

# **BLOOMINGDALE PUBLIC SCHOOLS**

## **HEALTH Grade 1**

**Adapted from:**

New Jersey Student Learning Standards  
2020 Comprehensive Health & Physical Education Standards

**Approval Date:**

August 17, 2022

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# **BLOOMINGDALE PUBLIC SCHOOLS**

## **Health Curriculum**

### **GRADE 1**

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#### **I. OVERVIEW**

The K-5 Health curriculum is designed to develop the student's understanding of good health practices. Concepts are introduced at early grade levels. These concepts are expanded and enhanced as students progress through the grades, leading to a comprehensive understanding of the reasons for healthy living, and approaches to optimum health.

#### **II. RATIONALE**

Health is a state of physical, mental, and social well-being, not merely the absence of disease. Health is dynamic and always changing. It is influenced by one's heredity, environment and personal care. The health education program is aimed at favorably influencing knowledge, attitudes and practices relating to the individual, family and community. In our program we will attempt to take scientific facts and incorporate them into meaningful and understandable practices to provide healthful living. In addition, we strongly emphasize prevention measures to maintain one's optimum mental and physical health. This course is an integration of problem-solving skills, decision-making, critical thinking, communication and literacy as they apply to real-life situations for the students' mental, physical and social well-being. The curriculum addresses questions that children this age have, using very basic, age-appropriate information and delivery.

#### **III. AFFIRMATIVE ACTION COMPLIANCE STATEMENT**

Bloomington Public Schools are committed to the achievement of increased cultural awareness, respect, and equity amongst our students, teachers, and community. We are pleased to present all pupils with information pertaining to possible career, professional, or vocational opportunities which in no way restricts or limits options on the basis of race, color, creed, religion, sex, ancestry, national origin, or socioeconomic status.

#### **IV. STUDENT OUTCOMES (Link to New Jersey Student Learning Standards)**

In accordance with district policy as mandated by the New Jersey Administrative Code and the New Jersey Student Learning Standards, the following are proficiencies required for the successful completion of the above-named course:

- STANDARD 2.1.2.PGD.1: Explore how activity helps all human bodies stay healthy.
- STANDARD 2.1.2.PGD. 2: Develop an awareness of healthy habits (e.g., wash hands, cough in arm, brush teeth).
- STANDARD 2.1.2.PGD.3: Explain what being "well" means and identify self-care practices that support wellness.
- STANDARD 2.1.2.PGD.4: Use correct terminology to identify body parts and explain how body parts work together to support wellness.

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- STANDARD 2.2.2.N.1: Explore different types of foods and food groups.
- STANDARD 2.2.2.N.2: Explain why some foods are healthier to eat than others.
- STANDARD 2.2.2.N.3: Differentiate between healthy and unhealthy eating habits.
- STANDARD 2.3.2.HCDM.1: Explain the consequences on a person's health if he or she does not have adequate food and a clean environment.
- STANDARD 2.3.2.HCDM.2: Demonstrate personal hygiene and the use of necessary and appropriate health-enhancing behaviors that can keep a person healthy (e.g., precautions to avoid illnesses, handle food hygienically, brush teeth, regular physical activity, adequate sleep, appropriate dress for various weather conditions).
- STANDARD 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).
- STANDARD 2.1.2.CHSS.1: Identify community professionals and school personnel who address health emergencies and provide reliable health information to us.
- STANDARD 2.1.2.CHSS.2: Determine where to access home, school and community health professionals.
- STANDARD 2.1.2.CHSS.3: Demonstrate how to dial and text 911 in case of an emergency.
- STANDARD 2.3.2.PS.1: Demonstrate personal habits and behaviors that contribute to keeping oneself and others healthy and the environment clean and safe.
- STANDARD 2.3.2.PS.2: Discuss healthy and safe choices both indoors and outdoors (e.g., using equipment, wearing bike helmets, vehicle, water, weather safety).
- STANDARD 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, poison safety, accident prevention).
- STANDARD 2.3.2.PS.5: Define bodily autonomy and personal boundaries.
- STANDARD 2.1.2.SSH.2: Discuss the range of ways people express their gender and how gender-role stereotypes may limit behavior.
- STANDARD 2.1.2.SSH.3: Describe different kinds of families locally, nationally and globally and note similarities in the ways in which they keep their children safe.
- STANDARD 2.1.2.SSH.4: Determine the factors that contribute to healthy relationships within a family.

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- STANDARD 2.1.2.SSH.5: Identify basic social needs of all people.
- STANDARD 2.1.2.SSH.6: Determine the factors that contribute to healthy relationships.
- STANDARD 2.1.2.SSH.7: Explain healthy ways for friends to express feelings for and to one another.
- STANDARD 2.1.2.EH.1: Explain the meaning of character and how it is reflected in thoughts, feelings and actions of oneself and others.
- STANDARD 2.3.2.ATD.1: Explain what medicines are, how they are used, and the importance of utilizing medications properly.
- STANDARD 2.3.2.ATD.2: Identify ways in which drugs, including some medicines, can be harmful.
- STANDARD 2.3.2.ATD.3: Explain effects of tobacco use on personal hygiene, health, and safety.

#### **V. Links to NEW JERSEY STUDENT LEARNING STANDARDS**

- [Visual and Performing Arts](#)
- [English Language Arts](#)
- [Mathematics](#)
- [Science](#)
- [Social Studies](#)
- [Technology](#)
- [21st Century Life and Careers](#)

#### **VI. INTEGRATED ACCOMMODATIONS AND MODIFICATIONS**

**Students with IEPs, 504s, and/or Students at Risk of Failure** Students read authentic texts and write authentic pieces at their independent and instructional reading levels. Individualized feedback is provided through conferences and small groups. The teacher utilizes visual and multi-sensory methods of instruction in addition to assistive technology when needed. Students are provided with graphic organizers and other scaffolded material. Modification of content and product may be deemed necessary based on student needs. Students are provided with testing accommodations and authentic assessments.

**Gifted & Talented Students** Students read authentic texts and write authentic pieces at their independent and instructional reading levels. Individualized feedback is provided to the student through conferences and small groups. Students are engaged through inquiry-based instruction to develop higher-order thinking skills. Activities are developed based on student interests and student goals. Students engage in real-world projects and scenarios.

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**English Language Learners** Students read authentic texts and write authentic pieces at their independent and instructional reading levels. Individualized feedback is provided to students through conferences and small groups. Students are pre-taught vocabulary terms and concepts. Teachers engage students through visual learning, including the use of graphic organizers. Teachers use cognates to increase comprehension. The teacher models tasks and concepts, and pairs students learning English with students who have more advanced English language skills. Scaffolding is provided including word walls, sentence frames, think-pair-share, cooperative learning groups, and teacher think-alouds.

