

# **WALDWICK SCHOOL DISTRICT**

Administrative Offices  
155 Summit Avenue  
Waldwick, NJ 07463



## **Health Education Curriculum Guide**

**Grade 1**

*Adoption Date: August 15, 2022*

**WALDWICK SCHOOL DISTRICT**  
**Health Curriculum- Grade 1**

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### COURSE DESCRIPTION

The Mission of the K-2 Health Education program is to provide each student the opportunity for maximum intellectual, physical, social and emotional development. It is our belief that education is a continuous life-long process, which allows each student to continuously strive to maximize all of his or her capabilities. It is our hope that each student will develop into a health educated and socially responsible life-long learner. We also believe that the benefits of a comprehensive health education program will not only develop lifelong learners but foster workplace skills, including problem solving, communication, cooperation, utilizing technology, and responsible decision making. Our students will have a foundation for an active, healthy and productive life, which will enable them to be a contributing member of society.

In addition to content-based knowledge and skills, this curriculum integrates the skills, knowledge, and expertise of Career Readiness, Life Literacies, and Key Skills as well as Computer Science and Design Thinking. These skills, when used in combination with standards-based content, ensure that students are prepared for success in today's challenging environment. In this course, students will examine the relationships of the past to the present, solve challenging, authentic problems, accept the responsibility of supporting a group by improving their own skill sets, identify interdisciplinary connections, utilize technology to solve problems, etc.

\*The K-2 unit entitled "Family Life" contains standards related to sexual health. At the K-2 level, the purpose of this instruction is to teach students skills to prevent child abuse and give students the foundational skills needed to understand concepts taught at the 3-5 grade band. In addition, the standards related to gender identity and family structure at this grade band are to create an inclusive environment where everyone is accepted. In the state of New Jersey, parents/guardians may "opt out" of instruction in health, family life education, or sex education that is in conflict moral or religious beliefs ([18A:35-4.7. Parent's statement of conflict with conscience](#)). Parents/ Guardians wishing to opt out of any such instruction should notify the building principal.

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**PACING GUIDE**

<b>Unit Number</b>	<b>Unit Title</b>	<b>Suggested Timeframe</b>
<b>1</b>	<b>Nutrition</b>	<b>4 lessons</b>
<b>2</b>	<b>Personal Growth</b>	<b>4 lessons</b>
<b>3</b>	<b>My Community</b>	<b>4 lessons</b>
<b>4</b>	<b>Safety</b>	<b>4 lessons</b>
<b>5</b>	<b>Social/Emotional Health</b>	<b>4 lessons</b>
<b>6</b>	<b>Family Life*</b>	<b>4 lessons</b>

