

GRADE 1– Units 1-5 Character Education (Trimesters 1, 2 and 3)

Mission Statement

The primary goal of the Swedesboro-Woolwich School District is to prepare each student with the real life skills needed to compete in a highly competitive global economy. This will be achieved by providing a comprehensive curriculum, the integration of technology, and the professional services of a competent and dedicated faculty, administration, and support staff.

Guiding this mission will be Federal mandates, including No Child Left Behind, the New Jersey Core Curriculum Content Standards, and local initiatives addressing the individual needs of our students as determined by the Board of Education. The diverse resources of the school district, which includes a caring PTO and active adult community, contribute to a quality school system. They serve an integral role in supporting positive learning experiences that motivate, challenge and inspire children to learn.

Character Education Unit Overview

In Units 1-5 students will learn to:

- Acquire the knowledge and skills of what is most essential to become individuals who possess health and physical literacy and pursue a life of wellness by developing the habits necessary to live healthy, productive lives that positively impact their families, schools and communities.
- Develop understanding of personal growth and development, emotional health, social health and community health services and support as outlined in Comprehensive Health and Physical Education Standards 2.1- Personal and Mental Health.

Character Education Domains for Learning Within Standards for Personal and Mental Health 2.1

Personal Growth and Development

Pregnancy and Parenting

Emotional Health

Social Health

Community Health Services and Support

Standards Covered in Character Education

New Jersey Student Learning Performance Expectations – Comprehensive Health and Physical Education
2.1 Personal and Mental Health by the End of Grade 2

Learning Domain	Core Ideas	Performance Expectations- Aligned Standards
Personal Growth and Development	1. Individuals enjoy different activities and grow at different rates. 2. Personal hygiene and self-help skills promote healthy habits.	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.
Pregnancy and Parenting	1. All living things may have the capacity to reproduce.	2.1.2.PP.2: Explain the ways in which parents may care for their offspring (e.g., animals, people, fish).
Emotional Health	1. Many factors influence how we think about ourselves and others. 2. There are different ways that individuals handle stress, and some are healthier than 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, etc.) 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.
Social Health	1. 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. 2. Families shape the way we think about our bodies, our health and our behaviors. 3. People have relationships with others in the local community and beyond. 4. Communication is the basis for strengthening relationships and resolving conflict between people. 5. Conflicts between people occur, and there are effective ways to resolve them.	2.1.2.SSH.1: Discuss how individuals make their own choices about how to express themselves. 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.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
Community Health Services and Support	1. Individuals face a variety of situations that may result in different types 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, teachers, counselors, medical personnel).

Units 1-5 Grade 1: Character Education Learning Activities and Pacing Guide

Units are categorized under domains of learning:

Personal Growth and Development, Pregnancy and Parenting, Emotional Health, Social Health and Community Health Services and Support.

Grade 1 Unit 1 Overview: Personal Growth and Development

In this unit, students will understand that personal growth and development are lifelong processes of physical, behavioral, emotional, and cognitive change throughout one's lifetime. Individuals grow at different rates and enjoy a variety of activities to maintain health and healthy habits. Personal growth and development encompasses the human condition: who we are, how we grow or evolve, and how we interact with others

Topic & # Days	NJ Standards	Critical Knowledge & Skills	Possible Resources & Activities
Unit 1: Personal Growth and Development 1-2 Days per listed activity	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).	Objectives/ Targets: I can... - Identify activities that help people stay healthy. - Understand how personal hygiene and self-help skills promote healthy habits.	1. Building Healthy Habits Lego Activity: Identify one healthy activity. Draw it on your blank lego piece. blank lego - Teacher/Student Supplemental Activity: Cut and assemble legos to create a wall of healthy habits. Healthy habits kids list - Student Supplemental Activity: All About Me Lego Blocks.pdf 2. Movement Activities: Cosmic Kids Yoga Website: https://www.youtube.com/user/CosmicKidsYoga Quick guided and themed yoga for kids. 3.  Healthy or Not.png Healthy Foods Game 4. Matching Game: Hygiene-Hygiene Match Game 5. K-5 Guidebook for Habits of Health with Printable Activities: Healthy Habits Guidebook