#### **VII. 21ST CENTURY THEMES & SKILLS**

Embedded in many of our units of study and problem based learning projects are the 21st Century Themes as prescribed by the New Jersey Department of Education. These themes are as follows:

- Global Awareness
- Financial, Economic, Business, and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy

#### **VIII. CURRICULUM ADDENDA FOR SPECIAL EDUCATION**

This curriculum can be both grade and age appropriate for special education students and serves as a guide for the special education teacher in line with the district's written philosophy of special education, as stated within Policy #6700 concerning Programs for Educationally Disabled Students. Based on the Child Study Team evaluation and consultation with the parent and classroom teacher, an individualized education plan may include modifications to content, instructional procedures, student expectations, and targeted achievement outcomes of this curriculum document in accordance with the identified needs of an eligible student. This educational plan will then become a supplement guide that the classroom teacher, parent, and Child Study Team will use to measure the individual student's performance and achievement.

#### **IV. CURRICULUM ADDENDA FOR ENGLISH LANGUAGE LEARNERS**

This curriculum guide is appropriate and is implemented for all students according to age and grade, and is in line with the district's written philosophy of English language acquisition concerning Bilingual Instruction and English as a Second Language Programs. In accordance with the New Jersey Administrative Code 6A:15, the contents herein provide equitable instructional opportunities for English Language Learners to meet the New Jersey Student Learning Standards and to participate in all academic and non-academic courses. Students enrolled in a Bilingual and/or an ESL program may, in consultation with the classroom teacher and Bilingual and/or ESL teacher, receive modification to content, instructional procedures, student expectations and targeted achievement outcomes of this curriculum document in accordance with the students developmental and linguistic needs.

#### **SCOPE AND SEQUENCE**

*(Pacing Guide)*

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<b>Unit of Study</b>	<b>Estimated Time</b>
Personal Growth, Development, Nutrition	3 weeks
Interpersonal Communication, Decision Making, Goal Setting & Character Development	3 weeks
Diseases, Healthy Conditions & Social Emotional Health	3 weeks
Community Health Services, Medicines & Alcohol, Tobacco & other Drugs	3 Weeks
Individuals & Relationships	3 Weeks

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### GRADE 1

#### UNIT 1

#### *Personal Growth, Development & Nutrition*

#### UNIT SUMMARY

Within this unit, students will explore the following concepts:

- Define and demonstrate healthy choices and self-care practices in relation to wellness
- Identify and locate body organs and body parts essential to life, everyday living, and related to healthy habits like washing hands, exercising, and eating well. (ie: brain, heart, lungs, eyes, ears, nose, mouth, arms, hands, legs, etc.).
- Sort foods according to food groups/sources and identify both healthy and unhealthy foods
- Explain what information can be found on food and product labels.

#### NEW JERSEY STUDENT LEARNING STANDARDS

- STANDARD 2.1.2.PGD.1: Explore how activity helps all human bodies stay healthy.
- STANDARD 2.1.2.PGD. 2: Develop an awareness of healthy habits (e.g., wash hands, cough in arm, brush teeth).
- STANDARD 2.1.2.PGD.3: Explain what being “well” means and identify self-care practices that support wellness.
- STANDARD 2.1.2.PGD.4: Use correct terminology to identify body parts and explain how body parts work together to support wellness.
- STANDARD 2.2.2.N.1: Explore different types of foods and food groups.
- STANDARD 2.2.2.N.2: Explain why some foods are healthier to eat than others.
- STANDARD 2.2.2.N.3: Differentiate between healthy and unhealthy eating habits.
- STANDARD 2.3.2.HCDM.1: Explain the consequences on a person’s health if he or she does not have adequate food and a clean environment.

#### INTERDISCIPLINARY CONNECTIONS

English Language Arts (Students K-12 Anchor Standards)

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- NJSLSA.R1: Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- NJSLSA.R9: Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- NJSLSA.R.10: Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

#### Visual and Performing Arts (Students K-5)

- 1.5.2.Cn10a: Create art that tells a story or describes life events in home, school and community.
- 1.2.2.Cr1b: Brainstorm and improvise multiple ideas using a variety of tools, methods and materials.
- 1.2.2.Pr4a: With guidance and moving towards independence, combine art forms and media content into media artworks such as an illustrated story or narrated animation.
- 1.2.2.Pr4b: Practice combining varied academic, arts and media content to form media artworks.

#### Computer Science & Design Thinking

- 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

#### Career Readiness, Life Literacies, and Key Skills

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.
- 9.4.2.GCA.1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals
- 9.4.2.TL.2: Create a document using a word processing application.
- 9.4.2.TL.3: Enter information into a spreadsheet and sort the information.
- 9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools.

### 21st CENTURY LIFE AND CAREER STANDARDS

**Career Readiness, Life Literacies, and Key Skills Practices** describe the habits of the mind that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success.

1. Act as a responsible and contributing community member and employee.
2. Attend to financial well-being.
3. Consider the environmental, social and economic impacts of decisions.
4. Demonstrate creativity and innovation.
5. Utilize critical thinking to make sense of problems and persevere in solving them.
6. Model integrity, ethical leadership and effective management.
7. Plan education and career paths aligned to personal goals.
8. Use technology to enhance productivity, increase collaboration and communicate effectively.
9. Work productively in teams while using cultural global competence.



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<b>9.1: Personal Financial Literacy</b>	<b>9.2: Career Awareness, Exploration &amp; Preparation, and Training</b>	<b>9.3: Career and Technical Education</b>
None Applicable	None Applicable	None Applicable
<b>TECHNOLOGY STANDARDS</b>		
<b>8.1: Computer Science</b> None Applicable	<b>8.2 Design Thinking</b> None Applicable	
<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>	
<p>Current and future wellness are dependent upon applying health-related concepts and skills in everyday lifestyle behaviors</p> <p>There are many short and long-term health benefits and risks associated with nutritional choices.</p>	<ul style="list-style-type: none"> <li>● What are the consequences (especially unforeseen) of our choices in terms of wellness?</li> <li>● What makes food healthy?</li> <li>● What is on a food label?</li> <li>● What are essential body parts for everyday living?</li> </ul>	
<b>STUDENT LEARNING OBJECTIVES (Students are learning to / Students are learning that)</b>		
<ul style="list-style-type: none"> <li>▪ Identify the consequences (especially unforeseen) of choices in terms of wellness</li> <li>▪ Identify what makes food healthy</li> <li>▪ Identify what is on a food label</li> <li>▪ Identify what are essential body parts for everyday living</li> </ul>		
<b>SUGGESTED ACTIVITIES</b>		
<ul style="list-style-type: none"> <li>● Illustrate the human body and healthy choices in a self-care booklet created in class</li> <li>● Identify body parts essential to life, everyday living, and those connected to healthy habits like washing hands, brushing teeth, exercising and eating well. (ie: brain, heart, lungs, eyes, ears, nose, mouth, arms, hands, legs, etc.)</li> <li>● Enter their personal journal responses in the “Healthy Choice Booklet”</li> <li>● Chart daily health habits on the computer using a chart/template prepared by the teacher</li> <li>● Make a class chart identifying five food groups, listing foods from each group using a teacher-prepared spreadsheet template</li> <li>● Create a collage food plate</li> <li>● Create food group flashcards</li> <li>● Plan a healthful meal using five food groups and discuss what they chose and why it is healthy - Use the computer to generate a pictorial, healthy meal</li> <li>● Make a sample food plate to bring home</li> <li>● Bring in snacks from home and examine their snacks for food group/source</li> <li>● Working in small groups and using enlarged food labels, investigate the nutritional content and serving size of each food</li> </ul>		

