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Cliffside Park Public Schools

GRADE: One

Unit Name: Unit IV: Community Health Skills

Resource: 2014 NJSL Model Curriculum for Comprehensive Health and Physical Education

Learning Objectives

- **To understand what needs, wants, and feelings are in health and safety related situations (i.e. assistance, fear, nervousness).**
- **To determine how parents, technology, culture, and the media influence their healthy decision making.**
- **To understand that character impacts the way one feels and thinks about one's self and others.**
- **To understand that peers have different physical abilities.**
- **To utilize proper decision making leading to safe practices indoors and out (e.g. wear bike helmets, walk in the classroom, follow school and bus rules.)**
- **To differentiate among the characteristics of strangers, acquaintances, and trusted adults and describe safe and appropriate behaviors.**
- **To determine possible causes of conflict between people and appropriate ways to prevent and resolve.**

Duration: May/June

Essential Questions

- **How do dangers in the environment impact our general health and safety?**
- **What factors at home, school, and in the community impact social and emotional health?**
- **How are effective communication skills helpful in safety related situations?**
- **How can understanding unsafe behaviors prevent indoor and outdoor injuries?**
- **How can we have a positive impact on the lives of self and others?**
- **How does understanding conflict prevent and resolve future conflict?**



BOE Approved 5/17

Cliffside Park Public Schools

GRADE: One

Enduring Understandings

- Developing an awareness of potential hazards in the environment impacts personal health and safety.
- Using personal safety strategies reduces the number of injuries to self and others.
- Many factors at home, school, and in the community impact social and emotional health.
- Effective communication may be a determining factor in the outcome of health- and safety-related situations.
- Character traits are often evident in behaviors exhibited by individuals when interacting with others.
- Service projects provide an opportunity to have a positive impact on the lives of self and others.
- Developing an awareness of potential hazards in the environment impacts personal health and safety.
- Knowing how to locate health professionals in the home, at school, and in the community assists in addressing health emergencies and obtaining reliable information.

NJSLS Comprehensive Health and Physical Education Standards

- **2.2.2.A.1** Express needs, wants, and feelings in health- and safety-related situations.
- **2.1.2.E.1** Identify basic social and emotional needs of all people.
- **2.2.2.B.3** Determine ways parents, peers, technology, culture, and the media influence health decisions.
- **2.2.2.C.1** Explain the meaning of character and how it is reflected in the thoughts, feelings, and actions of oneself and others.
- **2.2.2.C.2** Identify types of disabilities and demonstrate appropriate behavior when interacting with people with disabilities.
- **2.1.P.D.1** Use safe practices indoors and out (e.g., wear bike helmets, walk in the classroom, understand how to participate in emergency drills, and understand why car seats and seat belts are used).
- **2.1.2.E.2** Determine possible causes of conflict between people and appropriate ways to prevent and resolve them.



BOE Approved 5/17

Cliffside Park Public Schools

GRADE: One

Interdisciplinary Connections

- **Art- Students create a self portrait reflecting their physical abilities**
- **Role Playing - how to prevent and resolve conflicts**
- **Participating in emergency drills (fire, evacuation, shelter in place, lockdown)**
- **ELA - KWL chart about needs, wants, and feelings**
 - **Bookmark - Students will write words on the bookmark that describe their character**

Tier 2 Vocabulary: determine, understand, differentiate, identify, compare

Tier 3 Vocabulary: injury, seat belt, helmet, safety, strangers

Core Instructional Materials/Resources/Digital Tools:

i.e., specific textbooks, classroom resources, digital tools, links to websites and videos

- <http://www.nj.gov/education/modelcurriculum/assessment/pw/peh/hku1.pdf>
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21st Century Themes and Skills

(CRP Standards)

