Maywood Public Schools

Health Education

Grade 1

Health 1

I.   Introduction/Overview/Philosophy

Our health curriculum is a comprehensive program designed to provide students with the knowledge, life skills and thinking skills they need to achieve good health.

II.   Objectives

Course Outline:

Students will develop ability to identify feelings and ways to express them.
>   Objectives:
>> a. To identify feelings common to all people
>> b. To identify positive and negative feelings
>> c. To explore different ways to express feelings
>> d. To recognize and demonstrate ways to show respect for each other

Relate/identify components of healthy eating habits
>   Objectives:
>> a. To recognize that food acts as fuel for the body
>> b. To identify healthy snacks and nutritious meals
>> c. To explore function and makeup of the food pyramid

Recognize the importance/necessity of play and exercise
>   Objectives:
>> a. To identify difference between sedentary and non-sedentary activity
>> b. To relate examples of active play
>> c. To identify how active play helps develop muscles and balance
>> d. To recognize how active play keeps a body healthy

Relate safety procedures for home, school and community
>   Objectives:
>> a. To recognize safety rules for playground activity
>> b. To demonstrate an understanding of fire drill procedures at home and school
>> c. To demonstrate ability to utilize 911 in emergencies
>> d. To recognize that certain household products are poisonous if ingested
>> e. To identify proper procedures for dealing with strangers
>> f. To relate proper way to cross a street with and without a crossing guard
>> g. To relate safety procedures to follow when riding a bike

Identify proper use of medication
>   Objectives:
>> a. To identify individuals that can prescribe medication

b. To recognize individuals that may administer medication

c. To explore rules that must be followed to take medication properly

Explore the importance of personal hygiene
Objectives:
a. To identify reasons individuals need to practice good personal hygiene
b. To recognize ways to maintain good personal hygiene

To recognize and relate importance of workers in the health community
Objectives:
a. To explore how health workers need proper schooling and training to effectively complete jobs
b. To identify specific health workers
c. To recognize specifics of particular health care jobs

Recognize components of proper dental health
Objectives:
a. To identify and relate difference between baby and adult teeth
b. To relate and explore ways to properly care for teeth
c. To identify importance and job of dental health professionals.

Recognize the negative effects of smoking, alcohol and drugs
Objectives:
a. To identify ways that tobacco, alcohol and drugs harm the body
b. To develop ways to avoid using harmful substances
c. To identify what to do if/when coming in contact with these substances

Recognize the various components of family units
Objectives:
a. To develop an understanding of what a family is
b. To recognize and explore individuals that are considered family members
c. To demonstrate an understanding that each family is unique in its makeup

Identify various coping skills
Objectives:
a. To demonstrate/explore ways to properly express anger
b. To identify ways to fairly and calmly resolve conflicts
c. To explore ways to effectively deal with loss

Student Outcomes:

After successfully completing this course, the student will:

- Understand the importance of personal health.
- Identify ways to address feelings.
- Understand family roles and relationships and the effect on personal health.
- Know the systems of the body and what they are responsible for.

- Identify healthy nutrition.
- Understand the harmful effects of tobacco, smoking, drugs, and alcohol.
- Differentiate medicine use and drug abuse.
- Identify the importance of personal hygiene.
- Identify ways to prevent illness and accidents.
- Identify factors that can affect our eating habits.
- Identify community health professionals and their role in safety.

New Jersey Student Learning Standards

Student outcomes are based on the National Health Education Standards and the **New Jersey Student Learning Standards** for Comprehensive Health and Physical Education (Adopted 2004, Revised 2009, and 2014).

National Health Education Standards

Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

Standard 3: Students will demonstrate the ability to access valid information, products, and services to enhance health.

Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.

Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.

Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.

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
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).
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
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).
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
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).
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
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.
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
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
2.2.2.A.1   Express needs, wants, and feelings in health- and safety-related situations.
B. Decision-Making and Goal Setting
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

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

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

2.2.P.E.1   Identify community helpers who assist in maintaining a safe environment.

