

Ocean Academy Charter School
Curriculum Guide
Grade 1 - Health



Original Adoption:	August 2025
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OCEAN ACADEMY CHARTER SCHOOL Health Grade 1 Curriculum	
Content Area: Heath and Physical Education	
Course Title: Health and Physical Education	
Grade Level: 1	
Unit Title	Pacing Guide in Days
Unit 1: Physical Wellness	3 days (Health is conducted one day a week for half the school year).
Unit 2: Safety	5 days (Health is conducted one day a week for half the school year).
Unit 3: Personal and Mental Health	10 days (Health is conducted one day a week for half the school year).

OCEAN ACADEMY CHARTER SCHOOL Unit 1 Overview	
Content Area: Physical Education	
Unit Title: Unit 1 Physical Wellness	Duration: 3 days Health is conducted one day a week for half the school year
Target Course/Grade Level: 1	
Introduction/Unit Focus: This unit introduces Grade 1 students to the foundational concepts of physical fitness and nutritional wellness in a way that is fun, engaging, and developmentally appropriate. The goal is to help young learners understand the importance of moving their bodies, making healthy food choices, and building habits that support lifelong health and wellness.	

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Students will explore the idea that physical fitness means being able to move, play, and do daily tasks with energy and confidence. They will begin to recognize that being active helps them feel good, stay strong, and have fun. Through age-appropriate activities, students will experience different levels of movement from slow to fast, quiet to energetic and learn how these activities help their bodies grow and stay healthy.

Lifelong fitness is about making activity a regular part of life, not just during gym class or sports. In this unit, students will learn that movement can be part of everyday routines, from walking and stretching to dancing and playing games with friends. They will discover that staying active helps them avoid getting hurt or sick, and that it can help their bodies feel better when they are tired or upset. Most importantly, they will learn to enjoy movement for the fun and joy it brings.

Alongside fitness, students will also be introduced to the basics of good nutrition. They will learn that food gives the body energy and helps it grow. Through stories, activities, and hands-on exploration, they will begin to understand how to choose healthy foods like fruits, vegetables, grains, and proteins. Students will also learn how to recognize less healthy choices and understand that balance and portion size are part of eating well.

By the end of this unit, students will be able to identify ways they can move their bodies every day, describe how healthy foods help them grow, and begin to make personal choices that support their physical and nutritional wellness. Through games, movement activities, group discussions, and simple goal-setting, they will begin developing a positive relationship with their bodies and health, laying the foundation for a lifetime of wellness.

Disciplinary Concepts for the Unit:

Standard 9.1 Personal Financial Literacy: This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

Standard 9.2 Career Awareness, Exploration, Preparation and Training. This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

Standard 9.4 Life Literacies and Key Skills. This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.

Standard 8.1 Computer Science

Computer Science outlines a comprehensive set of concepts and skills, such as data and analysis, algorithms and programming, and computing systems.

Standard 8.2 Design Thinking

Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The framework design includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocide in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

Diversity and Inclusion

C.18A:35-4.36a Curriculum to include instruction on diversity and inclusion.

1. The instruction shall:
 - (1) highlight and promote diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance;
 - (2) examine the impact that unconscious bias and economic disparities have at both an individual level and on society as a whole; and
 - (3) encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

Asian Americans and Pacific Islanders (AAPI)

Ensures that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards (NJSLS) for Social Studies in kindergarten through Grade 12 (P.L.2021, c.416).

21st Century Themes and Skills

“Twenty-first century themes and skills” means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving, and communication and collaboration; information, media, and technology skills; and life and career skills, including flexibility. Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy.”

