal Setting	2	1
Character Development	2	1
Advocacy and Service	2	3
Health Services and Information	1	3
Medicines	3	1
Alcohol, Tobacco, and Other Drugs	3	3
Dependency, Addiction, and Treatment	3	taught with ATOD
Relationships	3	1
Sexuality	3	1
Pregnancy and Parenting	3	1

Unit Overview

Topic	Content Statement	Learning Outcome
2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.		
Personal Growth and Development	Health-enhancing behaviors contribute to wellness.	Explain what being “well” means and identify self-care practices that support wellness.
		Use correct terminology to identify body parts, and explain how body parts work together to support wellness
Nutrition	Choosing a balanced variety of	Explain why some foods are

	nutritious foods contributes to wellness.	healthier to eat than others.
		Explain how foods on MyPlate differ in nutritional content and value
		Summarize information about food found on product labels.
Diseases and Health Conditions	Knowledge about diseases and disease prevention promotes health-enhancing behaviors.	Summarize symptoms of common diseases and health conditions.
		Summarize strategies to prevent the spread of common diseases and health conditions.
		Determine how personal feelings can affect one's wellness.
Safety	Using personal safety strategies reduces the number of injuries to self and others.	Identify ways to prevent injuries at home, school, and in the community (e.g., fire safety, poison safety, accident prevention).
		Differentiate among the characteristics of strangers, acquaintances, and trusted adults and describe safe and appropriate behaviors/touches.
		Identify procedures associated with pedestrian, bicycle, and traffic safety
Social and Emotional Health	Many factors at home, school, and in the community impact social and emotional health	Identify basic social and emotional needs of all people
		Determine possible causes of conflict between people and appropriate ways to prevent and resolve them.
		Explain healthy ways of coping with common stressful situations experienced by children.
2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.		

Interpersonal Communication	Effective communication may be a determining factor in the outcome of health- and safety-related situations.	Express needs, wants, and feelings in health- and safety-related situations.
Decision-Making and Goal Setting	Effective decision-making skills foster healthier lifestyle choices.	Explain what a decision is and why it is advantageous to think before acting
		Relate decision-making by self and others to one's health.
		Determine ways parents, peers, technology, culture, and the media influence health decisions.
		Select a personal health goal and explain why setting a goal is important.
Character Development	Character traits are often evident in behaviors exhibited by individuals when interacting with others.	Explain the meaning of Character and how it is reflected in the thoughts, feelings, and actions of oneself and others
		Identify types of disabilities and demonstrate appropriate behavior when interacting with people with disabilities
Advocacy and Service	Service projects provide an opportunity to have a positive impact on the lives of self and others	Determine the benefits for oneself and others of participating in a class or school service activity.
Health Services and Information	Knowing how to locate health professionals in the home, at school, and in the community assists in addressing health emergencies and obtaining reliable information	Determine where to access home, school, and community health professionals.
2.3 Drugs and Medicines: All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle.		
Medicines	Medicines come in a variety of forms (prescription medicines, over-the-counter medicines, medicinal supplements), are used for numerous reasons, and should be taken as directed in order to be safe and effective.	Explain what medicines are and when some types of medicines are used

		Explain why medicines should be administered as directed.
Alcohol, Tobacco, and Other Drugs	Use of drugs in unsafe ways is dangerous and harmful	Identify ways that drugs can be abused.
		Explain effects of tobacco use on personal hygiene, health, and safety.
		Explain why tobacco smoke is harmful to nonsmokers.
		Identify products that contain alcohol.
		List substances that should never be inhaled and explain why.
Dependency / Addiction Treatment	Substance abuse is caused by a variety of factors.	Recognize that some people may have difficulty controlling their use of alcohol, tobacco, and other drugs.
	There are many ways to obtain help for treatment of alcohol, tobacco, and other substance abuse problems.	Explain that people who abuse alcohol, tobacco, and other drugs can get help
2.4 Human Relationships and Sexuality: All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.		
Relationships	The family unit encompasses the diversity of family forms in contemporary society.	Compare and contrast different kinds of families locally and globally.
		Distinguish the roles and responsibilities of different family members.
		Determine the factors that contribute to healthy relationships.
Sexuality	Gender-specific similarities and differences exist between males and females	Compare and contrast the physical differences and similarities of the genders.
Pregnancy and Parenting	The health of the birth mother impacts the development of the fetus.	Explain the factors that contribute to a mother having a healthy baby.

