

**PROPOSED COURSE OF STUDY  
MORRISTOWN SCHOOL DISTRICT**

**COURSE TITLE: Health/Family Life**

**CURRICULUM AREA: First Grade Health**

**CREDITS:**

**NEW COURSE: \_\_\_\_\_**

**REVISION OF EXISTING COURSE:   x**

**COURSE PRE-REQUISITES: None**

**1. COURSE DESCRIPTION**

The Morris School District K-2 comprehensive health curriculum promotes a healthy, active lifestyle by providing instruction that is aligned with the New Jersey State Department of education core curriculum standards. The content will focus on human growth and development, personal health and safety, nutrition, diseases and health conditions, social and emotional health, communication, decision making, planning and goal setting, leadership, advocacy and service as well as character development. Instruction will be provided by the classroom teacher, Physical Education teacher, Science teacher and the nurse

**2. COURSE PHILOSOPHY**

The goal of the comprehensive health Curriculum at the Morris School District is to enable students to take personal responsibility for their own active, healthy lifestyle by conscientiously establishing positive health and safety practices that will support and enhance life long wellness. Knowledge gained by students will contribute to a better quality of life for the individual and the community to which they belong.



## **INSTRUCTIONAL BENCHMARK**

*Performance-based task to measure student proficiency for a specific interval, unit, or to date; mastery is defined for the individual at 80 % or better; for the class: 80 % of the students attain the established minimum standard; an exemplar or rubric would be referenced and included in the Evaluation Section*

By the end of Unit 1, students will:

- ❖ Role play-have students apply a bandage to a cut or scrape
- ❖ Role-play –have students dial the emergency number on a play phone
- ❖ Role-play-have students wear appropriate protective clothing and avoid contact with blood/fluids
- ❖ Describe individual responsibilities for safety
- ❖ Demonstrate how to properly fasten a seat belt in a child safety seat
- ❖ Identify household products that are hazardous
- ❖ List safety rules for the home and school

#### **4. REQUIRED INSTRUCTIONAL RESOURCES**

- Morris County Media Services Center
- [www.kidshealth.org](http://www.kidshealth.org)

<b>SCOPE AND SEQUENCE</b>	
<b>Topical outline of content or performance cluster in order of presentation</b>	<b>Activity, criteria for evaluation, and minimum level of performance to determine if the student has mastered the content and/or skill</b> <i>Reference to (CCCS – 2.1A 1-2)</i>
<b>Unit 2 Personal Health</b>  <b>Hygiene</b>          <b>Dental care</b>	Students will: <ul style="list-style-type: none"> <li>• <b>Identify</b> good personal grooming habits</li> <li>• <b>Explain</b> how to promote personal cleanliness, improve appearance and reduce transmission of disease</li> <li>• <b>Explain</b> ways to care for personal hygiene : i.e. hands, skin, hair, teeth, nails, and ears</li> <li>• <b>Describe</b> self care practices such as washing hands, and wearing appropriate attire for weather</li> <li>• <b>Explain</b> the importance of daily home dental care and regular visits to the dentist</li> </ul>
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<b>Unit 3 Growth and Development</b>  <b>Similarities and Differences between children</b>	Students will: <ul style="list-style-type: none"> <li>• <b>Recognize</b> and appreciate individual differences i.e. handicaps</li> <li>• <b>Recognize</b> that decisions regarding health affect growth</li> <li>• <b>Recognize</b> and identify the anatomical differences between males and females</li> </ul>
<b>INSTRUCTIONAL BENCHMARK</b>  <i>Performance-based task to measure student proficiency for a specific interval, unit, or to date; mastery is defined for the individual at 80 % or better; for the class: 80 % of the students attain the established minimum standard; an exemplar or rubric would be referenced and included in the Evaluation Section</i>  By the end of Unit 3, students will: <ul style="list-style-type: none"> <li>❖ Identify and list differences between individuals</li> <li>❖ Describe/identify body differences between male and female</li> </ul>	

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<p><b>Unit 4 Nutrition</b></p> <p style="padding-left: 40px;"><b>Food and nutrients</b></p> <p style="padding-left: 40px;"><b>Personal wellness/fitness</b></p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• <b>Recognize</b> that food supplies nutrients that are needed for growth , repair, and maintenance of body cells</li> <li>• <b>Classify</b> plant and animal sources of food</li> <li>• <b>Recognize</b> the nutritional value of food and the impact that food advertisements have on young people</li> <li>• <b>Identify</b> the five food groups and classify foods into appropriate groups</li> <li>• <b>Perform</b> several physical activities that promote wellness</li> <li>• <b>Recognize</b> the importance of a basic health related fitness program which enhances wellness</li> </ul>
<p><b>INSTRUCTIONAL BENCHMARK</b></p> <p><i>Performance-based task to measure student proficiency for a specific interval, unit, or to date; mastery is defined for the individual at 80 % or better; for the class: 80 % of the students attain the established minimum standard; an exemplar or rubric would be referenced and included in the Evaluation Section</i></p> <p>By the end of Unit 4, students will:</p> <ul style="list-style-type: none"> <li>❖ Create a food chart to classify the proper food groups</li> <li>❖ Explain how nutrients help the body maintain wellness</li> <li>❖ Explain how advertisements impact young people food choices</li> <li>❖ Explain how physical activity promotes wellness</li> </ul>	

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Unit 5 Prevention and Control of Disease <b>Community Health Worker</b> <b>Wellness</b> <b>Disease Prevention</b>	Students will: <ul style="list-style-type: none"> <li>• <b>Distinguish</b> between illness and wellness</li> <li>• <b>Recognize</b> the value of health checkups and screening procedures, including the identification of appropriate medical personnel</li> <li>• <b>Recognize</b> that each person is well most of the time</li> <li>• <b>Explain</b> the role of medical personnel in school and in the community</li> <li>• <b>Identify</b> the ways to prevent the spread of disease</li> </ul>
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**SCOPE AND SEQUENCE**

