

**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"> <li>• TSW explain how making healthy choices and having healthy relationships contribute to wellness</li> <li>• TSW name and locate body organs and parts</li> <li>• TSW explain why some foods are healthier to eat than others</li> <li>• TSW explain what information can be found on food and product labels</li> <li>• TSW explain the difference between communicable and non-communicable diseases</li> <li>• TSW understand common symptoms of diseases and health conditions</li> <li>• TSW describe ways to prevent the spread of diseases</li> <li>• TSW practice simple first aid techniques by knowing personal information such as address and phone number</li> <li>• TSW use safe and appropriate behavior for use when interacting with strangers, acquaintances, and trusted adults</li> </ul>	<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"> <li>- How can I achieve optimal wellness?</li> <li>- How do healthy foods impact our life?</li> <li>- How do diseases and health conditions impact our lives?</li> <li>- What does nutrition mean?</li> <li>- What are some important safety rules?</li> <li>- How can I keep my body safe?</li> <li>- What is conflict?</li> <li>- How can conflict be resolved?</li> </ul>	<ul style="list-style-type: none"> <li>• Responsible health behaviors require critical thinking, decision-making, problem solving, and communication skills</li> <li>• Locating, using and evaluating health information and resources may promote wellness</li> <li>• Healthy choices contribute to wellness</li> <li>• Safety is essential to my own well being and the well-being of others</li> <li>• Developing healthy physical, mental and social habits involves making appropriate choices</li> </ul>	<p>Ongoing observation &amp; 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"> <li>• TSW identify warning labels found on medicines and household products</li> </ul>	2.1.2.E			
<ul style="list-style-type: none"> <li>• TSW describe and demonstrate appropriate ways to express wants, needs, and emotions</li> </ul>	2.1.2.F			
<ul style="list-style-type: none"> <li>• TSW demonstrate ways to deal with conflict</li> </ul>	2.1.2.F			
<p><b>Suggested Activities/Resources</b></p> <ul style="list-style-type: none"> <li>• Label body tracings with unhealthy habits and healthy habits</li> <li>• Demonstrate proper hand washing technique</li> <li>• Play, "Doctor, Doctor", where students identify the symptoms and must determine what is wrong with the character</li> <li>• Draw a picture of a person and create a story about why the person feels this way</li> <li>• 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)</li> </ul>				

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"> <li>• TSW express ideas and opinions about wellness issues</li> <li>• TSW demonstrate effective communication and listening skills</li> <li>• TSW explain the steps to making an effective health decision</li> <li>• TSW discuss how parents, peers, and the media influence health decisions</li> <li>• TSW develop a wellness goal and explain why setting a goal is important</li> <li>• TSW explain that a person's character and values are reflected in the way the person thinks</li> <li>• TSW motivate group members to work together and provide constructive feedback</li> <li>• TSW explain when and how to seek help when feeling ill, scared, sad, lonely, or bullied</li> </ul>	<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"> <li>- Why is communication important?</li> <li>- Why is it important to be tolerant of other's ideas and opinions?</li> <li>- What is a wellness goal?</li> <li>- In what ways do we deal with our feelings?</li> <li>- When should a person be a leader and when should they be a follower?</li> </ul>	<ul style="list-style-type: none"> <li>• People are entitled to have ideas and opinions</li> <li>• Health decisions are influenced</li> <li>• A person's character and values are reflective of that individual</li> </ul>	<p>Ongoing observation &amp; 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"> <li>• TSW identify different kinds of medicines</li> <li>• TSW understand that medicines can be helpful or harmful</li> <li>• TSW give examples of harmful and/or illegal drugs</li> <li>• TSW understand and explain that tobacco use contributes to lung diseases and fires</li> <li>• TSW discuss how tobacco smoke impacts the environment and the health of nonsmokers</li> <li>• TSW identify substances that should never be consumed or inhaled</li> <li>• TSW explain that some people cannot control their use of alcohol, tobacco, and other drugs</li> </ul>	<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"> <li>- How do we determine if a medicine is helpful or harmful?</li> <li>- How does tobacco smoke impact the environment and the health of others?</li> <li>- What is addiction?</li> </ul>	<ul style="list-style-type: none"> <li>• Certain drugs have harmful effects on the mind and body</li> <li>• Tobacco smoke effects the environment and the health of others</li> <li>• Alcohol, tobacco, and some drugs are addictive</li> </ul>	<p>Ongoing observation &amp; questioning during class discussions and hands-on project work</p> <p>Peer review</p> <p>Performance tasks</p>
<p><b>Suggested Activities/Resources</b></p> <ul style="list-style-type: none"> <li>• Discuss and illustrate the difference between Over the Counter, Prescription, and Illegal drugs</li> <li>• Showcase empty containers of common household substances/medicines. Categorize each as “healthful” or “harmful”</li> <li>• Literature Connection: <i>Fill a Bucket</i> (Carol McCloud), <i>The Boo Boo Book</i> (Joy Masoff)</li> </ul>				

