

PITTSGROVE TOWNSHIP SCHOOL DISTRICT



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| Course Name: First Grade Health | Grade Level(s): First Grade |
| Department: PE/Health | Credits: N/A |
| BOE Adoption Date: 9/15/2022 | Revision Date(s): |

Course Description

The first-grade curriculum focuses on Personal Safety and Relationships. In the Personal Safety unit, the students will learn about their surroundings and how certain situations and/or unhealthy behaviors can lead to injury. The curriculum focuses on healthy and safe choices for personal safety. The curriculum also focuses on social health—specifically building strong and healthy relationships. Communication is the basis for strengthening relationships and resolving conflict between people. Conflicts between people occur, and there are effective ways to resolve them.

Mission Statement

The Pittsgrove Township School District believes in growing all learners to thrive. The district offers an intellectually rigorous, dynamic curriculum aligned to state and national standards coupled with research-based practices in classrooms. The Pittsgrove Township School District strives to highlight critical thinking, problem-solving, intercultural literacy, digital literacy, collaboration, innovation, and a growth mindset as part of the instructional core of learning. The district provides high quality resources to provide young people the knowledge they need to approach the future as leaders and learners.

Curriculum & Instruction Goals

1. To ensure students are college and career ready upon graduation
2. To vertically and horizontally align curriculum PreK-12 to ensure successful transition of students at each grade level
3. To identify individual student strengths and weaknesses utilizing various assessment measures (formative, summative, alternative, etc.) so as to differentiate instruction while meeting the rigor of the applicable content standards
4. To improve student achievement as assessed through multiple measures including, but not limited to, state testing, local assessments, and ongoing progress monitoring

How to Read this Document

This curricular document contains both a *pacing guide* and *curriculum units* . The pacing guide serves to communicate an estimated timeframe as to *when* critical knowledge and skills will be taught throughout the year. The pacing, however, may differ slightly depending upon the unique needs of each learner. The *curriculum units* contain more detailed information as to the content, goals, objectives, instructional strategies, resources, and assessments.

NJ Administrative Code and Statutes Key

^=Amistad Law

O=Diversity & Inclusion Law

<>=Holocaust

+ =LGBT and Disabilities Law

***=AAPI (Asian American and Pacific Islanders)**

\$=Financial Literacy

Use this key to understand where the NJ mandates are being implemented in the K-12 curriculum units.

Pacing Guide

Course Title: Grade 1 Health

| Unit Title | Duration/ Month(s) | Related Standards | Learning Goals | Critical Knowledge and Skills |
|---|-----------------------|--|---|---|
| <p>Personal Safety</p> <p>Bike Fire Water Playground</p> | <p>Three Days</p> | <ul style="list-style-type: none"> •2.3.2.PS.1: Demonstrate personal habits and behaviors that contribute to keeping oneself and others healthy and the environment clean and safe. •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). •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). | <p>Students will learn healthy habits that affect them and the environment i.e. picking up after themselves, keeping area at home/away clean and clutter free, reuse, recycle, and don't pollute environment.</p> <p>Students will learn bike safety rules/procedures when riding on the road.</p> <p>Students will learn water safety rules and procedures while swimming at a pool lake or pond.</p> <p>Students will learn playground safety rules and procedures at park & school.</p> <p>Develop an awareness of warning symbols and their meanings in order to stay safe.</p> | <p>Identify healthy personal habits and behaviors at home and away.</p> <p>Identify preventative measures for ensuring safe living.</p> <p>Identify rules and proper procedures for water, fire, bicycle, and playground safety.</p> <p>Identify fire safety rules & procedures at home & school.</p> <p>Identify warning symbols for water, fire bicycle, and playground safety.</p> |

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| | | <ul style="list-style-type: none"> •2.3.2. PS.4: Develop an awareness of warning symbols and their meaning (e.g., red light, stop sign, poison symbol). | | |
| Social Health | Two-Three Days | <ul style="list-style-type: none"> • 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.4: Determine the factors that contribute to healthy relationships within a family. •2.1.2.SSH.7: Explain healthy ways for friends to express feelings for and to one another. | <p>Students will learn what are important contributing factors to a healthy relationship.</p> <p>Students will learn how communication skills will help strengthen and resolve conflicts.</p> | <p>Identify social needs and what factors contribute to a healthy relationship.</p> <p>Identify how to have a healthy family relationship.</p> <p>Identify how communication skills can affect relationships.</p> |

