

**1st Grade Health/Science - Year at a Glance**  
**Order of instruction to be determined by the teacher.**

Disciplinary Concept	Suggested Pacing
<b>Standard 2.1 Personal and Mental Health</b>	
<a href="#">Personal Growth &amp; Development (PGD)</a>	5 - 10 Days
<a href="#">Emotional Health (EH)</a>	5 - 7 Days
<a href="#">Community Health Services &amp; Support (CHSS)</a>	3 - 5 Days
<b>Standard 2.2 Physical Wellness</b>	
<a href="#">Nutrition (N)</a>	3 - 5 Days
<b>Standard 2.3 Safety</b>	
<a href="#">Personal Safety (PS)</a>	7 - 10 Days
<a href="#">Health Conditions, Diseases, &amp; Medicine (HCDM)</a>	3 -5 Days
<a href="#">Alcohol, Tobacco, &amp; Other D2.3- HCDM Grade1 (ATD)</a>	1 - 3 Days

**Breakdown of a Performance Expectation**

**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

**(2.1)** = Standard

**(2)** = Grade Level

**(EH)**= Acronym for the disciplinary concept

**(1)**= Performance Expectation #

**Resources:**

[Comprehensive Health & Physical Education NJSLS \(2020\)](#)

Essential Materials- teacher created google slides, notes and curated resources

Internet/Macbooks

Supplemental materials; DVDs/Videoclips

Links to best practices

Articles [\(Newsela\)](#)

[G-Suite for Education](#)

[YouTube](#)

[Brainpop](#)

[Discovery Education](#)

**Other technology tools:**

Learning Management- [Google Classroom](#)

Formative assessment/recall practice: [Quizlet](#), [Kahoot](#), [Quizizz](#),

[Google Forms](#)

Engagement sites: [Polleverywhere](#), [Socrative](#), [Mentimeter](#),

[Padlet](#)

**Interdisciplinary Connections:**

[Science-Cross Cutting Principles](#)

**-Patterns:** Observed patterns of forms and events guide organization and classification, and they prompt questions about relationships and the factors that influence them.

**-Structure and function:** The way in which an object or living thing is shaped and its substructure determine many of its properties and functions.

**-Stability and change:** For natural and built systems alike, conditions of stability and determinants of rates of change or evolution of a system are critical elements of study.

**-Cause and effect:** Mechanism and explanation. Events have causes, sometimes simple, sometimes multifaceted. A major activity of science is investigating and explaining causal relationships and the mechanisms by which they are mediated. Such mechanisms can then be tested across given contexts and used to predict and explain events in new contexts.

[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.

**Instructional Adjustments:**

- Differentiated Instruction
- Modify Curriculum to Suit Individual Needs
- Consult IEPs and 504 Plans for modifications
- Provide Study Guides
- Utilize Peer Tutors
- Assign Roles or Specific Tasks for Group Projects
- Adapt lessons to accommodate learner engagement
- Lesson, Unit, and Quarterly reflections to refine practice

**Comprehensive Health & Physical Education Lifetime Practices**

- Acting as responsible and contributing member of society
- Building and maintaining healthy relationships
- Communicating clearly and effectively (verbal and nonverbal)
- Resolving conflict
- Attending to personal health, emotional, social and physical well-being
- Engaging in an active lifestyle
- Making decisions
- Managing-self
- Setting goals
- Using technology tools responsibly