



Department of Health and Physical Education

Health Curriculum Grade 1

September 2021

Developed By: Summer Smith, Janine Loconsolo

Effective Date: September 2021

Health Education is an integral part of the total education of every child from kindergarten through grade 12. Health Education instruction provides a positive impact that can help students achieve in all curricular areas. Through this curriculum, students will focus on wellness, decision-making and refusal skills, as well as, participate in alcohol, tobacco and drug education.

The health education curriculum, written to the New Jersey Student Learning Standards, addresses various components of health education instruction that build from year to year. Each curricular unit includes interdisciplinary and technology connections to bridge learning in various content areas. While some of the skills are repeated at various grade levels, the content grows and addresses the students' needs at each level.

Grade 1

Scope and Sequence

	Competent Kids Caring Communities (CKCC)	Health Unit
September	Unit 1: Basics for a Good School Year 1. The Garden 2. Welcoming the Garden Friends 3. Paying Attention and Listening 4. The Problem-Solving Plan: Firefly Lights Up	
October	5. My Feelings Unit 2: Organization and Study Skills 6. Setting Goals and Getting Organized 7. Using Our Strategies to Get and Stay Organized 8. Let's Study Using Firefly's 3-Step Plan	Unit 5: Safety Lesson 1: Playing Safe Lesson 2: Knowing Who to Trust Lesson 3: Calling for Help Lesson 4: Fire Risks
November	9. Study Skills Supply Success Unit 3: Making Friends, Resolving Conflict 10. Making Friends 11. Becoming a People Magnet 12. Feeling Left Out	Unit 1: Life Skills Lesson 1: Self Image Lesson 2: Communication Lesson 3: Making Good Decisions
December	13. Resolving Conflict: Sir Snake's Get Along Plan Unit 4: We Are Unique, Celebrating Differences 14. We Are Unique 15. Our Differences Make Us Unique 16. Celebrating Differences: Multicultural Holidays	Unit 2: Conflict Resolution Lesson 1: Feeling Different is OK Lesson 2: Our Names Are Special Lesson 3: Be Nice to Others Lesson 4: Grandparents Are Special
January	Unit 5: Tolerance, Kindness, Cooperation 17. Bright Ideas for the New Year 18. Tolerance and Acceptance: Fair and Unfair 19. Kind Words and Deeds Make Good Feelings 20. Teamwork: Working Together	
February	Unit 6: Managing Our Feelings 21. Relaxation: I Can Calm Down 22. Relaxation: Releasing Tension	
March	23. We All Get Angry 24. Stop and Think Before You Act 25. Self Talk Unit 7: Bullying and Teasing 26. A Bully in the Garden	Unit 6: Fitness Lesson 1: Getting Physical Lesson 2: Get Ready for Physical Activity Lesson 3: Regular Physical Activity
April	27. Stop the Teasing 28. Hands Are Not for Hitting Unit 8: Good Citizenship 29. Following the Rules	Unit 3: Nutrition Lesson 1: Variety Lesson 2: Oils and Empty Calorie Foods Lesson 3: Healthy Foods in Healthy Amounts Lesson 4: A Healthy Breakfast
May	30. Telling the Truth 31. Taking What Isn't Yours 32. A Litterbug in the Garden	Unit 4: Substance Abuse Prevention Lesson 1: Do Not Touch Lesson 2: Habits Lesson 3: Smoking is Harmful Lesson 4: Secondhand Smoke
June	Unit 9: Garden Memories 33. Our CKCC Garden Memories 34. Competent Kids Treasures 35. The Garden Memory Book	

Healthy Habits

The following standards are embedded into daily routines throughout the year:

Standard	Example
2.1.2.PGD. 2: Develop an awareness of healthy habits (e.g., wash hands, cough in arm, brush teeth).	Practice and discuss washing hands before snack or lunch. Coughing and sneaking in arms or tissues when it occurs in the classroom.
2.3.2.PS.5: Define bodily autonomy and personal boundaries	Personal space during rug time, walking in line, sitting at the lunch table.
2.3.2.PS.6: Demonstrate how to communicate personal boundaries and show respect for someone else's personal boundaries including friends and family	Discuss at the beginning of the year in tandem with the standard above.
2.1.2.SSH.5: Identify basic social needs of all people.	Cover throughout the year in discussing friendships, emotions, etc.
2.1.2.PGD.3: Explain what being "well" means and identify self-care practices that support wellness.	Cover throughout the year when discussing handwashing, eating right at snack and lunch, playing outside for recess.

September

CKCC Unit 1: (Lessons 1-4)	
Basics for a Good School Year	
Summary and Rationale	
<p>In this unit, students will begin their CKCC journey by meeting garden friends. They learn about each garden friends' unique talents, strengths and weaknesses. They will also be introduced to themes that will repeat in different ways through the course of the year such as, problem solving, paying attention, and understanding feelings.</p>	
Recommended Pacing	
4 weeks	
Standards	
Emotional Health	
2.1.2.EH.3	Demonstrate self-control in a variety of settings
2.1.2.EH.4	Demonstrate strategies for managing one's own emotions, thoughts and behaviors
Interdisciplinary Connections	
Standard x.x	
SL.1.1	Participate in collaborative conversations with diverse partners about Grade 1 topics and texts with peers and adults in small and large groups
R.1.4	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
SL.1.2	Ask and answer questions about key details in text read alouds or information presented orally or through other media.
Integration of Technology	
Instructional Focus	
Enduring Understandings:	Essential Questions:

<p>A caring classroom will help students learn and grow</p> <p>We can learn a lot about ourselves through observing other people/character.</p> <p>The ability to pay attention is one of the most important skills that students can have at school.</p> <p>Brainstorming helps people identify ways to solve a problem.</p>	<p>What does a garden look like?</p> <p>How would you describe our Garden Friends?</p> <p>How do you pay attention?</p> <p>Why is it important to pay attention?</p> <p>How can you solve problems?</p>
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Evidence of Learning (Assessments)

Demonstrations
 Observations
 Bringing CKCC Home Weekly Activity

Objectives (SLO)

<p>Students will know:</p> <ul style="list-style-type: none"> ● The features of a garden ● Who the garden friends are ● How to show they are listening ● The importance of listening ● How to use the ABCD Problem-Solving plan 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Identify the features of a fall garden ● Create their own fall garden ● Identify and describe the Garden Friends and begin to learn about them ● Discuss how they (the students) felt on the first day of school ● State that listening is an action that involves the ears, eyes, and the entire body ● Describe the importance of listening and paying attention ● Focus their attention on the speaker when they hear “one, two, three. Please look at me.” ● Discuss and use the ABCD Problem-Solving Plan ● Practice using brainstorming to solve a problem
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Suggested Resources/Technology Tools

[Healthy Lifestyle Choices \(HLC\) Resource- Grade 1](#)
[Competent Kids, Caring Communities Resource](#)

Modifications

Special Education
 -Additional time on responses and work

- Preferential Seating
- Minimize Distractions
- Small groups
- Break down materials
- Provide visual instructions
- Note taking assistance
- Differentiate instructions

ELL

- Allow more time for processing
- Simplify directions
- Have students repeat back what they heard
- Use more visual supports
- Spend additional time on vocabulary words
- Add movement and/or pantomime to the instruction

Gifted and Talented

- Higher level thinking questions
- Varied resources

504

- Additional time on responses and work
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Career Readiness, Life Literacies, and Key Skills NJSLs

Please select all standards that apply to this unit of study:

- Act as a responsible and contributing community member and employee.
- Consider the environmental , social, and economic impacts and decisions
- Demonstrate creativity and innovation
- Utilize critical thinking to make sense of problems and persevere in solving them
- Model integrity, ethical leadership and effective management

Suggestions on integrating these standards can be found at: <http://www.state.nj.us/education/cccs/2014/career/9.pdf>

September

Health- No HLC Unit for September

October

CKCC Unit 2 (Lessons 5-8)

Organization and Study Skills

Summary and Rationale

In this unit, you will begin by finishing off Unit 1 with lesson 5. Then you will dive into Unit 2 where students will review study and organizational skills from Kindergarten, along with learning new ones as well. In this unit students will learn the importance of organizing their belongings and time. They will also review a studying process that will include how to plan for studying, implementing one's plan, assess how they are doing and modify as needed. The most important lesson in this unit is that no matter how smart you are there is no substitute for practice, persistence and grit!