Enduring Understandings

- All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.

- All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.

- All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle.

- All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.

Essential Questions

- How do health-enhancing behaviors contribute to wellness?

- How does choosing a balanced variety of nutritious foods contributes to wellness?

- How does knowledge about diseases and disease prevention promotes health-enhancing behaviors?

- How does using personal safety strategies reduces the number of injuries to self and others?

- What factors at home, school, and in the community impact social and emotional health?

- How can effective communication be a determining factor in the outcome of health- and safety-related situations?

- How does effective decision-making skills foster healthier lifestyle choices?

- How are character traits often evident in behaviors exhibited by individuals when interacting with others?

- How do service projects provide an opportunity to have a positive impact on the lives of self and others?

- How do you locate health professionals in the home, at school, and in the community assists in addressing health emergencies and obtaining reliable information?

- Understand how medicines come in a variety of forms (prescription medicines, over-the-counter medicines, medicinal supplements), are used for numerous reasons, and should be taken as directed in order to be safe and effective.

- Understand how the use of drugs in unsafe ways is dangerous and harmful.

- Understand that substance abuse is caused by a variety of factors.

- Understand that there are many ways to obtain help for treatment of alcohol, tobacco, and other substance abuse problems.

- Understand that the family unit encompasses the diversity of family forms in contemporary society.

- Understand that gender-specific similarities and differences exist between males and females.

- Understand that the health of the birth mother impacts the development of the fetus.

New Jersey Student Learning Standards (No CCS)

P.1	Acting as responsible and contributing member of society
P.2	Building and maintaining healthy relationships
P.3	Communicating clearly and effectively (verbal and nonverbal)
P.4	Resolving conflict
P.5	Attending to personal health, emotional, social and physical well-being
P.6	Engaging in an active lifestyle
P.7	Making decisions
P.8	Managing-self
P.9	Setting goals
P.10	Using technology tools responsibly

Amistad Integration

Interdisciplinary Connections

Interdisciplinary Connections			
ELA	**Math**	**Science**	**Social Studies**
Reading RI..1 Ask and answer questions about key details in a text. Writing W.K.2 Use a combination of drawing, dictating, and writing to compose	K.OA.A.1. Represent addition and subtraction up to 10with objects, fingers, mental images, drawings1, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.	5.1.P.C.1 Interacting with peers and adults to share questions and explorations about the natural world builds young learners' scientific knowledge. 5.3.4.A.3 Essential functions of the	6.3 Active citizenship in the 21st century: at the preschool level, students participate in interdisciplinary activities that promote cultural awareness, sensitivity to individual differences, and respect for diversity.

informative/explanatory texts in which they name what they are writing about and supply some information about the topic. W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. W.K.5 With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g., adding details). Speaking and Listening SL.4.5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	K.OA.A.5. Demonstrate fluency for addition and subtraction within 5.	human body are carried out by specialized systems; Digestive, Circulatory, Respiratory, Nervous, Skeletal, Muscular, & Reproductive.	

Technology Standards

TECH.8.1.2.A.1	Identify the basic features of a digital device and explain its purpose.
TECH.8.1.2.A.CS2	Select and use applications effectively and productively.
TECH.8.1.2.B.CS1	Apply existing knowledge to generate new ideas, products, or processes.
TECH.8.1.2.B.CS2	Create original works as a means of personal or group expression.
TECH.8.1.2.C.CS1	Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.
TECH.8.1.2.C.CS2	Communicate information and ideas to multiple audiences using a variety of media and formats.
TECH.8.1.2.D.CS1	Advocate and practice safe, legal, and responsible use of information and technology.
TECH.8.1.2.E.1	Use digital tools and online resources to explore a problem or issue.

TECH.8.1.2.E.CS3	Evaluate and select information sources and digital tools based on the appropriateness for specific tasks.
TECH.8.2.2.A.CS3	The relationships among technologies and the connections between technology and other fields of study.
TECH.8.2.2.B.1	Identify how technology impacts or improves life.
TECH.8.2.2.C.3	Explain why we need to make new products.

