

Grade 1 Health and Physical Education

Focus Topic: Wellness

TSW = The Student Will

Objective(s)	NJCCCS Alignment	Essential Questions	Understandings	Suggested Assessment Activities
<ul style="list-style-type: none"> • TSW explain how making healthy choices and having healthy relationships contribute to wellness • TSW name and locate body organs and parts • TSW explain why some foods are healthier to eat than others • TSW explain what information can be found on food and product labels • TSW explain the difference between communicable and non-communicable diseases • TSW understand common symptoms of diseases and health conditions • TSW describe ways to prevent the spread of diseases • TSW practice simple first aid techniques by knowing personal information such as address and phone number • TSW use safe and appropriate behavior for use when interacting with strangers, acquaintances, and trusted adults 	<p>2.1.2.A</p> <p>2.1.2.B</p> <p>2.1.2.C</p> <p>2.1.2.C</p> <p>2.1.2.D</p> <p>2.1.2.D</p> <p>2.1.2.D</p> <p>2.1.2.E</p> <p>2.1.2.E</p>	<ul style="list-style-type: none"> - How can I achieve optimal wellness? - How do healthy foods impact our life? - How do diseases and health conditions impact our lives? - What does nutrition mean? - What are some important safety rules? - How can I keep my body safe? - What is conflict? - How can conflict be resolved? 	<ul style="list-style-type: none"> • Responsible health behaviors require critical thinking, decision-making, problem solving, and communication skills • Locating, using and evaluating health information and resources may promote wellness • Healthy choices contribute to wellness • Safety is essential to my own well being and the well-being of others • Developing healthy physical, mental and social habits involves making appropriate choices 	<p>Ongoing observation & questioning during class discussions and hands-on project work</p> <p>Peer review</p> <p>Performance tasks</p> <p>Create a Venn Diagram identifying their similarities and differences of diseases</p> <p>Plan and illustrate the quickest escape route from their bedroom out of the house</p>

<ul style="list-style-type: none"> • TSW identify warning labels found on medicines and household products 	2.1.2.E			
<ul style="list-style-type: none"> • TSW describe and demonstrate appropriate ways to express wants, needs, and emotions 	2.1.2.F			
<ul style="list-style-type: none"> • TSW demonstrate ways to deal with conflict 	2.1.2.F			
<p>Suggested Activities/Resources</p> <ul style="list-style-type: none"> • Label body tracings with unhealthy habits and healthy habits • Demonstrate proper hand washing technique • Play, “Doctor, Doctor”, where students identify the symptoms and must determine what is wrong with the character • Draw a picture of a person and create a story about why the person feels this way • Literature Connection: <u><i>Good Enough to Eat: A Kid's Guide to Food and Nutrition</i></u> (Lizzy Rockwell), <u><i>Little Critter: Good for Me and You</i></u> (Mercer Mayer) <u><i>Why Should I Eat Well?</i></u> (Mike Gordon) 				

Grade 1 (Wellness) continued

Grade 1 Health and Physical Education

Focus Topic: Integrated Skills

TSW = The Student Will

Objective(s)	NJCCCS Alignment	Essential Questions	Understandings	Suggested Assessment Activities
<ul style="list-style-type: none"> • TSW express ideas and opinions about wellness issues • TSW demonstrate effective communication and listening skills • TSW explain the steps to making an effective health decision • TSW discuss how parents, peers, and the media influence health decisions • TSW develop a wellness goal and explain why setting a goal is important • TSW explain that a person’s character and values are reflected in the way the person thinks • TSW motivate group members to work together and provide constructive feedback • TSW explain when and how to seek help when feeling ill, scared, sad, lonely, or bullied 	<p>2.2.2.A</p> <p>2.2.2.A</p> <p>2.2.2.B</p> <p>2.2.2.B</p> <p>2.2.2.C</p> <p>2.2.2.D</p> <p>2.2.2.E</p> <p>2.2.2.F</p>	<ul style="list-style-type: none"> - Why is communication important? - Why is it important to be tolerant of other’s ideas and opinions? - What is a wellness goal? - In what ways do we deal with our feelings? - When should a person be a leader and when should they be a follower? 	<ul style="list-style-type: none"> • People are entitled to have ideas and opinions • Health decisions are influenced • A person’s character and values are reflective of that individual 	<p>Ongoing observation & questioning during class discussions and hands-on project work</p> <p>Peer review</p> <p>Performance tasks</p> <p>Create a group list of solutions to childhood obesity</p>