- CRP1. Act as a responsible and contributing citizen and employee.**
- CRP2. Apply appropriate academic and technical skills.**
- CRP3. Attend to personal health and financial well-being.**
- CRP4. Communicate clearly and effectively and with reason.**
- CRP5. Consider the environmental, social and economic impacts of decisions.**
- CRP6. Demonstrate creativity and innovation.**
- CRP7. Employ valid and reliable research strategies.**
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.**
- CRP9. Model integrity, ethical leadership and effective management.**
- CRP11. Use technology to enhance productivity.**



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GRADE: One

8.1 Educational Technology

<http://www.state.nj.us/education/cccs/2014/tech/8.pdf>

Content Area Technology

Standard 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

Strand F: Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

Grade Level Bands - K-2

Content Statements students will:

Identify and define authentic problems and significant questions for **Indicator 8.1.2.F.1**

Use geographic mapping tools to plan and solve problems.

Plan and manage activities to develop a solution or complete a project.

Collect and analyze data to identify solutions and/or make informed decisions.

Use multiple processes and diverse perspectives to explore alternative solutions



BOE Approved 5/17

Cliffside Park Public Schools

GRADE: One

Assessments and Performance Tasks:

Activities:

- **SLO: 1 Goal:** Students will demonstrate understanding of needs, wants, and feeling in health and safety related situations. Assessment Activity: Teacher will brain storm with students to determine the type of needs, wants, and feelings people may have in health and safety related situations. Students should brain storm needs, wants and feelings such as hunger, thirst, safety, nervousness, excitement, stress. Students will then be directed to list situations when these needs, wants, or feeling might arise. Students will be given health or safety related situations and they will match it with the needs, wants, or feelings that were brain stormed. Examples could include a thunderstorm- nervous or scared, power outage-cold, hungry etc. Teachers should be ascertaining student's knowledge by matching the situation to the appropriate needs, wants or feelings.
- **SLO: 4 Goal:** Students will determine how parents, technology, culture, and the media influence decision making. Assessment Activity: Students will be given materials to create an advertisement by making a collage. The collage will contain pictures (technology, pop culture) that will attempt to entice people into making a decision to choose a healthier lifestyle. Collages should contain pictures/items of technological advances (GPS watches, Wii, computer programs) and or adults and children using these devices to improve their health and wellness. Students should give written or oral explanations of their advertisement collage.
- **SLO: 7 Goal:** Students demonstrate understanding of how character impacts the way one feels and thinks about one self and others. Assessment Activity: Teacher will ask the class to group in pairs. Each pair will brain storm words that describe people who have good



BOE Approved 5/17

Cliffside Park Public Schools

GRADE: One

character. Students will create two bookmarks. The first will contain three words that each student feel best describes their character. The second will contain words or phrases about how someone with good character feels. Examples could contain phrases such as an honest friend makes me feel safe or a caring friend makes me feel happy. Student's bookmarks should express the understanding that words that describe good character on the first bookmark will affect the way people feel or the words and phrases on the second bookmark.

- **SLO: 10 Goal:** Students will understand that peers have different physical abilities. **Assessment Activity:** Each student will be asked to draw a self-portrait. They will be instructed to color in their hair color, hair type, and color of their eyes. They then will be asked to write on their picture two physical activities they think they are good at doing. Examples could be the ability to ride a bike, run fast, hit a tennis ball, color, paint, draw, or ride a skateboard. After each student has completed their portrait students will exchange their paper with another student and review that student's picture and abilities. To complete the assessment students will write the name of the student they changed with and their abilities next to their own. Students should compare to secure the understanding that different people have different abilities.
- **SLO: 14 Goal:** Students will utilize proper decisions that will lead to safe behaviors indoors and outside. **Assessment Activity:** Students will be asked to list decisions that they make in regards to their own safety either inside or outside. Example could include riding a bike, crossing the street, running in the halls, playground safety, home or classroom safety. After each student has their list of decisions they should match each item with a safe decision. **Appropriate Examples:** Bike Riding- Always with a helmet on and in a safe place. Safety in



BOE Approved 5/17

Cliffside Park Public Schools

GRADE: One

the school building- Walking in hallways, staying in line. Safety at home- Not answering the door for strangers, fire prevention strategies. Teachers should review lists for age appropriate situations and safety behaviors.