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- Review food labels of three foods and write a number on each label showing the amount of fat per serving - Students will place the labels in order from most fat to least in a serving

#### EVIDENCE OF LEARNING

**Formative Assessments:**

- Informal methods of assessment for teachers
- Growth Mindset Strategies
- Whole Group Lessons
- Small Group Lessons
- Student projects
- Group discussion
- Writing Prompts

**Summative Assessment:**

- Journal Responses:
- Observation Checklists:
- In-Class Assignments:
- Anecdotal Records:
- Class Participation:

**Benchmark Assessment:**

- Informal methods of assessment for teachers
- Growth Mindset Strategies
- Whole Group Lessons
- Small Group Lessons

**Alternative Assessments:**

- Providing/developed as necessary for students opting out of unit.

#### SAMPLE RESOURCES

**Websites**

[www.cdc.gov](http://www.cdc.gov)  
[www.nj.gov/education/standards/chp/](http://www.nj.gov/education/standards/chp/)  
[www.nps.k12.nj.us](http://www.nps.k12.nj.us)  
<https://www.nj.gov/agriculture/>  
[www.dole5aday.com](http://www.dole5aday.com)  
[www.kidshealth.org](http://www.kidshealth.org)  
<https://www.harmonysel.org/>  
<https://ny.pbslearningmedia.org/subjects/health-and-physical-education/>

#### INTEGRATED ACCOMMODATIONS AND MODIFICATIONS

**Special Education:**

Provide modified notes and access to extra copies online  
Provide oral reminders and check student work during independent work time  
Model skills/techniques to be mastered  
Check and sign assignment planner  
Preferential seating  
Pair visual prompts with verbal presentations  
Modified or scaffolded homework and classwork  
Extended time as needed

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Provide graphic organizers and study guides

#### **English Learners:**

Provide scaffolded assignments and assessments

Pair visual prompts with visual presentations

Check and sign assignment planner

Native Language translation (peer, online assistive technology, translation device, bilingual dictionary)

Extended time for assignment and assessment as needed

Highlight key vocabulary

Use graphic organizers

Provide verbal and written directions

Preferential seating with a English-speaking peer

#### **At Risk of Failure:**

Check and sign assignment planner

Encourage class participation and reinforce skills

Model skills and assignments

Extended to time to complete class work

Preferential seating

Provide extra help outside of class and 1:1 instruction when needed

Communicate regularly with students' other teachers

Provide positive feedback for tasks well done

Encourage student to proofread assessments and projects and ask for teacher proofreading of large writing assignments

#### **Gifted and Talented:**

Pose higher-level thinking questions

Provide higher level reading and writing materials for literacy based activities

Probe student to extend thinking beyond the text or connect two or more texts

Provide alternate or project-based assessments and assignments

#### **Students with 504 Plans:**

Provide extended time as needed

Modify length of writing assignment

Provide short breaks within the lesson

Provide scaffolding for students

Utilize graphic organizers

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#### UNIT 2

*Interpersonal Communication, Decision Making & Goal Setting, Character Development*

#### UNIT SUMMARY

Within this unit, students will explore the following concepts:

- Making good healthy decisions requires the ability to access and evaluate reliable resources.
- Effective communication skills enhance a person's ability to express and defend their beliefs.
- Developing and implementing a plan to reach realistic wellness goals increases the likelihood of reaching those goals.
- Character can be developed and supported through individual and group activities, the influence of positive role models, and involvement in community service.
- Character is who you are when no one is looking.

#### NEW JERSEY STUDENT LEARNING STANDARDS

- STANDARD 2.1.2.SSH.4: Determine the factors that contribute to healthy relationships within a family.
- STANDARD 2.1.2.SSH.5: Identify basic social needs of all people.
- STANDARD 2.1.2.SSH.6: Determine the factors that contribute to healthy relationships.
- STANDARD 2.1.2.SSH.7: Explain healthy ways for friends to express feelings for and to one another.
- STANDARD 2.1.2.EH.1: Explain the meaning of character and how it is reflected in thoughts, feelings and actions of oneself and others.

#### INTERDISCIPLINARY CONNECTIONS

English Language Arts (Students K-12 Anchor Standards)

- NJSLSA.R1: Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- NJSLSA.R9: Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- NJSLSA.R.10: Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

Visual and Performing Arts (Students K-5)

- 1.5.2.Cn10a: Create art that tells a story or describes life events in home, school and community.

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- 1.2.2.Cr1b: Brainstorm and improvise multiple ideas using a variety of tools, methods and materials.
- 1.2.2.Pr4a: With guidance and moving towards independence, combine art forms and media content into media artworks such as an illustrated story or narrated animation.
- 1.2.2.Pr4b: Practice combining varied academic, arts and media content to form media artworks.

#### Computer Science & Design Thinking

- 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

#### Career Readiness, Life Literacies, and Key Skills

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.
- 9.4.2.GCA.1: Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals
- 9.4.2.TL.2: Create a document using a word processing application.
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### 21st CENTURY LIFE AND CAREER STANDARDS

**Career Readiness, Life Literacies, and Key Skills Practices** describe the habits of the mind that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success.

1. Act as a responsible and contributing community member and employee.
2. Attend to financial well-being.
3. Consider the environmental, social and economic impacts of decisions.
4. Demonstrate creativity and innovation.
5. Utilize critical thinking to make sense of problems and persevere in solving them.
6. Model integrity, ethical leadership and effective management.
7. Plan education and career paths aligned to personal goals.
8. Use technology to enhance productivity, increase collaboration and communicate effectively.
9. Work productively in teams while using cultural global competence.

