Health/Science 1

Length of Course: Full Year
Elective/Required: Required
Schools: Elementary
Eligibility: Grade 1
Credit Value: N/A
Date Approved: August 26, 2019
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# Unit 1- Wellness

## Standard
- 2.1- All students will learn and apply health promotion concepts and skills to support a healthy, active lifestyle.

## Big Ideas
- I am responsible for keeping my body safe and healthy. I am capable of expressing my wants, needs, and emotions.

## Essential Questions
1. What should I do every day to keep my body healthy?
2. How do I keep my body safe?
3. What are some different ways I can express myself?
4. How can I respond to how others are feeling?

## Enduring Understandings
- Students will understand:
  - That they are responsible for their own bodies.
  - The daily routines of body care.
  - How their bodies work.
  - That physical activity is an essential part of everyday life.
  - How diseases are spread and ways to prevent the spread of disease.
  - Their basic needs, how to express their wants, needs, and emotions.
  - How to calm down in a healthy way

## Primary Teaching Resources

**Unit Strands:**
- A. Personal Growth and Development
- C. Disease and Health Conditions
- E. Social & Emotional Health

**Suggested Pacing:** 2-3 Weeks
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| **2.1.2.A.1** Explain what being “well” means and identify self care practices that support wellness. | I can understand that health-enhancing behaviors contribute to wellness. | BrainPopJr: Exercise  
BrainPopJr: Determination  
BrainPopJr: Caring for Teeth  
BrainPopJr: Going to the Dentist  
ChooseMyPlate.Gov Be A Fit Kit - printable |
| **2.1.2.A.2** Use correct terminology to identify body parts, and explain how body parts work together to support wellness. | | |
| **2.1.2.C.1** Summarize symptoms of common diseases and health conditions. | I can summarize strategies to prevent the spread of common diseases and health conditions. | BrainPopJr: Washing Hands  
BrainPopJr: Going To The Doctor  
BrainPopJr: Colds and Flu |
| **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. | I can determine possible causes of conflict between people and appropriate ways to prevent and resolve them.  
I can explain healthy ways of coping with common stressful situations experienced by children. | BrainPopJr: Conflict Resolution  
BrainPopJr: Emotions  
BrainPopJr: Anger  
DE Activity: Telling Friends How We Feel  
DE Activity: The Feelings Party  
DE Activity: It’s Not As Bad As It Seems |
| **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 the common stressful situations experienced by children. | | |

**Content and Academic Vocabulary**

**Personal Growth and Development** - Germs, Handwashing, Head Lice, Functions & Processes; Hearing, Vision, Sleep, The 5 senses, Body Parts; Bones, Muscles, Joints, Skin, Mouth/TeethBody Systems; Cardiovascular, Digestive, Endocrine, Immune, Nervous, Respiratory Diseases and Health Conditions - Colds & Flu, Food Allergies, Asthma, Diabetes, Obesity, Lyme’s Disease Social and Emotional Health - Conflict Resolution, Empathy, Feelings, Getting Along, Self-Esteem, Stress; Coping strategies, Yoga, Breathing
### Assessment Ideas/Options/Suggestions

#### Formative:
- Illustrate or list their daily health care routine
- Role-play, expressing emotions and reacting to others emotions
- Class discussions, teacher observations, strategic questioning, think-pair-share, classroom polls, exit tickets, Brain Pop quizzes.

#### Summative:
- Write a “How To Stay Healthy”
- Make a List- “Ways To Stay Healthy”
- Create a “Class Book” with Safe Ways to Stay Healthy
- Write a personal narrative about a time they did something to stay healthy
- Write a personal narrative about a time they felt a certain way (sad, upset, worried, confused, angry, etc.) and explain what they did to help themselves cope with these emotions
- Illustrate a cause/effect picture identifying:
  - Something happened and the emotion it made them feel
  - Emotion they felt and what they did to resolve it
- Teacher developed assessment that will demonstrate student understanding of the essential questions related to this unit.

#### Options/Suggestions:
- Kidshealth.org
- Epic!: **Feelings Collection** (this is a collection of a variety of books)
- Epic!: **Let’s Stay Healthy! Collection** (this is a collection of a variety of books)
- Epic!: **Dental Health Collection** (this is a collection of a variety of books)

Alexander and the Terrible, Horrible, No Good, Very Bad Day by Judith Viorst (possibly found in school library)

### Interdisciplinary Connections

**21st Century Skills**
- **CRP2.** Apply appropriate academic and technical skills
- **CRP4.** Communicate clearly and effectively and with reason.
- **CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.

**9.2.4.A.4** Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

**Social Emotional Learning (SEL) Competencies**
• Acquire and apply the knowledge, attitudes and skills necessary to manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

NJSLS- Technology
8.1.2.E.1 Use digital tools and online resources to explore a problem or issue.
8.2.2.C.1 Brainstorm ideas on how to solve a problem or build a product.
8.2.2.D.1 Collaborate and apply a design process to solve a simple problem from everyday experiences.

