



# Comprehensive Health and Physical Education Curriculum Grade 1

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**Wayne School District**  
**Grade 1 Comprehensive Health and Physical Education**

<b>Content Area/ Grade Level</b>	Grade 1 Health
<b>Unit Plan Title</b>	Unit 1 - Physical Well Being and Safety
<b>Time Frame</b>	Marking Period 1
<b>Anchor Standards/Domain</b>	
<p><b>NJSLS Comprehensive Health and Physical Education</b>            Personal Growth and Development (PGD)            Personal Safety (PS)            Community Health Services and Support (CHSS)</p> <p><b>WIDA ELD Standards</b>            Social and Instructional Language: ELD Standard 1</p>	
<b>Unit Summary</b>	
<p>Students will learn that many factors contribute to wellness, including safety, and effective communication. Students will practice strategies to keep themselves safe in a variety of situations. In addition, students will understand that there may be circumstances in which they should reach out to other individuals for help.</p>	
<b>Standard Number(s)</b>	
<p><u><a href="#">NJSLS Comprehensive Health and Physical Education</a></u></p> <p><b>Personal Growth and Development</b></p> <ul style="list-style-type: none"> <li>● 2.1.2.PGD.3: Explain what being “well” means and identify self-care practices that support wellness. (PE)</li> </ul> <p><b>Personal Safety</b></p> <ul style="list-style-type: none"> <li>● 2.3.2.PS.2: Discuss healthy and safe choices both indoors and outdoors (e.g., using equipment, wearing bike helmets, vehicle, water, weather safety). (T)</li> <li>● 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). (T)</li> <li>● 2.3.2.PS.4: Develop an awareness of warning symbols and their meaning (e.g., red light, stop sign, poison symbol). (T)</li> <li>● 2.3.2.PS.5: Define bodily autonomy and personal boundaries. (PE)</li> <li>● 2.3.2.PS.6: Demonstrate how to communicate personal boundaries and show respect for someone else’s personal boundaries including friends and family. (PE)</li> </ul> <p><b>Community Health Services and Support</b></p> <ul style="list-style-type: none"> <li>● 2.1.2.CHSS.4: Describe how climate change affects the health of individuals, plants and animals. (T)</li> </ul> <p><u><a href="#">WIDA Standards</a></u></p> <ul style="list-style-type: none"> <li>● English Language Development Standard 1: English language learners communicate for social and instructional purposes within the school setting.</li> </ul>	
<b>Essential Question(s)</b>	
<ul style="list-style-type: none"> <li>● What can I do to make sure that I am safe at home, school, and in the community?</li> <li>● Why are boundaries important?</li> </ul>	
<b>Enduring Understandings</b>	

- There are steps to take to minimize risks and stay safe.
- It is important to express individual needs, wants, and emotions to others in an appropriate manner.

### Student Learning Targets/Objectives (Students will know/Students will understand)

- The environment can impact personal health and safety in different ways.
- Potential hazards exist in personal space, in the school, in the community, and globally.
- I can protect myself from hazards in the environment.

### Assessments (Pre, Formative, Summative, Other)

*Denote required common assessments with an \**

Examples may include, but are not limited to the following:

- *Formative:* Teacher observation during the opening discussion and throughout the lesson, student/teacher conference, student demonstration during activities
- *Summative:* Students' responses on exit tickets and contributions to the closing discussion
- *Benchmark:* Student application of learned skills
- *Alternative:* Options may include additional teacher created assessments/activities, and/or allowing students to use technology to demonstrate understanding of concepts