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<b>Unit 1: Nutrition</b>	<b>Pacing Guide: 4 lessons</b>	<b>Standards</b>
<b>Essential Questions</b> <ul style="list-style-type: none"> <li>• Why is it important to take care of myself?</li> <li>• Why should I eat healthy foods?</li> </ul>	<b>Enduring Understandings</b> <ul style="list-style-type: none"> <li>• I can practice healthy habits to take care of myself.</li> <li>• Some foods, such as fruits and vegetables, can help me grow and be healthy.</li> </ul>	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.
<b>Summative Assessment</b> <ul style="list-style-type: none"> <li>✓ SWBAT identify different foods and food groups while demonstrating an awareness of nutritional value. 2.2.2.N.1, 2.2.2.N.2, 2.2.2.N.3</li> </ul>		
<b>Formative Assessments</b> <ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Student behavior</li> <li>• Discussions</li> <li>• Exit tickets</li> </ul>		<b>Materials</b> <ul style="list-style-type: none"> <li>• Texts or videos describing different food groups</li> <li>• Food labels</li> <li>• My Plate visuals</li> </ul>
<b>Suggested Activities:</b> <ul style="list-style-type: none"> <li>• <a href="#">Healthy Food Quiz</a> (8.1.2.CS.1)</li> <li>• <a href="#">D.W. the Picky Eater</a>- Watch the video and complete the activity. Discuss foods that you eat in your home. (9.4.2.GCA:1)</li> <li>• <a href="#">Build Me a Salad Activity</a>- Students create a salad and add fruits and vegetables. Students color code the fruits and vegetables and count how many healthy foods are included in their salads. (1.NBT.A.1)</li> <li>• Watch a <a href="#">Cookie is a Sometimes Food</a> and complete the <a href="#">activity</a> to teach students about unhealthy foods and that they should be eaten in moderation</li> <li>• <a href="#">My Plate Bingo</a></li> <li>• <a href="#">Foods that Grow</a>- Video and lesson plan</li> <li>• <a href="#">K-2 Health Education Activities</a></li> </ul>		<b>Differentiation for Diverse Learners</b>
		<i>Reinforcement:</i> <ul style="list-style-type: none"> <li>• Preview vocabulary beforehand</li> <li>• Work in small groups or partners</li> <li>• Differentiated graphic organizers to break down the steps</li> </ul>
		<i>Enrichment:</i> <ul style="list-style-type: none"> <li>• Bring in food items from home and look at ingredients to discuss which ones are healthy or not healthy</li> <li>• Create a grocery list of healthy foods</li> <li>• Teach a younger student about concepts learned</li> <li>• Create a booklet to share</li> <li>• Write a poem about healthy foods</li> </ul>

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<b>Suggested Materials</b> <ul style="list-style-type: none"><li>• Read alouds related to healthy eating</li></ul>	<b>Suggested Websites</b> <ul style="list-style-type: none"><li>• <a href="#">My Plate Resources</a></li><li>• <a href="#">Kids Health- Nutrition</a></li><li>• <a href="#">PBS Learning Media</a></li><li>• <a href="#">Kids and Food: 10 Tips for Parents</a></li></ul>
<b>Interdisciplinary Connections</b> <ul style="list-style-type: none"><li>➤ Math: 1.NBT.A.1 Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.</li><li>➤ SEL Competencies: Self-Management and Responsible Decision-Making</li><li>➤ Career Readiness, Life Literacies, and Key Skills: 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</li><li>➤ Computer Science and Design Thinking: 8.1.2.CS.1 Select and operate computing devices that perform a variety of tasks accurately and quickly based on use needs and preferences</li></ul>	

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<b>Unit 2: Personal Growth</b>	<b>Pacing Guide: 4 lessons</b>	<b>Standards</b> 2.1.2.PGD.1: Explore how activity helps all human bodies stay healthy. 2.1.2.PGD. 2: Develop an awareness of healthy habits (e.g., wash hands, cough in arm, brush teeth). 2.1.2.PGD.3: Explain what being “well” means and identify self-care practices that support wellness. 2.1.2.PGD.4: Use correct terminology to identify body parts and explain how body parts work together to support wellness. 2.1.2.CHSS.4: Describe how climate change affects the health of individuals, plants and animals 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. 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). 2.3.2.HCDM.3: Explain strategies and develop skills to prevent the spread of communicable diseases and health conditions (e.g., Lyme
<b>Essential Questions</b> <ul style="list-style-type: none"> <li>● Why is it important to take care of myself?</li> <li>● What can I do to keep my body healthy?</li> </ul>	<b>Enduring Understandings</b> <ul style="list-style-type: none"> <li>● I can practice healthy habits to take care of myself.</li> <li>● I know how to use my body to stay active and healthy.</li> </ul>	
<b>Summative Assessment</b> <ul style="list-style-type: none"> <li>✓ SWBAT engage in various movement activities and identify how they relate to our bodies and wellness. Students will identify the body parts used in the activity. 2.1.2.PGD.1, 2.1.2.PGD.4</li> <li>✓ SWBAT model healthy habits effectively such as washing hands. 2.1.2.PGD.2, 2.3.2.HCDM.2, 2.3.2.HCDM.3</li> <li>✓ SWBAT identify practices that support wellness and explain what that means. 2.1.2.PGD.3</li> <li>✓ SWBAT describe the effects of climate change on living things (including the consequences). Students will identify ways to help address the consequences of climate change. 2.1.2.CHSS.4, 2.3.2.HCDM.1</li> </ul>		