Disciplinary Concepts and Core Ideas

Physical Fitness

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Lifelong Fitness	
Nutrition	
Comprehensive Health and Physical Education Practices	
Physical Fitness	Physical Fitness is the ability to move, perform daily tasks and unexpected physical challenges effectively without losing energy reserves. Fitness activities can be performed at many levels (low, moderate, and high), which will impact how efficiently the body functions.
Lifelong Fitness	Lifelong Fitness requires making fitness a part of a person's daily life. It is about creating fitness habits that support individuals to plan and stay healthy throughout their lifetime. In addition, a person recognizes the medical consequences of a sedentary lifestyle and that the benefits of an active body and mind over time reduces diseases, injuries and pain. Lifelong fitness doesn't focus on competition or high-level skill development, but rather on self-evaluation, personal goal setting, social engagement, sportsmanship, enjoyment of movement, and leisure-time fitness activities.
Nutrition	Nutrition is the intake of food, considered in relation to the body's dietary needs. An adequate and well-balanced diet, in combination with regular physical activity, is a cornerstone of physical wellness. Nutritional wellness necessitates learning how to develop good eating habits, including choosing healthy foods and understanding the effects that portion size, sugars, fats, and high cholesterol foods have on a body. Additionally, balancing food intake with exercise, tempered by factors such as age, lifestyle, and hereditary are vitally important components of nutritional wellness.
Focus Standards (Major Standards) https://www.nj.gov/education/cccs	
Core Idea	Performance Expectation
The ability to move and perform at different levels and different types and amounts of physical activity enhance	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.

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personal health.	(e.g., healthy heart, strong bones, increased energy, strong muscles).
Exploring wellness components provide a foundational experience of physical movement activities.	2.2.2.LF.1: Express one's feelings and emotions when involved in movement and physical activities to increase positive behaviors. 2.2.2.LF.3: Explore the body's range of motion through participating in flexibility and breathing exercises (e.g., stretching, mindfulness, yoga).
Resources that support physical activity are all around you.	2.2.2.LF.4: Identify physical activities available outside of school that are in the community.
Nutritious food choices promote wellness and are the basis for healthy eating habits.	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.

New Jersey Student Learning Standards: Interdisciplinary Connections
<https://www.nj.gov/education/cccs>

- Reading Language Arts
 - RI.AA.1.7 Identify the reasons an author gives to support points in a text and explain how that information is applied, with prompting as needed.
 - RI.PP.1.5. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
 - SL.II.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
 - SL.PE.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
 - A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
 - B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
 - C. Ask questions to clear up any confusion about the topics and texts under discussion.
- Science
 - K-2-ETS-1-1-Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.
 - K-2-ETS1-2-Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.
 - K-2-ETS1-3-Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.

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New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills Articulation Guide	
Core Ideas	Performance Expectations (Identified with Standard Number and statement)
You can give back in areas that matter to you.	9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.
Collaboration with individuals with diverse perspectives can result in new ways of thinking and/or innovative solutions.	9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3, 7.1.NM.IPERS.6). 9.4.5.CI.2: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7).
Curiosity and a willingness to try new ideas (intellectual risk-taking) contributes to the development of creativity and innovation skills.	9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a). 9.4.5.CI.4: Research the development process of a product and identify the role of failure as a part of the creative process (e.g., W.4.7, 8.2.5.ED.6).
The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.	9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2). 9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1). 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems. 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).

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New Jersey Student Learning Standards: Computer Science and Design Thinking Articulation Guide	
Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
Engineering design is a systematic and creative process of communicating and collaborating to meet a design challenge. Often, several design solutions exist, each better in some way than the others.	8.2.5.ED.1: Explain the functions of a system and its subsystems. 8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models. 8.2.5.ED.3: Follow step by step directions to assemble a product or solve a problem, using appropriate tools to accomplish the task.
Technological choices and opportunities vary due to factors such as differences in economic resources, location, and cultural values.	8.2.5.EC.1: Analyze how technology has contributed to or reduced inequities in local and global communities and determine its short- and long-term effects.
New Jersey Student Learning Standards: Climate Change Mandate	
Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
People in the community work to keep us safe.	2.1.2.CHSS.4: Describe how climate change affects the health of individuals, plants and animals.

Knowledge and Skills
Unit Learning Targets (Objectives): <i>Students will be able to...</i> ➤ Explore different types of foods and food groups. ➤ Explain why some foods are healthier to eat than others. ➤ Differentiate between healthy and unhealthy eating habits. ➤ Explain the importance of physical activity and its connection to one's health. ➤ Explain one's feelings and how physical activity increases positive behaviors. ➤ Identify physical activities available outside of school that are in the community.