### Teaching and Learning Activities

<p><i>Activities</i></p>	<p><b>Teacher Activities</b></p> <ul style="list-style-type: none"> <li>● <a href="#">Being Safe Template (applicable for any sub-lesson)</a></li> <li>● <a href="#">Wayne Police Department</a> (call to schedule school visit)</li> <li>● <a href="#">Wayne Fire Department</a> (call to schedule school visit)</li> <li>● <a href="#">BrainPop Jr. Safety Signs</a></li> <li>● <a href="#">Effect of Climate Change on Animals</a></li> <li>● <a href="#">Effect of Climate Change on Rainforest</a></li> </ul> <p><b>PE Activities</b></p> <ul style="list-style-type: none"> <li>● <a href="#">Grade 1 Wellness Unit</a></li> </ul>
<p><i>Differentiation Strategies</i></p>	<p>Strategy and flexible groups based on formative assessment or student choice</p> <p>One:One conferring with teacher</p> <p>Choice of narrative or persuasive text composition</p> <p>Differentiated checklists and rubrics (if appropriate)</p> <p>Student selected goals for writing</p> <p>Level of independence</p> <p>Craft additional leads and endings for mentor texts</p> <p>Consult mentor texts to support writing</p> <p>ELL Supports and Extension activities are included with each lesson</p> <p><a href="#">Differentiated Strategies for Special Education Students</a></p> <p><a href="#">Differentiation Strategies for Gifted and Talented Students</a></p> <p><a href="#">Differentiation Strategies for ELL Students</a></p> <p><a href="#">Differentiation Strategies for At Risk Students</a></p> <p><a href="#">Differentiation Strategies for Students with a 504</a></p>

**Wayne School District**  
**Grade 1 Comprehensive Health and Physical Education**

<b>Content Area/ Grade Level</b>	Grade 1 Health
<b>Unit Plan Title</b>	Unit 2: Character and Getting Along With Others
<b>Time Frame</b>	Marking Period 2

**Anchor Standards/Domain**

**NJSLS Comprehensive Health and Physical Education**  
Community Health Services and Support (CHSS)  
Emotional Health (EH)  
Social and Sexual Health (SSH)

**WIDA ELD Standards**  
Social and Instructional Language: ELD Standard 1

**Unit Summary**

Students will learn the meaning of character and will examine the impact words and actions can have on others. They will learn about healthy relationships and the ability to communicate effectively and respectfully.

**Standard Number(s)**

[NJSLS Comprehensive Health and Physical Education](#)

**Emotional Health**

- 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. (C, T)

**Social and Sexual Health**

- 2.1.2.SSH.5: Identify basic social needs of all people. (T, C)
- 2.1.2.SSH.6: Determine the factors that contribute to healthy relationships. (T, C)
- 2.1.2.SSH.7: Explain healthy ways for friends to express feelings for and to one another. (T, C)
- 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). (C, T)
- 2.1.2.SSH.9: Define bullying and teasing and explain why they are wrong and harmful. (C, T)

**Community Health Services and Support**

- 2.1.2.CHSS.6: Identify individuals who can assist with expressing one's feelings (e.g., family members, teachers, counselors, medical professionals). (C, T)

[WIDA Standards](#)

- English Language Development Standard 1: English language learners communicate for social and instructional purposes within the school setting.

**Essential Question(s)**

- How do people appropriately express different needs, wants, and emotions?
- How can you prevent and resolve conflict with others?

## Enduring Understandings

- It is important to express individual needs, wants, and emotions to others
- Speaking and listening are both essential aspects of communication
- Good decision making requires thought prior to action.

## Student Learning Targets/Objectives (Students will know/Students will understand)

- Every individual has unique skills and qualities.
- People have relationships with others in the local community and beyond.
- Communication is the basis for strengthening relationships and resolving conflict between people.
- Conflicts between people occur, and there are effective ways to resolve them.

## Assessments (Pre, Formative, Summative, Other)

*Denote required common assessments with an \**

Examples may include, but are not limited to the following:

- *Formative:* Teacher observation during the opening discussion and throughout the lesson, student/teacher conference, student demonstration during activities
- *Summative:* Students' responses on exit tickets and contributions to the closing discussion
- *Benchmark:* Student application of learned skills
- *Alternative:* Options may include additional teacher created assessments/activities, and/or allowing students to use technology to demonstrate understanding of concepts

## Teaching and Learning Activities

*Activities*

### Teacher Activities

- [Being a Good Friend](#)
- [Being Kind to Others](#)
- [Be Honest](#)
- [Friendship and Respect Stories and Videos](#)
- [Naming Your Emotions](#)
- [Finding Solutions](#)

### Counselor Activities

- Character Traits [Lesson](#)
- I-message [Lesson](#)
- Bullying [Lesson](#)
- Getting Along [Lesson](#)

*Differentiation Strategies*

Strategy and flexible groups based on formative assessment or student choice

One:One conferring with teacher

Choice of narrative or persuasive text composition

Differentiated checklists and rubrics (if appropriate)

Student selected goals for writing

Level of independence

Craft additional leads and endings for mentor texts

Consult mentor texts to support writing

ELL Supports and Extension activities are included with each lesson

[Differentiated Strategies for Special Education Students](#)