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	disease, influenza, cardiovascular diseases).
<p><b>Formative Assessments</b></p> <ul style="list-style-type: none"> <li>● Teacher observation</li> <li>● Student behavior</li> <li>● Discussions</li> <li>● Exit tickets</li> </ul>	<p><b>Materials</b></p> <ul style="list-style-type: none"> <li>● sink, hand soap, and towels to demonstrate washing hands</li> <li>● Toothbrush, toothpaste, floss to show students how to brush teeth</li> <li>● Information on different movement activities and how that affects the body</li> </ul>
<p><b>Suggested Activities:</b></p> <ul style="list-style-type: none"> <li>● Students will move through stations to practice different movement activities. The directions will provide information on the body parts being used (i.e., arms, legs, shoulders, knees, hands, etc.) and how movement of those parts keep us healthy.</li> <li>● Model how to properly wash hands. Have students practice washing their hands at the sink and provide feedback on completing the task appropriately. Discuss when we should wash our hands.</li> <li>● <a href="#">Caring for Teeth</a>- Brainpop Jr Video and Lesson Plan 8.1.2.CS.1</li> <li>● <a href="#">Healthy Me: Healthy Habits Video and Activity</a></li> <li>● "Who Needs Water?" by Cynthia Rothman- Read aloud about animals that need water. Discuss what would happen if the animals did not have access to clean water.</li> <li>● The teacher will explain <a href="#">climate change</a> and its impact on our planet. Students will identify the ways that this affects living things and the consequences of not having food and a clean environment on our health. Students will identify ways to mitigate the consequences when given a list of activities to engage in. K-2-ETS1-1, 9.4.2.CT.1</li> <li>● Read "The Day I Forgot to Wash My Hands" by Anna W. Bardaus</li> <li>● <a href="#">K-2 Health Education Activities</a></li> </ul>	<p><b>Differentiation for Diverse Learners</b></p>
	<p><i>Reinforcement:</i></p> <ul style="list-style-type: none"> <li>● Provide students with a checklist with pictures of the steps to complete tasks such as brushing teeth and washing hands</li> <li>● Preview vocabulary and use visuals when available</li> <li>● Give students multiple choice options instead of having them list</li> </ul>
	<p><i>Enrichment:</i></p> <ul style="list-style-type: none"> <li>● Have students write a How To or create a video giving directions for practicing wellness or preventing the spread of germs</li> <li>● Have students create a commercial or advertisement on the benefits of wellness practices</li> <li>● Have students research the role of the immune system</li> </ul>
<p><b>Suggested Materials</b></p> <ul style="list-style-type: none"> <li>● Additional texts about wellness practices</li> <li>● Visuals about germs</li> </ul>	<p><b>Suggested Websites</b></p> <ul style="list-style-type: none"> <li>● <a href="#">PBS Learning Media</a></li> <li>● <a href="#">Kids Health- Personal Health</a></li> <li>● <a href="#">Brainpop Jr</a></li> </ul>



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and how they get into your body	
<b>Interdisciplinary Connections</b> <ul style="list-style-type: none"><li>➤ Science: K-2-ETS1-1 Ask questions, make observations, and gather information about a situation people want to change (e.g., climate change) to define a simple problem that can be solved through the development of a new or improved object or tool</li><li>➤ SEL Competencies: Self-Management and Responsible Decision-Making</li><li>➤ Career Readiness, Life Literacies, and Key Skills: 9.4.2.CT.1 Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem</li><li>➤ Computer Science and Design Thinking: 8.1.2.CS.1 Select and operate computing devices that perform a variety of tasks accurately and quickly based on use needs and preferences</li></ul>	

