

Unit: Nutrition

Content Area: 02 Health **Revised 7/1/23**

Course & Grade Level: 01 Grade 1 Health

Summary and Rationale

Students will explore different types of foods and food groups with the understanding that some foods are healthier for you than others. During this unit students will be able to explain the consequences on a person’s health if he or she does not have adequate food and a clean environment.

Recommended Pacing

2 days

New Jersey Student Learning State Standards for Health Education

2.2 Physical Wellness

CPI #2.2 N	Cumulative Progress Indicator (CPI)	
	<small>Disciplinary Concept</small>	Nutrition

2.2.2.N.1 Explore different types of foods and food groups.

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

2.2.2.N.3 Differentiate between healthy and unhealthy eating habits.

2.3 Safety

CPI #2.1.C	Cumulative Progress Indicator (CPI)	
	<small>Disciplinary Concept</small>	Health Conditions, Diseases and Medicines

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.

Interdisciplinary Connections

Standard #	Standard
W.1.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
SL.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood
SL.K.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.

New Jersey Student Learning Standards for 21st Century Life and Careers

Career Ready Practices

9.4.2.CT.3:	Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
9.4.2.CI.1:	Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
9.1.2.CR.1:	Recognize ways to volunteer in the classroom, school and community.

9.4.2.CT.2:	Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b8.2.2.ED.3).
9.2 Career Awareness, Exploration and Preparation	
9.2.4.A.4	Explain why knowledge and skills acquired in elementary grades lay the foundation for future academic and career success.
New Jersey Student Learning Standards for Technology	
8.1.2.AP.4	Break down a task into a sequence of steps.
Instructional Focus	
Unit Enduring Understandings:	
<ul style="list-style-type: none"> Nutritious food choices promote wellness and are the basis for healthy eating habits. 	
Unit Essential Questions:	
<ul style="list-style-type: none"> Do I make healthy choices? If not, how can I improve? How can I tell if the food I eat is healthy or not? 	
Objectives:	
Children will know	
<ul style="list-style-type: none"> Different food groups and the foods that belong to various categories The nutritional content of foods as they relate to healthy choices 	
Children will be able to	
<ul style="list-style-type: none"> Categorize foods for nutritional value, and health and use this information when making food choices 	
Evidence of Learning	
<input checked="" type="checkbox"/> Formative Assessment	
<input checked="" type="checkbox"/> Summative Assessment	
<input checked="" type="checkbox"/> Alternative Assessment	
<input checked="" type="checkbox"/> Benchmark	
Assessment plan includes teacher-designed formative and summative assessments, a district common assessment, self-assessments, and performance tasks. During each common, formative, and summative assessment, teachers will provide alternative assessment opportunities that adhere to 504 and IEP requirements. Alternative assessments are individualized for the needs of all students. Accommodations	
Competencies for 21st Century Learners:	
<input type="checkbox"/> Collaborative Team Member <input type="checkbox"/> Effective Communicator <input type="checkbox"/> Self-Directed Learner <input type="checkbox"/> Globally Aware, Active, & Responsible Student/Citizen	
Resources	
<ul style="list-style-type: none"> My Plate.com Kidshealth.org Visual resources provided by the teacher 	