21st Century Themes/Careers

CAEP.9.2.4.A.1	Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
CAEP.9.2.4.A.2	Identify various life roles and civic and work - related activities in the school, home, and community.
CAEP.9.2.4.A.3	Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.
CAEP.9.2.4.A.4	Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Instructional Strategies & Learning Activities

Pacing Guide
First Grade Health Marking Period 1

Standard	Topics	Objectives	Resources
• 2.1	• Relationship Skills ○ Care for self and others (personal space) ○ Feelings and emotions ○ Bullying ○ Basic manners (please and thank you) ○ Sharing and taking turns ○ Making friends ○ Self Awareness ○ Classroom climate (routines and rules)	Relationship skills • Exhibit positive interactions with other children and other adults. • Exhibit prosocial behaviors. • Identify and express feelings • Explain what is considered bullying • Identify feelings,connecting words to feelings • Demonstrate	• www.Casel.org NJ State Department of Education Preschool Teaching and Learning Standards 2014

	○ Social Awareness ○ Responsible decision making ○ Listening skills	responsible decisions as related to certain situations • Demonstrate proper listening techniques		
	○ Germs (Virus/Bacteria) ○ How germs are spread (sneezing, coughing) ○ Preventing the spread of infection (using tissues) ○ Washing your hands (soap and water) ○ Water fountain edicate ○ Sleep Habits ○ Grooming	Personal Hygiene • Identify how germs are spread and techniques to limit the spread of infection • Demonstrate appropriate hand washing techniques • Demonstrating hygienic water fountain usage • Understand the importance of a good night's sleep • Identify the importance of daily grooming	• www.kidshealth.org • NJ State Department of Education Preschool Teaching and Learning Standards 2014 • Youtube videos	
• 2.1	• Dental Care ○ Proper Brushing Technique ○ Flossing ○ Cavities ○ Basic parts of the tooth ○ Dental check-ups	Dental Care • Demonstrate good habits of regular tooth brushing • Identify basic parts of the tooth on a model • Understand the importance of having a dentist appointment every six months	• www.kidshealth.org NJ State Department of Education Preschool Teaching and Learning Standards 2014	

Marking Period 2

Standard	Topics	Objectives	Resources
• 2.1 • Self-help skills	○ Getting dressed ○ Using utensils ○ Independence when pouring or serving foods ○ Classroom organization skills (hanging coats/book bags/routines)	• Develop the basic skills of self dress • Provide opportunities for children to pour and serve themselves and others • Demonstrate proper use of utensils (size)	• Youtube videos NJ State Department of Education Preschool Teaching and Learning Standards 2014
	○ Distinguish the food groups ○ MyPlate ○ Nutritious food choices ○ Explore foods(cultures) ○ Provide activities: books, playfood, MyPlate, and cooking experiences ○ Parent information (newsletters, PAC,conferences) ○ Food Safety ○ Food allergies ○ Food for energy	• Explore food groups through comparing and contrasting foods of cultures, taste, color, texture, smell and shape. • Make students aware of nutritious food choices through classroom tastings, guest speakers and offering nutritious meals and snacks • PAC meetings for information regarding food choices • Recognize the importance associated with food safety and allergies • Explain how food provides energy for our body and mind	• Youtube videos • NJ State Department of Education Preschool Teaching and Learning Standards 2014 • www.atlantiCarehealthyschools.org • Community food bank • NJ agriculture division website www.eatright.org

Marking Period 3

Standard	Topics	Objectives	Resources
2.4	• Body Parts ○ Body part identification ○ Body part movement and motion ○ Body spacial awareness ○ Basic organ identification (heart, lungs,brain,bones and muscles) Skeletal System	• Identify basic body parts • Identify and demonstrate various movements of the body (bending, twisting, turning, jumping) • Replicate body spacial awareness from teacher modeling • Understand the basic body organs Identify the human skeletal system	• NJ State Department of Education Preschool Teaching and Learning • www.gonoodle.com • www.kidshealth.org • www.healthforkids.com
• 2.3 • Safety	○ Fire drill/lockdown/shelter in place ○ Classroom and recess ○ Safety handling and storage of hazardous materials/chemicals/medications ○ Bicycle and pedestrian safety ○ Water safety ○ Stranger Danger ○ Poison symbol ○ Transportation safety ○ Stop, Drop, and Roll ○ First Aid	• Role play safety practices within all environments • Understand what is a hazardous material • Identify bicycle and pedestrian safety precautions • Overall water safety rules • Identify strange/ danger • Identify the poison control symbol • Know the importance of transportation safety (seatbelts) • Identify the reasons for “STOP DROP	• NJ State Department of Education Preschool Teaching and Learning • Safe route to school website • www.poison.org ○ 1-800-222-1222 www.kidshealth.org

		and ROLL” • Demonstrate basic first aid techniques
• 2.3 • Community Helpers	○ Fireman ○ Policeman ○ EMT/Ambulance ○ Sanitation workers	• Identify what the roles of each community helper performs • Distinguish the sounds different emergency vehicles make • Demonstrate how to dial and communicate with a 911 operator • Describe how important our sanitation workers are for our community •