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<b>Unit 3: My Community</b>	<b>Pacing Guide: 4 lessons</b>	<b>Standards</b>
<p><b>Essential Questions</b></p> <ul style="list-style-type: none"> <li>● Who helps our community to stay safe?</li> <li>● What should I do if I need help?</li> </ul>	<p><b>Enduring Understandings</b></p> <ul style="list-style-type: none"> <li>● I know the people in my community who are helpers.</li> <li>● I can go to teachers, families, and community helpers to assist me.</li> <li>● I know when I need help.</li> </ul>	<p>2.1.2.CHSS.1: Identify community professionals and school personnel who address health emergencies and provide reliable health information to us.</p> <p>2.1.2.CHSS.2: Determine where to access home, school and community health professionals.</p> <p>2.1.2.CHSS.3: Demonstrate how to dial and text 911 in case of an emergency.</p> <p>2.1.2.CHSS.5: Identify situations that might result in individuals feeling sad, angry, frustrated, or scared.</p> <p>2.1.2.CHSS.6: Identify individuals who can assist with expressing one's feelings (e.g., family members, teachers, counselors, medical professionals).</p>
<p><b>Summative Assessment</b></p> <ul style="list-style-type: none"> <li>✓ SWBAT identify community helpers (e.g., school nurse, teacher, principal, counselor, police officer, firefighter, EMS, etc.) and health professionals. Discuss how they help our community 2.1.2.CHSS.1, 2.1.2.CHSS.2</li> <li>✓ SWBAT identify emergency situations and how to access help 2.1.2.CHSS.3</li> <li>✓ SWBAT identify situations where people may be sad, angry, frustrated, or scared by sorting pictures of different scenarios. 2.1.2.CHSS.5</li> <li>✓ SWBAT identify people at school and at home who can help them express their feelings. 2.1.2.CHSS.6</li> </ul>		
<p><b>Formative Assessments</b></p> <ul style="list-style-type: none"> <li>● Teacher observation</li> <li>● Student behavior</li> <li>● Discussions</li> <li>● Exit tickets</li> </ul>		<p><b>Materials</b></p> <ul style="list-style-type: none"> <li>● Pictures of school and community helpers</li> <li>● Books about feelings</li> <li>● Books that show a character handling an emergency</li> </ul>
<p><b>Suggested Activities:</b></p> <ul style="list-style-type: none"> <li>● Take students on a tour of the school. Introduce students to members of the school community who are helpers.</li> <li>● Have members of the community come to school and tell students about the services they provide 6.1.2.CivicsPI.4</li> <li>● Have students complete a "feelings sort". Give them pictures of situations where the person may feel good or bad. Have them sort under a thumbs up or thumbs down. Discuss why the person may be feeling bad and what they might be feeling. Have students brainstorm</li> </ul>		<p style="text-align: center;"><b>Differentiation for Diverse Learners</b></p> <p><i>Reinforcement:</i></p> <ul style="list-style-type: none"> <li>● Preview vocabulary beforehand and include visuals when possible</li> <li>● Provide vocabulary in Spanish</li> <li>● Give students options to choose from when having them identify situations that</li> </ul>

