

First Grade Comprehensive Health Curriculum Map 2022

Pacing Guide	Standard Code & Indicator	Sample Learning Activities	Sample Assessments	Additional Standards
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<p>August - November</p>	<p>2.1.2.PGD.1: Explore how activity helps all human bodies stay healthy.</p> <p>2.1.2.PGD. 2: Develop an awareness of healthy habits (e.g., wash hands, cough in arm, brush teeth).</p> <p>2.1.2.PGD.3: Explain what being “well” means and identify self-care practices that support wellness.</p> <p>2.1.2.PGD.4: Use correct terminology to identify body parts and explain how body parts work together to support wellness.</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>Draw a picture of you doing one of your favorite activities and write a sentence or explain how it helps you stay healthy.</p> <p>Discuss and demonstrate proper hand washing techniques and discuss reasons why it is important in disease prevention.</p> <p>Students draw a picture and write 2 sentences or discuss about a time when they made a healthy decision</p> <p>Use a diagram and have the students use proper terminology to identify and label the body parts.</p> <p>Provide the students with a worksheet that has a list of positive and negative character traits and have them cut them out. Using a graphic organizer, have the students paste the traits into the positive or negative side of the chart.</p> <p>Draw a picture and write 2 sentences/explain a chore you do at home. (Examples: feed pet, make bed, clean toys)</p> <p>Have students view “BrainPop” video on emotions. Have students</p>	<p>Formative Assessments: Teacher Observation Student Feedback Exit tickets Classwork/Homework Teacher/peer conferences Small group/large group discussions Small group work stations</p> <p>Summative Assessments: Quizzes Unit Test Project Written responses</p> <p>Benchmark Assessments: BOY Benchmark</p> <p>Alternative Assessments: Open book exams Take home exams Collaborative testing Student portfolios Performance Tests Retake option</p> <p>Accommodations and Modifications</p>	<p>Interdisciplinary Standard: L.1.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content.</p> <p>Technology Standard: 8.1.2.AP.4 Break down a task into a sequence of steps such as brushing teeth.</p>
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<p>December / March</p>	<p>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.</p> <p>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).</p> <p>2.3.2.HCDM.3: Explain strategies and develop skills to prevent the spread of communicable diseases and health conditions (e.g., Lyme disease, influenza, cardiovascular diseases).</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>2.1.2.CHSS.1: Identify community professionals and school personnel who address health emergencies and provide reliable health information to us.</p>	<p>Energy balance is the balance your body needs between energy coming in (from what you eat and drink) and energy going out (for the things you do). Using the worksheet below students can learn about intake of food and energy going out.</p> <p>https://kidshealth.org/classroom/prekto2/personal/nutrition/energy_balance.pdf</p> <p>Using the Skin: Shield Against Germ worksheet, students will label what an apple vs a skinned apple will look like after five consecutive days.</p> <p>https://classroom.kidshealth.org/classroom/prekto2/personal/hygiene/germs.pdf</p> <p>Play immunity bingo with the class. Use the following handout as a guide. https://classroom.kidshealth.org/classroom/prekto2/body/systems/immune_system .pdf</p> <p>Read article to class. https://kidshealth.org/en/kids/sorry.html Have students complete What Might Happen Next worksheet https://kidshealth.org/classroom/prekto2/personal/hygiene/germs.pdf</p>	<p>Formative Assessments: Teacher Observation Completed Graphic Organizers Exit tickets Classwork/Homework Teacher Conferences Whole group/small group work stations</p> <p>Summative Assessments: Test Quizzes Project Written responses</p> <p>Benchmarks:</p> <p>Alternative Assessments: Open book exams Take home exams Collaborative testing Student portfolios Performance Tests Retake option</p> <p>Accommodations and Modifications</p>	<p>Interdisciplinary Standard: 6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.</p> <p>Technology Standard: 8.1.2.AP.4 Break down a task into a sequence of steps such a steps to prevent the spread of illness.</p>
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<p>March - June</p>	<p>2.2.2.N.1: Explore different types of foods and food groups.</p> <p>2.2.2.N.2: Explain why some foods are healthier to eat than others.</p> <p>2.2.2.N.3: Differentiate between healthy and unhealthy eating habits.</p> <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.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>My food group sort. Provide the students with pictures of various foods, have them cut them out and use a graphic organizer to chart what food group each food is in.</p> <p>Have students draw two of their favorite home and school snacks, and then have the students see if their snacks are healthy or unhealthy. Additional activity:</p> <p>https://classroom.kidshealth.org/classroom/prekto2/personal/nutrition/healthy_snacking.pdf</p> <p>Using My Plate, have the students draw something they can have for lunch that fits in each food group https://classroom.kidshealth.org/classroom/prekto2/personal/nutrition/school_lunch_handout1.pdf</p> <p>Make a mini poster that shows the top three things people can do to stop the spread of colds or the flu. Using words, a drawing, or pictures cut out of magazines. https://kidshealth.org/classroom/prekto2/problems/conditions/colds_flu_handout2. Pdf</p>	<p>Formative Assessments: Teacher Observation Completed Graphic Organizers Exit tickets Classwork/Homework Teacher Conferences Small group/large group discussions and work stations Reading aloud</p> <p>Summative Assessments: Unit tests Quiz Written responses Quizzes</p> <p>Benchmark: EOY Benchmark</p> <p>Alternative Assessments: Open book exams Take home exams Collaborative testing Student portfolios Performance Tests Retake option</p> <p>Accommodations and Modifications</p>	<p>Interdisciplinary Standard: L.1.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content.</p> <p>Technology Standard: 8.1.2.AP.4 Break down a task into a sequence of steps such as healthy eating options.</p>
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Instructional/Supplemental Materials: Internet/YouTube/Pinterest, Paper/graphic organizer, Colored pencils/crayons, SmartBoard/Computer/projector, Pamphlets/posters, Kidshealth.org, Healthsmart Text Series

21st Century Standards: 9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

21st Century Skills: Collaboration, communication, information literacy, media literacy, technology literacy

Career Ready Practices: CRP1. Act as a responsible and contributing citizen and employee. CRP4. Communicate clearly and effectively and with reason.