Instructional Unit Map

Course Title: First Grade Health

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| Unit Title | Personal Safety: Bike, Fire, Water & Playground | Start Date: | First Trimester |
| | | Length of Unit: | 3 Days |
| Content Standards <i>What do we want them to know, understand, & do?</i> | <ul style="list-style-type: none"> •2.3.2.PS.1: Demonstrate personal habits and behaviors that contribute to keeping oneself and others healthy and the environment clean and safe. •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). •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). •2.3.2. PS.4: Develop an awareness of warning symbols and their meaning (e.g., red light, stop sign, poison symbol). | Learning Goals | <p>Students will learn healthy habits that affect them and the environment i.e. picking up after themselves, keeping area at home/away clean and clutter free, reuse, recycle, and don't pollute environment. 0</p> <p>Students will learn bike safety rules/procedures when riding on the road.</p> <p>Students will learn water safety rules and procedures while swimming at a pool lake or pond.</p> <p>Students will learn playground safety rules and procedures at park & school. Develop an awareness of warning symbols and their meanings in order to stay safe.</p> |
| Essential Questions | <ul style="list-style-type: none"> •How does safety at home, work, and school affect the way we live our lives? •How does following these safety rules affect others? | | |

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| Assessments <i>How will we know they have gained the knowledge & skills?</i> | Formative | Summative | Alternative | |
| | <ul style="list-style-type: none"> • Worksheets • Q & A | <ul style="list-style-type: none"> • Verbal Quiz • Class participation | <ul style="list-style-type: none"> • Discussion | |
| Unit Pre-Assessment(s) <i>What do they already know?</i> | <ul style="list-style-type: none"> • Q & A • Class discussion | | | |
| Instructional Strategies/Student Activities | <ul style="list-style-type: none"> • Teacher led explanation of the unit content • Watch videos Bike Safety, Water Safety, Fire Safety, Playground Safety • Teacher led discussion about Safety • Cooperative Groups • Worksheets • Q & A • Demonstrations | | | |
| Instructional/Assessment Scaffolds <i>(Modifications /Accommodations) – planned for prior to instruction</i> | English Language Learners | Special Education Learners | Struggling Learners | • Advanced Learners |
| | <ul style="list-style-type: none"> • Word/picture wall • Exp/demo activities (preferred seating if needed) • Partners for help/encouragement • Immediate feedback • Individual exp/demo • Q & A • Read aloud as group | <ul style="list-style-type: none"> • Word/picture wall • Exp/demo activities (preferred seating if needed) • Partner help & encouragement | <ul style="list-style-type: none"> • Word/picture wall • Modify lesson • Provide extra time • “One on one” instruction • Q & A • Read aloud as group | <ul style="list-style-type: none"> • Allow students to help with groups or “One on one” instruction • Independent work |

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| | | <ul style="list-style-type: none"> ent • Immediate feedback • Individual exp/demo • Extra time • Q & A • Read aloud as group | | |
| Differentiated Instructional Methods: <i>(Multiple means for students to access content and multiple modes for student to express understanding)</i> | Access (Resources and/or Process) | | Expression (Products and/or Performance) | |
| | <ul style="list-style-type: none"> • Explanation of overall unit content • Expectations and how four lessons will relate • Show videos • Class discussions of content • Q & A | | <ul style="list-style-type: none"> • Worksheets • Whiteboard • Group work | |
| Vocabulary <i>Highlight key vocabulary (both Tier II and Tier III words)</i> | <p>Tier II: safety, environment, recycle, reuse, trash, pollution, bicycle, rules, helmet, signs, signals, roadway, directions, fire, smoke, smoke detector, hazards, fire extinguisher, water, swimming, drowning, lifeguard, pool, beach, pond, playground, falls, surface</p> <p>Tier III: decisions, situations, prevention, personal habits, equipment</p> | | | |
| Integration of Technology SAMR | <ul style="list-style-type: none"> • Computer Technology • Use of LCD projector or Smart Boards | | | |

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| Interdisciplinary Connections NJ Student Learning Standards | <ul style="list-style-type: none"> 6.1.2.CivicsPI.2: Investigate the importance of services provided by the local government to meet the needs and ensure the safety of community members. 0 | |
| 21st Century Themes/Skills P21 Framework | Themes | Skills |
| Resources/Materials | <ul style="list-style-type: none"> Health Literacy | <ul style="list-style-type: none"> Creativity Critical thinking Communication Collaboration |
| | <ul style="list-style-type: none"> Videos <ul style="list-style-type: none"> NHTSA Bike Safety videos (2) <ul style="list-style-type: none"> “Seymour Smoke Detector” “Whales Tales” “Play Smart: Elementary Playground Safety” “Whales Tales” worksheets Fire Safety worksheets “Responsive Classroom for Music, Art, PE, and other Special Areas” from RESPONSIVE CLASSROOM “The Health Teacher’s Book of Lists” PatriciaRizzo-Toner, M.Ed & Marian D. Millken, M.Ed. | |

Instructional Unit Map

Course Title: First Grade Health

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|--|--|-----------------------|---|-------------------------|
| Unit Title | Social Health | | Start Date: | Second/Third Trimesters |
| | | | Length of Unit: | 2-3 days |
| Content Standards <i>What do we want them to know, understand, & do?</i> | <ul style="list-style-type: none"> • 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.4: Determine the factors that contribute to healthy relationships within a family. • 2.1.2.SSH.7: Explain healthy ways for friends to express feelings for and to one another. | Learning Goals | <p>Students will learn what are important contributing factors to a healthy relationship. 0</p> <p>Students will learn how communication skills will help strengthen and resolve conflicts. 0</p> | |
| Essential Questions | <ul style="list-style-type: none"> • What is the role of communication in a healthy relationship? | | | |

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|--|--|--|--|--|
| Assessments <i>How will we know they have gained the knowledge & skills?</i> | Formative | Summative | | Alternative |
| | <ul style="list-style-type: none"> • Worksheets • Q & A | <ul style="list-style-type: none"> • Verbal Quiz • Class participation | | <ul style="list-style-type: none"> • Discussion |
| Unit Pre-Assessment(s) <i>What do they already know?</i> | <ul style="list-style-type: none"> • Q & A • Class discussion | | | |
| Instructional Strategies/Student Activities | <ul style="list-style-type: none"> • Teacher led explanation and discussion about unit content (direct instruction) • Cooperative Groups • Watch video • Worksheets • Q & A | | | |
| Instructional/Assessment Scaffolds <i>(Modifications /Accommodations) – planned for prior to instruction</i> | English Language Learners | Special Education Learners | Struggling Learners | Advanced Learners |
| | <ul style="list-style-type: none"> • Word/picture wall • Exp/demo activities (preferred seating if needed) • Partners for help/encouragement • Immediate feedback • Individual exp/demo • Q & A • Read aloud as group | <ul style="list-style-type: none"> • Word/picture wall • Exp/demo activities (preferred seating if needed) • Partner help & encouragement • Immediate feedback | <ul style="list-style-type: none"> • Word/picture wall • Modify lesson • Provide extra time • “One on one” instruction • Q & A • Read aloud as group | <ul style="list-style-type: none"> • Allow students to help with groups or “One on one” instruction • Independent work |

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|--|--|---|--|--|
| | | <ul style="list-style-type: none"> ● Individual exp/demo ● Extra time ● Q & A ● Read aloud as group | | |
| Differentiated Instructional Methods: <i>(Multiple means for students to access content and multiple modes for student to express understanding)</i> | Access (Resources and/or Process) | | Expression (Products and/or Performance) | |
| | <ul style="list-style-type: none"> ● Explanation of overall unit ● Videos ● Class discussions of content ● Q & A | | <ul style="list-style-type: none"> ● Worksheets ● Whiteboard ● Group work | |
| Vocabulary <i>Highlight key vocabulary (both Tier II and Tier III words)</i> | Tier II: choices, express, family, healthy, conflict Tier III: relationship, social needs | | | |
| Integration of Technology SAMR | <ul style="list-style-type: none"> ● Computer Technology ● Use of LCD projector or Smart Boards | | | |
| Interdisciplinary Connections NJ Student Learning Standards | <p>NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively. 0</p> <p>9.4.2.CI.1: Demonstrate openness to new ideas and perspectives. 0</p> | | | |

| 21 st Century Themes/Skills P21 Framework | Themes | Skills |
|---|--|---|
| | <ul style="list-style-type: none"> •Health Literacy | <ul style="list-style-type: none"> •Creativity •Critical thinking •Communication •Collaboration |
| Resources/Materials | Brain Pop Jr Videos | |