[Differentiation Strategies for Gifted and Talented Students](#)

[Differentiation Strategies for ELL Students](#)

[Differentiation Strategies for At Risk Students](#)

[Differentiation Strategies for Students with a 504](#)

**Wayne School District**  
**Grade 1 Comprehensive Health and Physical Education**

<b>Content Area/ Grade Level</b>	Grade 1 Health
<b>Unit Plan Title</b>	Unit 3: Diseases, Nutrition
<b>Time Frame</b>	Marking Period 3
<b>Anchor Standards/Domain</b>	
<p><b>NJSLS Comprehensive Health and Physical Education</b>            Health Conditions, Diseases, Medicines (HCDM)            Nutrition (N)            Personal Growth and Development (PGD)</p> <p><b>WIDA ELD Standards</b>            Social and Instructional Language: ELD Standard 1</p>	
<b>Unit Summary</b>	
Students will understand that there are different diseases and how to best keep themselves healthy from diseases. The importance of nutrition, clean water, and an active lifestyle will be emphasized.	
<b>Standard Number(s)</b>	
<p><u><a href="#">NJSLS Comprehensive Health and Physical Education</a></u></p> <p><b>Health Conditions, Diseases, Medicines</b></p> <ul style="list-style-type: none"> <li>● 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. (PE)</li> <li>● 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). (N)</li> </ul> <p><b>Nutrition</b></p> <ul style="list-style-type: none"> <li>● 2.2.2.N.2: Explain why some foods are healthier to eat than others. (PE)</li> </ul> <p><b>Personal Growth and Development</b></p> <ul style="list-style-type: none"> <li>● 2.1.2.PGD.1: Explore how activity helps all human bodies stay healthy. Personal hygiene and self-help skills promote healthy habits. (N, PE)</li> </ul> <p><u><a href="#">WIDA Standards</a></u></p> <ul style="list-style-type: none"> <li>● English Language Development Standard 1: English language learners communicate for social and instructional purposes within the school setting.</li> </ul>	
<b>Essential Question(s)</b>	
<ul style="list-style-type: none"> <li>● What are the basic needs of humans?</li> <li>● What factors determine one’s health?</li> </ul>	
<b>Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>● People need a variety of factors (i.e.: food, water, air) in their environment to stay healthy.</li> <li>● Healthy eating is an important step toward good health.</li> <li>● Movement and activity help the human body stay healthy.</li> </ul>	

**Student Learning Targets/Objectives (Students will know/Students will understand)**

- Health-enhancing behaviors help a person avoid and reduce health risks and diseases.
- Nutrition, clean water, and other environmental factors can impact health and/or lead to disease.

**Assessments (Pre, Formative, Summative, Other)***Denote required common assessments with an \**

Examples may include, but are not limited to the following:

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- *Summative:* Students' responses on exit tickets and contributions to the closing discussion
- *Benchmark:* Student application of learned skills
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**Teaching and Learning Activities***Activities***PE Activities**

- [Hygiene and Nutrition unit](#)

**Nurse Activities**

- [Lyme Disease lesson](#)
- [Influenza](#)
- [Cardiovascular Disease](#)
- [The Importance of Daily Exercise for Kids](#)
- Brain pop Jr. - Exercise

*Differentiation Strategies*

Strategy and flexible groups based on formative assessment or student choice

One:One conferring with teacher

Choice of narrative or persuasive text composition

Differentiated checklists and rubrics (if appropriate)

Student selected goals for writing

Level of independence

Craft additional leads and endings for mentor texts

Consult mentor texts to support writing

ELL Supports and Extension activities are included with each lesson

[Differentiated Strategies for Special Education Students](#)[Differentiation Strategies for Gifted and Talented Students](#)[Differentiation Strategies for ELL Students](#)[Differentiation Strategies for At Risk Students](#)[Differentiation Strategies for Students with a 504](#)

**Wayne School District**  
**Grade 1 Comprehensive Health and Physical Education**

<b>Content Area/ Grade Level</b>	Grade 1 Health
<b>Unit Plan Title</b>	Unit 4: Family
<b>Time Frame</b>	May/June

**Anchor Standards/Domain**

**NJSLS Comprehensive Health and Physical Education**

Social Sexual Health (SSH)  
 Pregnancy and Parenting (PP)

**WIDA ELD Standards**

Social and Instructional Language: ELD Standard 1

**Unit Summary**

Students will learn that there are many different kinds of families who love and support each other and keep their children safe. Factors which contribute to healthy family relationships will be discussed.