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

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

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

2.3.2.C.1   Recognize that some people may have difficulty controlling their use of alcohol, tobacco, and other drugs.

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

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

2.4.2.B.1   Compare and contrast the physical differences and similarities of the genders.

C. Pregnancy and Parenting

2.4.2.C.1   Explain the factors that contribute to a mother having a healthy baby.

2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.

A. Movement Skills and Concepts

2.5.P.A.1   Develop and refine gross motor skills (e.g., hopping, galloping, jumping, running, and marching).

2.5.P.A.2   Develop and refine fine motor skills (e.g., completes gradually more complex puzzles, uses smaller-sized manipulatives during play, and uses a variety of writing instruments in a conventional manner).

2.5.P.A.3   Use objects and props to develop spatial and coordination skills (e.g., throws and catches balls and Frisbees, twirls a hula-hoop about the hips, walks a balance beam, laces different sized beads, and buttons and unbuttons).

2.5.2.A.1   Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).

2.5.2.A.2   Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.

2.5.2.A.3   Respond in movement to changes in tempo, beat, rhythm, or musical style.

2.5.2.A.4   Correct movement errors in response to feedback.

B. Strategy

2.5.2.B.1   Differentiate when to use competitive and cooperative strategies in games, sports, and other movement activities.

2.5.2.B.2   Explain the difference between offense and defense.

2.5.2.B.3   Determine how attitude impacts physical performance.

2.5.2.B.4   Demonstrate strategies that enable team and group members to achieve goals.

C. Sportsmanship, Rules, and Safety

2.5.2.C.1   Explain what it means to demonstrate good sportsmanship.

2.5.2.C.2   Demonstrate appropriate behaviors and safety rules and explain how they contribute to moving safely during basic activities.

2.6 Fitness: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.

A. Fitness and Physical Activity

2.6. P.A.1   Develop and refine gross motor skills (e.g., hopping, galloping, jumping, running, and marching).

2.6. P.A.2 Develop and refine fine motor skills (e.g., completes gradually more complex puzzles, uses smaller-sized manipulatives during play, and uses a variety of writing instruments in a conventional manner).

2.6.2.A.1   Explain the role of regular physical activity in relation to personal health.

2.6.2.A.2   Explain what it means to be physically fit and engage in moderate to vigorous age-appropriate activities that promote fitness.

2.6.2.A.3   Develop a fitness goal and monitor progress towards achievement of the goal.

21ST CENTURY LIFE AND CAREERS
CAREER READY PRACTICES
CRP1 Act as a responsible and contributing citizen and employee

Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

CRP2 Apply appropriate academic and technical skills
Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation

CRP 3 Attend to personal health and financial well-being
Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial wellbeing, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.

CRP4 Communicate clearly and effectively and with reason.
Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

CRP5 Consider the environmental, social and economic impacts of decisions.
Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

CRP6 Demonstrate creativity and innovation
Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

CRP 7 Employ valid and reliable research strategies
Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

CRP8 Utilize critical thinking to make sense of problems and persevere in solving them
Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

CRP9 Model integrity, ethical leadership and effective management
Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.

CRP10 Plan education and career paths aligned to personal goals
Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

CRP11 Use technology to enhance productivity
Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

CRP12 Work productively in teams while using cultural global competence
Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

2014 New Jersey Core Curriculum Content Standards - Technology

Standard 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

A. Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.
8.1.P.A.1 Use an input device to select an item and navigate the screen
8.1.P.A.2 Navigate the basic functions of a browser.
8.1.P.A.3 Use digital devices to create stories with pictures, numbers, letters and words. 8.1.P.A.4 Use basic technology terms in the proper context in conversation with peers and teachers (e.g., camera, tablet, Internet, mouse, keyboard, and printer).
8.1.P.A.5 Demonstrate the ability to access and use resources on a computing device.

