

Shrewsbury Borough School
Comprehensive Health and Physical Education in the 21st Century 2012
Health
Grade 1

Marking Period 1:	Marking Period 2:	Marking Period 3:	Marking Period 4:
<p><u>Drugs and Medicines</u></p> <p>Objectives:</p> <p>Identify different kinds of medicines.</p> <p>Explain that medicines can be helpful or harmful and that when used correctly, medicines can help keep people healthy.</p> <p>Discuss basic rules when taking medicines.</p> <p>Lessons, Activities, & Student Products:</p> <p>Pour colored liquid into a teaspoon. Then pour it into a tablespoon to show the difference in the size of each dose and the importance of following directions for measuring medicine.</p>	<p><u>Human Relationships and Sexuality</u></p> <p>Objectives:</p> <p>Identify different kinds of families and explain that families may differ for many reasons.</p> <p>Explain that all family members have certain rights and responsibilities that contribute to the successful functioning of the family.</p> <p>Explain that families experiencing a change or crisis can get help if they need it.</p> <p>Define friendship and explain that friends are important throughout life.</p> <p>Identify appropriate ways for children to show affection and caring.</p>	<p><u>Personal Growth and Development/Wellness</u></p> <p>Objectives:</p> <p>Define wellness and explain how making healthy choices and having healthy relationships contribute to wellness.</p> <p>Use correct terminology to identify body parts, and explain how body parts work together to support wellness.</p> <p>Lessons, Activities, & Student Products:</p> <p>“Path to Good Health” : Students demonstrate how much they know about staying healthy.</p> <p>Children trace their bodies on large white paper and label body parts and organs.</p>	<p><u>Integrated Skills/ Interpersonal Communication</u></p> <p>Objectives:</p> <p>Express needs, wants, and feelings in health-and safety-related situations.</p> <p>Lessons, Activities, & Student Products:</p> <p>Using a chart with two columns labeled Needs and Wants, students sort pictures of various items, placing them under one of the column headings.</p>

<p>Students work in pairs to act out situations in which they refuse to take someone else's medicines.</p> <p><u>Alcohol, Tobacco, and Drugs</u></p> <p>Objectives:</p> <p>Define "drug" and give examples of harmful and/or illegal drugs.</p> <p>Discuss how tobacco smoke impacts the environment and health of non-smokers.</p> <p>Discuss how alcohol use contributes to injuries such as falls and motor vehicle crashes.</p> <p>Lessons, Activities, & Student Products:</p> <p>Draw a "No Smoking" symbol and list reasons not to smoke.</p> <p>Use a word web naming harmful effects of alcohol.</p> <p>Make posters for Red Ribbon Week promoting a "Drug Free" life.</p>	<p>Lessons, Activities, & Student Products:</p> <p>Read and discuss, <u>Families are Alike and Different.</u></p> <p>Students will make a family tree and recognize relationships to the child.</p> <p>Trace hand and write how students can help each other and family members.</p> <p><u>Sexuality</u></p> <p>Objectives:</p> <p>Explain the physical differences and similarities of the genders.</p> <p>Lessons, Activities, & Student Products:</p> <p>Students create a Venn Diagram of themselves and a partner of the opposite gender comparing how they are alike and different.</p>	<p>"Using our Senses": Place mystery items into paper bags that are labeled "see", "touch", "smell", "hear". Students use the sense identified on the bag to attempt to identify the mystery item.</p> <p><u>Nutrition</u></p> <p>Objectives:</p> <p>Explain why some foods are healthier to eat than others.</p> <p>Sort foods according to food groups and food sources.</p> <p>Explain what information can be found on food and product labels.</p> <p>Lessons, Activities, & Student Products:</p> <p>Students cut out pictures of food from magazines and glue foods from similar groups onto paper plates to build a food pyramid on the classroom wall</p> <p>Provide children with three food packages with food labels. Write a number on each package showing the amount of fat in a serving.</p>	<p><u>Integrated Skills/Decision Making and Goal Setting</u></p> <p>Objectives:</p> <p>Explain what a decision is and why it is advantageous to think before acting.</p> <p>Determine ways that parents, peers, technology, culture, and the media influence health decisions.</p> <p>Select a personal health goal and explain why setting a goal is important.</p> <p>Lessons, Activities, & Student Products:</p> <p>Working in small groups, students create food advertisements for healthful foods.</p> <p>Children work with partners to plan a day of healthful activities. They draw and write to show their day and then assemble their work into a book.</p> <p>To learn how to set a healthy goal, fold a paper into four parts and list the steps to</p>
