

# Health Curriculum Overview

# GRADE 1

**Grade Level:** First Grade

**Content Area:** Health

**Created:** August 2022

**Board Approved:** \_\_\_\_\_

## PACING GUIDE

### Coding of Performance Expectations

To promote a unified vision of the NJSL-CHPE, an abbreviated form of the disciplinary concepts is included in the alphanumeric code. The disciplinary concepts were abbreviated as follows:

- Personal Growth and Development (PGD)
- Social and Sexual Health (SSH)
- Physical Fitness (PF)
- Personal Safety (PS)
- Dependency, Substance Disorder and Treatment (DSDT)
- Pregnancy and Parenting (PP)
- Community Health Services and Support (CHSS)
- Lifelong Fitness (LF)
- Health Conditions, Diseases and Medicines (HCDM)
- Emotional Health (EH)
- Movement Skills and Concepts (MSC)
- Nutrition (N)
- Alcohol, Tobacco and other Drugs (ATD)

### EACH LESSON IS ONE CLASS PERIOD (40 MINUTES)

Lesson Title	Lesson Overview	Lesson Objectives	NJSLS Alignment
UNIT: FEELINGS AND HEALTHY RELATIONSHIPS			
Lesson 1: Belonging Helps Keep Me Healthy	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.	Identify the benefits of healthy family relationships. Identify the benefits of healthy peer relationships. Identify trusted adults who can help promote health.	2.1.2.PGD.3 2.1.2.EH.1 2.1.2.EH.2 2.1.2.SSH.4 2.1.2.SSH.5 2.1.2.SSH.6
Lesson 2: Families Are Special and Different in Their Own Ways	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, students do the same with a partner. They explore how their families are similar and different, and the importance of accepting all kinds of families. Then they make a family storybook to share with others.	Analyze ways families are alike and different. Identify the benefits of healthy family relationships. Identify how family influences personal health.	2.1.2.EH.2 2.1.2.SSH.3 2.1.2.SSH.4 2.1.2.SSH.6
Lesson 3: Having	In this lesson, students learn about how friends can help	Describe what it means to be a good friend.	2.1.2.SSH.6

Friends	them be healthy. They discuss what friends do for each other, how it feels to have a friend and what friends can do that contributes to health. Then they draw a picture of themselves and a friend doing something healthy together.	Identify the benefits of healthy peer relationships. Demonstrate how to encourage peers to make healthy choices.	2.1.2.SSH.7
Lesson 4: Having All Kinds of Feelings	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	Identify different emotions and situations that can influence feelings. Identify appropriate ways to express and deal with feelings. Explain the relationship between feelings and behavior. Explain the importance of talking with parents and other trusted adults about feelings.	2.1.2.PGD.3 2.1.2.EH.3 2.1.2.EH.4 2.1.2.SSH.7 2.1.2.CHSS.5 2.1.2.CHSS.6
UNIT: KEEPING HEALTHY			
Lesson 5: Handwashing for Health	Students participate in class discussion about the need for washing hands regularly and properly to be healthy, including identifying times when they should wash their hands. They learn the concepts of germs and communicable diseases, then practice the basic steps for proper handwashing. They take home an activity sheet to remind them to practice this healthy behavior and make a pledge to wash their hands throughout the day.	State why handwashing is important to good health. Identify when they should wash their hands. Demonstrate the proper way to wash their hands. Make a pledge to properly wash their hands throughout the day.	2.1.2.PGD.2 2.1.2.PGD.3 2.3.2.HCDM.2 2.3.2.HCDM.3
Lesson 6: Keeping Teeth Healthy	Students participate in class discussion about the need for healthy teeth and ways to keep teeth healthy. The teacher defines plaque and cavities and explains the reasons for flossing. Students observe a demonstration of how to floss teeth, then practice the steps for brushing teeth properly. They make a pledge to brush their teeth twice a day.	Identify the proper steps for daily brushing and flossing of teeth. Demonstrate proper tooth brushing. Make a pledge to properly brush their teeth twice a day.	2.1.2.PGD.2 2.1.2.PGD.3 2.3.2.HCDM.2
Lesson 7: Dressing for the Weather	In this lesson, students learn about dressing appropriately for different kinds of weather. They draw different clothes they wear at different times of the year or for different kinds of weather, and discuss how they decide what to wear based on what the weather is. They also learn about sunburn and what they can do to protect themselves from it.	Illustrate the proper clothing to wear during different seasons.	2.1.2.PGD.3