Next Generation Science Standards- CrossCutting Principles:
Patterns: Observed patterns in nature guide organization and classification and prompt questions about relationships and causes underlying them.
• Patterns in the natural and human designed world can be observed, used to describe phenomena, and used as evidence.

Cause and Effect: Mechanism and Prediction: Events have causes, sometimes simple, sometimes multifaceted. Deciphering causal relationships, and the mechanisms by they are mediated, is a major activity of science and engineering.
• Events have causes that generate observable patterns.
## Unit 2- Integrated Skills

### Standard

- 2.2- All students will use health-enhancing personal, interpersonal, and life skills to support a healthy, active lifestyle

### Big Ideas

- I can be a successful member of a group. I know when and where to ask for help. I have healthcare resources.

### Essential Questions

1. How can I be an effective listener and communicator?
2. What steps can I take when making decisions?
3. In what ways can I contribute to a group?
4. How can I be a valuable asset to my community?

### Enduring Understandings

- Students will understand:
  - Strategies for effective communication.
  - Steps to making health decisions.
  - Outside influence on their health decisions.
  - Group problem solving strategies.
  - One’s character trait affects their health as well as others.
  - How to demonstrate respect for others and for varying ideas and opinions.
  - When to seek help and who to go to when help is needed.

### Primary Teaching Resources

**Unit Strands:**

- A. Interpersonal Communication
- B. Decision-Making and Goal Setting
- C. Character Development
- E. Health Services and Information
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| **2.2.2.A.1** Express needs, wants, and feelings in health - and safety - related situations. | I can express needs, wants, and feelings in health- and safety-related situations. | DE: Talking with Parents  
 DE video: Practicing your communication skills  
 DE video: Tell how you feel |
| **2.2.2.B.1** Explain what a decision is and why it is advantageous to think before acting. | I can explain what a decision is and why it is advantageous to think before acting. | DE video: Tuffy makes tough decisions |
| **2.2.2.B.2** Relate decision-making by self and others to one’s health. | I can 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. | I can determine ways parents and peers influence health decisions. | Activity: Ask students to log the time they spend on a device or watching TV each day for a week. As a class, create a graph of student's findings and discuss how this affects our health and sleep. Brainstorm other things they could be doing.  
 Putting a Positive Spin on Peer Pressure |
| **2.2.2.B.4** Select personal health goal and explain why setting a goal is important. | I can select a personal health goal that is important. | Goal Setting template |
| **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. | I can explain the meaning of character and how it is reflected in the thoughts, feelings, and actions of oneself and others. | Youtube: What is good character |
| **2.2.2.C.2** Identify types of disabilities and demonstrate appropriate behavior when interacting with people with disabilities. |  |  |
| **2.2.2.E.1** Determine where to access home, school and community health professionals. | I can determine where to access home, school, and community health professionals. | DE: Community health helpers |
### Content and Academic Vocabulary

**Interpersonal Communication** - Expressing Needs, Wants, and Feelings; Boundaries - refusal skills, “I” Statements, Communication Types - Assertive, Passive, Aggressive

**Decision Making and Goal Setting** - Influence; parents, peers, technology, culture, media; pros/cons, Goal setting; short-term and long-term goals.

**Character Development** - Positive character traits, Empathy, Feelings, Types of Disabilities

**Health Services and Information** - Trusted adults, Health professionals, How to contact emergency response, Guidance counselors, School nurse.

### Assessment Ideas/Options/Suggestions

**Formative:**
- Role-play solving group problems from varying group member perspectives
- Participate in discussing personal health situations making a personal health decision
- Using a Web, children can choose 1 personal goal and ways they want to accomplish it
- Illustrate a ‘good friend’ and list character traits that make a good friend
- Use class discussions, teacher observations, strategic questioning, think-pair-share, classroom polls, exit tickets, Brain Pop quizzes.

**Summative:**
Students create a picture book about themselves. They should include their goal and what it means to be healthy to them. Teacher developed assessment that will demonstrate student understanding of the essential questions related to this unit.

**Options/Suggestions:**
Kidshealth.org

### Interdisciplinary Connections

21st Century Skills

- CRP2. Apply appropriate academic and technical skills
- CRP4. Communicate clearly and effectively and with reason.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

**Social Emotional Learning (SEL) Competencies**
- Acquire and apply the knowledge, attitudes and skills necessary to manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

**NJSLA- Technology**
8.1.2.E.1 Use digital tools and online resources to explore a problem or issue.
8.2.2.C.1 Brainstorm ideas on how to solve a problem or build a product.
8.2.2.D.1 Collaborate and apply a design process to solve a simple problem from everyday experiences.