8.1.2.A.1 Identify the basic features of a digital device and explain its purpose.
8.1.2.A.2 Create a document using a word processing application.
8.1.2.A.3 Compare the common uses of at least two different digital applications and identify the advantages and disadvantages of using each.
8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
8.1.2.A.5 Enter information into a spreadsheet and sort the information.

8.1.2.A.6 Identify the structure and components of a database.
8.1.2.A.7 Enter information into a database or spreadsheet and filter the information.

B. Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.
8.1.P.B.1 Create a story about a picture taken by the student on a digital camera or mobile device
8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and resources.
C. Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
8.1.P.C.1 Collaborate with peers by participating in interactive digital games or activities
8.1.2.C.1 Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.
D. Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.
8.1.2.D.1 Develop an understanding of ownership of print and nonprint information.
E: Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.
8.1.P.E.1 Use the Internet to explore and investigate questions with a teacher's support.
8.1.2.E.1 Use digital tools and online resources to explore a problem or issue.
F: Critical thinking, problem solving, and decision making:
8.1.2.F.1 Use geographic mapping tools to plan and solve problems.

8.2 Technology Education, Engineering, Design, and Computational Thinking

A. The Nature of Technology: Creativity and Innovation
8.2.2.A.1 Define products produced as a result of technology or of nature.
8.2.2.A.2 Describe how designed products and systems are useful at school, home and work.
8.2.2.A.3 Identify a system and the components that work together to accomplish its purpose. 8.2.2.A.4 Choose a product to make and plan the tools and materials needed.
8.2.2.A.5 Collaborate to design a solution to a problem affecting the community.
B. Technology and Society
8.2.2.B.1 Identify how technology impacts or improves life.
8.2.2.B.2 Demonstrate how reusing a product affects the local and global environment.
8.2.2.B.3 Identify products or systems that are designed to meet human needs.
8.2.2.B.4 Identify how the ways people live and work has changed because of technology.
C. Design
8.2.2.C.1 Brainstorm ideas on how to solve a problem or build a product.
8.2.2.C.2 Create a drawing of a product or device that communicates its function to peers and discuss.
8.2.2.C.3 Explain why we need to make new products.
8.2.2.C.4 Identify designed products and brainstorm how to improve one used in the classroom. 8.2.2.C.5 Describe how the parts of a common toy or tool interact and work as part of a system.
8.2.2.C.6 Investigate a product that has stopped working and brainstorm ideas to correct the problem
D. Abilities for a Technological World
8.2.2.D.1 Collaborate and apply a design process to solve a simple problem from everyday experiences.
8.2.2.D.2 Discover how a product works by taking it apart, sketching how parts fit, and putting it back together.
8.2.2.D.3 Identify the strengths and weaknesses in a product or system.
8.2.2.D.4 Identify the resources needed to create technological products or systems.

8.2.2.D.5 Identify how using a tool (such as a bucket or wagon) aids in reducing work.
E. Computational Thinking: Programming
8.2.2.E.1 List and demonstrate the steps to an everyday task.
8.2.2.E.2 Demonstrate an understanding of how a computer takes input through a series of written commands and then interprets and displays information as output.
8.2.2.E.3 Create algorithms (a sets of instructions) using a pre-defined set of commands (e.g., to move a student or a character through a maze).
8.2.2.E.4 Debug an algorithm (i.e., correct an error).
8.2.2.E.5 Use appropriate terms in conversation (e.g., basic vocabulary words: input, output, the operating system, debug, and algorithm).

