

# Branchburg Township Public Schools

Office of Curriculum and Instruction

## Grade 1 Health Curriculum



Adopted by the Board of Education September 2023

This curriculum is aligned with the 2020 New Jersey Student Learning Standards in Health

## Curriculum Scope and Sequence

<b>Content Area</b>	Health and Physical Education	<b>Course Title/Grade Level:</b>	First Grade
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<b>Topic/Unit Name</b>	<b>Suggested Pacing (Days/Weeks)</b>
<a href="#"><u>Topic/Unit #1</u></a> Personal and Mental Health	Sept.-Dec.
<a href="#"><u>Topic/Unit #2</u></a> Safety	Jan.- Mar.
<a href="#"><u>Topic/Unit #3</u></a> Physical Wellness	Apr.- June

Topic/Unit 1 Title	Personal and mental Health	Approximate Pacing	Sept-Dec
<b>STANDARDS</b>			
<b>NJSLS Health</b>			
<ul style="list-style-type: none"> <li>● 2.1.2.PGD.1: Explore how activity helps all human bodies stay healthy.</li> <li>● 2.1.2.PGD. 2: Develop an awareness of healthy habits (e.g., wash hands, cough in arm, brush teeth).</li> <li>● 2.1.2.PGD.3: Explain what being “well” means and identify self-care practices that support wellness.</li> <li>● 2.1.2.PGD.4: Use correct terminology to identify body parts and explain how body parts work together to support wellness.</li> <li>● 2.1.2.PP.2: Explain the ways in which parents may care for their offspring (e.g., animals, people, fish).</li> <li>● 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.</li> <li>● 2.1.2.EH.2: Identify what it means to be responsible and list personal responsibilities.</li> <li>● 2.1.2.EH.3: Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs)</li> <li>● 2.1.2.EH.4: Demonstrate strategies for managing one's own emotions, thoughts and behaviors.</li> <li>● 2.1.2.EH.5: Explain healthy ways of coping with stressful situations.</li> <li>● 2.1.2.SSH.1: Discuss how individuals make their own choices about how to express themselves.</li> <li>● 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.</li> <li>● 2.1.2.SSH.5: Identify basic social needs of all people.</li> <li>● 2.1.2.SSH.6: Determine the factors that contribute to healthy relationships.</li> <li>● 2.1.2.SSH.7: Explain healthy ways for friends to express feelings for and to one another.</li> <li>● 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).</li> <li>● 2.1.2.SSH.9: Define bullying and teasing and explain why they are wrong and harmful.</li> <li>● 2.1.2.CHSS.1: Identify community professionals and school personnel who address health emergencies and provide reliable health information to us.</li> <li>● 2.1.2.CHSS.2: Determine where to access home, school and community health professionals.</li> <li>● 2.1.2.CHSS.5: Identify situations that might result in individuals feeling sad, angry, frustrated, or scared.</li> </ul>			

- 2.1.2.CHSS.6: Identify individuals who can assist with expressing one’s feelings (e.g., family members, teachers, counselors, medical professionals).

**Interdisciplinary Connections:**

**Computer Science & Design Thinking:**

**6.1.4.D.15** - Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges. (e.g. students will identify community workers and how they work together to help keep the community, state, etc. safe)

**8.1.2.AP.4: Break down a task into a sequence of steps** (i.e. breaking down steps to identify and deal with emotions, such as anxiety, disappointment and anger.)

**1-LS3-1.** Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their plants. (e.g. students will discuss how animals take care of their babies.)

**Career Readiness, Life Literacies, and Key Skills:**

**9.4.2.CI.1:** Demonstrate openness to new ideas and perspectives. (e.g. Students will debate what to do in different situations and work on solving conflict)

**9.1.2.CR.1:** Recognize ways to volunteer in the classroom, school and community. (e.g. Students will identify various roles within school, home, and the community).

**UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS**

*Essential Questions:*

- How can we make healthy choices to benefit our overall health and wellness?
- How can individuals handle stress and difficult emotions?
- How can conflicts be solved between people?
- How can we recognize people in the community that keep us safe?
- Can we use correct terminology to identify different parts of the body?
- How do parents care for their offspring?

**Enduring Understandings:**

- We can use personal hygiene and self-help skills to promote healthy habits.
- We can use different ways that individuals handle stress, and some are healthier than others.
- We can use communication as the basis for strengthening relationships and resolving conflict between people.
- We can identify people in the community that work to keep us safe.
- We can identify how different body parts work together.
- We can identify different ways people express themselves

**STUDENT LEARNING OBJECTIVES**

Key Knowledge	Process/Skills/Procedures/Application of Key Knowledge
<p><i>Students will know:</i></p> <ul style="list-style-type: none"><li>-physical and emotional wellness, e.g., healthy hygiene practices, exercise, and social skills.</li><li>-strategies to resolve conflict resolution by recognizing the thoughts and feelings of others.</li><li>-strategies for understanding the community and workers</li><li>- different body parts and how they work together</li><li>-people can express themselves in different ways</li></ul>	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"><li>-practice good hygiene.</li><li>-maintain emotional well being.</li><li>-apply appropriate conflict resolution strategies.</li><li>-identify community workers that keep us safe</li><li>-share how parents care for their offspring</li></ul>

**ASSESSMENT OF LEARNING**

<p><b>Summative Assessment</b> (Assessment at the end of the learning period)</p>	<ul style="list-style-type: none"><li>● Identify pictures of healthy and unhealthy situations<ul style="list-style-type: none"><li>○ solve problem</li><li>○ create a plan</li><li>○ show empathy</li><li>○ conflict resolution</li></ul></li></ul>
<p><b>Formative Assessments</b> (Ongoing assessments during the learning period to inform instruction)</p>	<ul style="list-style-type: none"><li>● Observation:<ul style="list-style-type: none"><li>○ discussions</li><li>○ participation</li><li>○ behaviors</li><li>○ interactions with others</li></ul></li><li>● Writing/drawing</li></ul>

<p><b>Alternative Assessments</b> (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)</p>	<ul style="list-style-type: none"> <li>● Project</li> <li>● Role-Play</li> <li>● Tracking good hygiene calendar</li> </ul>
<p><b>Benchmark Assessments</b> (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)</p>	<ul style="list-style-type: none"> <li>● <a href="#">Benchmark Assessment</a> <ul style="list-style-type: none"> <li>○ Paper and pencil</li> <li>○ writing and drawing answers</li> </ul> </li> </ul>
<b>RESOURCES</b>	
<p><b>Core instructional materials:</b>  <i>Health Waves Program</i>  <i>Second Step Program</i></p>	
<p><b>Supplemental materials:</b>  <a href="#">Unit 1 Lesson Ideas</a>  <b>Responsive Classroom Practices</b>  <b>Social Thinking Lessons</b></p>	
<b>Modifications for Learners</b>	
<p>See <a href="#">appendix</a></p>	

Topic/Unit 2 Title	Safety	Approximate Pacing	Jan - Mar
<b>STANDARDS</b>			
<b>NJSLS Health</b>			
<ul style="list-style-type: none"> <li>● 2.3.2.PS.1: Demonstrate personal habits and behaviors that contribute to keeping oneself and others healthy and the environment clean and safe.</li> <li>● 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).</li> <li>● 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).</li> <li>● 2.3.2. PS.4: Develop an awareness of warning symbols and their meaning (e.g., red light, stop sign, poison symbol).</li> <li>● 2.3.2.PS.5: Define bodily autonomy and personal boundaries.</li> <li>● 2.3.2.PS.6: Demonstrate how to communicate personal boundaries and show respect for someone else’s personal boundaries including friends and family.</li> <li>● 2.3.2.PS.7: Identify behaviors that would be considered child abuse (e.g., emotional, physical, sexual).</li> <li>● 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).</li> <li>● 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.</li> <li>● 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).</li> <li>● 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).</li> </ul>			

- 2.3.2.ATD.1: Explain what medicines are, how they are used, and the importance of utilizing medications properly.