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<p><u>Dependency/Addiction and Treatment</u></p> <p>Objectives:</p> <p>Explain that some people cannot control their use of alcohol, tobacco, and other drugs.</p> <p>Explain that people who abuse alcohol, tobacco, and other drugs can get help.</p> <p>Lessons, Activities, & Student Products:</p> <p>Brainstorm a list of community helpers who might help people with their abuse. Create a chart with the names and phone numbers of these helpers.</p> <p>Make a chart of healthy activities children like to do. Explain that they couldn't do these if they were drinking alcohol or taking drugs.</p>	<p><u>Pregnancy and Parenting</u></p> <p>Objectives:</p> <p>Explain that human beings develop inside their birth mother, are helpless when born, and must be fed, clothed, and nurtured.</p> <p>Lessons, Activities & Student Products:</p> <p>Read and Discuss, <u>Animals Born Alive and Well</u> and relate to how children are born.</p> <p>Make a list of what babies need after they are born.</p> <p>Children bring in their own baby pictures and compare them to a present picture of themselves.</p> <p><u>Social and Emotional Health</u></p> <p>Objectives:</p> <p>Identify basic social and emotional needs of all people.</p> <p>Determine possible causes of conflicts between people and appropriate ways to prevent and resolve them.</p>	<p>Using the Food Pyramid: Students brainstorm the kinds of foods that can be eaten from each section of the pyramid.</p> <p><u>Diseases and Health Conditions</u></p> <p>Objectives:</p> <p>Summarize symptoms of common diseases and health conditions.</p> <p>Summarize strategies to prevent the spread of common diseases and health conditions.</p> <p>Determine how personal feelings can affect one's wellness.</p> <p>Lessons, Activities & Student Products:</p> <p>Students participate in a discussion with the school nurse regarding common communicable diseases, their symptoms, and ways to prevent their spread.</p> <p>Observe hand-washing video and respond using a worksheet from school nurse.</p>	<p>setting a goal. Name what you want to do, make a plan, keep track of what you do, and tell how you did it.</p> <p>Fishing for Goals: Students "fish" for healthful goals and brainstorm 3 ways to reach each goal.</p> <p><u>Integrated Skills/ Character Development</u></p> <p>Objectives:</p> <p>Explain the meaning of "character" and how it is reflected in the thoughts, feelings, and actions of oneself and others.</p> <p>Identify types of disabilities and demonstrate appropriate behavior when interacting with people with disabilities.</p> <p>Lessons, Activities, & Student Products:</p> <p>Students keep "good character" charts that are displayed in the classroom. Stickers can be awarded by the teacher or by a classmate along with a "praise" note.</p>
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	<p>Explain healthy ways of coping with common stressful situations experienced by children.</p> <p>Lessons, Activities, & Student Products:</p> <p>Looking through magazines, students cut out pictures of people who demonstrate feelings of happy, sad, and angry. Then sort them out onto an emotion chart.</p> <p>Children present a puppet show that depicts friends in conflict. Through discussion, the class brainstorms ways to resolve the conflict.</p>	<p>Create a “germ free” poster.</p>	<p>Periodically, students are asked to create greeting cards to “send” to a character praising him/her for their values.</p> <p><u>Integrated Skills/Advocacy and Service</u></p> <p>Objectives:</p> <p>Determine the benefits for oneself and others of participating in a class or school service activity.</p> <p>Lesson, Activities, & Student Products:</p> <p>Students role-play situations for solving problems showing the difference between a leader and a follower.</p> <p>Participate in a class or school activity that enhances self-esteem.</p> <p>Work together in groups and demonstrate what it would look like to work together, show constructive respect, share ideas and opinions, and provide positive feedback.</p>