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Unit Enduring Understandings:

Students will know...

- Nutritious food choices promote wellness and are the basis for healthy eating habits.
- The ability to move and perform at different levels and different types and amounts of physical activity enhance personal health.
- Exploring wellness components provides a foundational experience of physical movement activities.
- Resources that support physical activity are all around you.

Unit Essential Questions:

- What are food groups?
- What are proteins?
- What are grains?
- What are dairies?
- What foods are healthy?
- Why are some foods healthier than others?
- When can I have unhealthy foods?
- What are the health benefits of physical activity?
- How does physical activity affect behavior?
- What can I do to be physically fit?
- What activity can I do if I don't like sports?
- Why is warming up and stretching so important?

Instructional Plan

- Health and Wellness- connecting health and wellness components to activities in everyday life which can increase each student's chance of being physically active for a lifetime.
- Health and Physical activity- explore the benefits of physical activity, types of physical activity and effect of physical activity on one's health and overall well- being.
- Nutrition- food is a vital nutrient to one life and wellbeing and is broken into 5 major food groups. There are many types of food but some are healthier than others. Identify health vs. unhealthy food and how often an individual should indulge in unhealthy eating.

Evidence of Student Learning

Formative Assessments:

- Participation/Observation during discussion, small group, conferencing and white board activities
- Verbal questioning
- Anecdotal Notes
- Peer/Self Assessments/rubrics
- Presentations
- Work samples
- Hands on worksheets and assignments

Summative Assessments

- Teacher made assessments
- Pre-test, test, and daily work

Benchmark Assessments:

- Interim assessments

Alternative Assessments

- Based on IEP or 504 as needed

Performance Tasks: (When appropriate)

- Presentations

Suggested Options for Differentiation and Modifications

Special Education

- Follow all IEP modifications.
- Use visuals, gestures, and modeling to teach key health concepts.
- Pre-teach/review health and safety vocabulary (e.g., body parts, feelings, healthy choices).
- Provide peer tutoring or a student “buddy.”
- Incorporate songs, chants, and role-play.
- Offer preferential seating and structured routines.
- Allow oral or dictated responses instead of writing.
- Provide small-group instruction and guided practice.
- Allow extra time to complete activities.
- Provide large-print, Braille, or digital text.
- Use assistive technology, scribes, or augmentative communication systems as needed.

Students with 504 Plans

- Follow the 504 plan.
- Allow extended time for activities and assessments.
- Provide small-group or quiet settings.
- Accept oral or alternative formats for responses.
- Use assistive technology, scribes, or communication supports.

Students at Risk of Failure

- Use visuals, modeling, and repeated practice.
- Pre-teach and reinforce vocabulary and routines.
- Read aloud or demonstrate directions clearly.
- Provide peer support or “buddy” systems.
- Use songs, chants, or movement-based learning.
- Offer preferential seating near teacher or peers who can assist.

- Give frequent encouragement and feedback.

Gifted and Talented

- Ask open-ended and higher-order “why” and “what if” questions.
- Encourage critical thinking about health choices (e.g., “What would happen if...?”).
- Provide opportunities for discovery and independent exploration.
- Offer choice in projects, topics, or presentation formats.
- Provide enrichment through role-play, health campaigns, or peer teaching.
- Encourage connections between health, community, and environment.
- Use interest-based extension activities and flexible grouping.

Multilingual Learners (MLs)

- Collaborate with ESL/MLL staff.
- Pre-teach key health vocabulary with visuals and gestures.
- Use picture labels, realia, and movement for new concepts.
- Allow oral, dictated, or group responses.
- Provide extra time for assignments and discussions.
- Pair MLs with supportive peers.
- Use captioned videos and multilingual word walls.

Diversity and Inclusion

- Highlight and respect cultural traditions in health, food, and wellness.
- Involve families in health-related activities and projects.
- Provide alternative assignments when needed.
- Use visuals and clear, simple language.
- Ensure materials reflect diverse backgrounds and abilities.
- Encourage students to share personal or cultural perspectives on health.
- Establish a safe, nurturing, and respectful classroom environment.