Recommended Pacing

4 Weeks

Standards

Emotional Health

2.1.2.EH.2	Identify what it means to be responsible and list personal responsibilities
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Interdisciplinary Connections

Standard x.x

SL.1.1	Participate in collaborative conversations with diverse partners about Grade 1 topics and texts with peers and adults in small and large groups
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R.1.4	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
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SL.1.2	Ask and answer questions about key details in text read alouds or information presented orally or through other media.
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SL.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings
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W.1.5	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
W.1.7	Participate in shared research and writing projects
Instructional Focus	
Enduring Understandings:	Essential Questions:
<p>Setting goals is an important step toward getting organized</p> <p>Organization is a process that can involve a number of tools and strategies</p> <p>There are strategies we can employ to help with studying which can help with anxiety</p>	<p>What is a goal? How can we get and stay organized?</p> <p>What is studying? How do we study?</p>
Evidence of Learning (Assessments)	
<p>Demonstrations</p> <p>Observations</p> <p>Bringing CKCC Home Weekly Activity</p>	
Objectives (SLO)	
<p>Students will know:</p> <ul style="list-style-type: none"> ● What a goal is ● How to get and stay organized ● How to plan to study ● How to check if their studying plan is working 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Name some goals that they have for themselves ● Identify the behaviors that contribute to organization and success ● Engage in several organizational activities that combine thinking and action ● Define “color coding” and know how to use this tool ● Engage in an activity that is collaborative to identify ways to improve task performance ● Prepare a plan with the goal of studying something important ● Evaluate whether their studying plan is achieving the desired result
Suggested Resources/Technology Tools	
<p>Healthy Lifestyle Choices (HLC) Resource- Grade 1 Competent Kids, Caring Communities Resource</p>	

Modifications

Special Education

- Additional time on responses and work
- Preferential Seating
- Minimize Distractions
- Small groups
- Break down materials
- Provide visual instructions
- Note taking assistance
- Differentiate instructions

ELL

- Allow more time for processing
- Simplify directions
- Have students repeat back what they heard
- Use more visual supports
- Spend additional time on vocabulary words
- Add movement and/or pantomime to the instruction

Gifted and Talented

- Higher level thinking questions
- Varied resources

504

- Additional time on responses and work
- Preferential Seating
- Minimize Distractions
- Small groups
- Break down materials
- Provide visual instructions
- Note taking assistance
- Differentiate instructions

Career Readiness, Life Literacies, and Key Skills NJSL

Please select all standards that apply to this unit of study:

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- Consider the environmental , social, and economic impacts and decisions
- Demonstrate creativity and innovation
- Utilize critical thinking to make sense of problems and persevere in solving them

- ❑ Model integrity, ethical leadership and effective management

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October

Health- HLC Unit 5	
Safety	
Summary and Rationale	
<p>In this unit students will continue to explore safety at home, school, and play. Scenarios and safety practices will be explored. Students will identify practices such as 911; safety at play, and general safety inside and outside the home. Students will learn about the distinctions between medicine and candy.</p>	
Recommended Pacing	
4 Weeks	
Standards	
Personal Safety	
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).
2.3.2. PS.3:	Recognize and demonstrate safety strategies to prevent injuries at home, school, in the community
2.3.2.PS.8:	Identify trusted adults, including family members, caregivers, and school staff, that you can talk to about situations which may be uncomfortable or dangerous
Interdisciplinary Connections	
Standard x.x	
Integration of Technology	
Instructional Focus	
Enduring Understandings:	Essential Questions:

<p>Being consistently aware of the environment and taking safety precautions can reduce the risk of injury to oneself and others.</p> <p>Medicines must be used correctly in order to be safe and have the maximum benefit.</p>	<p>What is the difference between healthy and unhealthy risks? Why do we sometimes take risks that can cause harm to ourselves or others? Who can I trust?</p>
Evidence of Learning (Assessments)	
<p>Discussion Observation</p>	
Objectives (SLO)	
<p>Students will know:</p> <ul style="list-style-type: none"> ● How to dial 911 ● Steps on what to do when encountering a stranger ● Explain and demonstrate how to get out of a smoky room safely ● Identify how smoke can hurt the body ● Explain and demonstrate what to do if their clothing catches on fire ● Learn the importance of wearing a bike helmet 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Discuss how to prevent injury while at play ● Explain who a stranger is ● Explain what to do in a fire
Suggested Resources/Technology Tools	
<p>Healthy Lifestyle Choices (HLC) Resource- Grade 1</p> <p>Competent Kids, Caring Communities Resource</p> <p>Police/Fire Department Guidance Counselor www.brainpop.com www.kidshealth.org www.firepreventionweek.org http://kids.usa.gov/ It's Time to Call 911: What to Do in an Emergency by Penton Overseas</p>	
Modifications	
<p>Special Education -Additional time on responses and work</p>	

- Preferential Seating
- Minimize Distractions
- Small groups
- Break down materials
- Provide visual instructions
- Note taking assistance
- Differentiate instructions

ELL

- Allow more time for processing
- Simplify directions
- Have students repeat back what they heard
- Use more visual supports
- Spend additional time on vocabulary words
- Add movement and/or pantomime to the instruction

Gifted and Talented

- Higher level thinking questions
- Varied resources

504

- Additional time on responses and work
- Preferential Seating
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- Small groups
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- Differentiate instructions

Career Readiness, Life Literacies, and Key Skills NJSLs

Please select all standards that apply to this unit of study:

- Act as a responsible and contributing community member and employee.
- Consider the environmental , social, and economic impacts and decisions
- Demonstrate creativity and innovation
- Utilize critical thinking to make sense of problems and persevere in solving them
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November

CKCC Unit 3 (Lessons 9-12)

Making Friends, Resolving Conflict

Summary and Rationale

In this unit, students will finish up learning about study skills (Lesson 9) then dive into learning some important prosocial skills. In the first lesson, they will learn some practical ideas about how to approach new people and open doors to new friendships. In the second lesson, they will discover that they can become “people magnets” and pull others closer to them with their words and actions. In the third lesson, students will identify feelings associated with being left out, and they will use the ABCD Problem-Solving Plan to think of ways to help themselves and others when they feel left out. Finally, students will be introduced to Sir Snake, another Garden Friend, who will teach them a way to resolve disagreements and conflicts.

Recommended Pacing

4 Weeks

Standards

Emotional Health

2.1.2.EH.4:	Demonstrate strategies for managing one's own emotions, thoughts and behaviors

Social Health

2.1.2.SSH.6:	Determine the factors that contribute to healthy relationships.

