



BOE Approved 5/17

Cliffside Park Public Schools

GRADE: First

Unit Name: Wellness

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

Learning Objectives

- **To explain how healthy habits and self-help skills support wellness. (i.e personal hygiene, independence skills)**
- **To explain how participating in regular physical activity promotes overall personal wellness.**
- **To investigate different foods and food groups and demonstrate an awareness of nutritional value.**

Duration: September/October/ November

Essential Questions

- How does personal hygiene promote healthy habits?
- How can choosing a balanced nutritional meal contribute to wellness?
- How do foods in the MyPlate differ in nutritional content and value?

Enduring Understandings

- Developing self-help skills and personal hygiene skills promotes healthy habits.
- Health-enhancing behaviors contribute to wellness.
- Developing the knowledge and skills necessary to make nutritious food choices promotes healthy habits.
- Appropriate types and amounts of physical activity enhance personal health.



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NJSLS Comprehensive Health and Physical Education Standards

- **2.1.P.A.1** Develop an awareness of healthy habits (e.g., use clean tissues, wash hands, handle food hygienically, brush teeth, and dress appropriately for the weather).
- **2.1.P.A.2** Demonstrate emerging self-help skills (e.g., develop independence when pouring, serving, and using utensils and when dressing and brushing teeth).
- **2.1.2.A.1** Explain what being “well” means and identify self-care practices that support wellness.
- **2.1.2.A.2** Use correct terminology to identify body parts, and explain how body parts work together to support wellness.
- **2.6.2.A.1** Explain the role of regular physical activity in relation to personal health.

Interdisciplinary Connections

- **ELA: Using leveled readers from Reading A to Z, students will learn about healthy habits**
- **Story: Healthy Me - Level I**
- **Students will use a Venn Diagram to compare themselves to the character in the story**
- **How are their habits alike and different?**
- **Art: Students will create a MyPlate project showing a balanced nutritious meal**
- **Technology - Use MyPlate website to illustrate the five food groups**

<http://www.choosemyplate.gov/>

GoNoodle-Indoor recess activities to promote physical activity

- <https://app.gonoodle.com/channels/indoor-recess>

Tier 2 Vocabulary: identifies, demonstrates, models, exercise, aerobics, activity, personal, carbohydrates, protein, poultry, whole grains, dairy, fats, calcium, diet, muscles, fruits, vegetables, energy

Tier 3 Vocabulary: hygiene, wellness, nutrition, FDA



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Core Instructional Materials/Resources/Digital Tools http://www.nj.gov/education/modelcurriculum/assessment/pw/peh/hku1.pdf Vocabulary A-Z - https://www.vocabularya-z.com/vocabweb/ Reading A-Z - https://www.readinga-z.com/books/leveled-books/book/?id=116 GoNoodle - https://app.gonoodle.com/channels/indoor-recess My Plate - http://www.choosemyplate.gov/	
21st Century Themes and Skills (CRP Standards)	http://www.state.nj.us/education/cccs/2014/career/9.pdf CRP2. Apply appropriate academic and technical skills. CRP3. Attend to personal health and financial well-being. CRP4. Communicate clearly and effectively and with reason. CRP6. Demonstrate creativity and innovation. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP11. Use technology to enhance productivity.
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.



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	<p>Grade Level Bands - K-2</p> <p>Content Statements students will</p> <p>Identify and define authentic problems and significant questions for Indicator 8.1.2.F.1</p> <p>Use geographic mapping tools to plan and solve problems.</p> <p>Plan and manage activities to develop a solution or complete a project.</p> <p>Collect and analyze data to identify solutions and/or make informed decisions.</p> <p>Use multiple processes and diverse perspectives to explore alternative solutions</p>
<p>Assessments and Performance Tasks</p>	<p>Activities</p> <p>SLO: 3 & 4 Goal: Students will explain how healthy habits (personal hygiene, etc.), self-help skills and regular participation in physical activity support personal wellness. Assessment Activity: Students will create a collage out of either drawn pictures or from magazines that depict either healthy or unhealthy habits, skills, or activities. Examples could be exercise/ physical activity, personal hygiene, dental hygiene, sedentary activity, or nutrition. Students will then either orally explain or give one or two word written expressions to describe how the pictures on their collages either support or hinder their overall personal wellness. Teachers will look for the proper representations of the students depictions of healthy habits and physical activity on their collage as well as the ability to properly explain how the depictions support or hinder overall personal wellness.</p> <ul style="list-style-type: none">● SLO: 8 Goal: Students will demonstrate awareness of nutritional value and different foods and food groups. Assessment Activity: Teachers will either provide students with pictures of



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several types of foods from several food groups or use toy foods from kitchen toys sets. Students will be asked to go “food shopping” from the pictures or foods the teacher has provided. Students will be directed to select five to eight food items representing the different food groups. After the student has selected their items from several different food groups, they will explain which foods they think contain more nutritional value than others. Teachers will be monitoring their explanations for their awareness of the nutritional value of different foods. For example, the difference between selecting a bottle of soda versus a bottle of water or a bag of potato chips versus a bag of apples. Students may either orally explain or may use a teacher developed worksheet with pictures of the food items and guided questions to express their nutritional value.

Assessments

- Grade 1: Unit I - Wellness (See Attached)
- Anecdotal Notes



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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. 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>



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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>