Supplemental Resources

Teacher Notes

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OCEAN ACADEMY CHARTER SCHOOL Unit 2 Overview	
Content Area: Health and Physical Education	
Unit Title: Unit 2- Safety	Duration: 5 Days Health is conducted one day a week for half the school year
Target Course/Grade Level: 1	
Introduction/Unit Focus: This unit introduces Grade 1 students to the essential concepts of personal safety, understanding health, and the safe use of medicine. At this age, students are beginning to become more independent, interact with a wider variety of people, and explore their environments more freely. This unit helps them build awareness of how to stay safe, make healthy choices, and know when to seek help from trusted adults. Students will first learn what it means to be safe in different settings: at home, school, the playground, and in the community. They will discuss how paying attention to their surroundings, following safety rules, and recognizing dangerous or uncomfortable situations can help them avoid injury. Emphasis will be placed on listening to their feelings, trusting their instincts, and knowing that it's okay to say "no" or walk away if something doesn't feel right. They will also learn how to ask for help and identify trusted adults they can go to when they feel unsafe or unsure. In learning about health conditions, students will be introduced to the idea that sometimes people get sick, and that illnesses can be either short-term (like a cold) or more serious. The focus at this grade level will be on building awareness rather than fear. Students will begin to understand that germs can cause sickness and that habits like handwashing, covering coughs, eating healthy foods, and getting enough rest help protect their health and the health of others. They will also learn that vaccines and regular doctor visits are important ways to help prevent illnesses and keep people feeling their best. The unit also introduces the topic of medicine. Students will learn that medicine is something people use to feel better or heal when they are sick or in pain. They will understand that only trusted adults, like parents, doctors, or nurses should give them medicine. Emphasis will be placed on never taking medicine on their own or accepting it from friends or strangers, and always telling an adult if they find medicine or see someone misusing it. By the end of this unit, students will begin to develop a strong foundation in personal safety and healthy habits. They will better understand how to stay safe in different situations, how to care for their bodies, and how to be responsible around medicine. These lessons are intended	

to build confidence, support emotional awareness, and encourage lifelong skills that promote health and safety.

Disciplinary Concepts for the Unit:

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Disciplinary Concepts and Core Ideas

Personal Safety

Health Conditions, Diseases, and Medicines

Alcohol, Tobacco and other Drugs

Comprehensive Health and Physical Education Practices

Personal Safety	Personal Safety involves being aware of your surroundings and understanding of how certain situations and/or unhealthy behaviors can lead to injury, illness or death. The ability to identify potential risks and an awareness of the steps that can likely prevent injuries and diseases are key to being safe. In addition, it is essential that individuals understand that there are circumstances that may make them feel uncomfortable or are unsafe/dangerous that are beyond their control. In those circumstances, it is essential that individuals know where and how to seek help and do not blame themselves.
Health Conditions, Diseases and Medicines	Health conditions are acute or chronic illnesses and diseases, which can be either controllable or life threatening. People contract different types of

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	diseases, such as communicable diseases, Vector-borne diseases and Zoonotic diseases to name a few. Access to care and facilities affect the conditions of health. Health-enhancing behaviors help a person avoid and reduce health risks, and diseases. Early detection, treatment, screenings, and vaccines assist in preventing (personal, community and global) illnesses and outbreaks. Medicines are substances that treat or relieve diseases and pain. Medications are prescribed by a physician or can be accessed over the counter. Medications can be misused and abused if not taken properly
Alcohol, Tobacco and other Drugs	Alcohol, other drugs and tobacco can be found in a variety of forms. The use of alcohol and other drugs has both short-term and long-term effects. Alcohol and other drugs use refer to all types of legal and illicit drugs. Over the counter medicines and prescription medications, when taken correctly are drugs used to treat pain and illness. These drugs have both benefits and risks. There are many types of tobacco products such as cigarettes, e-cigarettes, and marijuana to name a few that can cause damage both physically and mentally. Tobacco, alcohol, and other illicit drug products can adversely affect the user, family members, and those in the community.
Dependency, Substances Disorder and Treatment	Dependency is when a person develops a tolerance and an increased need for a drug or substance. There are types of dependency such as physical, and psychological addictions. Disorder or a substance use disorder is when casual or experimental use of alcohol or other substances (including illegal drugs, medications prescribed or not) escalates. Treatment includes programs and facilities a person can enroll in, to seek assistance and to receive help to recover. There are many types of treatment facilities for a person to receive

