

Cedar Grove School District Health -Grade 1

Revisions Approved by the Cedar Grove Board of Education
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Health Grade 1

In first grade, health continues to offer children a well-rounded experience rooted in holistic fitness and wellness. This is defined as freedom from disease, coping with stress, feeling a sense of accomplishment and growth, ability to express and create a positive and creative lifestyle, and feelings of contentment and happiness. The curriculum encompasses a wide variety of problem-solving activities, cooperative games, and character education activities, which traverse other disciplines. Ultimately, students will gain knowledge, self-esteem, social responsibility, character, and an appreciation of lifetime health and fitness.

Grade 1 Health

Comprehensive Health & Physical Education

Recommended Pacing: 10-15 Days

Course Rationale

The New Jersey Core Curriculum Content Standards for Health and Comprehensive Physical Education site the importance of health literacy for citizens in the 21st century. There is a focus on the individual to take personal responsibility for his/her health by living an active, healthy lifestyle. As such, the goal of the curriculum is to foster a life-long commitment to healthy living by making informed choices about wellness, nutrition, social and emotional pressures, and fitness. Decisions one makes today impact current and future quality of life. This curriculum is taught in conjunction with teachers, guidance counselors, and school nurses.

Selected Course Topics

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| <ul style="list-style-type: none"> • Personal Safety • Family • Character Education • Social and Emotional Health • Personal Wellness | <ul style="list-style-type: none"> • Making Smart Decisions • The Human Body • Community Wellness and Safety • Personal Nutrition |
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New Jersey Student Learning Standards for 21st Century Life and Careers

CRP1. Act as a responsible and contributing citizen and employee.
 CRP3. Attend to personal health and financial well-being.
 CRP4. Communicate clearly and effectively and with reason.

A: Career Awareness

- 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. (i.e. Nurse, Doctor, Dietician, Dentist, Chef)
- 9.2.4.A.2: Identify various life roles and civic and work-related activities in the school, home, and community. (Nurse, Doctor, Paramedic, Police Officer, Teacher, Principal, Dentist)

Comprehensive Health and Physical Education

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

A. Personal Growth and Development

	Content Statement	CPI #	Cumulative Progress Indicator (CPI)
P	Developing self-help skills and personal hygiene skills promotes healthy habits.	2.1.P.A.1	Develop an awareness of healthy habits (e.g., use clean tissues, wash hands, handle food hygienically, brush teeth, and dress appropriately for the weather).
		2.1.P.A.2	Demonstrate emerging self-help skills (e.g., develop