21ST CENTURY LIFE AND CAREERS
9.1 PERSONAL FINANCIAL LITERACY

A: INCOME AND CAREERS
9.1.4.A.1 Explain the difference between a career and a job, and identify various jobs in the community and the related earnings.
9.1.4.A.2 Identify potential sources of income.
9.1.4.A.3 Explain how income affects spending and take-home pay.
B: MONEY MANAGEMENT
9.1.4.B.1 Differentiate between financial wants and needs.
9.1.4.B.2 Identify age-appropriate financial goals.
9.1.4.B.3 Explain what a budget is and why it is important.
9.1.4.B.4 Identify common household expense categories and sources of income.
9.1.4.B.5 Identify ways to earn and save.
C: CREDIT AND DEBT MANAGEMENT
9.1.4.C.1 Explain why people borrow money and the relationship between credit and debt.
9.1.4.C.2 Identify common sources of credit (e.g., banks, credit card companies) and types of credit (e.g., loans, credit cards, mortgages).
9.1.4.C.3 Compare and contrast credit cards and debit cards and the advantages and disadvantages of using each.
9.1.4.C.4 Determine the relationships among income, expenses, and interest. 9.1.4.C.5 Determine personal responsibility related to borrowing and lending.
9.1.4.C.6 Summarize ways to avoid credit problems.
D: PLANNING, SAVING, AND INVESTING
9.1.4.D.1 Determine various ways to save.
9.1.4.D.2 Explain what it means to "invest."
9.1.4.D.3 Distinguish between saving and investing.
E: BECOMING A CRITICAL CONSUMER
9.1.4.E.1 Determine factors that influence consumer decisions related to money.
9.1.4.E.2 Apply comparison shopping skills to purchasing decisions.
F: CIVIC FINANCIAL RESPONSIBILITY
9.1.4.F.1 Demonstrate an understanding of individual financial obligations and community financial obligations.
9.1.4.F.2 Explain the roles of philanthropy, volunteer service, and charitable contributions, and analyze their impact on community development and quality of living.
STRAND G: INSURING AND PROTECTING
9.1.4.G.1 Describe how valuable items might be damaged or lost and ways to protect them.

Standard 9.2 Career Awareness, Exploration, And Preparation
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.
9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.
9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.
9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

III.   Proficiency Levels

This course is offered to students in grade 1.

IV.   Methods of Assessment

Student Assessment

The teacher will provide a variety of assessments including homework, class participation, discussions, tests and quizzes, and projects.

Curriculum/Teacher Assessment

The teacher will provide the supervisor with suggestions for change.

V.   Grouping

The students are homogeneously grouped at the first-grade level.

VI.   Articulation/Scope & Sequence/Time Frame

This course is taught to students in the first-grade throughout the course of the school of the year.

VII.   Resources/Materials

Resources include but are not limited to:

   A. Teacher resource/reference materials.

   - Speakers/community helpers
   - Literature: stories
   - Videos
   - Teacher resource/reference materials
   - Computer and Internet references

- School Nurse
- Violence Prevention and Conflict Resolution – VPCR Program
- Focus on Families – Unit reading materials

B. Websites

www.heart.org/heartorg/
www.redcross.org
www.webmd.com

VIII. Suggested Activities

A wide variety of activities address learning styles of all students. These activities include but are not limited to:
- Discussion
- Demonstration
- Reading
- Individual/group projects
- Drawings
- Posters
- Collages
- Work sheets
- Role play

IX. Methodologies

The following methodologies of instruction are suggested:
- Differentiation instruction
- Discussion
- Lecture
- Group work
- Student pairing
- Individual presentation
- Technology-aided instruction

X. Interdisciplinary Connections

Science: LS1B Growth & Development of Organisms
Science: LS1C Organization for Matter & Energy Flow in Organisms

This course incorporates life sciences, mathematics, and history, as well as health and physical education applications.

XI.   Differentiating Instruction for Students with Special Needs: Students with Disabilities, Students at Risk, English Language Learners, and Gifted & Talented Students

Differentiating instruction is a flexible process that includes the planning and design of instruction, how that instruction is delivered, and how student progress is measured. Teachers recognize that students can learn in multiple ways as they celebrate students' prior knowledge. By providing appropriately challenging learning, teachers can maximize success for all students.