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	help to recover. Students should know who to see and where to go for resources in the school and in the community (e.g., teacher, coach, school counselor, SAC, school nurse, resource officer, peer leadership individual, mental health specialist, parents, social worker).
Attending to personal health, emotional, social and physical wellbeing	Individuals who possess health, emotional, social and physical literacy understand the relationship between the body and the mind. They create and implement a personal self-care plan that promotes a healthy lifestyle. They recognize the importance of a healthy diet, regular exercise, and promote mental health activities that lead to healthier behaviors. They also take regular actions that contribute to their personal, emotional, and social well-being by regulating emotions, understanding personal self-care, and engaging in appropriate self-expression. Establishing outlets that are safe and take place in healthy environments allow for positive social interaction for self and others. They recognize that an active body promotes an active healthy mind that contributes to their overall health.
Engaging in an active lifestyle	Individuals who possess health and physical literacy understand the importance of wellness and being active throughout their lifetime. They understand that daily activity is crucial to establishing and maintaining good health habits of regular exercise, a balanced diet, and healthy social and mental activities that encourage help seeking skills. They know that an active lifestyle lowers the risk of cardiovascular diseases by strengthening the immune system. They also take regular action to contribute to their active lifestyle with regular health exams, a personalized fitness plan, and balanced daily schedule that provides the peace of

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	mind and satisfaction required to fully enjoy an active lifestyle.
Focus Standards (Major Standards) https://www.nj.gov/education/cccs	
Core Idea	Performance Expectation
The environment can impact personal health and safety in different ways.	2.3.2.PS.1: Demonstrate personal habits and behaviors that contribute to keeping oneself and others healthy and the environment clean and safe.
Potential hazards exist in personal space, in the school, in the community, and globally.	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 (e.g., traffic safety, bicycle/scooter safety, fire safety, poison safety, accident prevention). 2.3.2. PS.4: Develop an awareness of warning symbols and their meaning (e.g., red light, stop sign, poison symbol).
Any time children feel uncomfortable or in an unsafe situation, they should reach out to a trusted adult for help.	2.3.2.PS.5: Define bodily autonomy and personal boundaries. 2.3.2.PS.6: Demonstrate how to communicate personal boundaries and show respect for someone else's personal boundaries including friends and family. 2.3.2.PS.7: Identify behaviors that would be considered child abuse (e.g., emotional, physical, sexual). 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 (e.g., bullying, teasing, child sexual abuse).
People need food, water, air, waste removal, and a particular range of temperatures in their environment to stay healthy.	2.3.2.HCDM.2: Demonstrate personal hygiene and the use of necessary and appropriate health-enhancing behaviors that can keep a person healthy (e.g., precautions to avoid illnesses, handle food hygienically, brush teeth, regular physical activity, adequate sleep, appropriate dress for various weather conditions).

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	2.3.2.HCDM.3: Explain strategies and develop skills to prevent the spread of communicable diseases and health conditions (e.g., Lyme disease, influenza, cardiovascular diseases).
The use of alcohol, tobacco, and other drugs in unsafe ways is harmful to one's health.	2.3.2.ATD.1: Explain what medicines are, how they are used, and the importance of utilizing medications properly.
New Jersey Student Learning Standards: Interdisciplinary Connections https://www.nj.gov/education/cccs	
● Reading Language Arts ○ RI.AA.1.7 Identify the reasons an author gives to support points in a text and explain how that information is applied, with prompting as needed. ○ RI.PP.1.5. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. ○ SL.II.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media. ○ SL.PE.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. C. Ask questions to clear up any confusion about the topics and texts under discussion. ● Science ○ K-2-ETS-1-1-Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool. ○ K-2-ETS1-2-Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem. ○ K-2-ETS1-3-Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.	
New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills Articulation Guide	
Core Ideas	Performance Expectations (Identified with Standard Number and statement)
There are actions an individual can take to help make this world a better place.	9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.