**Interdisciplinary Connections:**

**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 (e.g. students and teachers will discuss personal boundaries).

**6.1.4.C.2 - Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations** (e.g. Students will create a T-Chart of healthy hygiene versus unhealthy hygiene).

**Computer Science & Design Thinking:**

**8.2.2.ED.2: Collaborate to solve a simple problem, or to illustrate how to build a product using the design process** (e.g. Students will be given a picture and create a story about the safety of the picture and record it on an i-pad or chromebook)

**Career Readiness, Life Literacies, and Key Skills:**

**9.4.2.CT.1:** Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g. Students will create a list of rules for the playground and consequences if they are not followed. \*Teacher can write)

**9.4.2.CT.2:** Identify possible approaches and resources to execute a plan (e.g. students will be given pictures of clean and unclean environments. They will have to explain the problems and work as a group to solve them.)

**UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS**

***Essential Questions:***

- What is a safe use of medication?
- Why is it important to know who to tell if you feel uncomfortable?
- How can I make healthy choices and decisions in life?

***Enduring Understandings:***

- Medications can be safe and beneficial when prescribed by a doctor and used in the presence of an adult.
- Any time children feel uncomfortable or in an unsafe situation, they should reach out to a trusted adult for help.



-Healthy habits and behaviors are created by personal learning experiences, knowledge, beliefs, and goals towards living and maintaining a healthy lifestyle of fitness, self-expression, social interaction, and enjoying movement in a safe and healthy environment (e.g., golf, tennis, badminton, martial arts, bowling, kayaking, ping-pong, cricket, hiking, biking, swimming).

### STUDENT LEARNING OBJECTIVES

#### Process/Skills/Procedures/Application of Key Knowledge

*Students will know:*

- about personal boundaries and when they should go to a trusted adult.
- about medicine and its uses as well as abuses associated with meds.
- safety strategies to prevent injuries.

*Students will be able to:*

- understand the purpose of medicine and the importance of following the doctor's directions.
- identify personal boundaries and comfort levels.
- choose healthy behaviors.
- identify trusted adults.
- make appropriate decisions for the circumstance.

### ASSESSMENT OF LEARNING

**Summative Assessment**  
(Assessment at the end of the learning period)

- Identify pictures of healthy and unhealthy situations
  - solve problem
  - create a plan
  - show empathy
  - conflict resolution

**Formative Assessments**  
(Ongoing assessments during the learning period to inform instruction)

- Observation:
  - discussions
  - participation
  - behaviors
  - interactions with others
- Writing/drawing

**Alternative Assessments** (Any learning activity or assessment that asks students to *perform* to demonstrate their knowledge, understanding and proficiency)

- Project
- Role-Play
- Tracking healthy food choices

<p><b>Benchmark Assessments</b>  (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)</p>	<ul style="list-style-type: none"> <li>• <a href="#">Benchmark Assessment</a> <ul style="list-style-type: none"> <li>○ Paper and pencil</li> <li>○ writing and drawing answers</li> </ul> </li> </ul>
<b>RESOURCES</b>	
<p><b>Core instructional materials:</b>  <i>Health Waves Comprehensive Program</i>  <i>Second Step Program</i></p>	
<p><b>Supplemental materials:</b>  <a href="#">Unit 2 Lesson Ideas</a>  <b>Responsive Classroom Practices</b>  <b>Social Thinking Lessons</b></p>	
<b>Modifications for Learners</b>	
<p>See <a href="#">appendix</a></p>	

