

North Hanover Township School District
Comprehensive Health Curriculum
Grade: One
BOE Approved: 01/17/2023

First Grade

Unit of Study: Personal and Mental Health; Safety

- **Pacing: One Trimester**

Unit Focus:

- **A study in a person's body in relation to self, others and their environment, and its contribution to overall wellness.**
- **Making smart, healthy choices is important to help us stay safe.**

New Jersey Student Learning Standards

- 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.
- 2.1.2.SSH.1: Discuss how individuals make their own choices about how to express themselves.
- 2.1.2.SSH.5: Identify basic social needs of all people.
- 2.1.2.SSH.6: Determine the factors that contribute to healthy relationships.
- 2.1.2.SSH.7: Explain healthy ways for friends to express feelings for and to one another.
- 2.1.2.SSH.8: Demonstrate healthy ways to respond to disagreements or conflicts with others (e.g., leave, talk to trusted adults, tell a sibling or peer).
- 2.1.2.CHSS.5: Identify situations that might result in individuals feeling sad, angry, frustrated, or scared.
- 2.1.2.CHSS.6: Identify individuals who can assist with expressing one's feelings (e.g., family members, teachers, counselors, medical professionals).
- 2.1.2.PP.1: Define reproduction.
- 2.1.2.PP.2: Explain the ways in which parents may care for their offspring (e.g., animals, people, fish)
- 2.2.2.N.1: Explore different types of foods and food groups.
- 2.2.2.N.2: Explain why some foods are healthier to eat than others.
- 2.2.2.N.3: Differentiate between healthy and unhealthy eating habits.
- 2.3.2.PS.8: Identify trusted adults, including family members, caregivers, and school staff, that you can talk to about

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situations which may be uncomfortable or dangerous (e.g., bullying, teasing, child sexual abuse).

Interdisciplinary Connections

English Language Arts

- NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words
- NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
- NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

Social Studies

- 6.1.2.CivicsPI.4: Explain how all people, not just official leaders, play important roles in a community.
- 6.1.2.CivicsPR.2: Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities.
- 6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

Career Readiness, Life Literacies, and Key Skills

- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives.
- 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.IML.3: Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults.
- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.

Technology

- 8.1.2.NI.2: Describe how the Internet enables individuals to connect with others worldwide.
- 8.1.2.DA.1: Collect and present data, including climate change data, in various visual formats.

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Enduring Understandings	Essential Questions
<p><i>What specifically do you want students to understand? What inferences should they make? Students will understand that...</i></p> <ul style="list-style-type: none"> ● There are trusted adults you should turn to when you have concerns or difficulties. ● There are appropriate and inappropriate ways for parents to interact with their children. ● Different community members have specific responsibilities that impact and strengthen the community. ● To maintain healthy relationships, you must show care, consideration, and respect for self and others. ● No matter a person's background and life circumstances, everyone has the right to be treated with dignity and respect. ● Correctly differentiate between things in the world that do and do not reproduce. ● Explain the ways in which parents may care for their offspring. 	<p><i>What thought-provoking questions will foster inquiry, meaning-making, and transfer? Students will keep considering...</i></p> <ul style="list-style-type: none"> ● Why is it important to develop healthy family and friend relationships? ● What is child abuse and how can it be spotted? ● How can healthy ways of expressing feelings be demonstrated? ● Who are the important health care professionals in the community? ● What is reproduction? ● Which types of things in the world can and cannot reproduce?
Key Terms and Vocabulary	Skills
<p><i>What facts and basic concepts should students know and be able to recall? Students will know...</i></p> <ul style="list-style-type: none"> ● Reproduction ● Abuse ● Offspring 	<p><i>What skills and processes should students be able to use? Students will be skilled at...</i></p> <ul style="list-style-type: none"> ● Identify basic social and emotional needs of all people. ● Determine possible causes of conflict between

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<ul style="list-style-type: none"> ● Community Health Professional Members ● Respect ● Environment 	<p>people and appropriate ways to prevent and resolve them.</p> <ul style="list-style-type: none"> ● Demonstrate at least one way they can respond if someone is being treated disrespectfully. ● Describe at least three characteristics of a friend. ● Identify at least two healthy ways for friends to express feelings with each other. ● Correctly differentiate between things in the world that do and do not reproduce. ● Know how to dial 911 for help. ● Identify healthy and safe choices both indoors and outdoors (e.g. using equipment, bike safety, weather safety, etc.).
Learning Activities	Resources/Websites
<ul style="list-style-type: none"> ● Role Play / Scenarios ● “This is Me” Diagram ● “Respect Chart” ● “Can This Reproduce” Worksheet ● “Circle of Life” Worksheet 	<ul style="list-style-type: none"> ● Lesson Plan: The Circle of Life <ul style="list-style-type: none"> ○ Resource: The Circle of Life Slide Deck ○ Resource: The Circle of Life Signs ● Lesson Plan: R-E-S-P-E-C-T ● Lesson Plan: Friendship ● BrainPop-Bike Safety, Safety Signs ● K-2 Poster Rubric

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Assessment Evidence	
Performance Tasks <ul style="list-style-type: none"> ● Role Play ● Diagram ● Charting ● Worksheets ● Handouts 	Other Evidence <ul style="list-style-type: none"> ● Teacher Observation ● Informal Class Assessments ● Self Assessment

Accommodations for Different Learners		
Students with Disabilities	Gifted and Talented Students	ESL Students
<ul style="list-style-type: none"> ● preferential seating ● repeat and clarify Instructions ● Provide a peer for support ● break long term projects into shorter chunks ● check in frequently with students 	<ul style="list-style-type: none"> ● modify content to extend skills to a higher level ● provided additional independent projects ● allow structured student choice for skill extension or topic 	<ul style="list-style-type: none"> ● provide visual supports ● provide definitions and examples of new vocabulary ● repeat, reword, and clarify directions ● provide visual supports and diagrams to support skills /content ● preferential seating ● provide short, concise directions ● provide extended time ● modify assignments to support vocabulary ● check in frequently with students ● provide study guides ● provide concrete examples when possible
At Risk Students	504 Plan Students	
<ul style="list-style-type: none"> ● preferential seating ● repeat and clarify Instructions ● provide word bank of vocabulary words ● extend deadlines and time for tests ● provide a copy of notes ● provide graphic organizers/scaffold 	<ul style="list-style-type: none"> ● preferential seating ● repeat and clarify Instructions ● provide word bank of vocabulary words ● extend deadlines and time for tests ● provide a copy of notes 	

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<p>projects</p> <ul style="list-style-type: none">● highlight important information● Provide a peer for support break long term projects into shorter chunks● check in frequently with students● provide study guides/visual supports● use of assistive technology (eg. speech to text)	<ul style="list-style-type: none">● provide graphic organizers/scaffold projects● highlight important information● break long term projects into shorter chunks● check in frequently with students● provide visual supports● use of assistive technology	
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