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<p>Essential Questions:</p> <p>Why do people use and abuse alcohol, tobacco and other drugs despite warnings about the dangers to themselves and others?</p>	<p>Essential Questions:</p> <p>How does your family influence the adult you will become?</p> <p>How do you develop and sustain relationships over time?</p> <p>Why is it so hard to have healthy relationships?</p>	<p>Essential Questions:</p> <p>How are food choices influenced by culture and tradition?</p> <p>What role do family, peers, and the media have on food choices now and throughout life?</p> <p>Why is it so difficult to educate people about risky behaviors?</p> <p>Why do some people still engage in unsafe behaviors despite knowing the inherent risks and possible outcomes?</p>	<p>Essential Questions:</p> <p>Why is it so difficult for some people to access healthcare?</p> <p>How do you know when you need help?</p> <p>What's more important: prevention or cure?</p>
<p>Materials:</p> <p>MacMillan/McGraw Hill Health and Wellness Grade 1</p> <p>Tradebooks</p> <p>CD's/DVD's</p> <p>Teacher-Made Materials</p> <p>Posters</p> <p>Graphic Organizers</p> <p>School-to-Home Connection</p>	<p>Materials:</p> <p>MacMillan/McGraw Hill Health and Wellness Grade 1</p> <p>Tradebooks</p> <p>CD's/DVD's</p> <p>Teacher-Made Materials</p> <p>Posters</p> <p>Graphic Organizers</p> <p>School-to-Home Connection</p>	<p>Materials:</p> <p>MacMillan/McGraw Hill Health and Wellness Grade 1</p> <p>Tradebooks</p> <p>CD's/DVD's</p> <p>Teacher-Made Materials</p> <p>Posters</p> <p>Graphic Organizers</p> <p>School-to-Home Connection</p>	<p>Materials:</p> <p>MacMillan/McGraw Hill Health and Wellness Grade 1</p> <p>Tradebooks</p> <p>CD's/DVD's</p> <p>Teacher-Made Materials</p> <p>Posters</p> <p>Graphic Organizers</p> <p>School-to-Home Connection</p>

<p>Assessment:</p> <p>Teacher Observation</p> <p>Project Based Assessment</p> <p>Classroom Participation</p> <p>Cooperative Learning Groups</p> <p>Journals</p>	<p>Assessment:</p> <p>Teacher Observation</p> <p>Project Based Assessment</p> <p>Classroom Participation</p> <p>Cooperative Learning Groups</p> <p>Journals</p>	<p>Assessment:</p> <p>Teacher Observation</p> <p>Project Based Assessment</p> <p>Classroom Participation</p> <p>Cooperative Learning Groups</p> <p>Journals</p>	<p>Assessment:</p> <p>Teacher Observation</p> <p>Project Based Assessment</p> <p>Classroom Participation</p> <p>Cooperative Learning Groups</p> <p>Journals</p>
<p>NJCCCS:</p> <p><u>2.3: Drugs and Medicines: All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle.</u></p> <p>2.3.2.A: Medicines: Medicines come in a variety of forms (prescription medicines, over-the-counter medicines, medicinal supplements), are used for numerous reasons, and should be taken as directed in order to be safe and effective.</p> <p>2.3.2.A.1: Explain what medicines are and when some types of medicines are used.</p>	<p>NJCCCS:</p> <p><u>2.4: Human Relations and Sexuality: All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.</u></p> <p>2.4.2.A: Relationships: The family unit encompasses the diversity of family forms in contemporary society.</p> <p>2.4.2.A.1: Compare and contrast <u>different kinds of families</u> locally and globally.</p> <p>2.4.2.A.2: Distinguish the roles and responsibilities of different</p>	<p>NJCCCS:</p> <p><u>2.1: Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.</u></p> <p>2.1.2.A: Personal Growth and Development: Health-enhancing behaviors contribute to wellness.</p> <p>2.1.2.A.1: Explain what being “well” means and identify self-care practices that support wellness.</p> <p>2.1.2.A.2: Use correct terminology to identify body parts, and explain how body parts work together to support wellness.</p>	<p>NJCCCS:</p> <p><u>2.2: Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.</u></p> <p>2.2.2.A: Interpersonal Communication: Effective communication may be a determining factor in the outcome of health- and safety-related situations.</p> <p>2.2.2.A.1: Express needs, wants, and feelings in health- and safety-related situations.</p> <p>2.2.2.B: Decision-Making and Goal Setting: Effective decision-making skills foster healthier lifestyle choices.</p>

