

Pascack Valley Regional Curriculum Consortium
Hillsdale - Montvale - River Vale - Woodcliff Lake

Office of Curriculum and Instruction

Grade 1 **Health** Curriculum

<u>Unit 1</u> Wellness	<u>Unit 2</u> Building Health Relationships	<u>Unit 3</u> Family Life
---	--	--

Born on Date: August 2022

Grade 1 Health Unit 1: Wellness

Unit Title: Wellness Grade Level: 1st Pacing: 5-7 weeks	
Stage 1 - Desired Results	
<u>NJSLs Content Area: CHPE</u>	
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.1	Explore how activity helps all human bodies stay healthy.
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).
2.1.2.EH.2	Identify what it means to be responsible and list personal responsibilities.
2.3.2.ATD.2	Identify ways in which drugs, including some medicines, can be harmful.
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).
2.2.2.N.2	Explain why some foods are healthier to eat than others.
Physical Wellness Connections	
2.2.2.MSC.5	Adjust and correct movements and skill in response to feedback.
<u>Interdisciplinary Connections</u>	
SL.1.2	Ask and answer questions about key details in text read alouds or information presented orally or through other media.

SL.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings
<u>Integration of NJSLS Computer Science and Design Thinking</u>	
8.2.2.ITH.3	Identify how technology impacts or improves life.
<u>Integration of NJSLS Career Readiness, Life Literacy and Key Skills</u>	
9.1.2.CR.1	Recognize ways to volunteer in the classroom, school and community.
<u>Career Ready Practices</u>	
Utilize critical thinking to make sense of problems and persevere in solving them.	
Work productively in teams while using cultural global competence.	
<u>Social and Emotional Learning Competencies</u>	
Social Awareness	The abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, & contexts.
Relationship Skills	The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups.

What are the learning priorities?		
Essential Questions Students will keep considering...	Understandings/Goals Students will understand...	Student Objectives/Outcomes Students will be able to:
<ul style="list-style-type: none"> How do health habits contribute to personal health ? 	<ul style="list-style-type: none"> Personal hygiene and health-enhancing skills promote healthy habits. 	<ul style="list-style-type: none"> I can practice daily personal hygiene practices I can explain why physical activity,

	<ul style="list-style-type: none"> Activity helps the human body stay active. 	<p>hand health, getting enough rest, and dressing in a seasonally appropriate way keeps me healthy.</p> <ul style="list-style-type: none"> I can demonstrate effective handwashing and cough covering practices. I can create a list of personal responsibilities that relate to taking care of my body.
<ul style="list-style-type: none"> How is smoking harmful? 	<ul style="list-style-type: none"> Smoking is very harmful to your body, especially your lungs. 	<ul style="list-style-type: none"> I can explain why smoking is harmful.
<ul style="list-style-type: none"> Why is it important to eat a variety of foods? 	<ul style="list-style-type: none"> Foods are grouped by certain characteristics. We can use these groups to choose a variety of foods to eat. 	<ul style="list-style-type: none"> I can create a breakfast with healthy foods.
<ul style="list-style-type: none"> Why do we sometimes take risks that can cause harm to ourselves or others? 	<ul style="list-style-type: none"> Being constantly aware of the environment and taking safety precautions can reduce the risk of injury to oneself and others 	<ul style="list-style-type: none"> I can describe how to make safe choices in a variety of areas (crossing the street, going for a walk).

**Stage 2 - Evidence of Student Learning
Assessment Design**

What have you learned?

Assessment:

- Formative Assessment**

- Teacher observations of classroom discussions
- Draw a picture of your healthy breakfast
- **Summative Assessment**
 - Students will create a drawing of one way that they will stay healthy

Student Self-Assessment:

- Self Assessment

Modifications and Accommodations:
Students with special needs: Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Manipulatives, extra time, alternative assessments, and scaffolding strategies will be used to support learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered.

ELL/ESL students: Students will be supported according to the recommendations for “can do’s” as outlined by WIDA based on the student’s level of English Language Proficiency (ELP). - https://www.wida.us/standards/CAN_DOs/

Students at risk of school failure: 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.

Gifted and Talented Students: Students excelling in mastery of standards will be challenged with complex, high level challenges related to reading and writing learning including variations in content, process, products, and learning environments.

Stage 3 - Learning Plan	
NJSLS	Sample Lesson Description
2.1.2.PGD.4: Use correct terminology to identify body parts and explain how body parts work together to support wellness.	This lesson helps raise students’ awareness of the importance of moving their bodies. They discuss how their bodies have changed in the last year, with a focus on how they are faster and stronger.