			independence when pouring, serving, and using utensils and when dressing and brushing teeth).
By the end of grade 2	Health-enhancing behaviors contribute to wellness.	2.1.2.A.1	Explain what being “well” means and identify self-care practices that support wellness.
		2.1.2.A.2	Use correct terminology to identify body parts, and explain how body parts work together to support wellness.
B. Nutrition			
P	Developing the knowledge and skills necessary to make nutritious food choices promotes healthy habits.	2.1.P.B.1	Explore foods and food groups (e.g., compare and contrast foods representative of various cultures by taste, color, texture, smell, and shape).
		2.1.P.B.2	Develop awareness of nutritious food choices (e.g., participate in classroom cooking activities, hold conversations with knowledgeable adults about daily nutritious meal and snack offerings).
By the end of grade 2	Choosing a balanced variety of nutritious foods contributes to wellness.	2.1.2.B.1	Explain why some foods are healthier to eat than others.
		2.1.2.B.2	Explain how foods on MyPlate differ in nutritional content and value.
		2.1.2.B.3	Summarize information about food found on product labels.
C. Diseases and Health Conditions			
P	Developing self-help skills and personal hygiene skills promotes healthy habits.	2.1.P.C.1	Develop an awareness of healthy habits (e.g., use clean tissues, wash hands, handle food hygienically, brush teeth, and dress appropriately for the weather).
By the end of grade 2	Knowledge about diseases and disease prevention promotes health-enhancing behaviors.	2.1.2.C.1	Summarize symptoms of common diseases and health conditions.
		2.1.2.C.2	Summarize strategies to prevent the spread of common diseases and health conditions.
		2.1.2.C.3	Determine how personal feelings can affect one’s wellness.
D. Safety			
P	Developing an awareness of potential hazards in the environment impacts personal health and safety.	2.1.P.D.1	Use safe practices indoors and out (e.g., wear bike helmets, walk in the classroom, understand how to participate in emergency drills, and understand why car seats and seat belts are used).
		2.1.P.D.2	Develop an awareness of warning symbols and their meaning (e.g., red light, stop sign, poison symbol, etc.).
		2.1.P.D.3	Identify community helpers who assist in maintaining a safe environment.
		2.1.P.D.4	Know how to dial 911 for help.
By the end of grade 2	Using personal safety strategies reduces the number of injuries to self and others.	2.1.2.D.1	Identify ways to prevent injuries at home, school, and in the community (e.g., fire safety, poison safety, accident prevention).
		2.1.2.D.2	Differentiate among the characteristics of strangers, acquaintances, and trusted adults and describe safe and appropriate behaviors/touches.
		2.1.2.D.3	Identify procedures associated with pedestrian, bicycle, and traffic safety.
E. Social and Emotional Health			
By the end of grade 2	Many factors at home, school, and in the community impact social and emotional health.	2.1.2.E.1	Identify basic social and emotional needs of all people.
		2.1.2.E.2	Determine possible causes of conflict between people and appropriate ways to prevent and resolve them.
		2.1.2.E.3	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.			
A. Interpersonal Communication			
By the end of grade 2	Effective communication may be a determining factor in the outcome of health- and safety-related situations.	2.2.2.A.1	Express needs, wants, and feelings in health- and safety-related situations.
B. Decision-Making and Goal Setting			
By the end of grade 2	Effective decision-making skills foster healthier lifestyle choices.	2.2.2.B.1	Explain what a decision is and why it is advantageous to think before acting.
		2.2.2.B.2	Relate decision-making by self and others to one's health.
		2.2.2.B.3	Determine ways parents, peers, technology, culture, and the media influence health decisions.
		2.2.2.B.4	Select a personal health goal and explain why setting a goal is important.
C. Character Development			
By the end of grade 2	Character traits are often evident in behaviors exhibited by individuals when interacting with others.	2.2.2.C.1	Explain the meaning of Character and how it is reflected in the thoughts, feelings, and actions of oneself and others.
		2.2.2.C.2	Identify types of disabilities and demonstrate appropriate behavior when interacting with people with disabilities.
D. Advocacy and Service			
By the end of grade 2	Service projects provide an opportunity to have a positive impact on the lives of self and others.	2.2.2.D.1	Determine the benefits for oneself and others of participating in a class or school service activity.
E. Health Services and Information			
P	Developing an awareness of potential hazards in the environment impacts personal health and safety.	2.2.P.E.1	Identify community helpers who assist in maintaining a safe environment.
By the end of grade 2	Knowing how to locate health professionals in the home, at school, and in the community assists in addressing health emergencies and obtaining reliable information.	2.2.2.E.1	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.			
A. Medicines			
By the end of grade 2	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.	2.3.2.A.1	Explain what medicines are and when some types of medicines are used.
		2.3.2.A.2	Explain why medicines should be administered as directed.
B. Alcohol, Tobacco, and Other Drugs			
By the end of grade 2	Use of drugs in unsafe ways is dangerous and harmful.	2.3.2.B.1	Identify ways that drugs can be abused.
		2.3.2.B.2	Explain effects of tobacco use on personal hygiene, health, and safety.
		2.3.2.B.3	Explain why tobacco smoke is harmful to nonsmokers.

		2.3.2.B.4	Identify products that contain alcohol.
		2.3.2.B.5	List substances that should never be inhaled and explain why.
C. Dependency/Addiction and Treatment			
By the end of grade 2	Substance abuse is caused by a variety of factors.	2.3.2.C.1	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.	2.3.2.C.2	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.			
A. Relationships			
By the end of grade 2	The family unit encompasses the diversity of family forms in contemporary society.	2.4.2.A.1	Compare and contrast different kinds of families locally and globally.
		2.4.2.A.2	Distinguish the roles and responsibilities of different family members.
		2.4.2.A.3	Determine the factors that contribute to healthy relationships.
B. Sexuality			
By the end of grade 2	Gender-specific similarities and differences exist between males and females.	2.4.2.B.1	Compare and contrast the physical differences and similarities of the genders.
C. Pregnancy and Parenting			
By the end of grade 2	The health of the birth mother impacts the development of the fetus.	2.4.2.C.1	Explain the factors that contribute to a mother having a healthy baby.

New Jersey Student Learning Standards for English Language Arts

Reading Informational Text			
RL.1.1	Ask and answer questions about key details in a text.		
RL.1.3	Describe characters, settings, and major event(s) in a story, using key details.		
RI.1.7	Use the illustrations and details in a text to describe its key ideas.		
RI.1.1.	Ask and answer questions about key details in a text.		
RI.1.2.	Identify the main topic and retell key details of a text.		
RI.1.3.	Describe the connection between two individuals, events, ideas, or pieces of information in a text.		
RI.1.4.	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.		
RI.1.5.	Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text		
RI.1.6.	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.		
RI.1.7.	Use the illustrations and details in a text to describe its key ideas.		
RI.1.8.	Identify the reasons an author gives to support points in a text and explain the application of this information with prompting as needed.		
RI.1.9.	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).		
RI.1.10.	With prompting and support, read informational texts at grade level text complexity or above.		
Reading Foundation Skills			
RF.1.1.	Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills. A. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).		

RF.1.3.	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>A. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).</p> <p>B. Decode regularly spelled one-syllable words.</p> <p>C. Know final -e and common vowel team conventions for representing long vowel sounds.</p> <p>D. Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p>E. Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound.</p>
Writing	
W.1.1.	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.
W.1.2.	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
W.1.3.	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
W.1.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas as needed.
W.1.6.	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
W.1.7.	Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).
W.1.8.	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
Speaking and Listening	
SL.1.1.	<p>Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.</p> <p>A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>B. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>C. Ask questions to clear up any confusion about the topics and texts under discussion</p>
SL.1.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
SL.1.3.	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
SL.1.4.	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
SL.1.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
SL.1.6.	Produce complete sentences when appropriate to task and situation.
Language	
L.1.1.	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>A. Print all upper- and lowercase letters.</p> <p>J. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p>
L.1.2.	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>A. Capitalize dates and names of people.</p> <p>B. Use end punctuation for sentences.</p> <p>C. Use commas in dates and to separate single words in a series.</p> <p>D. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>E. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p>

L.1.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i> , choosing flexibly from an array of strategies. A. Use sentence-level context as a clue to the meaning of a word or phrase.		
L.1.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i>).		
Enduring Understandings			
<ul style="list-style-type: none"> • Healthy habits benefit me and the people I meet in school and in my community. • My nutritional choices affect me today and in the future. • The ways I communicate with my family, friends, and others in the community are determining factors in the outcome of health and safety-related situations that I face. • When I practice personal safety strategies at home, in school, and in the community, I suffer fewer injuries. • Many common illnesses are caused by germs. • Good character can positively influence my health and the health of others. (guidance) • My small efforts to help others impact all of society. • There are many places where I can find health-related resources and people who can guide me. • Smoking negatively affects my health and the health of others. 			
Essential Questions			
<ul style="list-style-type: none"> • Do I make healthy choices? If not, how can I improve? • How do my safety and health habits influence the health of people around me? • How can I avoid harmful risks? • How can I prevent illnesses caused by germs? • How can I tell if the food I eat is healthy or not? • Can my small contributions really help my community and society? How? • How does my character influence my health? • Why is smoking unhealthy? 			
Accommodations and Modifications			
Special Education Students https://docs.google.com/document/d/1xgcmJZiX1yyZPUYae_luAwcdWuQM_Pz4JK2vO0d27BQ/edit?usp=sharing			
Gifted and Talented Students https://docs.google.com/document/d/1rKgSC8LGRdmJXG9MAeBMXqKZISgruuqj7zbXeJXUJOQ/edit?usp=sharing			
ESL/ELL Students https://docs.google.com/document/d/1HDnAEyeCoZt3MHoHPpDVjfileUjeptsb4JITe8egvhA/edit?usp=sharing			
At-Risk Students https://docs.google.com/document/d/1YdPAzxs2Bkz1xkT3YQ1CRsr5ANEM_jwQWPIPx61ILBI/edit?usp=sharing			
Students with 504 Plans https://docs.google.com/document/d/1aW8cuacIzNTIK2RRsvA47KYnwn5iaZmAzB6djTIs-IM/edit?usp=sharing			
Assessment			
<table border="0" style="width: 100%;"> <tr> <td style="vertical-align: top;"> <ul style="list-style-type: none"> • Class Discussion • Question and Answer • Written Work • Graphic Organizers/Maps/Webs • Individual Student Progress Checks • Think-Pair-Share </td> <td style="vertical-align: top;"> <ul style="list-style-type: none"> • Teacher Observation • Student/Group Conferencing • Share and Show with Whiteboards • Daily Learning • Collaborative Feedback </td> </tr> </table>		<ul style="list-style-type: none"> • Class Discussion • Question and Answer • Written Work • Graphic Organizers/Maps/Webs • Individual Student Progress Checks • Think-Pair-Share 	<ul style="list-style-type: none"> • Teacher Observation • Student/Group Conferencing • Share and Show with Whiteboards • Daily Learning • Collaborative Feedback
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Integration of Technology			

- Computers
- SMART Board
- Websites
 - YouTube. <http://www.youtube.com>
 - ReadWorks. <http://ReadWorks.com>
 - Newsela. <http://www.newsela.com>