<p>2.3.2.A.2: Explain why medicines should be administered as directed.</p> <p>2.3.2.B: Alcohol, Tobacco, and Other Drugs: Use of drugs in unsafe ways is dangerous and harmful.</p> <p>2.3.2.B.1: Identify ways that drugs can be abused.</p> <p>2.3.2.B.2: Explain effects of tobacco use on personal hygiene, health, and safety.</p> <p>2.3.2.B.3: Explain why tobacco smoke is harmful to nonsmokers.</p> <p>2.3.2.B.4: Identify products that contain alcohol.</p> <p>2.3.2.B.5: List substances that should never be inhaled and explain why.</p> <p>2.3.2.C: Dependency/ Addiction and Treatment: Substance abuse is caused by a variety of factors. There are many ways to obtain help for treatment of alcohol, tobacco, and other substance abuse problems.</p>	<p>family members.</p> <p>2.4.2.A.3: Determine the factors that contribute to healthy relationships.</p> <p>2.4.2.B: Sexuality: Gender-specific similarities and differences exist between males and females.</p> <p>2.4.2.B.1: Compare and contrast the physical differences and similarities of the genders.</p> <p>2.4.2.C: Pregnancy and Parenting: The health of the birth mother impacts the development of the fetus.</p> <p>2.4.2.C.1: Explain the factors that contribute to a mother having a healthy baby.</p>	<p>2.1.2.B: Nutrition: Choosing a balanced variety of nutritious foods contributes to wellness.</p> <p>2.1.2.B.1: Explain why some foods are healthier to eat than others.</p> <p>2.1.2.B.2: Explain how foods in the food pyramid differ in nutritional content and value.</p> <p>2.1.2.B.3: Summarize information about food found on product labels.</p> <p>2.1.2.C: Diseases and Health Conditions: Knowledge about diseases and disease prevention promotes health-enhancing behaviors.</p> <p>2.1.2.C.1: Summarize symptoms of common diseases and health conditions.</p> <p>2.1.2.C.2: Summarize strategies to prevent the spread of common diseases and health conditions.</p> <p>2.1.2.C.3: Determine how personal feelings can affect one’s wellness.</p>	<p>2.2.2.B.1: Explain what a decision is and why it is advantageous to think before acting.</p> <p>2.2.2.B.2: Relate decision-making by self and others to one’s health.</p> <p>2.2.2.B.3: Determine ways parents, peers, technology, culture, and the media influence health decisions.</p> <p>2.2.2.B.4: Select a personal health goal and explain why setting a goal is important.</p> <p>2.2.2.C: Character Development: Character traits are often evident in behaviors exhibited by individuals when interacting with others.</p> <p>2.2.2.C.1: Explain the meaning of character and how it is reflected in the thoughts, feelings, and actions of oneself and others.</p> <p>2.2.2.C.2: Identify types of disabilities and demonstrate appropriate behavior when</p>
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<p>2.3.2.C.1: Recognize that some people may have difficulty controlling their use of alcohol, tobacco, and other drugs.</p> <p>2.3.2.C.2: Explain that people who abuse alcohol, tobacco, and other drugs can get help.</p>		<p>2.1.2.D: Safety: Using personal safety strategies reduces the number of injuries to self and others.</p> <p>2.1.2.D.1: Identify ways to prevent injuries at home, school, and in the community (e.g., fire safety, poison safety, accident prevention).</p> <p>2.1.2.D.2: Differentiate among the characteristics of strangers, acquaintances, and trusted adults and describe safe and appropriate behaviors/touches.</p> <p>2.1.2.D.3: Identify procedures associated with pedestrian, bicycle, and traffic safety.</p> <p>2.1.2.E: Social and Emotional Health: Many factors at home, school, and in the community impact social and emotional health.</p> <p>2.1.2.E.1: Identify basic social and emotional needs of all people.</p> <p>2.1.2.E.2: Determine possible causes of conflict between people and appropriate ways to prevent and resolve them.</p>	<p>interacting with people with disabilities.</p> <p>2.2.2.D: Advocacy and Service: Service projects provide an opportunity to have a positive impact on the lives of self and others.</p> <p>2.2.2.D.1: Determine the benefits for oneself and others of participating in a class or school service activity.</p> <p>2.2.2.E: Health Services and Information: Knowing how to locate health professionals in the home, at school, and in the community assists in addressing health emergencies and obtaining reliable information.</p> <p>2.2.2.E.1: Determine where to access home, school, and community health professionals.</p>
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		2.1.2.E.3: Explain healthy ways of coping with common stressful situations experienced by children	
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