Differentiating in this course includes but is not limited to:

Differentiation for Support (ELL, Special Education, Students at Risk)
- Scaffolding assignments
- Chunking of material
- Allow for errors
- Study Guides
- Pre-teach material
- Rephrase of questions and directions
- Oral and written assignments
- Assessment review
- Focus on essential vocabulary
- Guided questioning and notetaking
- Peer editing and review
- Use of assisted technology
- Visual learning
- Small group jigsaw
- Teacher modeling
- Partner/group work
- Notebook checks
- Current events
- Online videos

Differentiation for Enrichment
- More complex tasks and projects
- Higher level questioning and techniques
- Peer mentoring
- Independent extension of content based on interest
- Supplemental reading
- Independent study
- Real world problems and scenarios
- Student driven

XII.   Professional Development

The teacher will continue to improve expertise through participation in a variety of professional development opportunities.

XIII. Curriculum Map/Pacing Guide

<u>**Health Grade 1**</u>

Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students	Standards	Assessments
Health & Wellness 1. Introduction / Personal health 2. Hygiene and personal health habits 3. Personal well-being & feelings 4. Identifying body parts in relation to function and wellness. 5. Nutrition and food choices. 6. Food groups and social influences. 7. Healthy Meal Choices 8. Balanced nutrition 9. Diseases, prevention, and common health conditions. 10. Importance of physical activity.	Marking period 1	-Vocabulary focus -Scaffolding -Guided notes will be provided based upon IEP -Visual learning	2.1.P.A.1 2.1.P.A.2 2.1.2.A.1 2.1.2.A.2 2.1.P.B.1 2.1.P.B.2 2.1.2.B.1 2.1.2.B.2 2.1.2.B.3 2.1.2.C.1 2.1.2.C.2 2.1.2.C.3 2.6.2.A.1 CRP3	Formative – Discussion, group activities, role play, Teacher observation/feedback Summative – tests, quizzes
Alcohol, Tobacco, & Drugs 1. Proper Medicine Use	Marking Period 2	-Vocabulary focus	2.3.2.A.1-2 2.3.2.B.1-5	Formative – Discussion, group activities, role play,

2. Drug abuse 3. Tobacco, smoking and harmful effects 4. Alcohol and harmful effects. 5. Inhalation 6. Decision making in relation to health 7. Health professional identification and location.		-Scaffolding -Guided notes will be provided based upon IEP -Visual learning	2.3.2.C.1-2 2.2.2.B.1-2 2.2.2.E.1	Teacher observation/feedback Summative – tests, quizzes -Educational games (ex: bingo, jeopardy etc.)
Family Life 1. Different kinds of Families 2. Roles 3. Healthy relationships 4. Gender differences (physical characteristics) 5. Maternal Health in relation to a healthy baby. 6. Decision Making	Marking Period 3	-Vocabulary focus -Scaffolding -Guided notes will be provided based upon IEP -Visual learning	2.4.2.A.1-3 2.4.2.B.1 2.4.2.C.1 2.2.2.B.1-3	Formative – Discussion, group activities, role play, Teacher observation/feedback Summative – tests, quizzes -Educational games (ex: bingo, jeopardy etc.)
Community Health 1. Effective communication in health and safety 2. Decision making in relation to health 3. Personal goal setting 4. Defining Character and positive behaviors 5. Disabilities and personal interaction 6. Health professionals and community helpers for a safe environment 7. Personal safety and	Marking Period 4	-Vocabulary focus -Scaffolding -Guided notes will be provided based upon IEP -Visual learning	2.2.2.A.1 2.2.2.B.1-4 2.2.2.C.1-2 2.2.2.D.1 2.2.P.E.1 2.2.2.E.1 2.2.P.D.1-4 2.1.2.D.1-3 2.1.2.E.1-3 CRP3 CRP8	Formative – Discussion, group activities, role play, Teacher observation/feedback Summative – tests, quizzes -Educational games (ex: bingo, jeopardy etc.)

establishing safe practices 8. Injury prevention 9. Stranger identification 10. Conflicts and stress in relation to health			