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<p>ideas of what we can do if we feel bad. 9.4.2.CT.2</p> <ul style="list-style-type: none"> <li>● Draw a picture of someone at school and at home. "I trust _____ with my feelings because..."</li> <li>● Read books and/or watch videos on community helpers and health professionals 8.1.2.CS.1</li> <li>● <a href="#">Community Helpers Games and Activities for Grade 1-2</a></li> <li>● <a href="#">K-2 Health Education Activities</a></li> </ul>	<p>may lead to negative feelings</p> <ul style="list-style-type: none"> <li>● Use pictures when discussing scenarios</li> </ul>
<p><i>Enrichment:</i></p> <ul style="list-style-type: none"> <li>● Have students create a slide deck that teaches other students about school and community helpers</li> <li>● Have students interview a community helper or health professional. Share the information with the class.</li> </ul>	
<p><b>Suggested Materials</b></p> <ul style="list-style-type: none"> <li>● Additional texts and/or videos about community helpers</li> </ul>	<p><b>Suggested Websites</b></p> <ul style="list-style-type: none"> <li>● <a href="#">PBS Learning Media</a></li> <li>● <a href="#">Kids Health- Personal Health</a></li> <li>● <a href="#">Brainpop Jr</a></li> </ul>
<p><b>Interdisciplinary Connections</b></p> <ul style="list-style-type: none"> <li>➤ Social Studies: 6.1.2.CivicsPI.4 Explain how all people, not just official leaders, play important roles in a community.</li> <li>➤ SEL Competencies: Self-Management and Responsible Decision-Making</li> <li>➤ Career Readiness, Life Literacies, and Key Skills: 9.4.2.CT.2 Identify possible approaches and resources to execute a plan</li> <li>➤ Computer Science and Design Thinking: 8.1.2.CS.1 Select and operate computing devices that perform a variety of tasks accurately and quickly based on use needs and preferences</li> </ul>	

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<b>Unit 4: Safety</b>	<b>Pacing Guide: 4 lessons</b>	<b>Standards</b>
<p><b>Essential Questions</b></p> <ul style="list-style-type: none"> <li>● What can I do to stay safe?</li> <li>● How can I make good choices?</li> <li>● What are warning symbols and what do they mean?</li> <li>● What is medicine and how should it be used safely?</li> </ul>	<p><b>Enduring Understandings</b></p> <ul style="list-style-type: none"> <li>● I can follow safety rules.</li> <li>● I can make good choices that keep me safe during indoor and outdoor activities.</li> <li>● I know what warning symbols mean and how they can keep me safe.</li> <li>● I know the safe way to use medication.</li> </ul>	<p>2.3.2.PS.1: Demonstrate personal habits and behaviors that contribute to keeping oneself and others healthy and the environment clean and safe.</p> <p>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).</p> <p>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> <p>2.3.2. PS.4: Develop an awareness of warning symbols and their meaning (e.g., red light, stop sign, poison symbol).</p> <p>2.3.2.ATD.1: Explain what medicines are, how they are used, and the importance of utilizing medications properly.</p> <p>2.3.2.ATD.2: Identify ways in which drugs, including some medicines, can be harmful.</p>
<p><b>Summative Assessment</b></p> <ul style="list-style-type: none"> <li>✓ SWBAT identify ways the character practices routines that keep them healthy and clean. 2.3.2.PS.1</li> <li>✓ SWBAT identify safety strategies by matching the strategy with the activity. 2.3.2.PS.2, 2.3.2.PS.3</li> <li>✓ SWBAT identify warning symbols and review the meaning. 2.3.2.PS.4</li> <li>✓ SWBAT identify how medicines can be harmful and safety procedures they should follow regarding medications. 2.3.2.ATD.1, 2.3.2.ATD.2</li> </ul>		
<p><b>Formative Assessments</b></p> <ul style="list-style-type: none"> <li>● Teacher observation</li> <li>● Student behavior</li> <li>● Discussions</li> <li>● Exit tickets</li> </ul>		<p><b>Materials</b></p> <ul style="list-style-type: none"> <li>● Texts with characters practicing healthy routines</li> <li>● List of activities and corresponding safety strategies</li> <li>● Pictures of common warning symbols</li> </ul>
<p><b>Suggested Activities:</b></p> <ul style="list-style-type: none"> <li>● <a href="https://ny.pbslearningmedia.org/resource/ctv21-fire-safe">https://ny.pbslearningmedia.org/resource/ctv21-fire-safe</a></li> </ul>		<p><b>Differentiation for Diverse Learners</b></p>