Suggested Activities/Resources

- Discuss and/or preview various health related commercials. Have students identify what the ad was intending to sell and its accuracy.
Variations: ads from newspapers and magazines
- Illustrate directions for a common health practice (i.e. washing hands, brushing teeth, fastening seat belt, flossing teeth, wearing bike helmet, etc.)
- Literature Connection: *Hands are not for Hitting* (Martin Agassi), *Friends* (Helme Heine), *Let's Be Enemies* (Janice May Udry), *Why Should I Listen?* (Mike Gordan), *Howard B. Wigglebottom Learns to Listen* (Howard Binkow)

Grade 1 (Integrated Skills) continued

Grade 1 Health and Physical Education

Focus Topic: Drugs and Medicine

TSW = The Student Will

Objective(s)	NJCCCS Alignment	Essential Questions	Understandings	Suggested Assessment Activities
<ul style="list-style-type: none"> • TSW identify different kinds of medicines • TSW understand that medicines can be helpful or harmful • TSW give examples of harmful and/or illegal drugs • TSW understand and explain that tobacco use contributes to lung diseases and fires • TSW discuss how tobacco smoke impacts the environment and the health of nonsmokers • TSW identify substances that should never be consumed or inhaled • TSW explain that some people cannot control their use of alcohol, tobacco, and other drugs 	<p>2.3.2.A</p> <p>2.3.2.A</p> <p>2.3.2.B</p> <p>2.3.2.B</p> <p>2.3.2.B</p> <p>2.3.2.B</p> <p>2.3.2.C</p>	<ul style="list-style-type: none"> - How do we determine if a medicine is helpful or harmful? - How does tobacco smoke impact the environment and the health of others? - What is addiction? 	<ul style="list-style-type: none"> • Certain drugs have harmful effects on the mind and body • Tobacco smoke effects the environment and the health of others • Alcohol, tobacco, and some drugs are addictive 	<p>Ongoing observation & questioning during class discussions and hands-on project work</p> <p>Peer review</p> <p>Performance tasks</p>
<p>Suggested Activities/Resources</p> <ul style="list-style-type: none"> • Discuss and illustrate the difference between Over the Counter, Prescription, and Illegal drugs • Showcase empty containers of common household substances/medicines. Categorize each as “healthful” or “harmful” • Literature Connection: <i>Fill a Bucket</i> (Carol McCloud), <i>The Boo Boo Book</i> (Joy Masoff) 				

Grade 1 Health and Physical Education

Focus Topic: Human Relationships and Sexuality

TSW = The Student Will

Objective(s)	NJCCCS Alignment	Essential Questions	Understandings	Suggested Assessment Activities
<ul style="list-style-type: none"> • TSW explain that families experiencing a change or crisis can get help if they need it • TSW explain that all family members have certain rights and responsibilities that contribute to the successful functioning of the family • TSW define friendship and explain that friends are important throughout life • TSW explain that human beings develop inside their birth mother, are helpless when born, and must be fed, clothed, and nurtured 	<p>2.4.2.A</p> <p>2.4.2.A</p> <p>2.4.2.A</p> <p>2.4.2.C</p>	<ul style="list-style-type: none"> - What are different kinds of touches? - What type of help is available to families in need? - What is friendship? - What is a successful family? 	<ul style="list-style-type: none"> • Every person contributes to the family • We all belong to a family • Friendship is important in life 	<p>Ongoing observation & questioning during class discussions and hands-on project work</p> <p>Performance tasks</p> <p>Self assessment</p> <p>Illustrate ways people are the same and different with a Venn Diagram</p>
<p>Suggested Activities/Resources</p> <ul style="list-style-type: none"> • Create a family crest based on their family's heritage and tradition • Given character backgrounds, students will identify qualities of "Good Character" by indicating thumbs up or thumbs down • Photographic Time Line – develop a timeline of student life – discuss the physical, emotional, and social changes that have occurred over time • Literature Connection: <i>Incredible You!: 10 Ways to Let Your Greatness Shine Through</i> (Wayne W. Dyer) <i>Bear's New Friend</i> (Karma Wilson), <i>It's Not the Stork!: A Book About Girls, Boys, Babies, Bodies, Families, and Friends</i> (Robie H. Harris), <i>Parts</i> (Ted Arnold) 				