Interdisciplinary Connections

Standard x.x

SL.1.1	Participate in collaborative conversations with diverse partners about Grade 1 topics and texts with peers and adults in small and large groups
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SL.1.2	Ask and answer questions about key details in text read alouds or information presented orally or through other media.
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Enduring Understandings:

Essential Questions:

<p>The ability to make friends is an important pro-social skill and can be learned.</p> <p>People can be like magnets, attracting or repelling others with their words and actions.</p> <p>All of us feel left out and lonely sometimes but we can use the ABCD Problem-Solving Plan to solve this.</p>	<p>How can we make friends? How do we attract or push away people like magnets? How can we help ourselves and others when feeling left out?</p>
<p>Evidence of Learning (Assessments)</p>	
<p>Demonstrations Observations Bringing CKCC Home Weekly Activity</p>	
<p>Objectives (SLO)</p>	
<p>Students will know:</p> <ul style="list-style-type: none"> ● What a friend is ● How to make new friends ● How to use the ABCD Problem-Solving Plan when feeling left out 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Discuss the nature of friendships and who might be your friend ● State steps they can follow to make new friends ● Give examples of how we can pull others close to us or push them away with our words and actions, like magnets ● Discuss how we choose to behave toward others affects how others behave toward us ● Identify feelings associated with being left out ● Use the ABCD Problem-Solving Plan to list and select ways to deal with being left out
<p style="text-align: center;">Suggested Resources/Technology Tools</p>	
<p>Healthy Lifestyle Choices (HLC) Resource- Grade 1</p> <p>Competent Kids, Caring Communities Resource</p>	
<p style="text-align: center;">Modifications</p>	
<p>Special Education</p> <ul style="list-style-type: none"> -Additional time on responses and work -Preferential Seating -Minimize Distractions -Small groups -Break down materials -Provide visual instructions 	

- Note taking assistance
- Differentiate instructions

ELL

- Allow more time for processing
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- Spend additional time on vocabulary words
- Add movement and/or pantomime to the instruction

Gifted and Talented

- Higher level thinking questions
- Varied resources

504

- Additional time on responses and work
- Preferential Seating
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- Provide visual instructions
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- Differentiate instructions

Career Readiness, Life Literacies, and Key Skills NJSLS

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- Demonstrate creativity and innovation
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November

Health HLC Unit 1	
Life Skills	
Summary and Rationale	
<p>In this unit, students will discuss what it means to be unique and how they themselves are unique. They will understand that celebrating what makes them special is important because it provides a positive self image. They will also continue to practice speaking and listening skills. In addition, they will learn about decision making and that there are health and unhealthy decisions and there are consequences to both.</p>	
Recommended Pacing	
3 Weeks	
Standards	
Emotional Health	
2.1.2.EH.2	Identify what it means to be responsible and list personal responsibilities
Social and Sexual Health	
2.1.2.SSH.1	Discuss how individuals make their own choices about how to express themselves
Interdisciplinary Connections	
Standard x.x	
SL1.1	Participate in collaborative conversations with diverse partners about Grade 1 topics and texts with peers and adults in small and large groups
SL.1.2	Ask and answer questions about key details in text read alouds or information presented orally or through other media.
Enduring Understandings:	Essential Questions:
Celebrating what makes us unique is a positive thing.	What does it mean to be unique?
Everyone is special in their own way.	How are you unique?
	How do we show we are good listeners and speakers?

<p>There are many ways to show we are listening to a friend and being respectful when we speak to them.</p> <p>We make many types of decisions everyday.</p>	<p>What is a health and unhealthy decision?</p>
<p>Evidence of Learning (Assessments)</p>	
<p>Demonstrations Observations</p>	
<p>Objectives (SLO)</p>	
<p>Students will know:</p> <ul style="list-style-type: none"> ● What unique means and what is unique about themselves ● How to speak to be understood ● How to listen to better understand messages ● The decisions they make have consequences 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Identify and tell what is unique about themselves ● Illustrate a quality that contributes to their positive self image ● Recognize what it means to have a positive self-image ● Practice speaking to be understood ● Practice listening to better understand messages ● Identify characteristics of good communication ● Recognize healthy consequences of a decision ● Identify decisions they make everyday ● Differentiate between healthy and unhealthy decision
<p>Suggested Resources/Technology Tools</p>	
<p>Healthy Lifestyle Choices (HLC) Resource- Grade 1</p> <p>Competent Kids, Caring Communities Resource</p>	
<p>Modifications</p>	
<p>Special Education</p> <ul style="list-style-type: none"> -Additional time on responses and work -Preferential Seating -Minimize Distractions -Small groups -Break down materials -Provide visual instructions -Note taking assistance -Differentiate instructions 	

ELL

- Allow more time for processing
- Simplify directions
- Have students repeat back what they heard
- Use more visual supports
- Spend additional time on vocabulary words
- Add movement and/or pantomime to the instruction

Gifted and Talented

- Higher level thinking questions
- Varied resources

504

- Additional time on responses and work
- Preferential Seating
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Career Readiness, Life Literacies, and Key Skills NJSL

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December

CKCC Unit 4 (Lessons 13-16)

We are Unique, Celebrating Differences

Summary and Rationale

Students will finish up unit 3 work in lesson 13. Then in unit 4, students will continue to build a sense of belonging and community as they explore various ways in which our differences make us unique. They will begin to investigate how our differences as individuals and communities make us unique and special, they will come to realize that diversity and uniqueness make the world an interesting place. Finally, they will discover the unique characteristics and traditions of the many cultural and religious holidays celebrated in the winter months,

Recommended Pacing

4 Weeks

Standards

Social Health

2.1.2.SSH.6: Determine the factors that contribute to healthy relationships.

2.1.2.SSH.1: Discuss how individuals make their own choices about how to express themselves.

Interdisciplinary Connections

Standard x.x

SL1.1 Participate in collaborative conversations with diverse partners about Grade 1 topics and texts with peers and adults in small and large groups

SL.1.2 Ask and answer questions about key details in text read alouds or information presented orally or through other media.

Enduring Understandings:

Many characteristics make people different from each other.
Diversity and uniqueness make the world an interesting place.

Essential Questions:

What does it mean to be unique?
What makes you unique?

Evidence of Learning (Assessments)

Demonstrations
Observations
Bringing CKCC Home Weekly Activity

Objectives (SLO)

Students will know:

- Being unique is a good thing
- What makes them unique
- How other cultures celebrate holidays

Students will be able to:

- Recognize that differences are special and positive, and make us unique
- Identify their own unique personal characteristics that make them unique.
- Identify and discuss differences that make us unique
- Discuss how uniqueness and diversity make the world an interesting place.
- Describe holiday celebrations in different cultures
- Make holiday decorations to celebrate different cultures

Suggested Resources/Technology Tools

[Healthy Lifestyle Choices \(HLC\) Resource- Grade 1](#)

[Competent Kids, Caring Communities Resource](#)

Modifications

Special Education

- Additional time on responses and work
- Preferential Seating
- Minimize Distractions
- Small groups
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ELL

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Gifted and Talented

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Career Readiness, Life Literacies, and Key Skills NJSL

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December

Health HLC Unit 2

Conflict Resolution

Summary and Rationale

In this unit, students will identify feelings, good character traits, and ways to treat others kindly. Students will explore feelings and discuss how emotions and feelings are natural parts of life and it is normal to have lots of different feelings.