Formative Assessments

OVERVIEW

Throughout the year, student progress is measured and dependent upon the use of a variety of assessment tools. The purpose of assessment is multi-faceted. Interval assessments are systematic and intentional while being authentic in nature. It is the district’s stance that high quality, intentional assessments are essential in:

- measuring students’ growth
- informing instruction at various points in the school year (formative)

Formative Assessments may include and are not limited to:

- Teacher created assessments
- Strategic Questions
- Classroom Polls
- Observations
- Think-Pair-Share

- Exit tickets

Benchmark Assessment

Alternative Assessment

OVERVIEW

Throughout the year, student progress is measured and dependent upon the use of a variety of assessment tools. The purpose of assessment is multi-faceted. Interval assessments are systematic and intentional while being authentic in nature. It is the district's stance that high quality, intentional assessments are essential in:

- measuring students' growth
- informing instruction at various points in the school year (formative)

Alternate assessment may include but isnot limited to:

- modifying tests
- verbal assessment
- pre-skills observation

Resources & Technology

Core Instructional Materials	Supplemental Materials
1st Grade • NJ State Department of Education Teaching and Learning Standards 2014 • Manipulatives • Art Supplies • Books • Puppets/ Stuffed animals	• www.castle.com • www.kidshealth.org • www.youtube.com • www.poison.com • www.atlantiCarehealthyschools.org • Community food bank • NJ agriculture division website • www.eatright.org • www.gonoodle.com • www.healthforkids.com

ELL

- Continue practicing vocabulary
- Demonstrate that vocabulary can have multiple meanings
- Encourage bilingual supports among students
- Provide visual cues, graphic representations, gestures, and pictures
- Build knowledge from real-world examples
- Provide manipulatives and symbols
- Encourage peer discussions regarding how students are thinking about health.

Special Education

Specific modifications and accommodations for special education students will also be provided according to the students' IEP.

General Modifications / Accommodations

- Use of concrete materials and objects (manipulatives)
- Opportunities for cooperative partner work in small group
- Teach content in smaller segments/steps
- Differentiated center-based small group instruction
- If a manipulative is used during instruction, allow its use on a test
- Provide reteach pages if necessary
- Provide several ways to solve a problem if possible
- Provide visual aids and anchor charts
- Tiered lessons and assignments with visual instructions
- More frequent progress monitoring
- Provide more opportunities for practice

Specific modifications and accommodations for students with 504 plans will also be provided according to the students' 504 plans.

General Modifications / Accommodations

- Preferential seating
- Opportunities for cooperative partner work
- Teach content in smaller segments/steps
- Differentiated center-based small group instruction
- Provide several ways to solve a problem if possible
- Provide visual aids and anchor charts
- Tiered lessons and assignments
- More frequent progress monitoring
- Provide more opportunities for practice

At Risk

The possible list of modifications/accommodations identified for Special Education students can be utilized for At- Risk students. Teachers should utilize ongoing methods to provide instruction, assess student needs, and utilize modifications specific to the needs of individual students.

Gifted and Talented

- Pose open-ended questions that require higher-level thinking
- Model thinking strategies, such as decision-making and evaluation
- Accept ideas and suggestions from the student and expand on them
- Facilitating original and independent problems and solutions
- Help students identify rules, principles, and relationships
- Take time to explain the nature of errors

- Content with greater depth and higher levels of complexity
- A discovery approach that encourages students to explore concepts
- Offer opportunities for interdisciplinary connections
- An inquiry approach as active investigation
- Investigate real problems and situations
- Give pre-assessments; if students demonstrate mastery, those students may be provided with instruction and activities that are meaningful.
- Create assessments that allow for differences in understanding, creativity, & accomplishments
- Use multiple resources. No single text will adequately meet the needs of these learners
- Provide units, activities, or problems that extend beyond the general curriculum
- Provide useful concrete experiences
- Provide activities that can be done independently or in groups based on student choice.