Unit: Safety		
Content Area: 02 Health	Revised 7/1/23	
Course & Grade Level: 01 Grade 1 Health		
Summary and Rationale		
Students will recognize and demonstrate safety strategies to prevent injuries at home, school, and in the community. Personal habits and behaviors will be shared that can contribute to keeping oneself and others healthy and the environment clean as well as safe.		
Recommended Pacing		
1 day		
New Jersey Student Learning State Standards for Health Education		
2.3 Personal Safety		
CPI #2.1 PGD	Cumulative Progress Indicator (CPI)	
	<table border="1" style="width: 100%;"> <tr> <td style="width: 30%; text-align: center;"><small>Disciplinary Concept</small></td> <td style="text-align: center;">Personal Safety</td> </tr> </table>	<small>Disciplinary Concept</small>
<small>Disciplinary Concept</small>	Personal Safety	
2.3.2.PS.1	Demonstrate personal habits and behaviors that contribute to keeping oneself and others healthy and the environment clean and safe.	
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).	
Interdisciplinary Connections		
Standard #	Standard	
W.1.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	
SL.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood	
SL.K.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.	
New Jersey Student Learning Standards for 21st Century Life and Careers		
Career Ready Practices		
9.4.2.CT.3:	Use a variety of types of thinking to solve problems (e.g., inductive, deductive).	
9.4.2.CI.1:	Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).	
9.1.2.CR.1:	Recognize ways to volunteer in the classroom, school and community.	
9.4.2.CT.2:	Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b8.2.2.ED.3).	
9.2 Career Awareness, Exploration and Preparation		
9.2.4.A.4	Explain why knowledge and skills acquired in elementary grades lay the foundation for future academic and career success.	
New Jersey Student Learning Standards for Technology		
8.1.2.AP.4	Break down a task into a sequence of steps.	

Instructional Focus	
Unit Enduring Understandings:	
<ul style="list-style-type: none"> • People in the community work to keep us safe. • Potential hazards exist in personal space, in the school, in the community, and globally. 	
Unit Essential Questions:	
<ul style="list-style-type: none"> • Do I make healthy choices? If not, how can I improve? • How does my safety and health habits influence the health of the people around me? • How can I avoid harmful risks? 	
Objectives:	
Children will know	
<ul style="list-style-type: none"> • Basic safety principles to prevent injuries at home, in school, and in the community • People in the school and community who can help you and others when necessary 	
Children will be able to	
<ul style="list-style-type: none"> • Identify a variety of occupations of people who help others (doctors, policemen, fire fighters, postal workers, dentists, crossing guards, teachers, etc.) 	
Evidence of Learning	
<input checked="" type="checkbox"/> Formative Assessment	
<input checked="" type="checkbox"/> Summative Assessment	
<input checked="" type="checkbox"/> Alternative Assessment	
<input checked="" type="checkbox"/> Benchmark	
<ul style="list-style-type: none"> • Assessment plan includes teacher-designed formative and summative assessments, a district common assessment, self-assessments, and performance tasks. During each common, formative, and summative assessment, teachers will provide alternative assessment opportunities that adhere to 504 and IEP requirements. Alternative assessments are individualized for the needs of all students. Accommodations 	

Unit: Hygiene		
Content Area: 02 Health	Revised 7/1/23	
Course & Grade Level: 01 Grade 1 Health		
Summary and Rationale		
<p>Students will learn to 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). Through this students will understand the skills to prevent the spread of communicable diseases and health conditions.</p>		
Recommended Pacing		
1 day		
New Jersey Student Learning State Standards for Health Education		
2.3 Safety		
CPI #2.3.HCDM	Cumulative Progress Indicator (CPI)	
	<table border="1" style="width: 100%;"> <tr> <td style="width: 20%; text-align: center;"><small>Disciplinary Concept</small></td> <td>Health Conditions, Diseases and Medicines</td> </tr> </table>	<small>Disciplinary Concept</small>
<small>Disciplinary Concept</small>	Health Conditions, Diseases and Medicines	

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).
2.3.2.HCDM.3	Explain strategies and develop skills to prevent the spread of communicable diseases and health conditions (e.g., Lyme disease, influenza, cardiovascular diseases).

Interdisciplinary Connections

Standard #	Standard
W.1.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
SL.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood
SL.K.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.

New Jersey Student Learning Standards for 21st Century Life and Careers

Career Ready Practices

9.4.2.CT.3:	Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
9.4.2.CI.1:	Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
9.1.2.CR.1:	Recognize ways to volunteer in the classroom, school and community.
9.4.2.CT.2:	Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b8.2.2.ED.3).