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<ul style="list-style-type: none"> <li>• <a href="#">ty-video/camp-tv/</a> 9.4.2.CT.2, 8.1.2.CS.1</li> <li>• <a href="#">Safe and Healthy Summer</a></li> <li>• Read “Pig the Stinker” by Aaron Blabey. Discuss what Pig does to stay clean and how that impacts your health. RL.1.3</li> <li>• <a href="#">K-2 Health Education Activities</a></li> </ul>	<p><i>Reinforcement:</i></p> <ul style="list-style-type: none"> <li>• Preview vocabulary with visuals, when possible</li> <li>• Give students the opportunity to match or choose from a list of options to show understanding</li> </ul>
<p><b>Suggested Materials</b></p> <ul style="list-style-type: none"> <li>•</li> </ul>	<p><b>Suggested Websites</b></p> <ul style="list-style-type: none"> <li>• <a href="#">PBS Learning Media</a></li> <li>• <a href="#">Kids Health- Personal Health</a></li> <li>• <a href="#">Brainpop Jr</a></li> </ul>
<p><b>Interdisciplinary Connections</b></p> <ul style="list-style-type: none"> <li>➤ Language Arts: RL.1.3. Describe characters, settings, and major event(s) in a story, using key details.</li> <li>➤ SEL Competencies: Self-Management and Responsible Decision-Making</li> <li>➤ Career Readiness, Life Literacies, and Key Skills: 9.4.2.CT.2 Identify possible approaches and resources to execute a plan</li> <li>➤ Computer Science and Design Thinking: 8.1.2.CS.1 Select and operate computing devices that perform a variety of tasks accurately and quickly based on use needs and preferences</li> </ul>	

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<b>Unit 5: Social/Emotional Health</b>	<b>Pacing Guide: 4 lessons</b>	<b>Standards</b>
<p><b>Essential Questions</b></p> <ul style="list-style-type: none"> <li>● What is character?</li> <li>● How can I be responsible?</li> <li>● How can I manage my emotions?</li> <li>● How do I know if a relationship is healthy?</li> <li>● What can I do if I disagree with someone?</li> <li>● What is bullying and what can I do about it?</li> </ul>	<p><b>Enduring Understandings</b></p> <ul style="list-style-type: none"> <li>● I know the meaning of character and how people show their character.</li> <li>● I know how to be responsible for myself.</li> <li>● I have tools for identifying and managing my emotions.</li> <li>● I know when a relationship is healthy.</li> <li>● I know what to do when I disagree with someone.</li> <li>● I know what bullying is and what to do about it.</li> </ul>	<p><b>Standards</b></p> <p>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.</p> <p>2.1.2.EH.2: Identify what it means to be responsible and list personal responsibilities.</p> <p>2.1.2.EH.3: Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs).</p> <p>2.1.2.EH.4: Demonstrate strategies for managing one's own emotions, thoughts and behaviors.</p> <p>2.1.2.EH.5: Explain healthy ways of coping with stressful situations.</p> <p>2.1.2.SSH.5: Identify basic social needs of all people.</p> <p>2.1.2.SSH.6: Determine the factors that contribute to healthy relationships.</p> <p>2.1.2.SSH.7: Explain healthy ways for friends to express feelings for and to one another.</p> <p>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).</p> <p>2.1.2.SSH.9: Define bullying and teasing and explain why they are wrong and harmful.</p>
<p><b>Summative Assessment</b></p> <ul style="list-style-type: none"> <li>✓ SWBAT define responsibility and list ways they are responsible. 2.1.2.EH.2</li> <li>✓ SWBAT demonstrate self control by identifying how to practice self-control in different activities. 2.1.2.EH.3, 2.1.2.EH.4</li> <li>✓ SWBAT identify healthy ways to cope with stress 2.1.2.EH.5</li> <li>✓ SWBAT identify components of healthy relationships by reading examples of friendships and discussing with the class 2.1.2.SSH.6, 2.1.2.SSH.7</li> <li>✓ SWBAT identify healthy ways to communicate with friends including ways to respond to disagreements 2.1.2.SSH.7, 2.1.2.SSH.8</li> <li>✓ SWBAT define bullying and identify how it is harmful 2.1.2.SSH.9</li> </ul>		
<p><b>Formative Assessments</b></p> <ul style="list-style-type: none"> <li>● Teacher observation</li> <li>● Student behavior</li> <li>● Discussions</li> </ul>		<p><b>Materials</b></p> <ul style="list-style-type: none"> <li>● List of healthy coping strategies</li> <li>● Texts about friendships</li> </ul>