<b>9.1: Personal Financial Literacy</b>	<b>9.2: Career Awareness, Exploration &amp; Preparation, and Training</b>	<b>9.3: Career and Technical Education</b>
None Applicable	None Applicable	None Applicable

### TECHNOLOGY STANDARDS

<b>8.1: Computer Science</b>	<b>8.2 Design Thinking</b>
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None Applicable	None Applicable
<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
<p>Making good healthy decisions requires the ability to access and evaluate reliable resources.</p> <p>Effective communication skills enhance a person’s ability to express and defend their beliefs.</p> <p>Developing and implementing a plan to reach realistic wellness goals increases the likelihood of reaching those goals.</p> <p>Character can be developed and supported through individual and group activities, the influence of positive role models, and involvement in community service.</p> <p>Character is who you are when no one is looking.</p>	<ul style="list-style-type: none"> <li>● How do I learn to stand for and communicate my beliefs to others?</li> <li>● Why might people make poor health decisions?</li> <li>● In order to achieve lifetime wellness, what should I plan for?</li> <li>● How are character and health related?</li> <li>● What aspects of our character can be changed?</li> <li>● To what extent do outside influences shape values?</li> </ul>
<b>STUDENT LEARNING OBJECTIVES (Students are learning to / Students are learning that)</b>	
<ul style="list-style-type: none"> <li>▪ Identify what they stand for and how to communicate his/her beliefs</li> <li>▪ Identify that people sometimes make poor decisions</li> <li>▪ Identify how character and health are related</li> <li>▪ Identify aspects of character that can be developed and how outside forces (peer pressure) can share</li> </ul>	
<b>SUGGESTED ACTIVITIES</b>	
<ul style="list-style-type: none"> <li>● Demonstrate effective communication skills through several role play scenarios designed by the teacher. The teacher may develop scenarios that require one student to explain a problem to another.</li> <li>● Scenarios should include age-appropriate refusal skill scenarios, opportunities for students to communicate “no” or to give permission to another student. (Example: borrowing a toy, joining a discussion group, etc).</li> <li>● Identify and explain influences on effective health decisions. (Example: parent telling you to put your seatbelt on, or doctor telling you to eat your vegetables)</li> <li>● Discuss goal-setting and why it’s beneficial.</li> <li>● Develop wellness goals and share with the class.</li> <li>● Review examples of character traits (pillars of character).</li> <li>● Explain that character is reflected by the way a person thinks, feels and acts.</li> <li>● Have students write a short essay on one character trait they feel they excel at.</li> <li>● Discuss how character is important to community and volunteerism</li> </ul>	

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EVIDENCE OF LEARNING	
<b>Formative Assessments:</b> <ul style="list-style-type: none"><li>● Informal methods of assessment for teachers</li><li>● Growth Mindset Strategies</li><li>● Whole Group Lessons</li><li>● Small Group Lessons</li><li>● Student projects</li><li>● Group discussion</li><li>● Writing Prompts</li></ul>	<b>Summative Assessment:</b> <ul style="list-style-type: none"><li>● Journal Responses:</li><li>● Observation Checklists:</li><li>● In-Class Assignments:</li><li>● Anecdotal Records:</li><li>● Class Participation:</li></ul>
<b>Benchmark Assessment:</b> <ul style="list-style-type: none"><li>● Informal methods of assessment for teachers</li><li>● Growth Mindset Strategies</li><li>● Whole Group Lessons</li><li>● Small Group Lessons</li></ul>	<b>Alternative Assessments:</b> <ul style="list-style-type: none"><li>● Providing/developed as necessary for students opting out of unit.</li></ul>
SAMPLE RESOURCES	
<b>Websites</b> <a href="http://www.cdc.gov">www.cdc.gov</a> <a href="http://www.nj.gov/education/standards/chp/">www.nj.gov/education/standards/chp/</a> <a href="http://www.nps.k12.nj.us">www.nps.k12.nj.us</a> <a href="https://www.nj.gov/agriculture/">https://www.nj.gov/agriculture/</a> <a href="http://www.dole5aday.com">www.dole5aday.com</a> <a href="http://www.kidshealth.org">www.kidshealth.org</a> <a href="https://www.harmonysel.org/">https://www.harmonysel.org/</a> <a href="https://ny.pbslearningmedia.org/subjects/health-and-physical-education/">https://ny.pbslearningmedia.org/subjects/health-and-physical-education/</a>	
INTEGRATED ACCOMMODATIONS AND MODIFICATIONS	
<b>Special Education:</b> Provide modified notes and access to extra copies online Provide oral reminders and check student work during independent work time Model skills/techniques to be mastered Check and sign assignment planner Preferential seating Pair visual prompts with verbal presentations Modified or scaffolded homework and classwork Extended time as needed Provide graphic organizers and study guides	
<b>English Learners:</b>	

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Provide scaffolded assignments and assessments  
Pair visual prompts with visual presentations  
Check and sign assignment planner  
Native Language translation (peer, online assistive technology, translation device, bilingual dictionary)  
Extended time for assignment and assessment as needed  
Highlight key vocabulary  
Use graphic organizers  
Provide verbal and written directions  
Preferential seating with a English-speaking peer

#### **At Risk of Failure:**

Check and sign assignment planner  
Encourage class participation and reinforce skills  
Model skills and assignments  
Extended to time to complete class work  
Preferential seating  
Provide extra help outside of class and 1:1 instruction when needed  
Communicate regularly with students' other teachers  
Provide positive feedback for tasks well done  
Encourage student to proofread assessments and projects and ask for teacher proofreading of large writing assignments

#### **Gifted and Talented:**

Pose higher-level thinking questions  
Provide higher level reading and writing materials for literacy based activities  
Probe student to extend thinking beyond the text or connect two or more texts  
Provide alternate or project-based assessments and assignments

#### **Students with 504 Plans:**

Provide extended time as needed  
Modify length of writing assignment  
Provide short breaks within the lesson  
Provide scaffolding for students  
Utilize graphic organizers



# BLOOMINGDALE PUBLIC SCHOOLS

## Health Curriculum

### GRADE 1

#### UNIT 3

#### *Diseases, Healthy Conditions & Social Emotional Health*

#### UNIT SUMMARY

Within this unit, students will explore the following concepts:

- Current and emerging diagnostic, prevention, and treatment strategies can help people live healthier and longer than ever before.
- Developing self-esteem, resiliency, tolerance, and coping skills support social and emotional health.
- Being constantly aware of the environment and taking safety precautions can reduce the risk of injury to oneself and others.