- **SLO: 16 Goal:** Students will display the ability to differentiate the characteristics of strangers, acquaintances, and trusted adults and describe safe and appropriate behaviors. **Assessment Activity:** The class will review as a group what the terms stranger, acquaintance and trusted adults mean. For stranger students should understand that it is someone they have never met before. An acquaintance would be someone they have met but not someone who is a friend or close to their family. A trusted adult would be people who are close to our family or a trusted community member like a police officer or firefighter. Students will then be asked to draw a picture of one of their trusted adults and write a description of why they can be trusted and are not a stranger or an acquaintance. Students will then list three safe behaviors when dealing with a stranger or an acquaintance. Students should highlight not talking or leaving with a stranger, always checking with a trusted adult before going anywhere with another adult, and safe place to go if they need help.
- **SLO: 19 Goal:** Students will determine the possible causes of conflict between two people and identify the appropriate ways to prevent and resolve them. **Assessment Activity:** The class as a group will discuss and brainstorm strategies to handle disagreements or conflicts. The teacher will write the strategies on the board after they have been suggested and discussed. Appropriate strategies like being polite, listening to the other person, staying calm, asking an adult to help, walking away, or apologizing if you are wrong can be written on the board. Students will be directed to create a 3 page flip book identifying a conflict and a resolution. Students will draw a picture depicting the conflict and explain the solution in a



BOE Approved 5/17

Cliffside Park Public Schools

GRADE: One

brief description. For example, a student may draw a picture of two students having a disagreement over a ball during recess. The student could explain that the resolution to the disagreement would be to walk away from the conflict. Teachers will look for students to be able to identify a conflict and then describe an appropriate resolution.

Assessments

- Grade K: Unit IV Community Health Skills Rubric (See Attached)
- Anecdotal Notes



BOE Approved 5/17

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Differentiation/Accommodations/Modifications (Alternate Modes of Instruction and Support)

Gifted and Talented	English Language Learners	Students with IEPs/504s	At-Risk Learners
<p>Provide appropriate challenge for wide ranging skills and development areas.</p> <p>Participate in inquiry and project-based learning units of study</p> <p>Assigning roles within partnerships</p> <p>Differentiated supports: content, process, product, environment</p>	<p>Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)</p> <p>Pair visual prompts with verbal presentations</p> <p>Frontload and immerse students in literacy and language experiences related to content</p> <p>Provide students with visual models, sentence stems, concrete objects, and hands-on materials.</p> <p>Model procedures for life skills.</p> <p>Collaboration between ELL and general education teacher to maximize learning</p>	<p>Review student individual educational plan and/or 504 plan.</p> <p>Establish procedures for accommodations and modifications for assessments as per IEP/504.</p> <p>Establish procedures for modification of classwork and homework as per IEP/504.</p> <p>Modify classroom environment to support academic and physical needs of the students as per IEP/504.</p> <p>Provide appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team.</p> <p>Differentiation through content, process, product, environment</p>	<p>Provide Title I services to students not meeting academic standards in ELA and/or Math.</p> <p>Provide instructional adaptations and interventions in the general education classroom.</p> <p>Modify classroom environment to support student needs.</p> <p>Differentiated instruction</p> <p>Basic Skills</p> <p>Intensive individual intervention</p>



BOE Approved 5/17

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Sources

2014 NJSLS for Comprehensive Health and Physical Education

www.state.nj.us/education/cccs/2014/chpe/standards.pdf

www.nj.gov/education

NJ: 2014 SLS: Technology: <http://www.state.nj.us/education/cccs/2014/tech/8.pdf>

21st Century Life and Careers: <http://www.state.nj.us/education/cccs/2014/career/9.pdf>

Career Ready Practices: <http://www.state.nj.us/education/cccs/2014/career/9.pdf>