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<ul style="list-style-type: none"> <li>• Exit tickets</li> </ul>	
<p><b>Suggested Activities:</b></p> <ul style="list-style-type: none"> <li>• Have students demonstrate self-control by completing <a href="#">"Think It or Say It"</a></li> <li>• Teacher info on <a href="#">self-control</a></li> <li>• Complete <a href="#">"Inside and Outside"</a> activity 9.4.2.CT.2</li> <li>• Read "How Do Dinosaurs Stay Friends?" by Jane Yolen and Mark Teague. Discuss the strategies used by the dinosaurs to work through their disagreement RL.1.3</li> <li>• Breathing exercise for kids- <a href="#">Follow the Shapes</a></li> <li>• Have students practice breathing/meditation exercises following a video 8.1.2.CS.1</li> <li>• <a href="#">Classroom activities for teaching about friends</a></li> <li>• <a href="#">Bullying info for teachers and parents</a></li> <li>• <a href="#">K-2 Health Education Activities</a></li> </ul>	<p style="text-align: center;"><b>Differentiation for Diverse Learners</b></p> <p><i>Reinforcement:</i></p> <ul style="list-style-type: none"> <li>• Preview vocabulary and include visuals, when possible</li> </ul> <p><i>Enrichment:</i></p> <ul style="list-style-type: none"> <li>• Write a sequel to "How Do Dinosaurs Stay Friends?"</li> <li>• Have students make a video practicing self-control</li> <li>• Have students make a poster of healthy coping strategies</li> </ul>
<p><b>Suggested Materials</b></p> <ul style="list-style-type: none"> <li>• "Wemberly Worried" by Kevin Henkes</li> <li>• "How Do Dinosaurs Say I'm Mad?" by Jane Yolen and Mark Teague</li> </ul>	<p><b>Suggested Websites</b></p> <ul style="list-style-type: none"> <li>• <a href="#">PBS Learning Media</a></li> <li>• <a href="#">Kids Health- Personal Health</a></li> <li>• <a href="#">Brainpop Jr</a></li> </ul>
<p><b>Interdisciplinary Connections</b></p> <ul style="list-style-type: none"> <li>➤ Language Arts: RL.1.3. Describe characters, settings, and major event(s) in a story, using key details.</li> <li>➤ SEL Competencies: Self-Management and Responsible Decision-Making</li> <li>➤ Career Readiness, Life Literacies, and Key Skills: 9.4.2.CT.2 Identify possible approaches and resources to execute a plan</li> <li>➤ Computer Science and Design Thinking: 8.1.2.CS.1 Select and operate computing devices that perform a variety of tasks accurately and quickly based on use needs and preferences</li> </ul>	

