Students in grade one continue their study of the human body, the functions of body parts in relation to good health, and the similarities and differences related to gender. The maintenance of a healthy lifestyle is the focus of discussions about nutrition, personal safety, and relationships. Students investigate food choices and the impact of advertising, the media, and peers, as well as cultural influences on their diets through class discussions and the use of technology. Procedures for staying safe include pedestrian, bicycle, and traffic safety, as well as strategies to prevent involvement in harmful situations by implementing coping skills that support mental health and self-esteem.
# SOMERVILLE PUBLIC SCHOOLS

## Health – Grade 1

### Essential Question:
- **How do our bodies support our good health?**
- **What can we do to ensure wellness?**
- **How can we stay safe?**
- **In what ways are good relationships important to our overall health?**

### Content:
- **Our Bodies**
- **Nutrition**
- **Personal Safety**
- **Interpersonal Relationships**

### Skills and Topics:

<table>
<thead>
<tr>
<th><strong>Month/Marking Period</strong></th>
<th><strong>Marking Period 1</strong></th>
<th><strong>Marking Period 2</strong></th>
<th><strong>Marking Period 3</strong></th>
<th><strong>Marking Period 4</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>2014 New Jersey Core Curriculum Content Standards/NJ Student Learning Standards</td>
<td>2.1.2.A.2, 2.1.2.C.2, 2.3.2.A.1, 2.4.2.B.1</td>
<td>2.1.2.B.1-2, 2.1.4.B.2-3, 2.1.6.B.1, 2.2.4.B.1-3</td>
<td>2.1.2.D.2-3, 2.1.4.D.1, 2.1.4.D.3, 2.1.4.E.2, 2.2.4.A.1, 2.2.4.B.1-3</td>
<td>2.1.4.A.1, 2.1.4.D.2, 2.1.4.E.3, 2.2.2.D.1, 2.2.4.A.2, 2.4.2.A.1-3, 2.4.4.A.1-4</td>
</tr>
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<td><strong>Skills and Topics:</strong></td>
<td><strong>Our Bodies</strong></td>
<td><strong>Nutrition</strong></td>
<td><strong>Personal Safety</strong></td>
<td><strong>Interpersonal Relationships</strong></td>
</tr>
<tr>
<td></td>
<td>• recall and employ appropriate terminology to name body parts</td>
<td>• differentiate between healthy and unhealthy foods and eating practices</td>
<td>• compare and contrast the characteristics of strangers and trusted adults</td>
<td>• identify the physical, social, emotional, and mental aspects of wellness</td>
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<tr>
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<td>• explain the function of body parts</td>
<td>• identify influences that affect food choices (e.g., the media, advertising, peers)</td>
<td>• identify procedures associated with pedestrian, bicycle, and traffic safety</td>
<td>• explain how mental health is impacted by family values and relationships</td>
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<tr>
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<td>• compare and contrast the physical differences and similarities between the sexes</td>
<td>• compare and contrast foods in the food pyramid for nutritional value and content</td>
<td>• discuss safe and unsafe situations</td>
<td>• discuss good versus bad relationships, including those which may be abusive</td>
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<tr>
<td></td>
<td>• relate body parts to roles they play in the maintenance of good health</td>
<td>• investigate the cultural impact on food choices and options</td>
<td>• determine the impact of unsafe behaviors in specific situations (e.g., traveling in various forms of transportation, walking to school, during class)</td>
<td>• research ways to get help if involved in an unhealthy relationship</td>
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<td></td>
<td>• use technology to investigate ways to protect the body from disease and illness</td>
<td>• create and present a healthy meal plan for self and family</td>
<td>• demonstrate strategies to prevent involvement in harmful situations (e.g., bullying, fights, gang-related activities)</td>
<td>• review possible causes of stress or conflict</td>
</tr>
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<td>• collaborate to create a plan for the protection of the human body from disease and illness</td>
<td>• relate the implementation of proper diet to the maintenance of a healthy body</td>
<td>• collaborate to explain coping skills useful in stressful situations (e.g., bullying, loss, rejection, separation, stress)</td>
<td>• discuss the health benefits of participating in class, school, or community service projects</td>
</tr>
<tr>
<td></td>
<td>• illustrate methods to protect the human body from disease and illness</td>
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<td>• discuss the purpose and administration of medicines</td>
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</tbody>
</table>

### Integration of Technology:
- Internet, videos, DVDs, LCD projector, video streaming, podcasting

### Writing:
- Open-ended responses, conclusions and analysis of exploratory activities, journal entries

### Formative Assessments:
- Class discussions, paired and group activities, journal entries
### SOMERVILLE PUBLIC SCHOOLS

**Health – Grade 1**

|----------------------|------------------------|--------------------------|-------------------------------|----------------------|----------------------|------------|----------|
|                      | Quizzes, tests         | Role plays, presentations, projects | *ELA: RI.1.1-10*  
*Mathematics:*  
Science: 5.1.4.A.2, 5.1.4.B.2-3, 5.1.4.D.1-2, 5.3.4.A.3, 5.3.4.D.1  
Arts: 1.3.2.D.2  
Technology: 8.1.4.A.1, 8.1.4.A.5, 8.1.4.E.1  
World Language: 7.1.B  
Social Studies:  
21st Century Life/Careers: CRP1, CRP3, CRP8, CRP12  
*ELA: RI.1.1-10*  
*Mathematics:*  
Science: 5.1.4.A.2, 5.1.4.B.2-3, 5.1.4.D.1-2, 5.3.4.A.3, 5.3.4.B.1  
Arts: 1.3.2.C.1-2  
Technology: 8.1.4.A.1, 8.1.4.A.5, 8.1.4.E.1  
World Language: 7.1.B  
Social Studies:  
21st Century Life/Careers: CRP1, CRP3, CRP8, CRP12  
*ELA: RI.1.1-10*  
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Science: 5.1.4.A.2, 5.1.4.B.2-3, 5.1.4.D.1-2  
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Technology: 8.1.4.A.1, 8.1.4.A.5, 8.1.4.E.1  
World Language: 7.1.B  
Social Studies:  
21st Century Life/Careers: CRP1, CRP3, CRP8, CRP12 | ☑Global Awareness ☑Civic Literacy ☑Financial, Economic, Business, and Entrepreneurial Literacy ☑Health Literacy | ☑Creativity and Innovation ☑Media Literacy ☑Critical Thinking and Problem Solving ☑Life and Career Skills | Textbook, periodicals, health websites, public health resources, teacher-created resources | Applicable career options are discussed as they arise throughout the health program. Career options include, but are not limited to, the following career clusters: Agriculture, Food, and Natural Resources Career Cluster; Communications Career Cluster; Business, Management, and Administration Career Cluster; Education and Training Career Cluster; Finance Career Cluster; Government and Public Administration Career Cluster; Health Science Career Cluster; Human Services Career Cluster; Law, Public Safety, Correction, and Security Career Cluster. |

*2016 NJSLS

RL: Reading Literature  
N: Real Number System  
RI: Reading Informational Text  
A: Algebra  
W: Writing  
F: Functions  
SL: Speaking and Listening  
G: Geometry  
L: Language  
S: Statistics and Probability