#### NEW JERSEY STUDENT LEARNING STANDARDS

- STANDARD 2.3.2.HCDM.2: Demonstrate personal hygiene and the use of necessary and appropriate health-enhancing behaviors that can keep a person healthy (e.g., precautions to avoid illnesses, handle food hygienically, brush teeth, regular physical activity, adequate sleep, appropriate dress for various weather conditions).
- STANDARD 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).
- STANDARD 2.1.2.CHSS.1: Identify community professionals and school personnel who address health emergencies and provide reliable health information to us.
- STANDARD 2.1.2.CHSS.2: Determine where to access home, school and community health professionals.
- STANDARD 2.1.2.CHSS.3: Demonstrate how to dial and text 911 in case of an emergency.

#### INTERDISCIPLINARY CONNECTIONS

English Language Arts (Students K-12 Anchor Standards)

- NJLSA.R1: Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- NJLSA.R9: Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

# BLOOMINGDALE PUBLIC SCHOOLS

## Health Curriculum

### GRADE 1

- NJSLSA.R.10: Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

#### Visual and Performing Arts (Students K-5)

- 1.5.2.Cn10a: Create art that tells a story or describes life events in home, school and community.
- 1.2.2.Cr1b: Brainstorm and improvise multiple ideas using a variety of tools, methods and materials.
- 1.2.2.Pr4a: With guidance and moving towards independence, combine art forms and media content into media artworks such as an illustrated story or narrated animation.
- 1.2.2.Pr4b: Practice combining varied academic, arts and media content to form media artworks.

#### Computer Science & Design Thinking

- 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

#### Career Readiness, Life Literacies, and Key Skills

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.
- 9.4.2.GCA.1: Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals
- 9.4.2.TL.2: Create a document using a word processing application.
- 9.4.2.TL.3: Enter information into a spreadsheet and sort the information.
- 9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools.

### 21st CENTURY LIFE AND CAREER STANDARDS

**Career Readiness, Life Literacies, and Key Skills Practices** describe the habits of the mind that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success.

1. Act as a responsible and contributing community member and employee.
2. Attend to financial well-being.
3. Consider the environmental, social and economic impacts of decisions.
4. Demonstrate creativity and innovation.
5. Utilize critical thinking to make sense of problems and persevere in solving them.
6. Model integrity, ethical leadership and effective management.
7. Plan education and career paths aligned to personal goals.
8. Use technology to enhance productivity, increase collaboration and communicate effectively.
9. Work productively in teams while using cultural global competence.

<b>9.1: Personal Financial Literacy</b>	<b>9.2: Career Awareness, Exploration &amp; Preparation, and Training</b>	<b>9.3: Career and Technical Education</b>
None Applicable	None Applicable	None Applicable

# BLOOMINGDALE PUBLIC SCHOOLS

## Health Curriculum

### GRADE 1

<b>TECHNOLOGY STANDARDS</b>	
<b>8.1: Computer Science</b> None Applicable	<b>8.2 Design Thinking</b> None Applicable
<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
Current and emerging diagnostic, prevention, and treatment strategies can help people live healthier and longer than ever before.  Being constantly aware of the environment and taking safety precautions can reduce the risk of injury to oneself and others.  Developing self-esteem, resiliency, tolerance, and coping skills support social and emotional health.	<ul style="list-style-type: none"> <li>● To what extent can we keep ourselves disease free?</li> <li>● What is the difference between healthy and unhealthy risks?</li> <li>● How can you learn to like yourself and others?</li> </ul>
<b>STUDENT LEARNING OBJECTIVES (Students are learning to / Students are learning that)</b>	
<ul style="list-style-type: none"> <li>▪ Identify to what extent can we keep ourselves disease free</li> <li>▪ Identify the difference between healthy and unhealthy risks</li> <li>▪ Identify the ability to learn to like yourself, others and have healthy interactions</li> </ul>	
<b>SUGGESTED ACTIVITIES</b>	
<ul style="list-style-type: none"> <li>● Through a brainstorming activity with the class, generate a list of communicable diseases and non-communicable diseases and create a class chart</li> <li>● Participate in a discussion with the school nurse regarding common communicable diseases, their symptoms and ways to prevent their spread</li> <li>● Draw a picture of different feelings on cards</li> <li>● Discuss feelings that make them feel happy and how positive feelings impact health</li> <li>● Discuss safety. What does it mean to be safe? How are you safe in physical education? How are you safe at home?</li> <li>● Students will use Google Docs, or crayons and paper to create a poster of their poem.</li> <li>● Discuss 911, how to use it, and what questions students would need to answer</li> <li>● Using a template, create a 911 emergency response card to take home. Students should fill in parent contact information, address, and other important information</li> <li>● Brainstorm you can use when someone says something that makes you upset</li> <li>● Role-play: using the sentences above, practice telling someone not to touch you</li> <li>● Listen to a variety of safety scenarios and explain orally if the scenario is missing a safety consideration</li> <li>● Participate in the bus safety drills, and review fire safety.</li> <li>● Look through a magazine, cut out pictures of people who show feelings of happy, sad and angry and glue the pictures to an emotion chart</li> </ul>	

# BLOOMINGDALE PUBLIC SCHOOLS

## Health Curriculum

### GRADE 1

- Create a journal entry discussing their emotional feelings
- Answer open-ended questions relating to a teacher-selected reading
- Draw a picture of how they could show anger in a healthy way
- Draw a picture to show how they feel after talking things out

#### EVIDENCE OF LEARNING

**Formative Assessments:**

- Informal methods of assessment for teachers
- Growth Mindset Strategies
- Whole Group Lessons
- Small Group Lessons
- Student projects
- Group discussion
- Writing Prompts

**Summative Assessment:**

- Journal Responses:
- Observation Checklists:
- In-Class Assignments:
- Anecdotal Records:
- Class Participation:

**Benchmark Assessment:**

- Informal methods of assessment for teachers
- Growth Mindset Strategies
- Whole Group Lessons
- Small Group Lessons

**Alternative Assessments:**

- Providing/developed as necessary for students opting out of unit.