# WALDWICK SCHOOL DISTRICT

## Health Curriculum- Grade 1

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<b>Unit 6: Family Life*</b>	<b>Pacing Guide:</b>	<b>Standards</b>
<p><b>Essential Questions</b></p> <ul style="list-style-type: none"> <li>● How can parents take care of their babies?</li> <li>● How can people show who they are?</li> <li>● What is a family?</li> <li>● How can I keep myself safe?</li> </ul>	<p><b>Enduring Understandings</b></p> <ul style="list-style-type: none"> <li>● I can list ways people and animals take care of their babies.</li> <li>● I can wear clothes that make me feel comfortable.</li> <li>● Families are all different but they all take care of each other.</li> <li>● I am in control of my own body.</li> </ul>	<p><b>Standards</b></p> <p>2.1.2.PP.1: Define reproduction.</p> <p>2.1.2.PP.2: Explain the ways in which parents may care for their offspring (e.g., animals, people, fish).</p> <p>2.1.2.SSH.1: Discuss how individuals make their own choices about how to express themselves.</p> <p>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.</p> <p>2.1.2.SSH.4: Determine the factors that contribute to healthy relationships within a family.</p> <p>2.3.2.PS.5: Define bodily autonomy and personal boundaries.</p> <p>2.3.2.PS.6: Demonstrate how to communicate personal boundaries and show respect for someone else’s personal boundaries including friends and family.</p> <p>2.3.2.PS.7: Identify behaviors that would be considered child abuse (e.g., emotional, physical, sexual).</p>
<p><b>Summative Assessment</b></p> <ul style="list-style-type: none"> <li>✓ SWBAT define reproduction by identifying how plants and animals can have babies that share similar traits, SWBAT list ways that animals take care of their babies 2.1.2.PP1, 2.1.2.PP2</li> <li>✓ SWBAT discuss their own interests and how they express themselves 2.1.2.SSH.1</li> <li>✓ SWBAT recall different kinds of families from various texts, SWBAT describe their own families and family traditions by creating a memory book, SWBAT explain how families take care of one another 2.1.2.SSH.3, 2.1.2.SSH.4</li> <li>✓ SWBAT demonstrate understanding of personal boundaries and possible child abuse 2.3.2.PS.5, 2.3.2.PS.6, 2.3.2.PS.7</li> </ul>		
<p><b>Formative Assessments</b></p> <ul style="list-style-type: none"> <li>● Teacher observation</li> <li>● Student behavior</li> <li>● Discussions</li> <li>● Exit tickets</li> </ul>		<p><b>Materials</b></p> <ul style="list-style-type: none"> <li>● Pictures or texts about animals and their offspring and how animals take care of their babies</li> <li>● Texts with unique main characters</li> <li>● Texts with examples of various family structures</li> </ul>



# WALDWICK SCHOOL DISTRICT

## Health Curriculum- Grade 1

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<p><b>Suggested Activities:</b></p> <ul style="list-style-type: none"> <li>● Lesson 1: <a href="#">Plants and animals can reproduce</a></li> <li>● Lesson 2: <a href="#">I am unique</a></li> <li>● Lesson 3: <a href="#">There are many different kinds of families</a></li> <li>● Lesson 4: <a href="#">Personal boundaries and abuse prevention</a></li> <li>● <a href="#">K-2 Health Education Activities</a></li> </ul>	<p><b>Differentiation for Diverse Learners</b></p>
	<p><i>Reinforcement:</i></p> <ul style="list-style-type: none"> <li>● Preview vocabulary with visuals, when possible</li> <li>● Give students a list of interests to choose from when trying to describe their personal interests</li> <li>● Give students the opportunity to work with a partner when appropriate</li> </ul>
	<p><i>Enrichment:</i></p> <ul style="list-style-type: none"> <li>● Have students plant seeds and log their growth, list what they need to survive</li> </ul>
<p><b>Suggested Materials</b></p> <ul style="list-style-type: none"> <li>● "Why Am I Me?" by Paige Britt, Sean Qualls, and Selina Alko</li> <li>● "The Magic School Bus: Plants Seeds- A Book About How Things Grow"</li> </ul>	<p><b>Suggested Websites</b></p> <ul style="list-style-type: none"> <li>● <a href="#">PBS Learning Media</a></li> <li>● <a href="#">Kids Health- Personal Health</a></li> <li>● <a href="#">Brainpop Jr</a></li> </ul>
<p><b>Interdisciplinary Connections</b></p> <ul style="list-style-type: none"> <li>➤ Language Arts: RL.K.1 With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).</li> <li>➤ SEL Competencies: Self-Management and Responsible Decision-Making</li> <li>➤ Career Readiness, Life Literacies, and Key Skills: 9.4.2.CT.2 Identify possible approaches and resources to execute a plan</li> <li>➤ Computer Science and Design Thinking: 8.1.2.CS.1 Select and operate computing devices that perform a variety of tasks accurately and quickly based on use needs and preferences</li> </ul>	