Recommended Pacing

4 Weeks	
Standards	
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
2.1.2.EH.4:	Demonstrate strategies for managing one's own emotions, thoughts and behaviors
Social and Sexual Health	
2.1.2.SSH.6	Determine the factors that contribute to healthy relationships
Interdisciplinary Connections	
Standard x.x	
SL1.1	Participate in collaborative conversations with diverse partners about Grade 1 topics and texts with peers and adults in small and large groups
SL.1.2	Ask and answer questions about key details in text read alouds or information presented orally or through other media.
Enduring Understandings:	
Essential Questions:	
All people feel a range of emotions. People are unique in many different ways. Treating people kindly and fairly makes good character.	What kind of emotions do people feel? How are you unique? What does it mean to have character?
Evidence of Learning (Assessments)	
Demonstrations Observations	
Objectives (SLO)	

<p>Students will know:</p> <ul style="list-style-type: none"> ● Everyone has a range of emotions ● There are many ways to express our emotions ● We are all unique in many ways ● Our words and actions can affect other people ● How we treat others shows our character ● There are many activities we can share with older adults 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Identify a range of emotions ● Demonstrate expressing emotions through words, facial expressions and body language ● Recognize that all emotions are okay to feel ● Identify how their names are unique and special ● Recognize similarities and differences in their classmates ● Illustrate their unique talents and interests ● Infer how certain words or actions make people feel ● Recognize that other people have feelings similar to their own ● Identify ways to treat others kindly ● Describe activities that can be shared with a grandparent or older adult ● Give examples of ways to show caring to grandparents or other older adults ● Recognize the important role that grandparents or older adults can play in a family.
<p>Suggested Resources/Technology Tools</p>	
<p>Healthy Lifestyle Choices (HLC) Resource- Grade 1</p> <p>Competent Kids, Caring Communities Resource</p>	
<p>Modifications</p>	
<p>Special Education</p> <ul style="list-style-type: none"> -Additional time on responses and work -Preferential Seating -Minimize Distractions -Small groups -Break down materials -Provide visual instructions -Note taking assistance -Differentiate instructions <p>ELL</p> <ul style="list-style-type: none"> -Allow more time for processing -Simplify directions -Have students repeat back what they heard 	

- Use more visual supports
- Spend additional time on vocabulary words
- Add movement and/or pantomime to the instruction

Gifted and Talented

- Higher level thinking questions
- Varied resources

504

- Additional time on responses and work
- Preferential Seating
- Minimize Distractions
- Small groups
- Break down materials
- Provide visual instructions
- Note taking assistance
- Differentiate instructions

Career Readiness, Life Literacies, and Key Skills NJSL

Please select all standards that apply to this unit of study:

- Act as a responsible and contributing community member and employee.
- Consider the environmental , social, and economic impacts and decisions
- Demonstrate creativity and innovation
- Utilize critical thinking to make sense of problems and persevere in solving them
- Model integrity, ethical leadership and effective management

Suggestions on integrating these standards can be found at: <http://www.state.nj.us/education/cccs/2014/career/9.pdf>

January

CKCC Unit 5 (Lessons 17-20)	
New Year, Tolerance, Kindness, Cooperation	
Summary and Rationale	
<p>In this unit, students have the opportunity to review the CKCC Characters, and the CKCC concepts and idea they have learned since September. They will also explore the ideas of tolerance and acceptance, learn about fair and unfair rules, and identify and discuss the feelings associated with discrimination and unfair rules. They continue to develop and understanding of interpersonal relationships by learning that kindness is contagious, and that teamwork is a great way to build community, gain friendships, and accomplish things together,</p>	
Recommended Pacing	
4 Weeks	
Standards	
Emotional Health	
2.1.2.EH.2	Identify what it means to be responsible and list personal responsibilities
Community Health Services and Support	
2.1.2.CHSS.5	Identify situations that might result in individuals feeling sad, angry, frustrated, or scared.
Social Health	
2.1.2.SSH.6:	Determine the factors that contribute to healthy relationships.
Interdisciplinary Connections	
Standard x.x	
SL1.1	Participate in collaborative conversations with diverse partners about Grade 1 topics and texts with peers and adults in small and large groups
SL.1.2	Ask and answer questions about key details in text read alouds or information presented orally or through other media.
Enduring Understandings:	Essential Questions:
Goals help us be organized and strive to be the best we can be.	What are goals? What does it mean to discriminate? How can we be kind? What is teamwork?

<p>Discrimination is the concept of unfair rules for different sets of people.</p> <p>There are many ways to be kind.</p> <p>Teamwork makes the dream work.</p>	
<p>Evidence of Learning (Assessments)</p>	
<p>Demonstrations Observations Bringing CKCC Home Weekly Activity</p>	
<p>Objectives (SLO)</p>	
<p>Students will know:</p> <ul style="list-style-type: none"> ● How to brainstorm new goals ● What discrimination is ● The difference between fair and unfair rules ● How to be kind with words and deeds ● That working together can get things done easier, faster and better. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Evaluate their use of the CKCC concepts and skills they learned in the fall ● Brainstorm goals for the new year ● Discuss their feelings and feelings of others about discrimination ● Differentiate between fair and unfair rules and discuss their feelings about them. ● Discuss their feelings about discriminating rules ● Identify kind words and deeds ● Discuss the importance of treating each other with kindness and some good things it can bring ● Explain the idea of working together to get things done ● Identify how helping others is a kind deed
<p style="text-align: center;">Suggested Resources/Technology Tools</p>	
<p>Healthy Lifestyle Choices (HLC) Resource- Grade 1</p> <p>Competent Kids, Caring Communities Resource</p>	
<p style="text-align: center;">Modifications</p>	
<p>Special Education</p> <ul style="list-style-type: none"> -Additional time on responses and work -Preferential Seating -Minimize Distractions -Small groups -Break down materials 	

- Provide visual instructions
- Note taking assistance
- Differentiate instructions

ELL

- Allow more time for processing
- Simplify directions
- Have students repeat back what they heard
- Use more visual supports
- Spend additional time on vocabulary words
- Add movement and/or pantomime to the instruction

Gifted and Talented

- Higher level thinking questions
- Varied resources

504

- Additional time on responses and work
- Preferential Seating
- Minimize Distractions
- Small groups
- Break down materials
- Provide visual instructions
- Note taking assistance
- Differentiate instructions

Career Readiness, Life Literacies, and Key Skills NJSLs

Please select all standards that apply to this unit of study:

- Act as a responsible and contributing community member and employee.
- Consider the environmental , social, and economic impacts and decisions
- Demonstrate creativity and innovation
- Utilize critical thinking to make sense of problems and persevere in solving them
- Plan education and career paths aligned to personal goals
- Work productively in teams while using cultural global competence

Suggestions on integrating these standards can be found at: <http://www.state.nj.us/education/cccs/2014/career/9.pdf>

January

Health- No HLC Unit for January

February

CKCC Unit 6 (Lessons 21-22)

Managing Our Feelings

Summary and Rationale

In this unit, students will learn a host of ways to manage difficult feelings. Stress, anger, and frustration are universal emotions, and learning how to handle these feelings at an early age can make a huge impact on development as students grow. The lesson taught in this unit are drawn from evidence-based cognitive -behavioral coping techniques which have proven effective. They emphasize measured, thoughtful responses in contrast to impulsive actions. In order for students to master and internalize these types of responses, it is critical that they practice the techniques frequently, over time and in different contexts.