#### SAMPLE RESOURCES

**Websites**

[www.cdc.gov](http://www.cdc.gov)  
[www.nj.gov/education/standards/chp/](http://www.nj.gov/education/standards/chp/)  
[www.nps.k12.nj.us](http://www.nps.k12.nj.us)  
<https://www.nj.gov/agriculture/>  
[www.dole5aday.com](http://www.dole5aday.com)  
[www.kidshealth.org](http://www.kidshealth.org)  
<https://www.harmonysel.org/>  
<https://ny.pbslearningmedia.org/subjects/health-and-physical-education/>

#### INTEGRATED ACCOMMODATIONS AND MODIFICATIONS

**Special Education:**

Provide modified notes and access to extra copies online  
Provide oral reminders and check student work during independent work time  
Model skills/techniques to be mastered  
Check and sign assignment planner  
Preferential seating  
Pair visual prompts with verbal presentations

# BLOOMINGDALE PUBLIC SCHOOLS

## Health Curriculum

### GRADE 1

Modified or scaffolded homework and classwork  
Extended time as needed  
Provide graphic organizers and study guides

#### **English Learners:**

Provide scaffolded assignments and assessments  
Pair visual prompts with visual presentations  
Check and sign assignment planner  
Native Language translation (peer, online assistive technology, translation device, bilingual dictionary)  
Extended time for assignment and assessment as needed  
Highlight key vocabulary  
Use graphic organizers  
Provide verbal and written directions  
Preferential seating with a English-speaking peer

#### **At Risk of Failure:**

Check and sign assignment planner  
Encourage class participation and reinforce skills  
Model skills and assignments  
Extended to time to complete class work  
Preferential seating  
Provide extra help outside of class and 1:1 instruction when needed  
Communicate regularly with students' other teachers  
Provide positive feedback for tasks well done  
Encourage student to proofread assessments and projects and ask for teacher proofreading of large writing assignments

#### **Gifted and Talented:**

Pose higher-level thinking questions  
Provide higher level reading and writing materials for literacy based activities  
Probe student to extend thinking beyond the text or connect two or more texts  
Provide alternate or project-based assessments and assignments

#### **Students with 504 Plans:**

Provide extended time as needed  
Modify length of writing assignment  
Provide short breaks within the lesson  
Provide scaffolding for students  
Utilize graphic organizers

#### UNIT 4

*Community Health Services, Medicines, Alcohol, Tobacco & Other Drugs*

#### UNIT SUMMARY

# BLOOMINGDALE PUBLIC SCHOOLS

## Health Curriculum

### GRADE 1

Within this unit, students will explore the following concepts:

- Illustrate how community helpers and healthcare workers contribute to personal and community wellness
- Identify different kinds of medicines and the rules for safe and appropriate use
- Explain how medicines can be helpful and harmful, and that appropriate use can help keep people healthy
- Define drugs and give examples of how drugs can be abused
- Explore how tobacco use can impact the health and environment of both smoker and non-smoker
- Identify substances that should never be consumed or inhaled

#### NEW JERSEY STUDENT LEARNING STANDARDS

- STANDARD 2.3.2.HCDM.2: Demonstrate personal hygiene and the use of necessary and appropriate health-enhancing behaviors that can keep a person healthy (e.g., precautions to avoid illnesses, handle food hygienically, brush teeth, regular physical activity, adequate sleep, appropriate dress for various weather conditions).
- STANDARD 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).
- STANDARD 2.1.2.CHSS.1: Identify community professionals and school personnel who address health emergencies and provide reliable health information to us.
- STANDARD 2.1.2.CHSS.2: Determine where to access home, school and community health professionals.
- STANDARD 2.1.2.CHSS.3: Demonstrate how to dial and text 911 in case of an emergency.

#### INTERDISCIPLINARY CONNECTIONS

English Language Arts (Students K-12 Anchor Standards)

- NJLSA.R1: Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- NJLSA.R9: Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- NJLSA.R.10: Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

Visual and Performing Arts (Students K-5)

# BLOOMINGDALE PUBLIC SCHOOLS

## Health Curriculum

### GRADE 1

- 1.5.2.Cn10a: Create art that tells a story or describes life events in home, school and community.
- 1.2.2.Cr1b: Brainstorm and improvise multiple ideas using a variety of tools, methods and materials.
- 1.2.2.Pr4a: With guidance and moving towards independence, combine art forms and media content into media artworks such as an illustrated story or narrated animation.
- 1.2.2.Pr4b: Practice combining varied academic, arts and media content to form media artworks.

#### Computer Science & Design Thinking

- 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

#### Career Readiness, Life Literacies, and Key Skills

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.
- 9.4.2.GCA.1: Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals
- 9.4.2.TL.2: Create a document using a word processing application.
- 9.4.2.TL.3: Enter information into a spreadsheet and sort the information.
- 9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools.

### 21st CENTURY LIFE AND CAREER STANDARDS

**Career Readiness, Life Literacies, and Key Skills Practices** describe the habits of the mind that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success.

1. Act as a responsible and contributing community member and employee.
2. Attend to financial well-being.
3. Consider the environmental, social and economic impacts of decisions.
4. Demonstrate creativity and innovation.
5. Utilize critical thinking to make sense of problems and persevere in solving them.
6. Model integrity, ethical leadership and effective management.
7. Plan education and career paths aligned to personal goals.
8. Use technology to enhance productivity, increase collaboration and communicate effectively.
9. Work productively in teams while using cultural global competence.

<b>9.1: Personal Financial Literacy</b>	<b>9.2: Career Awareness, Exploration &amp; Preparation, and Training</b>	<b>9.3: Career and Technical Education</b>
None Applicable	None Applicable	None Applicable

### TECHNOLOGY STANDARDS

# BLOOMINGDALE PUBLIC SCHOOLS

## Health Curriculum

### GRADE 1

<b>8.1: Computer Science</b> None Applicable	<b>8.2 Design Thinking</b> None Applicable
<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
<p>There are numerous health programs available that provide a variety of services. Not all are created equal.</p> <p>Medicines must be used correctly in order to be safe and have the maximum benefit.</p> <p>Research has clearly established that alcohol, tobacco, and other drugs have a variety of harmful effects on the human body.</p>	<ul style="list-style-type: none"> <li>● Where do I go to access information about good health?</li> <li>● How do I determine whether or not a medicine is effective and appropriate?</li> <li>● Why do people choose to use alcohol, tobacco and other drugs when they are aware of the detrimental effects?</li> <li>● How do I make the right decisions in the face of peer, media and other pressures?</li> </ul>
<b>STUDENT LEARNING OBJECTIVES (Students are learning to / Students are learning that)</b>	
<ul style="list-style-type: none"> <li>▪ Identify sources of good information about health</li> <li>▪ Identify whether or not a medicine is effective and appropriate</li> <li>▪ Identify the detrimental effects of alcohol, tobacco and other drugs</li> <li>▪ Identify aspects of character that can be developed and how outside forces (peer pressure) can share.</li> </ul>	
<b>SUGGESTED ACTIVITIES</b>	
<ul style="list-style-type: none"> <li>● Design an award for someone who helped them with a problem; identify the reason why their actions were so helpful</li> <li>● Create thank you notes for health helpers in the community/school/through pictures, record in their Health journal how they felt after they were helped</li> <li>● Play a picture/word match game to identify health helpers in the community and their roles</li> <li>● Explain medicines in a class discussion. What are they? How are they used? Why are they important?</li> <li>● Brainstorm in small groups to create a class list of safe ways to use medicine.</li> <li>● Draw pictures of the ways they stay safe around medicine</li> <li>● Discuss situations in which students should refuse to take someone else’s medicine, or refuse medicine from a stranger. (consent, say no)</li> <li>● Create their own warning labels for medicine</li> <li>● Write on an index card four ways medicine can help keep people healthy</li> <li>● Given images of healthy and unhealthy habits/behaviors (e.g alcohol, tobacco), students will identify and discuss what is a healthy and unhealthy choice and what the outcomes are.</li> <li>● Create a healthy habits poster</li> <li>● Draw the “No Smoking” symbol and explain why you should not smoke - Record in student journal</li> <li>● Draw the universal warning sign and the teacher will write the word poison on the board - The class will discuss and define poison</li> </ul>	
<b>EVIDENCE OF LEARNING</b>	