<p align="center"><b>Topical outline of content or performance cluster in order of presentation</b></p>	<p align="center"><b>Activity, criteria for evaluation, and minimum level of performance to determine if the student has mastered the content and/or skill</b></p> <p><i>Reference to (CCCS – 2.1F1-4)</i></p>
<p>Unit 6 Social and Emotional Health</p> <p><b>Emotional Well Being</b></p> <p><b>Individuality</b></p> <p><b>Death</b></p> <p><b>Social Skills</b></p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• <b>Value</b> self as being a unique and worthwhile individual</li> <li>• <b>Recognize</b> the differences between pleasant and unpleasant emotions</li> <li>• <b>Explain</b> how emotions affect the body</li> <li>• <b>Recognize</b> ways to deal with criticism and mistakes</li> <li>• <b>Identify</b> personal qualities that make one acceptable to others</li> <li>• <b>Explain</b> the ways in which individuals are like all others, like some others, and like no others</li> <li>• <b>Identify</b> personal qualities that make one acceptable to others</li> <li>• <b>Recognize</b> that all living things must die</li> <li>• <b>Demonstrate</b> respect for others feelings, rights, and property</li> <li>• <b>Contribute</b> to positive group decision making</li> <li>• <b>Identify</b> qualities necessary to fulfill the role of a “friend”</li> <li>• <b>Recognize</b> the importance of communicating with others</li> </ul>

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By the end of Unit 6, students will:

- ❖ Explain how one is a valuable and worthwhile individual
- ❖ Explain the differences and similarities between individual people
- ❖ Explain how emotions can affect the body
- ❖ Identify qualities that make a person acceptable to other people
- ❖ List ways a person can deal with criticism and mistakes
- ❖ Identify the qualities necessary to fulfill the role of a friend
- ❖ Explain how important it is to be able to communicate with others

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Unit 7 Communication  <b>Listening Skills</b> <b>Refusal Skills</b>	Students will: <ul style="list-style-type: none"> <li>• <b>Demonstrate</b> effective communication and listening skills</li> <li>• <b>Explain</b> when and how to use refusal skills in health and safety situations</li> </ul>
<b>INSTRUCTIONAL BENCHMARK</b>	
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Unit 8 Decision Making  <b>Health Decisions</b>	Students will: <ul style="list-style-type: none"> <li>• <b>Explain</b> the steps for making an effective health decision</li> </ul>
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Unit 9 Character Development  <b>Character Development</b>	Students will: <ul style="list-style-type: none"> <li>• <b>Explain</b> that a person’s character and values are reflected in the way a person feels, thinks, and acts</li> </ul>
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Unit 10 Leadership, Advocacy, and Service  <p style="text-align: center;"><b>Leaders</b> <b>Followers</b></p>	Students will: <ul style="list-style-type: none"> <li>• <b>Perform</b> as a leader and a follower</li> <li>• <b>Participate</b> in a class activity and explain how volunteering enhances self- esteem</li> </ul>
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Unit 11 Health Services and Careers  Community Helpers Health Care Workers	Students will: <ul style="list-style-type: none"> <li>• <b>Discuss</b> how community helpers and health care workers contribute to personal and community wellness</li> <li>• <b>Explain</b> when and how to seek help when feeling ill, scared, sad, lonely, or bullied.</li> </ul>

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By the end of Unit 11, students will:

- ❖ Create a chart listing the different community helpers and health care workers and list their contribution to personal and community wellness.
- ❖ List a variety of uncomfortable feelings and explain when and how to seek help.

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By the end of Unit 12, students will:

- ❖ Identify the differences between drugs and medicine and how they are utilized
- ❖ Identify rules for the safe use of medicines, and unknown substances
- ❖ Identify chemical dependency as a treatable disease
- ❖ Identify the effects of chemical dependency on an individual and on a family
- ❖ List available school personnel, and community based agencies that can assist a student and or family in a chemical dependent situation

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### **5. EVALUATION AND GRADING**

*Identify criteria for evaluation of student performance, for the course of study (i.e., completion of specific activities, levels of skill proficiency, participation, performance or product); include exemplars, rubrics, performance checklists, etc.*

**6. NEW JERSEY CORE CONTENT STANDARDS**

Standard 2.1 (Wellness) All students will learn and apply health promotion concepts and skills to support a healthy, active lifestyle.

Standard 2.2 (Integrated Skills) All students will use the health-enhancing personal, interpersonal, and life skills to support a healthy, active lifestyle.

Standard 2.3 ( Drugs and Medicines) All students will learn and apply information about alcohol, tobacco, other drugs, and medicines to make decisions that support a healthy, active lifestyle.

Standard 2.4 (Human Relationships and Sexuality) All students will learn the physical, emotional, and social aspects of human relations and sexuality and apply these concepts to support a healthy, active lifestyle.

**7. NEW JERSEY CROSS-CONTENT WORKPLACE READINESS SKILLS**

*To be inserted for reference*

SUBMITTED BY: \_\_\_\_\_ DATE: \_\_\_\_\_

CURRICULUM COUNCIL APPROVAL:                      YES                      NO                      DATE: \_\_\_\_\_

BOARD OF EDUCATION CURR. COMMITTEE:                      YES                      NO                      DATE: \_\_\_\_\_

BOARD OF EDUCATION APPROVAL:                      YES                      NO                      DATE: \_\_\_\_\_