Recommended Pacing

2 Weeks

Standards

Emotional Health

2.1.2.EH.2	Identify what it means to be responsible and list personal responsibilities
------------	-----------------------------------------------------------------------------

2.1.2.EH.3:	Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs)
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2.1.2.EH.4:	Demonstrate strategies for managing one's own emotions, thoughts and behaviors.
-------------	---------------------------------------------------------------------------------

Community Health Services and Support

2.1.2.CHSS.5	Identify situations that might result in individuals feeling sad, angry, frustrated, or scared.
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Social Health

2.1.2.SSH.7:	Explain healthy ways for friends to express feelings for and to one another
--------------	-----------------------------------------------------------------------------

Interdisciplinary Connections

Standard x.x

SL1.1	Participate in collaborative conversations with diverse partners about Grade 1 topics and texts with peers and adults in small and large groups
SL1.2	Ask and answer questions about key details in text read alouds or information presented orally or through other media.
Enduring Understandings:	
Essential Questions:	
There are many relaxation exercises that can help relieve stress, anger, nervousness, fear, and anxiety. It is okay to be angry, it is not okay to behave in an aggressive manner	How can we calm down and relax? What is self-talk?
Evidence of Learning (Assessments)	
Demonstrations Observations Bringing CKCC Home Weekly Activity	
Objectives (SLO)	
Students will know: <ul style="list-style-type: none"> • How to use the new relaxation techniques • How to describe their feelings • Situations that make them angry • Ways to help them calm down • How to use self-talk 	Students will be able to: <ul style="list-style-type: none"> • Use two relaxation techniques: deep breathing and imagining a cozy place. • Make a cozy corner in the classroom • Practice a new relaxation technique • Describe how they feel when they are tense • Explain ways to relax and calm down • Explain how different events may make different people angry • Describe their experiences with anger • Identify different situations that make them angry • Describe ways to calm down • Explain the importance of stopping, thinking and calming down before acting. • Identify the importance of self-talk • Explain the effects that self-talk can have on them • Describe how self-talk can also make them angry
Suggested Resources/Technology Tools	

[Healthy Lifestyle Choices \(HLC\) Resource- Grade 1](#)

[Competent Kids, Caring Communities Resource](#)

Modifications

Special Education

- Additional time on responses and work
- Preferential Seating
- Minimize Distractions
- Small groups
- Break down materials
- Provide visual instructions
- Note taking assistance
- Differentiate instructions

ELL

- Allow more time for processing
- Simplify directions
- Have students repeat back what they heard
- Use more visual supports
- Spend additional time on vocabulary words
- Add movement and/or pantomime to the instruction

Gifted and Talented

- Higher level thinking questions
- Varied resources

504

- Additional time on responses and work
- Preferential Seating
- Minimize Distractions
- Small groups
- Break down materials
- Provide visual instructions
- Note taking assistance
- Differentiate instructions

Career Readiness, Life Literacies, and Key Skills NJSL

Please select all standards that apply to this unit of study:

- Act as a responsible and contributing community member and employee.
- Consider the environmental , social, and economic impacts and decisions
- Demonstrate creativity and innovation
- Utilize critical thinking to make sense of problems and persevere in solving them

Suggestions on integrating these standards can be found at: <http://www.state.nj.us/education/cccs/2014/career/9.pdf>

February

Health- No HLC Unit for February

March

CKCC Unit 6 (Lessons 23-26) (Continued)

Managing Our Feelings

Summary and Rationale

Students will continue Unit 6 through March. In this unit, students will learn a host of ways to manage difficult feelings. Stress, anger, and frustration are universal emotions, and learning how to handle these feelings at an early age can make a huge impact on development as students grow. The lesson taught in this unit are drawn from evidence-based cognitive-behavioral coping techniques which have proven effective. They emphasize measured, thoughtful responses in contrast to impulsive actions. In order for students to master and internalize these types of responses, it is critical that they practice the techniques frequently, over time and in different contexts.

Following the completion of lesson 25, students will begin Unit 7 which covers bullying and teasing. Please see April's outline for Unit 7.

Recommended Pacing

4 Weeks

Standards

Emotional Health

2.1.2.EH.2	Identify what it means to be responsible and list personal responsibilities
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2.1.2.EH.3:	Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs)
-------------	-----------------------------------------------------------------------------------------------------

2.1.2.EH.4:	Demonstrate strategies for managing one's own emotions, thoughts and behaviors.
-------------	---------------------------------------------------------------------------------

Community Health Services and Support

2.1.2.CHSS.5	Identify situations that might result in individuals feeling sad, angry, frustrated, or scared.
--------------	-------------------------------------------------------------------------------------------------

Social Health

2.1.2.SSH.7:	Explain healthy ways for friends to express feelings for and to one another
--------------	-----------------------------------------------------------------------------

Interdisciplinary Connections

Standard x.x

SL1.1	Participate in collaborative conversations with diverse partners about Grade 1 topics and texts with peers and adults in small and large groups
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SL.1.2	Ask and answer questions about key details in text read alouds or information presented orally or through other media.				
<table border="1" style="width: 100%;"> <tr> <td style="width: 50%;">Enduring Understandings:</td> <td style="width: 50%;">Essential Questions:</td> </tr> <tr> <td> <p>There are many relaxation exercises that can help relieve stress, anger, nervousness, fear, and anxiety.</p> <p>It is okay to be angry, it is not okay to behave in an aggressive manner</p> </td> <td> <p>How can we calm down and relax?</p> <p>What is self-talk?</p> </td> </tr> </table>		Enduring Understandings:	Essential Questions:	<p>There are many relaxation exercises that can help relieve stress, anger, nervousness, fear, and anxiety.</p> <p>It is okay to be angry, it is not okay to behave in an aggressive manner</p>	<p>How can we calm down and relax?</p> <p>What is self-talk?</p>
Enduring Understandings:	Essential Questions:				
<p>There are many relaxation exercises that can help relieve stress, anger, nervousness, fear, and anxiety.</p> <p>It is okay to be angry, it is not okay to behave in an aggressive manner</p>	<p>How can we calm down and relax?</p> <p>What is self-talk?</p>				
<p>Evidence of Learning (Assessments)</p> <p>Demonstrations Observations Bringing CKCC Home Weekly Activity</p>					
<p>Objectives (SLO)</p> <table border="1" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>Students will know:</p> <ul style="list-style-type: none"> ● How to use the new relaxation techniques ● How to describe their feelings ● Situations that make them angry ● Ways to help them calm down ● How to use self-talk </td> <td style="width: 50%; vertical-align: top;"> <p>Students will be able to:</p> <ul style="list-style-type: none"> ● Use two relaxation techniques: deep breathing and imagining a cozy place. ● Make a cozy corner in the classroom ● Practice a new relaxation technique ● Describe how they feel when they are tense ● Explain ways to relax and calm down ● Explain how different events may make different people angry ● Describe their experiences with anger ● Identify different situations that make them angry ● Describe ways to calm down ● Explain the importance of stopping, thinking and calming down before acting. ● Identify the importance of self-talk ● Explain the effects that self-talk can have on them ● Describe how self-talk can also make them angry </td> </tr> </table>		<p>Students will know:</p> <ul style="list-style-type: none"> ● How to use the new relaxation techniques ● How to describe their feelings ● Situations that make them angry ● Ways to help them calm down ● How to use self-talk 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Use two relaxation techniques: deep breathing and imagining a cozy place. ● Make a cozy corner in the classroom ● Practice a new relaxation technique ● Describe how they feel when they are tense ● Explain ways to relax and calm down ● Explain how different events may make different people angry ● Describe their experiences with anger ● Identify different situations that make them angry ● Describe ways to calm down ● Explain the importance of stopping, thinking and calming down before acting. ● Identify the importance of self-talk ● Explain the effects that self-talk can have on them ● Describe how self-talk can also make them angry 		
<p>Students will know:</p> <ul style="list-style-type: none"> ● How to use the new relaxation techniques ● How to describe their feelings ● Situations that make them angry ● Ways to help them calm down ● How to use self-talk 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Use two relaxation techniques: deep breathing and imagining a cozy place. ● Make a cozy corner in the classroom ● Practice a new relaxation technique ● Describe how they feel when they are tense ● Explain ways to relax and calm down ● Explain how different events may make different people angry ● Describe their experiences with anger ● Identify different situations that make them angry ● Describe ways to calm down ● Explain the importance of stopping, thinking and calming down before acting. ● Identify the importance of self-talk ● Explain the effects that self-talk can have on them ● Describe how self-talk can also make them angry 				
<p>Suggested Resources/Technology Tools</p> <p>Healthy Lifestyle Choices (HLC) Resource- Grade 1</p> <p>Competent Kids, Caring Communities Resource</p>					