# BLOOMINGDALE PUBLIC SCHOOLS

## Health Curriculum

### GRADE 1

<b>Formative Assessments:</b> <ul style="list-style-type: none"><li>● Informal methods of assessment for teachers</li><li>● Growth Mindset Strategies</li><li>● Whole Group Lessons</li><li>● Small Group Lessons</li><li>● Student projects</li><li>● Group discussion</li><li>● Writing Prompts</li></ul>	<b>Summative Assessment:</b> <ul style="list-style-type: none"><li>● Journal Responses:</li><li>● Observation Checklists:</li><li>● In-Class Assignments:</li><li>● Anecdotal Records:</li><li>● Class Participation:</li></ul>
<b>Benchmark Assessment:</b> <ul style="list-style-type: none"><li>● Informal methods of assessment for teachers</li><li>● Growth Mindset Strategies</li><li>● Whole Group Lessons</li><li>● Small Group Lessons</li></ul>	<b>Alternative Assessments:</b> <ul style="list-style-type: none"><li>● Providing/developed as necessary for students opting out of unit.</li></ul>

#### SAMPLE RESOURCES

##### Websites

[www.cdc.gov](http://www.cdc.gov)  
[www.nj.gov/education/standards/chp/](http://www.nj.gov/education/standards/chp/)  
[www.nps.k12.nj.us](http://www.nps.k12.nj.us)  
<https://www.nj.gov/agriculture/>  
[www.dole5aday.com](http://www.dole5aday.com)  
[www.kidshealth.org](http://www.kidshealth.org)  
<https://www.harmonysel.org/>  
<https://ny.pbslearningmedia.org/subjects/health-and-physical-education/>

#### INTEGRATED ACCOMMODATIONS AND MODIFICATIONS

##### Special Education:

Provide modified notes and access to extra copies online  
Provide oral reminders and check student work during independent work time  
Model skills/techniques to be mastered  
Check and sign assignment planner  
Preferential seating  
Pair visual prompts with verbal presentations  
Modified or scaffolded homework and classwork  
Extended time as needed  
Provide graphic organizers and study guides

##### English Learners:

Provide scaffolded assignments and assessments  
Pair visual prompts with visual presentations  
Check and sign assignment planner  
Native Language translation (peer, online assistive technology, translation device, bilingual dictionary)

# BLOOMINGDALE PUBLIC SCHOOLS

## Health Curriculum

### GRADE 1

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Extended time for assignment and assessment as needed

Highlight key vocabulary

Use graphic organizers

Provide verbal and written directions

Preferential seating with an English-speaking peer

#### **At Risk of Failure:**

Check and sign assignment planner

Encourage class participation and reinforce skills

Model skills and assignments

Extended time to complete class work

Preferential seating

Provide extra help outside of class and 1:1 instruction when needed

Communicate regularly with students' other teachers

Provide positive feedback for tasks well done

Encourage student to proofread assessments and projects and ask for teacher proofreading of large writing assignments

#### **Gifted and Talented:**

Pose higher-level thinking questions

Provide higher level reading and writing materials for literacy based activities

Probe student to extend thinking beyond the text or connect two or more texts

Provide alternate or project-based assessments and assignments

#### **Students with 504 Plans:**

Provide extended time as needed

Modify length of writing assignment

Provide short breaks within the lesson

Provide scaffolding for students

Utilize graphic organizers

# BLOOMINGDALE PUBLIC SCHOOLS

## Health Curriculum

### GRADE 1

#### UNIT 5

*Relationships, Differences & Similarities of Individuals*

#### UNIT SUMMARY

Within this unit, students will explore the following concepts:

- Identify different kinds of families and explain how families differ for many reasons
- Define “friendship” and explain that friends are important throughout life
- Explain the differences and similarities of individuals and how people express themselves

#### NEW JERSEY STUDENT LEARNING STANDARDS

- STANDARD 2.3.2.PS.5: Define bodily autonomy and personal boundaries.
- STANDARD 2.1.2.SSH.2: Discuss the range of ways people express their gender and how gender-role stereotypes may limit behavior.
- STANDARD 2.1.2.SSH.3: Describe different kinds of families locally, nationally and globally and note similarities in the ways in which they keep their children safe.
- STANDARD 2.1.2.SSH.4: Determine the factors that contribute to healthy relationships within a family.
- STANDARD 2.1.2.SSH.5: Identify basic social needs of all people.
- STANDARD 2.1.2.SSH.6: Determine the factors that contribute to healthy relationships.
- STANDARD 2.1.2.SSH.7: Explain healthy ways for friends to express feelings for and to one another.

#### INTERDISCIPLINARY CONNECTIONS

English Language Arts (Students K-12 Anchor Standards)

- NJSLSA.R1: Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- NJSLSA.R9: Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- NJSLSA.R.10: Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

# BLOOMINGDALE PUBLIC SCHOOLS

## Health Curriculum

### GRADE 1

#### Visual and Performing Arts (Students K-5)

- 1.5.2.Cn10a: Create art that tells a story or describes life events in home, school and community.
- 1.2.2.Cr1b: Brainstorm and improvise multiple ideas using a variety of tools, methods and materials.
- 1.2.2.Pr4a: With guidance and moving towards independence, combine art forms and media content into media artworks such as an illustrated story or narrated animation.
- 1.2.2.Pr4b: Practice combining varied academic, arts and media content to form media artworks.

#### Computer Science & Design Thinking

- 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

#### Career Readiness, Life Literacies, and Key Skills

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.
- 9.4.2.GCA.1: Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals
- 9.4.2.TL.2: Create a document using a word processing application.
- 9.4.2.TL.3: Enter information into a spreadsheet and sort the information.
- 9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools.

### 21st CENTURY LIFE AND CAREER STANDARDS

**Career Readiness, Life Literacies, and Key Skills Practices** describe the habits of the mind that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success.