Grade 1 Unit 2 Overview: Pregnancy and Parenting

In this unit, students will understand the roles of caring for others as an attribute often associated with parental figures. Students will investigate kind

acts and demonstrate care through active participant roles in class and at home.			
Topic & # Days	NJ Standards	Critical Knowledge & Skills	Possible Resources & Activities
Unit 2: Pregnancy and Parenting 1-2 Days per listed activity	2.1.2.PP.2: Explain the ways in which parents may care for their offspring (e.g., animals, people, fish).	Objectives/ Targets: I can... 1. Understand the concept that reproduction occurs to produce new life. 2. Understand different ways to care for others or animals.	1. People Who Love Me Activity: Brainstorming activity sheet (fillable with pictures or words) about ways people who care about you are thinking of you. People Who Love me Activity Sheet:  People Who Love Me Activity 2. Care for Others Activity: Compliment Circle Activity Complimenting other in class circles: Compliment Circle Website Kindness Bingo Cards : Allow students to choose one random act of kindness to do at home, with family or in school with classmates and friends to demonstrate caring for others.
Grade 1 Unit 3 Overview: Emotional Health In this unit, students will identify emotional health through basic understanding of views, feelings, and expressions about oneself. Emotional health includes a person's emotional, mental, psychological, and social well-being. It also helps determine how to handle stress and make choices related to others. Emotionally healthy people consciously develop coping mechanisms that are situationally appropriate to resolve and gather positive outcomes, develop strategies for mental health emergencies, 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.			
Unit 3: Emotional Health 1-2 Days per listed activity	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	Objectives/ Targets: I can... 1. Identify feelings and emotions that occur in daily situations. 2. Be responsible for my emotions and demonstrate control over my feelings. 3. Understand self control techniques and ways to manage my emotions.	1. A Little Spot of Emotions: Identify and explain emotions on the color wheel of emotion. Watch the videos below to clarify emotions. Color Wheel of Emotion: Colors and Emotions Video Extension Activities:  A Little SPOT Cartoon Show Episode 1: Meet the Spots a...  A Little Spot Cartoon Episode 2: Woods of Words (Buildin... 2. Create a color themed self-portrait based on "how I am feeling today cards." Cards found here: How am I feeling cards? Self Portrait fillable template: Template

	responsibilities. 2.1.2.EH.3: Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs).		3. Color your “spot of emotion” Coloring pages spot emotions .
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Grade 1 Unit 4 Overview: Social Health

In this unit, students will form meaningful relationships with others and interact in healthy, appropriate ways. Social health encompasses the ability to respect and accept differences of an individual’s race, religion, gender identity, gender expression, ethnicity, disability, socioeconomic background, and perspectives of health-related decisions.

Unit 4: Social Health 1-2 Days per listed activity	2.1.2.SSH.7: Explain healthy ways for friends to express feelings for and to one another. 2.1.2.SSH.4: Determine the factors that contribute to healthy relationships within a family. 2.1.2.SSH.6: Determine the factors that contribute to healthy relationships.	Objectives/ Targets: I can... 1. I can develop healthy relationships with family and friends by expressing positive feelings towards others. 2. I can develop healthy relationships through communication and conversation.	1. Vooks Video Connection: Watch “Our Class is a Family” Watch: "Our Class is a Family" Students: Talk and Turn Activity- Discuss positive traits of your “class family.” 2. Classroom Compliment Circle: Sit in a circle and share a kind word or compliment about a classmate. Sample: Compliment Circle Activity . 3. On My Mind Today Activity/Turn and Talk/ Group Learning: Work in small groups or whole class on healthy expressions of what’s on your mind today activity.  On My Mind Today Worskheet
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Grade 1 Unit 5 Overview: Community Health Services and Support

In this unit students will understand the diverse roles of community health services and support. 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.			
Unit 5: Community Health Services and Support 1-2 Days per listed activity	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.5: Identify situations that might result in individuals feeling sad, angry, frustrated, or scared.	Objectives/ Targets: I can... 1. Identify community professionals and school personnel who work to keep us safe. 2. Identify situations that can make people feel angry, frustrated, sad or scared.	1. Getting to Know Community Helpers Activity: Interactive Community Helpers Video and Guessing Game: Watch the interactive video to allow students to “guess who” after symbols from community helpers pop up on the screen. Video link: Community Helpers Video Link 2. Getting to Know Big Emotions Video  Coping Skills For Kids - Managing Feelings & Emotions Fo... 3. When I feel: Fillable blank activity worksheet: Simple say and do fillable activity to create effective communication skills.  My Feelings Say and Do Activity

Possible Assessments Units 1-5			
Formative Assessments	Summative Assessments	Performance Assessments	Major Activities/Assignments
- Anecdotal notes during whole group, small group and individual - conferences - Sharing strategies - Turn and talk - Stop and Jots - Graphic organizers - Running Records/skills check off	- Common Summative Assessments - Open-Ended Responses - Exit/Entrance Tickets	- Common Performance Assessments - Exit/Entrance Tickets - Projects - Portfolios	- Worksheets - Class discussions - Teacher observations - Student notes 2D and 3D projects - Written/Oral Response
Character Education Cross Curricular and Assessment Components, K-6			
ELA Practices	Math Practices	Science and Engineering Practices	Social Studies Practices