Modifications

Special Education

- Additional time on responses and work
- Preferential Seating
- Minimize Distractions
- Small groups
- Break down materials
- Provide visual instructions
- Note taking assistance
- Differentiate instructions

ELL

- Allow more time for processing
- Simplify directions
- Have students repeat back what they heard
- Use more visual supports
- Spend additional time on vocabulary words
- Add movement and/or pantomime to the instruction

Gifted and Talented

- Higher level thinking questions
- Varied resources

504

- Additional time on responses and work
- Preferential Seating
- Minimize Distractions
- Small groups
- Break down materials
- Provide visual instructions
- Note taking assistance
- Differentiate instructions

Career Readiness, Life Literacies, and Key Skills NJSL

Please select all standards that apply to this unit of study:

- Act as a responsible and contributing community member and employee.
- Consider the environmental , social, and economic impacts and decisions
- Utilize critical thinking to make sense of problems and persevere in solving them
- Demonstrate creativity and innovation.

Suggestions on integrating these standards can be found at: <http://www.state.nj.us/education/cccs/2014/career/9.pdf>

March

Health- HLC Unit 6

Fitness

Summary and Rationale

In this unit, students will dive deeper into recognizing body parts and their locations including the heart and its function. They will also learn about physical activity and its effect on the body. In addition, they will continue to discuss stress and different things they can do to relieve that stress.

Recommended Pacing

3 Weeks

Standards

Emotional Health

2.1.2.EH.4:	Demonstrate strategies for managing one's own emotions, thoughts and behaviors

Physical Fitness

2.2.2.PF.1:	Explain the benefits of regular physical activity and what it means to be physically fit in relation to personal health.

Interdisciplinary Connections

Standard x.x

SL1.1	Participate in collaborative conversations with diverse partners about Grade 1 topics and texts with peers and adults in small and large groups
SL.1.2	Ask and answer questions about key details in text read alouds or information presented orally or through other media.

Enduring Understandings:	Essential Questions:
<p>Our whole body benefits in many ways from physical activity</p> <p>We can do many different types of physical activities alone, with friends and family.</p> <p>There are many relaxation techniques we can use to help with stress.</p>	<p>How do we benefit from physical activity? What physical activities can we do? How can we relax?</p>
Evidence of Learning (Assessments)	
<p>Demonstrations Observations</p>	
Objectives (SLO)	
<p>Students will know:</p> <ul style="list-style-type: none"> ● Different ways to move their bodies ● Types of activities they can do with friends, family or alone ● How to warm up and cool down after working out ● How to set goals for physical activity ● What stress makers are and stress helpers ● How to use techniques to relax when stressed. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Demonstrate different ways to move tier bodies every day ● Identify part of the body that benefit from daily physical activity ● Recognize that daily physical activity can be done with family members, a friend or alone ● Explain how warm-up and cool-down activities help the body ● Demonstrate warm-up and cool-down activities ● Identify appropriate warm-up and cool-down activities for given physical activities and sports ● Identify physical activities that they can do daily ● Recognize the steps in a goal-setting process ● Set a goal to be physically active everyday ● Identify stress makers and stress helpers ● Practice relaxation techniques ● Describe how stress affects their bodies
Suggested Resources/Technology Tools	
<p>Healthy Lifestyle Choices (HLC) Resource- Grade 1</p> <p>Competent Kids, Caring Communities Resource</p>	
Modifications	

Special Education

- Additional time on responses and work
- Preferential Seating
- Minimize Distractions
- Small groups
- Break down materials
- Provide visual instructions
- Note taking assistance
- Differentiate instructions

ELL

- Allow more time for processing
- Simplify directions
- Have students repeat back what they heard
- Use more visual supports
- Spend additional time on vocabulary words
- Add movement and/or pantomime to the instruction

Gifted and Talented

- Higher level thinking questions
- Varied resources

504

- Additional time on responses and work
- Preferential Seating
- Minimize Distractions
- Small groups
- Break down materials
- Provide visual instructions
- Note taking assistance
- Differentiate instructions

Career Readiness, Life Literacies, and Key Skills NJSLs

Please select all standards that apply to this unit of study:

- Act as a responsible and contributing community member and employee.
- Consider the environmental , social, and economic impacts and decisions
- Utilize critical thinking to make sense of problems and persevere in solving them
- Demonstrate creativity and innovation.

Suggestions on integrating these standards can be found at: <http://www.state.nj.us/education/cccs/2014/career/9.pdf>

April

CKCC Unit 7 (Lessons 26-29)

Bullying and Teasing

Summary and Rationale

In this unit, students will continue the work they started at the end of March with lesson 26. This unit will consist of students discussing bullying in school and working with the teacher to develop class rules against bullying. They will learn that bullying is not only physical; people can bully with words, too. They will discuss the effects of teasing and will brainstorm ways to deal with it in the classroom. Students will also explore the idea that hands are not for hitting and will discuss the importance of feeling safe in school. Finally, they will identify safe ways to behave when they are angry.

Students will end the month beginning Unit 8 with lesson 29.

Recommended Pacing

4 Weeks

Standards

Emotional Health

2.1.2.EH.2 Identify what it means to be responsible and list personal responsibilities

2.1.2.EH.3: Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs)

2.1.2.EH.4: Demonstrate strategies for managing one's own emotions, thoughts and behaviors.

Community Health Services and Support

2.1.2.CHSS.5 Identify situations that might result in individuals feeling sad, angry, frustrated, or scared.

Social Health

2.1.2.SSH.7: Explain healthy ways for friends to express feelings for and to one another

2.1.2.SSH.8: Demonstrate healthy ways to respond to disagreements or conflicts with others

2.1.2.SSH.9: Define bullying and teasing and explain why they are wrong and harmful.

2.1.2.CHSS.6 Identify individuals who can assist with expressing one's feelings

Interdisciplinary Connections

Standard x.x	
SL1.1	Participate in collaborative conversations with diverse partners about Grade 1 topics and texts with peers and adults in small and large groups
SL.1.2	Ask and answer questions about key details in text read alouds or information presented orally or through other media.
Enduring Understandings:	Essential Questions:
<p>Bullying is a series of repeated, unprovoked actions intended to harm a victim psychologically, and/or physically. Words can also be considered bullying.</p> <p>There are different strategies to deal with a bully.</p>	<p>What is bullying?</p> <p>How do we handle bullying?</p>
Evidence of Learning (Assessments)	
<p>Demonstrations</p> <p>Observations</p> <p>Bringing CKCC Home Weekly Activity</p>	
Objectives (SLO)	
<p>Students will know:</p> <ul style="list-style-type: none"> • What bullying is • How to handle bullying with strategies • The power of words • How to use new techniques to calm down 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Identify bullying behavior and describe times they were bullied • Identify some strategies to deal with bullying behavior • Practice using strategies to deal with bullying • Explain the power of words and that words can break someone's heart • Share and describe ways to handle teasing • Describe sage ways to behave when they are angry • Use two new techniques to calm down and prevent aggressive responses to upsetting situations
Suggested Resources/Technology Tools	
<p>Healthy Lifestyle Choices (HLC) Resource- Grade 1</p> <p>Competent Kids, Caring Communities Resource</p>	
Modifications	