1. Act as a responsible and contributing community member and employee.
2. Attend to financial well-being.
3. Consider the environmental, social and economic impacts of decisions.
4. Demonstrate creativity and innovation.
5. Utilize critical thinking to make sense of problems and persevere in solving them.
6. Model integrity, ethical leadership and effective management.
7. Plan education and career paths aligned to personal goals.
8. Use technology to enhance productivity, increase collaboration and communicate effectively.
9. Work productively in teams while using cultural global competence.

<b>9.1: Personal Financial Literacy</b>	<b>9.2: Career Awareness, Exploration &amp; Preparation, and Training</b>	<b>9.3: Career and Technical Education</b>
None Applicable	None Applicable	None Applicable

# BLOOMINGDALE PUBLIC SCHOOLS

## Health Curriculum

### GRADE 1

TECHNOLOGY STANDARDS	
<b>8.1: Computer Science</b> None Applicable	<b>8.2 Design Thinking</b> None Applicable
ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
Tolerance, appreciation, and understanding of individual differences are necessary in order to establish healthy relationships.  Learning about differences and similarities between each other is critical for overall health, and can be a sensitive and challenging process.	<ul style="list-style-type: none"> <li>● What are the differences and similarities between individuals?</li> <li>● How do we learn to understand and respect diversity in relationships?</li> <li>● What are some ways that people and animals take care of their young?</li> </ul>
STUDENT LEARNING OBJECTIVES (Students are learning to / Students are learning that)	
<ul style="list-style-type: none"> <li>▪ Identify different kinds of families and explain how families differ for many reasons</li> <li>▪ Define “friendship” and explain that friends are important throughout life</li> <li>▪ Explain the differences and similarities of individuals and how people express themselves</li> </ul>	
SUGGESTED ACTIVITIES	
<ul style="list-style-type: none"> <li>● Bring in pictures of family and friends and create a booklet of his/her life</li> <li>● Write a short story for each picture and identify the people in their picture</li> <li>● Fill in the answer to the following teacher-generated questions:                             <ul style="list-style-type: none"> <li>○ “My family is special because...”</li> <li>○ “I have _____ family members.”</li> </ul> </li> <li>● Create a class collage with each child drawing something representing their family</li> <li>● Compare and contrast different families globally through bookmarked Internet sites</li> <li>● Working with a partner, role-play how they would make friends</li> <li>● Write a journal entry on how they would welcome (make friends with) new students</li> <li>● Discuss a special friend, their feelings toward them and their qualities</li> <li>● Respond to teacher-generated questions like what similarities / differences we have; discuss how people can express themselves through different activities (boys and girls can do things that are different and the same) [teacher questions will dispel these stereotypes]                             <ul style="list-style-type: none"> <li>○ What are some ways that we are different?</li> <li>○ What are some ways that we are the same?</li> <li>○ What are some things that you enjoy doing?</li> </ul> </li> <li>● Using the computer, create a graph indicating the varieties of eye color, hand dominance, favorite fruit and discuss similarities and differences</li> </ul>	
EVIDENCE OF LEARNING	

# BLOOMINGDALE PUBLIC SCHOOLS

## Health Curriculum

### GRADE 1

<p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>● Informal methods of assessment for teachers</li> <li>● Growth Mindset Strategies</li> <li>● Whole Group Lessons</li> <li>● Small Group Lessons</li> <li>● Student projects</li> <li>● Group discussion</li> <li>● Writing Prompts</li> </ul>	<p><b>Summative Assessment:</b></p> <ul style="list-style-type: none"> <li>● Journal Responses:</li> <li>● Observation Checklists:</li> <li>● In-Class Assignments:</li> <li>● Anecdotal Records:</li> <li>● Class Participation:</li> </ul>
<p><b>Benchmark Assessment:</b></p> <ul style="list-style-type: none"> <li>● Informal methods of assessment for teachers</li> <li>● Growth Mindset Strategies</li> <li>● Whole Group Lessons</li> <li>● Small Group Lessons</li> </ul>	<p><b>Alternative Assessments:</b></p> <ul style="list-style-type: none"> <li>● Providing/developed as necessary for students opting out of unit.</li> </ul>

#### SAMPLE RESOURCES

<p><b>Websites</b></p> <p> <a href="http://www.cdc.gov">www.cdc.gov</a>  <a href="http://www.nj.gov/education/standards/chp/">www.nj.gov/education/standards/chp/</a>  <a href="http://www.nps.k12.nj.us">www.nps.k12.nj.us</a>  <a href="https://www.nj.gov/agriculture/">https://www.nj.gov/agriculture/</a>  <a href="http://www.dole5aday.com">www.dole5aday.com</a>  <a href="http://www.kidshealth.org">www.kidshealth.org</a>  <a href="https://www.harmonysel.org/">https://www.harmonysel.org/</a>  <a href="https://ny.pbslearningmedia.org/subjects/health-and-physical-education/">https://ny.pbslearningmedia.org/subjects/health-and-physical-education/</a> </p>
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#### INTEGRATED ACCOMMODATIONS AND MODIFICATIONS

<p><b>Special Education:</b></p> <p>Provide modified notes and access to extra copies online          Provide oral reminders and check student work during independent work time          Model skills/techniques to be mastered          Check and sign assignment planner          Preferential seating          Pair visual prompts with verbal presentations          Modified or scaffolded homework and classwork          Extended time as needed          Provide graphic organizers and study guides</p> <p><b>English Learners:</b></p> <p>Provide scaffolded assignments and assessments          Pair visual prompts with visual presentations          Check and sign assignment planner          Native Language translation (peer, online assistive technology, translation device, bilingual dictionary)</p>
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# BLOOMINGDALE PUBLIC SCHOOLS

## Health Curriculum

### GRADE 1

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Extended time for assignment and assessment as needed

Highlight key vocabulary

Use graphic organizers

Provide verbal and written directions

Preferential seating with a English-speaking peer

#### **At Risk of Failure:**

Check and sign assignment planner

Encourage class participation and reinforce skills

Model skills and assignments

Extended to time to complete class work

Preferential seating

Provide extra help outside of class and 1:1 instruction when needed

Communicate regularly with students' other teachers

Provide positive feedback for tasks well done

Encourage student to proofread assessments and projects and ask for teacher proofreading of large writing assignments

#### **Gifted and Talented:**

Pose higher-level thinking questions

Provide higher level reading and writing materials for literacy based activities

Probe student to extend thinking beyond the text or connect two or more texts

Provide alternate or project-based assessments and assignments

#### **Students with 504 Plans:**

Provide extended time as needed

Modify length of writing assignment

Provide short breaks within the lesson

Provide scaffolding for students

Utilize graphic organizers