**Standard Number(s)**

[NJSLS Comprehensive Health and Physical Education](#)

**Social Sexual Health**

- 2.1.2.SSH.3: Describe different kinds of families locally, nationally and globally and note similarities in the ways in which they keep their children safe. (T)
- 2.1.2.SSH.4: Determine the factors that contribute to healthy relationships within a family. (T)

**Pregnancy and Parenting**

- 2.1.2.PP.2: Explain the ways in which parents may care for their offspring (e.g., animals, people, fish) (T)

[WIDA Standards](#)

- English Language Development Standard 1: English language learners communicate for social and instructional purposes within the school setting.

**Essential Question(s)**

- What is a family?
- How do parents care for their young?
- What factors contribute to healthy family relationships?

**Enduring Understandings**

- Families exist in all communities and societies.
- Parents care for their young.
- Not all families are exactly alike.

**Student Learning Targets/Objectives (Students will know/Students will understand)**

- Families shape the way we think about our bodies, our health and our behaviors.
- Even different families have many commonalities.



**Assessments (Pre, Formative, Summative, Other)***Denote required common assessments with an \**

Examples may include, but are not limited to the following:

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**Teaching and Learning Activities**

<i>Activities</i>	<b>Teacher Activities</b> <ul style="list-style-type: none"> <li>● <a href="#">Families and Family Support Grade 1 2.2.2.SSH.3</a> <b>NOTE: Remember to check for any student opt outs before teaching this lesson.</b></li> <li>● <a href="#">PBS Kids Talk About Relationships</a></li> <li>● <a href="#">Help From Your Family</a></li> <li>● <a href="#">You Can Help Your Family</a></li> <li>● <a href="#">Listening is Important</a></li> </ul>
<i>Differentiation Strategies</i>	<p>Strategy and flexible groups based on formative assessment or student choice</p> <p>One:One conferring with teacher</p> <p>Choice of narrative or persuasive text composition</p> <p>Differentiated checklists and rubrics (if appropriate)</p> <p>Student selected goals for writing</p> <p>Level of independence</p> <p>Craft additional leads and endings for mentor texts</p> <p>Consult mentor texts to support writing</p> <p>ELL Supports and Extension activities are included with each lesson</p> <p><a href="#">Differentiated Strategies for Special Education Students</a></p> <p><a href="#">Differentiation Strategies for Gifted and Talented Students</a></p> <p><a href="#">Differentiation Strategies for ELL Students</a></p> <p><a href="#">Differentiation Strategies for At Risk Students</a></p> <p><a href="#">Differentiation Strategies for Students with a 504</a></p>

**Wayne School District**  
**Grade 1 Comprehensive Health and Physical Education**

<b>Content Area/ Grade Level</b>	Grade 1 Physical Education
<b>Unit Plan Title</b>	<a href="#">Physical Education K-2</a> (click for details)
<b>Time Frame</b>	Throughout the School Year
<b>Anchor Standards/Domain</b>	
<b>NJSLS Comprehensive Health and Physical Education</b> Personal Growth and Development (PGD) Movement Skills and Concepts: (MSC) Physical Fitness (PF) Lifelong Fitness (LF)	
<b>WIDA ELD Standards</b> Social and Instructional Language: ELD Standard 1	
<b>Unit Summary</b>	
Students will learn the importance of living a healthy, active lifestyle. The primary goal is for students to develop an understanding of concepts and skills that promote and influence healthy behaviors. Throughout the physical education units, students will plan and implement healthy fitness habits. Emphasis will be placed on the benefits of an active body and mind and students will recognize the consequences of a sedentary lifestyle. Also included are the topics of sportsmanship, safety, and self-control.	
<b>Standard Number(s)</b>	
See Attached: <a href="#">Physical Education K-2</a>	
<b>Enduring Understandings</b>	
<ul style="list-style-type: none"><li>● Personal Growth and Development are lifelong processes.</li><li>● The body moves in a variety ways and movement is important.</li><li>● Fitness activities can be performed at many levels, which will impact how efficiently the body functions.</li><li>● Lifelong Fitness requires making fitness a part of a person’s daily life.</li></ul>	