Special Education

- Additional time on responses and work
- Preferential Seating
- Minimize Distractions
- Small groups
- Break down materials
- Provide visual instructions
- Note taking assistance
- Differentiate instructions

ELL

- Allow more time for processing
- Simplify directions
- Have students repeat back what they heard
- Use more visual supports
- Spend additional time on vocabulary words
- Add movement and/or pantomime to the instruction

Gifted and Talented

- Higher level thinking questions
- Varied resources

504

- Additional time on responses and work
- Preferential Seating
- Minimize Distractions
- Small groups
- Break down materials
- Provide visual instructions
- Note taking assistance
- Differentiate instructions

Career Readiness, Life Literacies, and Key Skills NJSLs

Please select all standards that apply to this unit of study:

- Act as a responsible and contributing community member and employee.
- Consider the environmental, social, and economic impacts and decisions
- Utilize critical thinking to make sense of problems and persevere in solving them
- Demonstrate creativity and innovation.

Suggestions on integrating these standards can be found at: <http://www.state.nj.us/education/cccs/2014/career/9.pdf>

April

Health- HLC Unit 3	
Nutrition	
Summary and Rationale	
<p>By teaching students good nutrition we are helping them to learn to take responsibility for their own health. In this unit the students will learn that proper nutrition is essential for maintaining good health and how food affects our bodies, good and bad. Students will explore health-enhancing behaviors that reduce health risks through proper diet. First grade students will be introduced to ChooseMyPlate.</p>	
Recommended Pacing	
4 Weeks	
Standards	
Nutrition	
2.2.2.N.1:	Explore different types of foods and food groups
2.2.2.N.2:	Explain why some foods are healthier to eat than others.
2.2.2.N.3:	Differentiate between healthy and unhealthy eating habits.
Personal Growth and Development	
2.1.2.PGD.3:	Explain what being “well” means and identify self-care practices that support wellness.
Interdisciplinary Connections	
Standard x.x	
SL1.1	Participate in collaborative conversations with diverse partners about Grade 1 topics and texts with peers and adults in small and large groups
SL.1.2	Ask and answer questions about key details in text read alouds or information presented orally or through other media.
Enduring Understandings:	
Essential Questions:	
There are many short and long term health benefits and risks associated with nutritional choices.	What makes a food healthy? Why is it important to make good food choices and eat

<p>Food choices and eating patterns are developed at a young age, persist throughout one’s lifetime, and may impact one’s long-term health.</p>	<p>the correct amount of foods?</p>
<p>Evidence of Learning (Assessments)</p>	
<p>Demonstrations Observations</p>	
<p>Objectives (SLO)</p>	
<p>Students will know:</p> <ul style="list-style-type: none"> ● How to use MyPlate ● Food groups ● Healthy food substitutions for foods with high added sugar 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Identify nutritionally desirable foods. ● Distinguish between healthy and unhealthy foods ● Identify healthy snack choices ● Identify the different food groups. ● Summarize the benefits of eating a variety of whole grains, fruits, and vegetables, and low-fat dairy products. ● Identify foods and beverages high in added sugar and generate examples of appealing healthy alternatives.
<p style="text-align: center;">Suggested Resources/Technology Tools</p>	
<p>Healthy Lifestyle Choices (HLC) Resource- Grade 1</p> <p>Competent Kids, Caring Communities Resource</p> <p>School Nurse www.brainpop.com www.kidshealth.org http://www.fit4theclassroom.com/ www.myplate.gov http://fit.webmd.com/</p> <p>Green Eggs and Ham Dr. Seuss Gregory the Terrible Eater by Mitchell Stewart Staying Healthy: Eating Right by Alice B. McGinty This Is the Way We Eat Our Lunch by Edith Baer</p>	
<p style="text-align: center;">Modifications</p>	
<p>Special Education</p>	

- Additional time on responses and work
- Preferential Seating
- Minimize Distractions
- Small groups
- Break down materials
- Provide visual instructions
- Note taking assistance
- Differentiate instructions

ELL

- Allow more time for processing
- Simplify directions
- Have students repeat back what they heard
- Use more visual supports
- Spend additional time on vocabulary words
- Add movement and/or pantomime to the instruction

Gifted and Talented

- Higher level thinking questions
- Varied resources

504

- Additional time on responses and work
- Preferential Seating
- Minimize Distractions
- Small groups
- Break down materials
- Provide visual instructions
- Note taking assistance
- Differentiate instructions

Career Readiness, Life Literacies, and Key Skills NJSL

Please select all standards that apply to this unit of study:

- Act as a responsible and contributing community member and employee.
- Consider the environmental , social, and economic impacts and decisions
- Utilize critical thinking to make sense of problems and persevere in solving them
- Demonstrate creativity and innovation.

Suggestions on integrating these standards can be found at: <http://www.state.nj.us/education/cccs/2014/career/9.pdf>

May

CKCC Unit 8 (Lessons 30-32)

Good Citizenship

Summary and Rationale

Students will continue the work they started at the end of April in Unit 8. In this unit, students will learn that behaving ethically and responsibly are core values for good citizenship. Developing and following a code of ethics is also an important part of class life. Students will increase their knowledge and understanding about rules. In the second lesson, they will work with the idea that honesty is an essential rule to follow in relationships and in life. Next, they will discuss the importance of respecting personal property and examine the concept of stealing. Finally, students will discuss littering and how to better protect and take care of our environment.

Recommended Pacing

3 Weeks

Standards

Emotional Health

2.1.2.EH.2	Identify what it means to be responsible and list personal responsibilities
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2.1.2.EH.3:	Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs)
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2.1.2.EH.4:	Demonstrate strategies for managing one's own emotions, thoughts and behaviors.
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Social Health

2.1.2.SSH.6:	Determine the factors that contribute to healthy relationships
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Personal Safety

2.3.2.PS.1:	Demonstrate personal habits and behaviors that contribute to keeping oneself and others healthy and the environment clean and safe.
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Interdisciplinary Connections

Standard x.x

SL1.1	Participate in collaborative conversations with diverse partners about Grade 1 topics and texts with peers and adults in small and large groups
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SL.1.2	Ask and answer questions about key details in text read alouds or information presented orally or through other media.
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Enduring Understandings:	Essential Questions:
<p>Rules help to keep us safe and happy. When someone lies it makes it hard to believe them when they tell the truth. Stealing is taking something that belongs to someone else without permission.</p>	<p>What is a rule? Why is telling the truth important? Why does it mean to steal?</p>
Evidence of Learning (Assessments)	
<p>Demonstrations Observations Bringing CKCC Home Weekly Activity</p>	
Objectives (SLO)	
<p>Students will know:</p> <ul style="list-style-type: none"> ● What a rule is and why we follow them ● The importance in telling the truth ● What happens when we lie ● Why we ask permission before taking something that isn't ours. ● What a litterbug is ● Different ways to protect our environment 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Explain the concept of rules and identify different rules in different environments, situations or places. ● Discuss why it is important to follow rules and what might happen if we don't follow them ● Identify classroom rules ● Identify the importance of telling the truth ● Analyze and discuss the consequences of lying ● Explain the difference between borrowing and stealing ● Discuss what it means to ask for permission to borrow something ● Discuss how litterbugs treat the environment ● Discuss different ways in which we can protect and take care of our environment
Suggested Resources/Technology Tools	
<p>Healthy Lifestyle Choices (HLC) Resource- Grade 1 Competent Kids, Caring Communities Resource</p>	
Modifications	
<p>Special Education -Additional time on responses and work -Preferential Seating -Minimize Distractions -Small groups</p>	