<p>2.1.2.PGD.1: Explore how activity helps all human bodies stay healthy.</p>	<p>They learn about why physical activity is important for a growing body and perform some active exercises to experience how activity affects the body.</p>
<p>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).</p> <p>2.1.2.EH.2: Identify what it means to be responsible and list personal responsibilities.</p>	<p>Students will learn the importance of personal hygiene habits and health-enhancing behaviors on personal health. They will focus on healthy teeth, hand washing, appropriate dress for various weather conditions and getting adequate sleep. Students will also learn that personal hygiene habits and health-enhancing behaviors are part of their responsibility to help keep their bodies well.</p>
<p>2.3.2.ATD.2: Identify ways in which drugs, including some medicines, can be harmful.</p>	<p>In this lesson, students learn about the different ways tobacco and its smoke can hurt the body. They talk about how the body reacts to smoke and the physical effects of tobacco use. They define secondhand smoke and vaping aerosol and explore how these hurt the body too, and identify actions they can take to avoid being exposed, including moving away in a safe way. Then they make a booklet to show what they've learned about staying away from tobacco and secondhand smoke or aerosol, and take home a family sheet to help them talk with their parents or guardians about tobacco and family rules around tobacco use.</p>
<p>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).</p>	<p>This lesson focuses on having a safe route for going places. Students learn that it's important to plan a safe way to get somewhere, such as school or home, and identify safe places along the route where they could go if they needed help. They discuss how walking with someone is another way to be safe, and take home a family sheet to help them discuss safe routes and havens with their parents or guardians.</p>

2.2.2.N.2: Explain why some foods are healthier to eat than others.

This lesson teaches the importance of eating a healthy breakfast. Students learn how breakfast provides fuel for the body and contributes to good health. They distinguish between healthy and less- healthy breakfast foods.

Unit Resources

- Wash Your Hands by Tony Ross
- Gregory, the Terrible Eater by Mitchell Sharmat
- Make Way For Tooth Decay by Bobbi Katz
- Miss Fox's Class Shapes Up by Eileen Spinelli
- Night of the Veggie Monster by George McClements
- Officer Buckle and Gloria by Peggy Rathmann
- Germs! Germs! Germs! By Bobbi Katz Good For You ANd Me by Mercer Mayer
- The Tooth Book by Dr Seuss
- Henry and Mudge Get the Cold Shivers by Cynthia Rylant
- Cat in the Hat: Jiggle Bones (video)

Grade 1 Health Unit 2: Building Healthy Relationships

[Table of Contents](#)

Unit Title: Building Healthy Relationships Grade Level: 1st Pacing: 2-3 Weeks	
Stage 1 - Desired Results	
<u>NJSLs Content Area: CHPE</u>	
2.1.2.SSH.7	Explain healthy ways for friends to express feelings for and to one another.
2.1.2.SSH.1	Discuss how individuals make their own choices about how to express themselves.
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.
Physical Wellness Connections <u>NJSLs Content Area: CHPE</u>	
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.
2.2.2.MSC.7	Demonstrate kindness towards self and others during physical activity to create a safe and caring environment.
2.2.2.LF.1	Express one's feeling and emotions when involved in movement and physical activities to increase positive behaviors.
<u>Interdisciplinary Connections</u>	
R.1.4	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

SL.1.2	Ask and answer questions about key details in text read alouds or information presented orally or through other media.
SL.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings
<u>Integration of NJSL Computer Science and Design Thinking</u>	
8.2.2.ITH.3	Identify how technology impacts or improves life.
<u>Integration of NJSL Career Readiness, Life Literacy and Key Skills</u>	
9.1.2.CR.1	Recognize ways to volunteer in the classroom, school and community.
<u>Career Ready Practices</u>	
Communicate clearly and effectively and with reason.	
Demonstrate creativity and innovation	
Work productively in teams while using cultural global competence	
<u>Social and Emotional Learning Competencies</u>	
Self-Awareness	The abilities to understand one's own emotions, thoughts, and values and how they influence behavior across contexts.
Self-Management	The abilities to manage one's emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations.

What are the learning priorities?		
<u>Essential Question(s):</u>	<u>Understanding(s)/Goals</u>	Student Objectives/Outcomes

Students will keep considering	Students will understand	Students will be able to:
<ul style="list-style-type: none"> Who are trusted adults? 	<ul style="list-style-type: none"> There are grown ups who can help you get help if you need it. You can find these grown ups at home, in school, and in our community. 	<ul style="list-style-type: none"> I can list trusted adults at home, in school and the community
<ul style="list-style-type: none"> What makes a healthy relationship? 	<ul style="list-style-type: none"> Healthy relationships are important to our health. 	<ul style="list-style-type: none"> I can explain some factors of health relationships
<ul style="list-style-type: none"> How do feelings impact behavior? 	<ul style="list-style-type: none"> Conflicts between people occur, and there are effective ways to resolve them. 	<ul style="list-style-type: none"> I can identify situations that might cause others to feel sad, angry, frustrated or scared. I can demonstrate healthy ways to handle disagreements or conflicts with others

**Stage 2 - Evidence of Student Learning
Assessment Design**

What have you learned?

Assessment:

- Formative Assessment**
 - Teacher observation of classroom discussions
- Summative Assessment**
 - Students will draw a picture of themselves expressing an emotion that they choose

Student Self-Assessment:

- Self Assessment

Modifications and Accommodations:

Students with special needs: Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Manipulatives, extra time, alternative assessments, and scaffolding strategies will be used to support learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered.

ELL/ESL students: Students will be supported according to the recommendations for “can do’s” as outlined by WIDA based on the student’s level of English Language Proficiency (ELP). - https://www.wida.us/standards/CAN_DOs/

Students at risk of school failure: 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.

Gifted and Talented Students: Students excelling in mastery of standards will be challenged with complex, high level challenges related to reading and writing learning including variations in content, process, products, and learning environments.

Stage 3 - Learning Plan	
NJSLS	Sample Lesson Description
2.1.2.CHSS.2: Determine where to access home, school and community health professionals.	This lesson explores the idea of being safe. Students define what being safe means and the feelings that come from being safe. They identify things they do to be safe in their daily lives. They learn some simple questions to ask to evaluate how safe they feel in a given situation. Then they identify and draw people who can help them be safe.
2.1.2.SSH.6: Determine the factors that contribute to healthy relationships.	This lesson builds a foundation for understanding healthy relationships. Students explore how belonging contributes to health. They identify people with whom they belong, explore the feelings that come with belonging, and draw a picture to show how they belong with family, friends and others.

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.CHSS.5: Identify situations that might result in individuals feeling sad, angry, frustrated, or scared.

This lesson helps students think about different kinds of feelings. They examine pictures of kids showing different feelings, including happy, sad, angry and afraid, and match example stories with the different feelings. They learn that feelings are signals that help them know if they're OK or if they need help, and discuss the importance of talking with trusted adults about strong feelings.

Unit Resources

- The Mean Bean by Sonica Ellis
- Frog on A Log by Kes Gray & Jim Field
- Ten Timid Ghosts by Jennifer O'Connell
- You Can Do It Sam by Amy Hest
- Not Yet by Lisa Cox & Lori Hockema
- Hooway for Wodney Wat by Helen Lester
- Maya & Miguel: The Big Fight (video)
- Berenstain Bears Please and Thank you

Grade 1 Health Unit 3: Family Life

[Table of Contents](#)

Unit Title: Family Life Grade Level: 1st Pacing: 3 - 4 weeks	
Stage 1 - Desired Results	
<u>NJSLs Content Area: CHPE</u>	
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.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.
2.3.2.PS.6	Demonstrate how to communicate personal boundaries and show respect for someone else's personal boundaries including friends and family.
Physical Wellness Connections <u>NJSLs Content Area: CHPE</u>	
2.2.2.LF.1	Express one's feeling and emotions when involved in movement and physical activities to increase positive behaviors
2.2.2.MSC.7	Demonstrate kindness towards self and others during physical activity to create a safe and caring environment.
2.2.2.PF.4	Demonstrate strategies and skills that enable team and group members to achieve goals.
<u>Interdisciplinary Connections</u>	

1-LS3-1	Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents.
<u>Integration of NJSLS Computer Science and Design Thinking</u>	
8.2.2.ITH.3	Identify how technology impacts or improves life.
<u>Integration of NJSLS Career Readiness, Life Literacy and Key Skills</u>	
9.1.2.CR.1	Recognize ways to volunteer in the classroom, school and community.
<u>Career Ready Practices</u>	
Communicate clearly and effectively and with reason.	
Demonstrate creativity and innovation	
Work productively in teams while using cultural global competence	
<u>Social and Emotional Learning Competencies</u>	
Social Awareness	The abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, & contexts.
Responsible Decision Making	The abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations.

What are the learning priorities?		
<u>Essential Question(s):</u> Students will keep considering	<u>Understanding(s)/Goals</u> Students will understand	<u>Student Objectives/Outcomes</u> Students will be able to:

<ul style="list-style-type: none"> • How do animals and people care for their offspring? 	<ul style="list-style-type: none"> • Reproduction means that plants, animals, or people can have babies (offspring). • Not all things can reproduce. • Parents (people or animals) care for their offspring by providing food, shelter, safety and protection. 	<ul style="list-style-type: none"> • I can define reproduction by identifying that plants, animals and people can create offspring. • I can explain the ways parents may care for their offspring (people, animal, fish) • I can identify things that do not reproduce.
<ul style="list-style-type: none"> • How are families different? 	<ul style="list-style-type: none"> • Families are different and it means something special to the people who belong to it. 	<ul style="list-style-type: none"> • I can compare and contrast different family structures. • I can explain that my family helps me stay health.
<ul style="list-style-type: none"> • Why are personal boundaries important? 	<ul style="list-style-type: none"> • Personal boundaries keep us safe. 	<ul style="list-style-type: none"> • I can identify safe touch and inappropriate (unsafe) touch. • I can communicate personal boundaries. • I can demonstrate how to respect someone else's personal boundaries.

**Stage 2 - Evidence of Student Learning
Assessment Design**

What have you learned?

Assessment:

- **Formative Assessment**

- Teacher observation/classroom discussion

- Ex: Turn and talk with your partner about a similarity between how people care for their offspring and how

<ul style="list-style-type: none"> ○ animals care for their offspring ○ Safe vs. Unsafe Touch Worksheet ● Summative Assessment <ul style="list-style-type: none"> ○ Student drawings of a person who makes them feel safe
<p>Student Self-Assessment:</p> <ul style="list-style-type: none"> ● Students will utilize a thumbs up, thumbs sideways and thumbs down check in to monitor their own understanding.
<p>Modifications and Accommodations:</p> <p><u>Students with special needs:</u> Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Manipulatives, extra time, alternative assessments, and scaffolding strategies will be used to support learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered.</p> <p><u>ELL/ESL students:</u> Students will be supported according to the recommendations for “can do’s” as outlined by WIDA based on the student’s level of English Language Proficiency (ELP). - https://www.wida.us/standards/CAN_DOs/</p> <p><u>Students at risk of school failure:</u> 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.</p> <p><u>Gifted and Talented Students:</u> Students excelling in mastery of standards will be challenged with complex, high level challenges related to reading and writing learning including variations in content, process, products, and learning environments.</p>

Stage 3 - Learning Plan	
NJSLS	Sample Lesson Description
2.1.2.PP.1: Define reproduction.	Students will explore pictures of animals and their babies to identify that plant and animal offspring have similar traits to their parents. Students will define reproduction in the following terms: "Reproduction is when animals and plants
2.1.2.PP.2: Explain the ways in which parents	

<p>may care for their offspring (e.g., animals, people, fish)</p>	<p>create offspring." Students will then classify items into two categories: can reproduce and can't reproduce. Students will also explore four ways that parents care for their offspring (protect, feed, teach, and shelter).</p>
<p>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.</p> <p>2.1.2.SSH.4 Determine the factors that contribute to healthy relationships within a family.</p>	<p>This lesson teaches that families are all different and special in their own ways. After the teacher shares a little about his or her family, the class will read or listen to My Family, Your Family (Cloverleaf Books™ — Alike and Different): Bullard, Lisa, Kurilla, Renée. Students will explore how their families are similar and different, the importance of accepting all kinds of families, and how our families keep us healthy (connection to previous lesson).</p>
<p>2.3.2.PS.6: Demonstrate how to communicate personal boundaries and show respect for someone else's personal boundaries including friends and family.</p>	<p>This lesson helps students to identify appropriate (safe) and inappropriate (unsafe) touch, communicate personal boundaries, and seek help if they are in an uncomfortable situation.</p>
<p>Unit Resources</p>	
<ul style="list-style-type: none"> ● HealthSmart ● A Loud Winter's Nap by Katy Hudson ● It's Okay to Be Different by Todd Parr ● The Thankful Book by Todd Parr ● Are You My Mother by P.D. Eastman ● Miles Is The Boss Of His Body by Abbie Schiller & Samantha Kurtzman-Counter ● My Family, Your Family (Cloverleaf Books™ — Alike and Different): Bullard, Lisa, Kurilla, Renée 	

<p><u>Professional Learning Resources</u></p>	
<ul style="list-style-type: none"> ● SHAPE ● SHAPE NJ ● Open Phys Ed. 	