Topic/Unit 3 Title	Physical Wellness	Approximate Pacing	Apr - Jun
<b>STANDARDS</b>			
<b>NJSLS Health</b>			
<ul style="list-style-type: none"> <li>● 2.2.2.MSC.6: Execute appropriate behaviors and etiquette while participating in and viewing activities, games, sports, and other events to contribute to a safe environment.</li> <li>● 2.2.2.MSC.7: Demonstrate kindness towards self and others during physical activity to create a safe and caring environment.</li> <li>● 2.2.2.PF.4: Demonstrate strategies and skills that enable team and group members to achieve goals.</li> <li>● 2.2.2.LF.3: Explore the body's range of motion through participating in flexibility and breathing exercises (e.g., stretching, mindfulness, yoga).</li> <li>● 2.2.2.N.2: Explain why some foods are healthier to eat than others.</li> <li>● 2.2.2.N.3: Differentiate between healthy and unhealthy eating habits</li> </ul>			
<b>Interdisciplinary Connections:</b>		<b>Computer Science &amp; Design Thinking:</b>	
<p><b>SL.1.5.</b> Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. (e.g. Students will draw pictures of a safe environment while playing a sport).</p> <p><b>W.1.1.</b> Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. (e.g. Students will write an opinion piece to persuade a person to choose a healthy meal over an unhealthy meal.)</p>		<p><b>8.1.2.NI.1:</b> Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network (e.g. Students will participate in group yoga, stretching and mindfulness activities.)</p>	
<b>Career Readiness, Life Literacies, and Key Skills:</b>			
<p><b>9.4.2.DC.2:</b> Explain the importance of respecting digital content of others (e.g. Students will view their peers' digital work and give compliments).</p> <p><b>9.4.2.CI.2:</b> Demonstrate originality and inventiveness in work.(e.g. Students will show etiquette during group activities during participation and while viewing).</p>			

**UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS**

*Essential Questions:*

- How does effective communication build respect between others?
- How does physical fitness contribute to personal health?
- How do food choices impact our health?

*Enduring Understandings:*

- Teamwork consists of effective communication and respect among class and team members.
- The ability to move and perform at different levels and different types and amounts of physical activity enhance personal health.
- Nutritious food choices promote wellness and are the basis for healthy eating habits.

**STUDENT LEARNING OBJECTIVES**

**Key Knowledge**

**Process/Skills/Procedures/Application of Key Knowledge**

*Students will know:*

- effective communication
- physical activity promotes personal health
- components of healthy food choices

*Students will be able to:*

- communicate with others for successful team play
- identify good physical fitness choices
- explain healthy food choices and their impact on the body

**ASSESSMENT OF LEARNING**

**Summative Assessment**  
(Assessment at the end of the learning period)

- Demonstrate good sportsmanship strategies
  - problem solve scenarios or observable sportsmanship during team play

**Formative Assessments**  
(Ongoing assessments during the learning period to inform instruction)

- Observation:
  - discussions
  - participation
  - behaviors
  - interactions with others
- Writing/drawing

**Alternative Assessments** (Any learning activity or assessment that asks students to *perform* to

- Projects
- Role-Play
- Outside team sport

demonstrate their knowledge, understanding and proficiency)	<ul style="list-style-type: none"> <li>Tracking healthy food choices</li> </ul>
<b>Benchmark Assessments</b> (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)	<ul style="list-style-type: none"> <li> <a href="#">Benchmark Assessment</a> <ul style="list-style-type: none"> <li>Paper and pencil</li> <li>writing and drawing answers</li> </ul> </li> </ul>
<b>RESOURCES</b>	
<b>Core instructional materials:</b> <i>Health Waves Comprehensive Program</i> <i>Second Step Program</i>	
<b>Supplemental materials:</b> <a href="#">Lesson Ideas Unit 3</a> <b>Responsive Classroom Practices</b> <b>Social Thinking Lessons</b>	
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See <a href="#">appendix</a>	