Lesson 8: Getting Enough Sleep	This lesson focuses on the importance of getting enough sleep and rest. Students solve a riddle to identify what happens to their bodies when they sleep. They talk about how much sleep children their age need each night and examine their own sleep schedules. They make a plan to keep track for a few days of how much they sleep and how rested they feel and make changes if needed to help them get the right amount of sleep.	State how much sleep children their age need. Explain why sleep and rest are important for proper growth and good health. Assess their own sleep patterns. Set a goal to manage their sleep patterns for better health.	2.1.2.PGD.2 2.1.2.PGD.3 2.3.2.HCDM.2
UNIT: KEEPING SAFE			
Lesson 9: Being Safe Is a Good Feeling	This lesson explores the idea of being safe. Students define what being safe means and the feelings that come from being safe, then they draw 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.	Describe how they feel when they are safe. Illustrate something they do to be safe. Identify people who can help them stay safe.	2.1.2.PGD.3 2.3.2.PS.1 2.3.2.PS.8
Lesson 10: You Can Be Safe Walking and Crossing	This lesson teaches about safety rules for walking and crossing the street. Students review and practice steps for both walking safely and crossing the street safely. They affirm the importance of obeying traffic signs and using crosswalks, then complete an activity sheet to identify street smart choices.	Describe how to be a safe pedestrian. Demonstrate how to walk and cross the street safely.	2.3.2.PS.2 2.3.2.PS.3 2.3.2.PS.4
Lesson 11: You Can Think Ahead to Get Places Safely	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.	Explain why having a safe route is a good idea. Identify family and friends they can walk with to be safe. Identify places in the community they could go to for help.	2.1.2.CHSS.2 2.3.2.PS.2 2.3.2.PS.8
Lesson 12: You Can Be Safe in a Car	This lesson teaches about being safe when riding in a car. Students use a poem to review safety rules to follow as a passenger, including how to wear a safety belt correctly. They practice advocating for safety belt use by sharing what they would say to convince a younger sibling to follow passenger safety rules, including responding to	State the benefits of riding in the back seat when a passenger in a motor vehicle. Describe the importance of using safety belts, child safety restraints and motor vehicle booster seats. Demonstrate the proper way to wear a safety	2.3.2.PS.2 2.3.2.PS.3

	specific excuses. They complete an activity sheet to identify car smart choices.	belt.	
Lesson 13: You Can Be Safe on a School Bus	This lesson helps students understand safety rules when riding a school bus. Students review when they might ride a school bus and the differences between a school bus and a car. They learn safety rules to follow when waiting for, riding and exiting a school bus. They practice applying the rules by giving a thumbs-up or thumbs-down to actions described in various scenarios and explaining how following the safety rules would correct the situations that are unsafe.	Identify safety behaviors when getting on and off and while riding on a bus.	2.3.2.PS.2 2.3.2.PS.3
Lesson 14: We Can Play Safely on the Playground	This lesson helps students understand playground safety rules. Students list things they enjoy doing during play time and think about ways they might be hurt on the playground. They brainstorm a list of safety rules to follow when they are on the playground. Then practice applying the rules by giving a thumbs-up or thumbs-down to actions described in various scenarios and explaining how following the safety rules would correct the situations that are unsafe. They finish the lesson by completing an activity sheet that allows them to apply the rules they learned.	Identify safety rules for playing on the playground.	2.3.2.PS.2 2.3.2.PS.3
Lesson 15: You Can Think Ahead to Prevent Fires	In this lesson, students explore fire safety issues. They learn the definitions of “danger” and “emergency” and discuss how fire is one kind of emergency. They examine a picture to identify fire safety hazards in the home and suggest what should change to reduce the risk. They learn two basic safety rules for preventing fires, complete an activity sheet to identify fire smart actions, and take home a family sheet to help them discuss fire safety with their parents or guardians.	Identify fire safety hazards in the home. Apply safety rules for preventing fires.	<b>2.3.2.PS.1</b> <b>2.3.2.PS.2</b> <b>2.3.2.PS.3</b>
Lesson 16: What to Do During a Fire	SKIP		
Lesson 17: You Can Call for Help	In this skills-based lesson, students review the definition of an emergency. They learn the steps for calling 9-1-1 to	Demonstrate how to call 9-1-1 for help in an emergency.	2.1.2.CHSS.3