**Next Generation Science Standards- CrossCutting Principles:**
**Cause and Effect: Mechanism and Prediction:** Events have causes, sometimes simple, sometimes multifaceted. Deciphering causal relationships, and the mechanisms by they are mediated, is a major activity of science and engineering.
- Events have causes that generate observable patterns.
## Unit 3- Drugs & Medicines

### 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.

### Big Ideas

- I need to use medicine responsibly.

### Essential Questions

1. How do I know what medicine is safe and effective to take?
2. Who could I take medicine from?
3. What substances are bad for my body?

### Enduring Understandings

- Students will understand:
  - That medicine and drugs affect their body.
  - A medicine is used to treat, prevent, or manage an illness or injury.
  - There are several important safety rules to follow regarding medication.
  - The difference between helpful and harmful substances.
  - Basic rules for taking medicine.

### Primary Teaching Resources

**Unit Strand:**

- A. Medicine

**Suggested Pacing:** One week

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<tr>
<td>2.3.2.A.1 Explain what medicines are and when some types of medicines are used.</td>
<td>I can explain what medicines are and when some types of medicines are used.</td>
<td>BrainPopJr: Medicine</td>
</tr>
</tbody>
</table>
| 2.3.2.A.2 Explain why medicines should be administered as directed. | I can explain why medicines should be administered as directed. | Medicine is Not Candy - online read aloud from CHOP
KidsHealth.ORG: [Medicine Safety Resource](#) |

**Content and Academic Vocabulary**

Medicine- Drug, Medicine, Pills, OTC, Prescription, Dosage, Trusted Adult, Tolerance, Food & Drug Administration, Side effects, Warnings

**Assessment Ideas/Options/Suggestions**

**Formative:**
- class discussions, teacher observations, strategic questioning, think-pair-share, classroom polls, exit tickets, Brain Pop quizzes.

**Summative:**
- Write a ‘How-To Safely Take Medicine’
- Illustrate or list the rules when taking medicine
- Illustrate or list the people who they are allowed to take medicine from
- Create a poster of a substance they should not consume
- Teacher developed assessment that will demonstrate student understanding of the essential questions related to this unit.

**Options/Suggestions:**

Wise Owl’s Drug Safety Kit ([free resource that addresses medication safety](#))

Kidshealth.org

Epic! Medicine Safety Collection ([this is a collection of a variety of books](#))

**Interdisciplinary Connections**

21st Century Skills

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# Unit 4- Human Relationships & Sexuality

## Standard

- **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.

## Big Ideas

- I am an important part of my family. Families can look different.

## Essential Questions

1. How are families throughout the world alike and different?
2. What roles do family members play and why are those roles essential to a healthy family unit?

## Enduring Understandings

- Students will understand:
  - That a family is a group of people who belong together sharing responsibilities and meeting each other’s basic needs

## Primary Teaching Resources

**Unit Strand:**
- **A.** Relationships

**Suggested Pacing:** One week

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| **2.4.2.A.1** Compare and contrast different kinds of families locally and globally. | I can compare and contrast different kinds of families locally and globally. | DE Activity: [Different Kinds of Families](#)  
BrainPopJr: [Divorce](#)  
Activity: Make a family tree |
### 2.4.2.A.2 Distinguish the roles and responsibilities of different family members.

| I can distinguish the roles and responsibilities of different family members. | DE Activity: Everyone Chips in at Home |

### 2.4.2.A.3 Determine the factors that contribute to healthy relationships.

| I can determine the factors that contribute to healthy relationships. | BrainPopJr: Conflict Resolution |
| DE Activity: Peace at Home |

#### Content and Academic Vocabulary

**Relationships** - Family tree, Family Structures; nuclear, blended, couples, extended, adoptive, single-parent, Family roles, Responsibilities, Nurturing, Jobs, Career, School, College, Chores, Basic Needs, Healthy relationships

#### Assessment Ideas/Options/Suggestions

**Formative:**
- class discussions, teacher observations, strategic questioning, think-pair-share, classroom polls, exit tickets, Brain Pop quizzes.

**Summative:**
- Family Quilt: Using small squares have students draw a picture of something that reminds them of their family, or something that makes their family special/unique. The class will put their squares together to create a quilt which will emphasize that there are many differences as well as similarities between families.
- Venn Diagram that demonstrates understanding of how families throughout the world are alike and different.
- Teacher developed assessment that will demonstrate student understanding of the essential questions related to this unit.

**Options/Suggestions:**

**Epic!** Family Collection (this is a collection of a variety of books)

#### Interdisciplinary Connections

**21st Century Skills**

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**Next Generation Science Standards- CrossCutting Principles:**

**Patterns:** Observed patterns in nature guide organization and classification and prompt questions about relationships and causes underlying them.
- Patterns in the natural and human designed world can be observed, used to describe phenomena, and used as evidence.

**Systems and System Models:** A system is an organized group of related objects or components; models can be used for understanding and predicting the behavior of systems.
- Systems in the natural and designed world have parts that work together.