- Break down materials
- Provide visual instructions
- Note taking assistance
- Differentiate instructions

ELL

- Allow more time for processing
- Simplify directions
- Have students repeat back what they heard
- Use more visual supports
- Spend additional time on vocabulary words
- Add movement and/or pantomime to the instruction

Gifted and Talented

- Higher level thinking questions
- Varied resources

504

- Additional time on responses and work
- Preferential Seating
- Minimize Distractions
- Small groups
- Break down materials
- Provide visual instructions
- Note taking assistance
- Differentiate instructions

Career Readiness, Life Literacies, and Key Skills NJSL

Please select all standards that apply to this unit of study:

- Act as a responsible and contributing community member and employee.
- Consider the environmental , social, and economic impacts and decisions
- Utilize critical thinking to make sense of problems and persevere in solving them
- Demonstrate creativity and innovation.

Suggestions on integrating these standards can be found at: <http://www.state.nj.us/education/cccs/2014/career/9.pdf>

May

Health- HLC Unit 4

Substance Abuse Prevention

Summary and Rationale

In this unit, students will learn about recognizing and handling unknown substances and harmful substances. They will also learn the meaning of the word “habit” and identify habits that are healthy and unhealthy. In addition, they will recognize the role of the lungs in the body and how harmful smoking can be to the lungs.

Recommended Pacing

4 Weeks

Standards

Community Health Services and Support

2.1.2.CHSS.1:	Identify community professionals and school personnel who address health emergencies and provide reliable health information to us
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2.1.2.CHSS.2:	Determine where to access home, school and community health professionals.
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Personal Safety

2.3.2.PS.1:	Demonstrate personal habits and behaviors that contribute to keeping oneself and others healthy and the environment clean and safe.
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2.3.2. PS.3	Recognize and demonstrate safety strategies to prevent injuries at home, school, in the community
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2.3.2. PS.4:	Develop an awareness of warning symbols and their meaning
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Alcohol Tobacco and Other Drugs

2.3.2.ATD.3:	Explain effects of tobacco use on personal hygiene, health, and safety.
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Interdisciplinary Connections

Standard x.x

SL1.1	Participate in collaborative conversations with diverse partners about Grade 1 topics and texts with peers and adults in small and large groups
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SL.1.2	Ask and answer questions about key details in text read alouds or information presented orally or through other media.
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Enduring Understandings:

Essential Questions:

<p>There are certain adults you should go to if you're unsure of certain substances</p> <p>Habits are things that we do without thinking. Some are healthy and others are unhealthy.</p> <p>Smoking is very harmful to your body, especially your lungs.</p>	<p>Who are trusted adults? What does "habit" mean? How is smoking harmful?</p>
Evidence of Learning (Assessments)	
<p>Demonstrations Observations</p>	
Objectives (SLO)	
<p>Students will know:</p> <ul style="list-style-type: none"> ● Warning labels for substances ● Who to go to when unsure about substances ● What a habit is ● The effects of smoking and secondhand smoke on the body. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Explain how to safely handle situations involving unknown substances ● Recognizing warning labels and symbols ● Identify items that are safe to touch, smell or taste ● Discuss the meaning of the word habit ● Identify habits that are healthy and unhealthy ● Illustrate healthy habits they practice ● Recognize the role of the lungs in the body ● Identify the harmful effects of smoking on the body ● Advocate against smoking ● Define secondhand smoke ● Practice strategies for avoiding secondhand smoke ● Recognize the risks of breathing secondhand smoke
Suggested Resources/Technology Tools	
<p>Healthy Lifestyle Choices (HLC) Resource- Grade 1</p>	
<p>Competent Kids, Caring Communities Resource</p>	
Modifications	
<p>Special Education -Additional time on responses and work -Preferential Seating</p>	

- Minimize Distractions
- Small groups
- Break down materials
- Provide visual instructions
- Note taking assistance
- Differentiate instructions

ELL

- Allow more time for processing
- Simplify directions
- Have students repeat back what they heard
- Use more visual supports
- Spend additional time on vocabulary words
- Add movement and/or pantomime to the instruction

Gifted and Talented

- Higher level thinking questions
- Varied resources

504

- Additional time on responses and work
- Preferential Seating
- Minimize Distractions
- Small groups
- Break down materials
- Provide visual instructions
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- Differentiate instructions

Career Readiness, Life Literacies, and Key Skills NJSLs

Please select all standards that apply to this unit of study:

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- Consider the environmental , social, and economic impacts and decisions
- Utilize critical thinking to make sense of problems and persevere in solving them
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June

CKCC Unit 9 (Lessons 33-35)	
Garden Memories	
Summary and Rationale	
<p>In this unit, students will review the concepts they learned from the Garden Friends and will be reminded of each Friends' unique skills and lessons. They will organize their ideas into a final product, The Garden Memory Book, and thank their Garden Friends and wish them a happy summer.</p>	
Recommended Pacing	
3 Weeks	
Standards	
Emotional Health	
2.1.2.EH.2	Identify what it means to be responsible and list personal responsibilities
2.1.2.EH.3:	Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs)
2.1.2.EH.4:	Demonstrate strategies for managing one's own emotions, thoughts and behaviors.
Social Health	
2.1.2.SSH.6:	Determine the factors that contribute to healthy relationships
Interdisciplinary Connections	
Standard x.x	
SL.1.1	Participate in collaborative conversations with diverse partners about Grade 1 topics and texts with peers and adults in small and large groups
SL.1.2	Ask and answer questions about key details in text read alouds or information presented orally or through other media.
Enduring Understandings:	Essential Questions:

We learned many things from each of our friends this year.	What did we learn this year?
Evidence of Learning (Assessments)	
Demonstrations Observations Bringing CKCC Home Weekly Activity	
Objectives (SLO)	
Students will know: <ul style="list-style-type: none"> ● Different ways to share all they learned this year ● How to organize their ideas 	Students will be able to: <ul style="list-style-type: none"> ● Explain and review the characteristics and personalities of the Friends they met in the CKCC Garden this year ● Discuss some of the stories they heard during their lessons this year ● Organize ideas through the use of a graphic organizer ● Draw pictures and write sentences about their CKCC memories.
Suggested Resources/Technology Tools	
Healthy Lifestyle Choices (HLC) Resource- Grade 1 Competent Kids, Caring Communities Resource	
Modifications	
Special Education -Additional time on responses and work -Preferential Seating -Minimize Distractions -Small groups -Break down materials -Provide visual instructions -Note taking assistance -Differentiate instructions ELL -Allow more time for processing -Simplify directions -Have students repeat back what they heard	

- Use more visual supports
- Spend additional time on vocabulary words
- Add movement and/or pantomime to the instruction

Gifted and Talented

- Higher level thinking questions
- Varied resources

504

- Additional time on responses and work
- Preferential Seating
- Minimize Distractions
- Small groups
- Break down materials
- Provide visual instructions
- Note taking assistance
- Differentiate instructions

Career Readiness, Life Literacies, and Key Skills NJSLs

Please select all standards that apply to this unit of study:

- Act as a responsible and contributing community member and employee.
- Consider the environmental, social, and economic impacts and decisions
- Utilize critical thinking to make sense of problems and persevere in solving them
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June

Health- No HLC Unit for June