Grade 1 Health and Physical Education

Focus Topic: Motor Skill Development

TSW = The Student Will

Objective(s)	NJCCCS Alignment	Essential Questions	Understandings	Suggested Assessment Activities
<ul style="list-style-type: none"> • TSW perform movement skills in developmentally appropriate form 	2.5.2.A	- How can skill development impact physical activity?	<ul style="list-style-type: none"> • Responsible personal and social behavior are important to demonstrate in physical activity settings 	Ongoing observation & questioning during class discussions and hands-on project work
<ul style="list-style-type: none"> • TSW demonstrate smooth transitions between movement skills 	2.5.2.A	- How does practice and effort impact performance?		Self assessment
<ul style="list-style-type: none"> • TSW demonstrate weight transfer, balance, coordination 	2.5.2.A	- When is play competitive?	<ul style="list-style-type: none"> • Safety is an important part of physical education 	Peer review
<ul style="list-style-type: none"> • TSW modify and adapt movement skills in relation to body parts 	2.5.2.A	- Why is sportsmanship important?	<ul style="list-style-type: none"> • Attitude affects performance 	Skills Checklist
<ul style="list-style-type: none"> • TSW apply a learned skill to another movement setting 	2.5.2.A		<ul style="list-style-type: none"> • Sportsmanship affects both competitive and cooperative play 	
<ul style="list-style-type: none"> • TSW distinguish between personal and general space 	2.5.2.B			
<ul style="list-style-type: none"> • TSW discuss the importance of proper body mechanics 	2.5.2.B			
<ul style="list-style-type: none"> • TSW explain the fundamental principles of force, motion, and center of gravity as applied to a physical activity 	2.5.2.B			
<ul style="list-style-type: none"> • TSW differentiate between competitive and cooperative play 	2.5.2.C			

<ul style="list-style-type: none"> • TSW understand the characteristics of good sportsmanship 	2.5.2.D			
<ul style="list-style-type: none"> • TSW describe activity specific rules 	2.5.2.D			
<ul style="list-style-type: none"> • TSW describe the use of mental preparation strategies 	2.5.2.E			
<p>Suggested Activities/Resources</p> <ul style="list-style-type: none"> • Blast Off – while music plays, students move around the area (locomotor movement = walking, jogging, skipping). When music stops, squat into a “blastoff” position and begin to countdown 10 to 1. At the end of countdown, students jump high into the air (like a rocket blastoff) and yell “Blast Off”. Repeat. • To the Letter – post various pieces of card stock with letters or numbers throughout the area at chest height of students. Have students practice a chest pass (underhand or overhand) at each card. Students collect the cards that they successfully hit. • Literature Connection: <i>Nate the Great and the Stolen Base</i> (Marjorie Weinman Sharmat,) <i>Froggy's Day with Dad</i> (Jonathan London), <i>My Daddy Is a Pretzel</i> (Baron Baptiste) 				

Grade 1 (Motor Skill Development) continued

Grade 1 Health and Physical Education

Focus Topic: Fitness

TSW = The Student Will

Objective(s)	NJCCCS Alignment	Essential Questions	Understandings	Suggested Assessment Activities
<ul style="list-style-type: none"> • TSW discuss the physical, social, and emotional benefits of regular physical activity • TSW describe how body systems respond to vigorous exercise • TSW explain that participation in regular physical activity contributes to wellness • TSW understand the importance of physical activity • TSW engage in moderate to vigorous physical activity that develops fitness • TSW maintain continuous aerobic activity for a specified time period 	<p>2.6.2.A</p> <p>2.6.2.A</p> <p>2.6.2.B</p> <p>2.6.2.B</p> <p>2.6.2.C</p> <p>2.6.2.C</p>	<ul style="list-style-type: none"> - How does fitness effect health and well being? - How can fitness keep me healthy? - Am I physically fit? - What are good safety rules? 	<ul style="list-style-type: none"> • Personal fitness is important in order to lead a healthy lifestyle • Fitness is an important part of life • Participation in physical activity contributes to wellness 	<p>Ongoing observation & questioning during class discussions and hands-on project work</p> <p>Skills Checklist</p> <p>Performance tasks</p> <p>Self assessment</p>
<p>Suggested Activities/Resources</p> <ul style="list-style-type: none"> • Get Fit! – Create stations for each fitness component • Crossing the Stream - Use chalk to draw two lines to represent a stream. Vary the width, with banks nearly touching in some places, widening to no more than 4 feet. Mark the spots where children demonstrate the ability to jump across. Try running leaps. Try jumping with feet together. Have children yell something fun when they jump, such as, "Geronimo!" • Literature Connection: <i>The Busy Body Book: A Kid's Guide to Fitness</i> (Lizzy Rockwell), <i>Exercise</i> (Liz Gogerly), <i>Physical Fitness</i> (Alvin Silverstein), <i>Being Active</i> (Mari Schuh) 				