1. Developing Responsibility for Learning: Cultivating independence, self-reflection, and responsibility for one's own learning. 2. Adapting Communication: Adapting communication in response to the varying demands of audience, task, purpose, and discipline. 3. Valuing Evidence in Argumentation: Constructing viable claims and evaluating, defending, challenging, and qualifying the arguments of others. 4. Building Knowledge: Building strong content knowledge and connecting ideas across disciplines using a variety of text resources and media. 5. Leveraging Technology: Employing technology and digital media thoughtfully, strategically and capably to enhance reading, writing, speaking, listening, and language use. 6. Understanding Self and Others: Using literacy as a vehicle to affirm all the aspects of one's own identity, as well as understand, connect to and respect other perspectives and cultures.	1. Make sense of problems and persevere in solving them 2. Reason abstractly and quantitatively 3. Construct viable arguments and critique the reasoning of others 4. Model with mathematics 5. Use appropriate tools strategically 6. Attend to precision 7. Look for and make use of structure 8. Look for and express regularity in repeated reasoning	1. Asking questions and defining problems 2. Planning and carrying out investigations 3. Analyzing and interpreting data 4. Developing and using models 5. Constructing explanations and designing solutions 6. Engaging in argument from evidence 7. Using mathematics and computational thinking 8. Obtaining, evaluating, and communicating information	1. Developing questions and planning inquiry 2. Gathering and evaluating sources 3. Seeking diverse perspectives 4. Developing claims and using evidence 5. Presenting arguments and explanations 6. Engaging in civil discourse and critiquing conclusions 7. Taking informed action
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<u>Diversity, Equity, and Inclusion Goals</u> (Links to State Resources)	<u>Personal Financial Literacy (9.1), Career Awareness, Exploration, and Preparation (9.2), and Life Literacies and Key Skills (9.4)</u>
Our district is committed to supporting all of our diverse learners and allowing students to be exposed to Culturally Responsive Practices. Below is a list of our goals for supporting these practices throughout our district and classrooms. 1. Cultivate respect towards minority groups to foster appreciation of their differences as well as recognize their literary contributions. 2. Evaluate experiences of people of diverse backgrounds and their unique journeys, including challenges and successes, and their significant historic contributions to the economic, political, and social development of New Jersey and the United States. 3. Analyze grade-level texts highlighting the contributions of persons of different genders, ethnicities, and abilities. 4. Apply the design thinking process to develop empathy, challenging biases, to better understand different perspectives and experiences to creatively problem-solve and innovate solutions for diverse groups of people with specific needs. 5. Engage in authentic learning experiences that enable students to acquire and incorporate varied perspectives, and communicate with diverse audiences while applying content knowledge, integrating concepts across disciplines, and developing research, communication, and critical-thinking skills. 6. Reflect on personal experiences and the experiences of others building empathy and promoting a climate of respect and acceptance of people with different backgrounds and abilities.	Financial Literacy (9.1): ● By the end of Grade 2 ○ 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community. ○ 9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business. ● By the end of Grade 5 ○ 9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors. ● By the end of Grade 8 ○ 9.1.8.CR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures. ○ 9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors. Career Awareness, Exploration, and Preparation (9.2): ● By the end of Grade 2 ○ 9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job. ● By the end of Grade 5 ○ 9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes. ○ 9.2.5.CAP.2: Identify how you might like to earn an income. ○ 9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations. ● By the end of Grade 8 ○ 9.2.8.CAP.1: Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest. ○ 9.2.8.CAP.2: Develop a plan that includes information about career areas of interest. ○ 9.2.8.CAP.3: Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income. ○ 9.2.8.CAP.4: Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement. ○ 9.2.8.CAP.11: Analyze potential career opportunities by considering different types of resources, including occupation databases, and state and national labor market statistics. Life Literacies and Key Skills (9.4): ● By the end of Grade 2

