

A Healthy, Active Lifestyle		
Content Area: 02 Comprehensive Health and Physical Education		
Course & Grade Level: 01 Grade 1		
Summary and Rationale		
The New Jersey Core Curriculum Content Standards for Health and Comprehensive Physical Education site the importance of health literacy for citizens in the 21 st century. There is a focus on the individual to take personal responsibility for his/her health by living an active, healthy lifestyle. As such, the goal of the curriculum is to foster a life-long commitment to healthy living by making informed choices about wellness, nutrition, social and emotional pressures, and fitness. Decisions one makes today impact current and future quality of life.		
Recommended Pacing		
8 days		
New Jersey Student Learning Standards for Health Education		
2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.		
CPI #2.1 A	Cumulative Progress Indicator (CPI) Strand A Personal Growth and Development	
2.1.2.A.1	Explain what being “well” means and identify self-care practices that support wellness.	
CPI #2.1.B	Cumulative Progress Indicator (CPI) Strand B Nutrition	
2.1.2.B.1	Explain why some foods are healthier to eat than others.	
2.1.2.B.2	Explain how foods on the food plate differ in nutritional content and value.	
CPI #2.1.C	Cumulative Progress Indicator (CPI) Strand C Diseases and Health Conditions	
2.1.2.C.1	Summarize symptoms of common diseases and health conditions. (1 st – Germs) **	
2.1.2.C.2	Summarize strategies to prevent the spread of common diseases and health conditions. **	
CPI #2.1.D	Cumulative Progress Indicator (CPI) Strand D Safety	
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).	
2.1.2.D.3	Identify procedures associated with pedestrian, bicycle, and traffic safety.	
2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle		
CPI #2.2.A	Cumulative Progress Indicator (CPI) Strand A Interpersonal Communication	
2.2.2.A.1	Express needs, wants, and feelings in health- and safety-related situations. (Safety is in first grade – Health 2 nd lessons 5/8?? Guidance)	
CPI #2.2.B	Cumulative Progress Indicator (CPI) Strand B Decision-Making and Goal-Setting (Gap)	

2.2.2.B.1	Explain what a decision is and why it is advantageous to think before acting.
2.2.2.B.2	Relate decision-making by self and others to one's health.
2.2.2.B.3	Determine ways parents, peers, technology, culture, and the media influence health decision.
2.2.2.B.4	Select a personal health goal and explain why setting a goal is important.
CPI #2.2.C	Cumulative Progress Indicator (CPI) Strand C Character Development
2.2.2.C.1	Explain the meaning of character and how it is reflected in the thoughts, feelings, and action of oneself and others.
2.2.2.C.2	Identify types of disabilities and demonstrate appropriate behavior when interacting with people with disabilities.
CPI #2.2.D	Cumulative Progress Indicator (CPI) Strand D Advocacy and Service (This is not met in health class, but it is in the standards)
2.2.2.D.1	Determine the benefits for oneself and others of participating in a class or school service activity.
CPI #2.2.E	Cumulative Progress Indicator (CPI) Strand E Health Services and Information
2.2.2.E.1	Determine where to access home, school and community health professionals. (Gap)
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.	
	Cumulative Progress Indicator (CPI) Strand B Alcohol, Tobacco and Other Drugs
2.3.2.B.2	Explain effects of tobacco use on personal hygiene, health, and safety.
2.3.2.B.3	Explain why tobacco smoke is harmful to nonsmokers.
2.4 Human Relationships 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.	
2.4.2.C.1	Explain the factors that contribute to a mother having a healthy baby.
Interdisciplinary Connections	
Standard #	Standard
W.2.8	Recall information from experiences or gather information from provided sources to answer a questions
SL.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood
SL.K.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.
Integration of Technology	
CPI#	Cumulative Progress Indicator (CPI)
8.1	All students will use digital tools to access, manage, evaluate and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge
New Jersey Student Learning Standards for 21st Century Life and Careers	
Career Ready Practices	
Standard #	Standard
CRP 1	Acts as a responsible and contributing citizen and employee
CRP 2	Apply appropriate academic and technical skills
CRP 3	Attend to personal health and financial well-being

CRP 4	Communicate clearly and effectively and with reason
CRP 5	Consider the environmental, social and economic impacts of decisions
9.2 Career Awareness, Exploration and Preparation	
Standard #	Standard
9.2.4.A.4	Explain why knowledge and skills acquired in elementary grades lay the foundation for future academic and career success.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> • Healthy habits benefit me and the people I meet in school and in my community. • My nutritional choices affect me today and in the future. • The ways I communicate with my family, friends, and others in the community are determining factors in the outcome of health and safety-related situations that I face. • When I practice personal safety strategies at home, in school, and in the community, I suffer fewer injuries. • Many common illnesses are caused by germs. • Good character can positively influence my health and the health of others. (guidance) • My small efforts to help others impact all of society. • There are many places where I can find health-related resources and people who can guide me. • Smoking negatively affects my health and the health of others. • The health of the birth mother impacts the development of the fetus. 	
Unit Essential Questions:	
<ul style="list-style-type: none"> • Do I make healthy choices? If not, how can I improve? • How do my safety and health habits influence the health of people around me? • How can I avoid harmful risks? • How can I prevent illnesses caused by germs? • How can I tell if the food I eat is healthy or not? • Can my small contributions really help my community and society? How? • How does my character influence my health? • Why is smoking unhealthy? • Why is a mother's health important? 	
Objectives:	
Children will know	
<ul style="list-style-type: none"> • Healthy habits and their connection to personal wellness and the wellness of others • The nutritional content of foods as they relate to healthy choices • Good personal hygiene practices that prevent the spread of germs. • Different food groups and the foods that belong to various categories • Self-care practices that support wellness, such as brushing and flossing teeth, washing hands, and wearing appropriate attire for weather or sports • Basic safety principals to prevent injuries at home, in school, and in the community • Personal and social benefits of participation in advocacy efforts for healthy living • The importance of good character • Impact of tobacco use on self and others • People in the school and community who can help you and others when necessary • The health of the birth mother impacts the health of the fetus 	
Children will be able to	

- Identify healthy habits and explain the benefits they and the people around them will experience
- Categorize foods for nutritional value and health and use this information when making food choices
- Participate in an activity where they make decisions based on scenarios they might encounter with friends, family, and in the community
- Practice good personal hygiene
- Volunteer for a service activity in school or in the community
- Exhibit traits of good character in their daily interactions
- Explain the negative effects of tobacco
- Identify a variety of occupations of people who help others (doctors, policemen, fire fighters, postal workers, dentists, crossing guards, teachers, etc.)
- Make a digital poster with advice about nutrition and health-related decisions for women who may decide to have a baby

Evidence of Learning

Competencies for 21st Century Learners

Collaborative Team Member

Effective Communicator

Self-Directed Learner

Globally Aware, Active, & Responsible Student/Citizen

Resources

Core Text:

Suggested Resources: