



SCHOOL DISTRICT OF THE CHATHAMS CURRICULUM PROFILE TEMPLATE



CONTENT AREA: Health Education

COURSE/GRADE LEVEL: 1st Grade

I. Course Overview

Grade 1 Health is designed to cover health concepts deemed important and necessary as stipulated by the New Jersey Core Curriculum Content Standards for the second grade. As a result, this curriculum is designed to promote each student's optimum physical, mental, emotional and social development. Because the curriculum is student-centered and interactive, health information is combined with skill development and practice in order to have an impact on lifelong behavior.

II. Units of Study

2.1. A. Personal Growth and Development

Health-enhancing behaviors contribute to wellness.

2.1. B. Nutrition

Choosing a balanced variety of nutritious foods contributes to wellness.

2.1. C. Diseases and Health Conditions

Knowledge about diseases and disease prevention promotes health-enhancing behaviors.

2.1. D. Safety

Using personal safety strategies reduces the number of injuries to self and others.

2.1. E. Social and Emotional Health

Many factors at home, school, and in the community impact social and emotional health.

2.2. A. Interpersonal Communication

Effective communication may be a determining factor in the outcome of health- and safety-related situations.

2.2. B. Decision Making and Goal Setting

Effective decision-making skills foster healthier lifestyle choices.

2.2. C. Character Development



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Character traits are often evident in behaviors exhibited by individuals when interacting with others.

2.2. D. Advocacy and Service

Service projects provide an opportunity to have a positive impact on the lives of self and others.

2.2. E. Health Services and Information

Knowing how to locate health professionals in the home, at school, and in the community assists in addressing health emergencies and obtaining reliable information.

2.3. A. Medicines

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.

2.4. A. Relationships

The family unit encompasses the diversity of family forms in contemporary society.

III. Essential Questions (The open-ended, provocative questions that help frame inquiry)

Explain what being “well” means and identify self-care practices that support wellness.

Explain why some foods are healthier to eat than others.

Explain how foods in the food pyramid differ in nutritional content and value.

Summarize strategies to prevent the spread of common diseases and health conditions.

Determine how personal feelings can affect one’s wellness.

Identify ways to prevent injuries at home, school, and in the community (e.g., fire safety, poison safety, accident prevention).

Differentiate among the characteristics of strangers, acquaintances, and trusted adults and describe safe and appropriate behaviors.

Identify procedures associated with pedestrian, bicycle, and traffic safety.

Determine possible causes of conflict between people and appropriate ways to prevent and resolve them.

Explain healthy ways of coping with common stressful situations experienced by children.



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- Express needs, wants, and feelings in health- and safety-related situations.
- Explain what a decision is and why it is advantageous to think before acting.
- Relate decision-making by self and others to one's health.
- Determine ways parents and peers influence health decisions.
- Explain the meaning of character and how it is reflected in the thoughts, feelings, and actions of oneself and others.
- Determine the benefits for oneself and others of participating in a class or school service activity.
- Determine where to access home, school, and community health professionals.
- Explain what medicines are and when some types of medicines are used
- Explain why medicines should be administered as directed.
- Compare and contrast different kinds of families locally and globally.
- Distinguish the roles and responsibilities of different family members.
- Determine the factors that contribute to healthy relationships.

IV. Learning Objectives

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

Standard 2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.

Standard 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.

Standard 2.4 Human Relationships and Sexuality: All students will acquire knowledge about the physical, emotional and social aspects of human relationships



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and sexuality and apply these concepts to support a healthy, active lifestyle.

V. Instructional Materials

- Health Promotion Wave
- Internet
- Interactive websites
- Handouts
- Worksheets
- NJN Video
- i-SAFE

VI. Key Performance and Benchmark Tasks

- Traditional teaching methods: lecture, teacher-led discussions
- Role-play exercises: health topics
- Technology
- Assemblies
- Small group discussion

By the end of 1st grade, the students will be able to:

- identify all 5 food groups in the food pyramid.
- utilize healthy habits such as covering coughs and sneezes.
- be safe around medications and poisons.
- be a good friend.

Methods of Assessments

- Class participation
- Performance tasks and projects
- Teacher observation