

# Health Standards

## First Grade Curriculum & Resources

| NJSLS 2020                                                            | Disciplinary Concept            | Core Idea                                                           | Performance Expectation                                                                                                                                                                                                                                            | Approved Resources                                                                                                                                                                                                                                                                       |
|-----------------------------------------------------------------------|---------------------------------|---------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b><u>2.1 Personal and Mental Health</u></b><br><br><b><u>K-2</u></b> | Personal Growth and Development | Individuals enjoy different activities and grow at different rates. | <ul style="list-style-type: none"> <li>2.1.2.PGD.1: Explore how activity helps all human bodies stay healthy.</li> </ul>                                                                                                                                           | Lesson: <b>Staying Healthy</b><br><u>Sorting Healthy Food</u> : Seesaw Activity<br><br><u>Healthy Habits for Kids</u> : Video<br><br><u>EverFI</u> : <ul style="list-style-type: none"> <li>Healthier Me</li> </ul>                                                                      |
|                                                                       |                                 | Personal hygiene and self-help skills promote healthy habits.       | <ul style="list-style-type: none"> <li>2.1.2.PGD.2: Develop an awareness of healthy habits (e.g., wash hands, cough in arm, brush teeth).</li> <li>2.1.2.PGD.3: Explain what being “well” means and identify self-care practices that support wellness.</li> </ul> | Lesson: <b>Healthy Habits</b><br><u>Sneezing</u> : Video <ul style="list-style-type: none"> <li>Discuss what being “well” means and how if we follow these protocols it helps us to stay well.</li> </ul> <u>EverFI</u> : <ul style="list-style-type: none"> <li>Healthier Me</li> </ul> |

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|  | Social & Sexual Health | People have relationships with others in the local community and beyond | <ul style="list-style-type: none"> <li>2.1.2.SSH.5: Identify basic social needs of all people.</li> <li>2.1.2.SSH.6: Determine the factors that contribute to healthy relationships.</li> </ul>                                                                                                                                                                                                                 | <p><b>Lesson: Compassion</b><br/> <b><u>The Compassion Project</u></b><br/>         Introduce core SEL competencies to teach students how to practice compassion and empathy, identify emotions, and exercise growth mindset.</p> <p><a href="#"><u>Advocates for Youth, 3Rs</u></a><br/> <b>Friendship Lesson~</b><br/> <i>Note: This site contains a variety of lessons. Haddon Township Teachers will only be utilizing this lesson for this topic.</i></p> <p>Choose Love Curriculum</p> |
|  | Emotional Health       | Many factors influence how we think about ourselves and others.         | <ul style="list-style-type: none"> <li>2.1.2.EH.1: Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others.</li> <li>2.1.2.EH.2: Identify what it means to be responsible and list personal responsibilities.</li> <li>2.1.2.EH.3: Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs).</li> </ul> | <p><b>Lesson: Character</b><br/> <b><u>Speak Up</u></b>: Read Aloud by Miranda Paul</p> <p>Choose Love Curriculum</p>                                                                                                                                                                                                                                                                                                                                                                        |

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|                                               | Social & Sexual Health | Every individual has unique skills and qualities, which can include the activities they enjoy things such as how they may dress, their mannerisms, things they like to do. | <ul style="list-style-type: none"> <li>2.1.2.SSH.1: Discuss how individuals make their own choices about how to express themselves.</li> <li>2.1.2.SSH.2: Describe different kinds of families locally, nationally, and globally and note similarities in the ways in which they keep their children safe.</li> </ul> | <b>Lesson: Families</b> <ul style="list-style-type: none"> <li><a href="#">We Are A Family~Jack Hartman</a></li> <li><a href="#">Same/Different~Lesson Plan</a></li> </ul>                                               |
|                                               |                        | Families shape the way we think about our bodies, our health, and our behaviors                                                                                            | <ul style="list-style-type: none"> <li>2.1.2.SSH.3: Determine the factors that contribute to healthy relationships within a family.</li> </ul>                                                                                                                                                                        |                                                                                                                                                                                                                          |
|                                               | Pregnancy & Parenting  | All living things may have the capacity to reproduce.                                                                                                                      | <ul style="list-style-type: none"> <li>2.1.2.PP.1: Define reproduction.</li> <li>2.1.2.PP.2: Explain the ways in which parents may care for their offspring (e.g., animals, people, fish).</li> </ul>                                                                                                                 | <b>Lesson: Parents and Children Raising Babies: What Animal Parents Do:</b> Read Aloud <ul style="list-style-type: none"> <li>Writing Activity: How do parents (humans and animals) take care of their young?</li> </ul> |
| <b><u>2.3 Safety</u></b><br><b><u>K-2</u></b> | Personal Safety        | Potential hazards exist in personal space, in the school, in the community, and globally.                                                                                  | <ul style="list-style-type: none"> <li>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,</li> </ul>                                                                                          | <b>Lesson: Community Helpers &amp; Safety</b><br><b>Fire Safety:</b> Video<br><br><b>Safety Signs-</b> BrainPOP Jr.: Video                                                                                               |

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|                                                |                                           |                                                                                                                           | poison safety, accident prevention).<br>• 2.3.2. PS.4: Develop an awareness of warning symbols and their meaning (e.g., red light, stop sign, poison symbol).                                                      | <u>Safety Sign Activity:</u> Seesaw                                                                                                                                                                                           |
|                                                | Health Conditions, Diseases and Medicines | People need food, water, air, waste removal, and a particular range of temperatures in their environment to stay healthy. | • 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).                               | Lesson: <b>Germ</b> s<br><u>Kids Health: Germ</u> s                                                                                                                                                                           |
|                                                | Alcohol, Tobacco, and Other Drugs         | The use of alcohol, tobacco, and other drugs in unsafe ways is harmful to one's health.                                   | • 2.3.2.ATD.1: Explain what medicines are, how they are used, and the importance of utilizing medications properly.<br>• 2.3.2.ATD.2: Identify ways in which drugs, including some medicines, can be harmful.      | Lesson: <b>Medicine</b><br><u>Medicine:</u> BrainPOP JR. Video <ul style="list-style-type: none"> <li>Identify that medicines can be harmful if not used correctly</li> <li>Identify over the counter/prescription</li> </ul> |
| <u>2.2 Physical Wellness</u><br><br><u>K-2</u> | Nutrition                                 | Nutritious food choices promote wellness and are the basis for healthy eating habits.                                     | • 2.2.2.N.1: Explore different types of foods and food groups.<br>• 2.2.2.N.2: Explain why some foods are healthier to eat than others.<br>• 2.2.2.N.3: Differentiate between healthy and unhealthy eating habits. | Lesson: <b>Fun With Food Groups</b><br><u>Serving My Plate: A Yummy Curriculum</u><br><u>My Plate</u>                                                                                                                         |

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