in an Emergency	get help when needed, see the skill modeled and then have an opportunity to practice the correct procedure for calling for help in an emergency.	Demonstrate how to effectively ask for help in an emergency.	
Lesson 18: We Don't Bully at Our School	This lesson helps students understand school rules around bullying and why bullying is wrong. They identify the difference between teasing and bullying, then the teacher reviews school policies and the consequences for bullying at school. They build their understanding of bullying by discussing questions and creating drawings of how bullying makes targets feel, what bullies do and how to report a bullying situation to a trusted adult. They practice how to ask for help with a bullying situation, and take home a family sheet to help them discuss bullying with their parents or guardians.	Describe the difference between bullying and teasing. Explain why it's wrong to tease or bully others. Explain what to do if someone is being bullied. Demonstrate how to ask for help if they or someone else were being bullied.	2.1.2.SSH.9 2.3.2.PS.6 2.3.2.PS.8
Lesson 19: Sharing the Safety Smart Message	SKIP		
Lesson 20: You Can Get Help for Unsafe Touch  NOTIFY GUARDIANS PRIOR TO LESSON	This lesson helps students identify appropriate (safe) and inappropriate (unsafe) touch, understand that they are not at fault if someone touches them in inappropriate ways, and seek help if this happens.	Identify "safe" and "unsafe" touches. Explain that a child is not at fault if someone touches them in an inappropriate way. Explain that everyone has the right to tell others not to touch their body. Explain that unsafe touches should be reported to a trusted adult. Demonstrate what to say and do if they are touched in an inappropriate way.	2.3.2.PS.5 2.3.2.PS.6 2.3.2.PS.7 2.3.2.PS.8
UNIT: A HEALTHY BODY			
Lesson 21: I Eat Breakfast Every Day	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. They complete an activity sheet to remind them of the rewards of eating a healthy breakfast.	Identify healthy breakfast foods. Describe the benefits of eating breakfast every day.	2.2.2.N.2 2.2.2.N.3
Lesson 22: We	This lesson reviews the importance of water for health.	Identify the benefits of drinking plenty of water.	2.2.2.N.3

Drink Plenty of Water	Students think about when and why they drink water, and discuss the benefits of drinking plenty of water each day. They make a plan to encourage and support each other in this healthy behavior by making and wearing badges that will remind them and others to drink water.	Describe the benefits of drinking plenty of water before, during, and after physical activity. Encourage peers to drink plenty of water.	
Lesson 23: Setting a Goal to Eat Breakfast or Drink More Water	SKIP		
Lesson 24: I Like and Move My Body	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. They learn about why physical activity is important for a growing body and perform some active exercises to experience how activity affects the body. They draw 3 ways being active and moving their bodies helps them feel better, get faster and become stronger. They take home a mini-poster to remind them to keep moving their bodies to help them grow and be healthy.	Describe how being physically active can help a person feel better. Describe the benefits of being physically active.	2.1.2.PGD.1 2.2.2.PF.1 2.3.2.HCDM.2
Lesson 25: Move More and Sit Less to Be Healthy	SKIP		
Lesson 26: Tobacco Smoke Hurts the Body	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	Identify short-term effects of using tobacco. Identify short- and long-term physical effects of being exposed to tobacco smoke or aerosol. Identify family rules about avoiding tobacco use. Identify actions they can take to avoid exposure to secondhand smoke and aerosol.	2.3.2.ATD.2 2.3.2.ATD.3

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