9.2 Career Awareness, Exploration and Preparation

9.2.4.A.4	Explain why knowledge and skills acquired in elementary grades lay the foundation for future academic and career success.
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New Jersey Student Learning Standards for Technology

8.1.2.AP.4	Break down a task into a sequence of steps.
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Instructional Focus

Unit Enduring Understandings:

- Personal hygiene and self-help skills

Unit Essential Questions:

- How can I prevent illnesses caused by germs?
- Do I make healthy choices? If not, how can I improve?
- How does my safety and health habits influence the health of the people around me?

Objectives:

Children will know

- Healthy habits and their connection to personal wellness and the wellness of others
- Good personal hygiene practices that prevent the spread of germs.

Children will be able to

- Understand that overall wellness is related and can impact overall personal well-being
- Develop self-help skills and personal hygiene skills that promote healthy habits.

Evidence of Learning	
<input checked="" type="checkbox"/>	Formative Assessment
<input checked="" type="checkbox"/>	Summative Assessment
<input checked="" type="checkbox"/>	Alternative Assessment
<input checked="" type="checkbox"/>	Benchmark
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Unit: Substances	
Content Area: 02 Health	Revised 7/1/23
Course & Grade Level: 01 Grade 1 Health	

Summary and Rationale
During this unit students will learn about medicines and how they are to be used in a healthy way. We will identify ways that medicine could be misused and harmful to one's health. Students will also learn about tobacco use and the harmful effects on personal hygiene, health and safety. We will explain that individuals who abuse alcohol, drugs and tobacco can get help.

Recommended Pacing
2 days

New Jersey Student Learning State Standards for Health Education

2.3 Safety	
CPI #2.3.2 ATD	Cumulative Progress Indicator (CPI)
	<small>Disciplinary Concept</small> Alcohol, Tobacco and Other Drugs
2.3.2.ATD.1	Explain what medicines are, how they are used, and the importance of utilizing medications properly.
2.3.2.ATD.2	Identify ways in which drugs, including some medicines, can be harmful.
2.3.2.ATD.3	Explain effects of tobacco use on personal hygiene, health, and safety.
CPI #2.3.2 DSDT	Cumulative Progress Indicator (CPI)
	<small>Disciplinary Concept</small> Dependency, Substances Disorder and Treatment
2.3.2.DSDT.1	Recognize that some people may have difficulty controlling their use of alcohol, tobacco, and other drugs.
2.3.2.DSDT.2	Explain that individuals who abuse alcohol, tobacco, and other drugs can get help.

Interdisciplinary Connections

Standard #	Standard
W.1.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
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New Jersey Student Learning Standards for 21st Century Life and Careers

Career Ready Practices

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9.2 Career Awareness, Exploration and Preparation

9.2.4.A.4	Explain why knowledge and skills acquired in elementary grades lay the foundation for future academic and career success.
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New Jersey Student Learning Standards for Technology

8.1.2.AP.4	Break down a task into a sequence of steps.
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Instructional Focus

Unit Enduring Understandings:

- Personal hygiene and self-help skills
- What are the effects of different substances on the body
- People that abuse substances can get help to stop

Unit Essential Questions:

- Do I make healthy choices? If not, how can I improve?
- Why are smoking, alcohol, and drugs unhealthy?
- Why is a mother's health important?

Objectives:

Children will know

- Healthy habits and their connection to personal wellness and the wellness of others
- Impact of tobacco, alcohol, and other drug use on self and others
- People in the school and community who can help you and others when necessary
- The health of the birth mother impacts the health of the fetus

Children will be able to

- Understand that overall wellness is related and can impact overall personal well-being.
- Explain the negative effects of tobacco, alcohol, and other drugs
- Identify a variety of occupations of people who help others (doctors, policemen, fire fighters, postal workers, dentists, crossing guards, teachers, etc.)

Evidence of Learning

<input checked="" type="checkbox"/> Formative Assessment
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Competencies for 21st Century Learners:

- Collaborative Team Member
- Effective Communicator
- Self-Directed Learner
- Globally Aware, Active, & Responsible Student/Citizen

Resources

- **Visual resources provided by the teacher**