**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"> <li>• TSW explain that families experiencing a change or crisis can get help if they need it</li> <li>• TSW explain that all family members have certain rights and responsibilities that contribute to the successful functioning of the family</li> <li>• TSW define friendship and explain that friends are important throughout life</li> <li>• TSW explain that human beings develop inside their birth mother, are helpless when born, and must be fed, clothed, and nurtured</li> </ul>	<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"> <li>- What are different kinds of touches?</li> <li>- What type of help is available to families in need?</li> <li>- What is friendship?</li> <li>- What is a successful family?</li> </ul>	<ul style="list-style-type: none"> <li>• Every person contributes to the family</li> <li>• We all belong to a family</li> <li>• Friendship is important in life</li> </ul>	<p>Ongoing observation &amp; 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><b>Suggested Activities/Resources</b></p> <ul style="list-style-type: none"> <li>• Create a family crest based on their family's heritage and tradition</li> <li>• Given character backgrounds, students will identify qualities of "Good Character" by indicating thumbs up or thumbs down</li> <li>• Photographic Time Line – develop a timeline of student life – discuss the physical, emotional, and social changes that have occurred over time</li> <li>• 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)</li> </ul>				

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

<ul style="list-style-type: none"> <li>• TSW understand the characteristics of good sportsmanship</li> </ul>	2.5.2.D			
<ul style="list-style-type: none"> <li>• TSW describe activity specific rules</li> </ul>	2.5.2.D			
<ul style="list-style-type: none"> <li>• TSW describe the use of mental preparation strategies</li> </ul>	2.5.2.E			
<p><b>Suggested Activities/Resources</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• 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)</li> </ul>				

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"> <li>• TSW discuss the physical, social, and emotional benefits of regular physical activity</li> <li>• TSW describe how body systems respond to vigorous exercise</li> <li>• TSW explain that participation in regular physical activity contributes to wellness</li> <li>• TSW understand the importance of physical activity</li> <li>• TSW engage in moderate to vigorous physical activity that develops fitness</li> <li>• TSW maintain continuous aerobic activity for a specified time period</li> </ul>	<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"> <li>- How does fitness effect health and well being?</li> <li>- How can fitness keep me healthy?</li> <li>- Am I physically fit?</li> <li>- What are good safety rules?</li> </ul>	<ul style="list-style-type: none"> <li>• Personal fitness is important in order to lead a healthy lifestyle</li> <li>• Fitness is an important part of life</li> <li>• Participation in physical activity contributes to wellness</li> </ul>	<p>Ongoing observation &amp; questioning during class discussions and hands-on project work</p> <p>Skills Checklist</p> <p>Performance tasks</p> <p>Self assessment</p>
<p><b>Suggested Activities/Resources</b></p> <ul style="list-style-type: none"> <li>• Get Fit! – Create stations for each fitness component</li> <li>• 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!"</li> <li>• 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)</li> </ul>				