	○ 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.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.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.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive). ○ 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments. ○ 9.4.2.DC.7: Describe actions peers can take to positively impact climate change (e.g., 6.3.2.CivicsPD.1). ○ 9.4.2.GCA.1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6). ○ 9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource. ○ 9.4.2.TL.7: Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts (e.g., W.2.6., 8.2.2.ED.2). ● By the end of Grade 5 ○ 9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3, 7.1.NM.IPERS.6). ○ 9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a). ○ 9.4.5.CI.4: Research the development process of a product and identify the role of failure as a part of the creative process (e.g., W.4.7, 8.2.5.ED.6). ○ 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2). ○ 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3). ○ 9.4.5.DC.8: Propose ways local and global communities can engage digitally to participate in and promote climate action (e.g., 6.3.5.GeoHE.1). ○ 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8). ○ 9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions (e.g., RI.5.7, 6.1.5.HistoryCC.7, 7.1.NM.IPERS.5). ○ 9.4.5.TL.5: Collaborate digitally to produce an artifact (e.g., 1.2.5.CR1d). ● By the end of Grade 8: ○ 9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas (e.g.,
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	2.1.8.SSH, 6.1.8.CivicsDP.2). ○ 9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries. ○ 9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1). ○ 9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1). ○ 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a). ○ 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal. ○ 9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, 2.1.8.CHSS/IV.8.AI.1, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8). ○ 9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.
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Cross-Curricular Connections						
Interdisciplinary Connections	Technology Integration and Literacy	<u>Climate Change</u>	<u>Amistad Law</u> (Required in Social Studies Curriculum)	<u>Holocaust Law</u> (Required in Social Studies Curriculum)	<u>LGBT Law</u> (For Social Studies, Science, or ELA)	<u>Asian Pacific Islander</u> (inclusion of texts)
● CCSS ELA Literacy SL.K.3- ASk and answer questions in order to seek help, get information, or clarify something that is not understood, ● CCSS ELA LiteracySL. K.4 Describe familiar people, places, things and events with prompting and support, provided additional details. ● CCSS ELA	Videos, Smart Board Technology, Interactive Websites, Games, Editable online resources and SEL manipulatives.	<i>Math Standards Connected to Climate Change:</i> ● K.OA.2 ● K.DL.A.1 ● K.G.B.5 ● 1.OA.1 and 2 ● 1.DL.A.1 ● 2.OA.A.1 ● 2.M.B.5 ● 2.DL.B.4 ● 3.OA.A.3 ● 3.OA.D.8 ● 3.M.C.6 ● 4.OA.A.3 ● 4.M.A.3 ● 4.DL.B.5 ● 5.NF.B.3	● Students will develop an understanding of respecting others for their differences and to treat everyone with kindness and respect. ● Students will also be supporting each other through various scenarios and activities within Health/PE (2.1) courses which allow them to collaborate with	● Students will develop an understanding of respecting others for their differences and to treat everyone with kindness and respect. ● Students will also be supporting each other through various scenarios and activities within Health/PE (2.1) courses which allow them to collaborate with students who come	● Students will develop an understanding of respecting others for their differences and to treat everyone with kindness and respect. ● Students will also be supporting each other through various scenarios and activities within Health/PE (2.1) courses which allow them to collaborate with students who come	● Students will develop an understanding of respecting others for their differences and to treat everyone with kindness and respect. ● Students will also be supporting each other through various scenarios and activities

Literacy SL.K.5-Add drawings and other visual displays to descriptions as desired to provide additional detail.CCSS. ELA Literacy SL 1.1-Participate in collaborative conversations with diverse partners above topics and texts with peers and adults in small and larger groups. CCSS. ELA		5.NF.B.7.c 5.G.A.2 6.EE.B.7 6.EE.C.9 6.SP.B.4 <i>ELA Standards Connected to Climate Change:</i> - W.IW.K.2 - SL.PE.K.1 - RI.MF.1.6 - W.IW.1.2 - SL.PE.1.1 - RI.MF.2.6 - W.IW.2.2 - SL.PE.2.1 - RI.CT.3.8 - W.AW.3.1 - SL.PI.3.4 - RI.CT.4.8 - W.AW.4.1 - SL.PI.4.4 - RI.CT.5.8 - W.AW.5.1 - SL.PI.5.4 - RI.AA.6.7 - W.SE.6.6 - SL.II.6.2	students who come from different backgrounds, religions, orientations and beliefs.	from different backgrounds, orientations, religions, and beliefs.	from different backgrounds, orientations, religions, and beliefs.	within Health/PE (2.1) courses which allow them to collaborate with students who come from different backgrounds, orientations, religions, and beliefs. <i>Examples of Asian Pacific Islander Children's Authors available include:</i> - Grace Lin - Anna Kim - Hanh Bui - Yu Fu - Kelly Yang - Andrea Wang and Jason Chin - Darshana Khiani
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