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	9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.
Brainstorming can create new, innovative ideas	9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2). 9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem.	9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2). 9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3). 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
New Jersey Student Learning Standards: Computer Science and Design Thinking Articulation Guide	
Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
The availability of technology for essential tasks varies in different parts of the world	8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.
Human needs and desires determine which new tools are developed	8.2.2.ITH.1: Identify products that are designed to meet human wants or needs. 8.2.2.ITH.2: Explain the purpose of a product and its value.
New Jersey Student Learning Standards: Climate Change Mandate	
Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
People in the community work to keep us safe.	2.1.2.CHSS.4: Describe how climate change affects the health of individuals, plants and animals.

Knowledge and Skills
Unit Learning Targets (Objectives): <i>Students will be able to...</i>

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- Name safe ways that medicine is used to help people feel better.
- Explain why only trusted adults (like parents, school nurses, or doctors) should give medicine.
- Identify school rules for using medicine and who to go to if they need help.
- Recognize that some substances, like tobacco, alcohol, and other drugs, can harm the body.
- Define addiction in simple terms as something that makes a person feel like they need to keep using a harmful substance, even if it's bad for them.
- Identify trusted adults and community helpers (like school nurses, doctors, and pharmacists) who can give information about medicine and health.

Unit Enduring Understandings:

Students will know...

- Medicines can help people feel better when used correctly, but they can be harmful if used the wrong way.
- Some everyday products and substances (even ones in nature) can be dangerous if not handled safely.
- Alcohol, tobacco, and other drugs can hurt the body and should never be used by children.
- Saying "no" is an important way to stay safe, especially in unsafe or uncomfortable situations.
- Asking a trusted adult is the best way to get correct answers about health and safety.

Unit Essential Questions:

- What is medicine and how does it help us?
- Why must medicine be used the right way and only by people we trust?
- What can happen if someone uses a harmful drug or chemical?
- Who can I trust to give me medicine or answer my questions about health?
- How can I stay safe if someone asks me to try something that's not healthy or safe?
- Can I always tell if something is safe just by looking at it?
- How can habits be healthy or unhealthy for my body and mind?

Instructional Plan

- Personal Hygiene - Young children get about eight colds each year. The flu is another cause of missed class time.
- Alcohol - Many kids see parents or other adults drinking alcohol. Because alcohol is legal and socially acceptable among adults, kids can be confused about its harmful effects and consequences of abuse.
- Drugs - A drug is a chemical that's used to treat, cure, or prevent a disease or sickness. Many drugs, or medicines, are good for you when you need them. But there are many other drugs that are illegal or can make you sick if you don't take them properly.
- Smoking - It's never too early to warn your students about the dangers of smoking and tobacco.

Evidence of Student Learning

Formative Assessments:

- Participation/Observation during discussion, small group, conferencing and white board activities
- Verbal questioning
- Anecdotal Notes
- Peer/Self Assessments/rubrics
- Presentations
- Work samples
- Kinesthetic Assessments
- Hands on worksheets and assignments

Summative Assessments

- Pre-test, test, Teacher made assessments

Benchmark Assessments

- Unit Assessment

Alternative Assessments

- Based on IEP or 504 as needed

Performance Tasks:

- Hands on exploratory activities

Suggested Options for Differentiation and Modifications

Special Education

- Follow all IEP modifications.
- Use visuals, gestures, and modeling to teach key health concepts.
- Pre-teach/review health and safety vocabulary (e.g., body parts, feelings, healthy choices).
- Provide peer tutoring or a student “buddy.”
- Incorporate songs, chants, and role-play.
- Offer preferential seating and structured routines.
- Allow oral or dictated responses instead of writing.
- Provide small-group instruction and guided practice.
- Allow extra time to complete activities.
- Provide large-print, Braille, or digital text.
- Use assistive technology, scribes, or augmentative communication systems as needed.

Students with 504 Plans

- Follow the 504 plan.
- Allow extended time for activities and assessments.
- Provide small-group or quiet settings.

- Accept oral or alternative formats for responses.
 - Use assistive technology, scribes, or communication supports.
-

Students at Risk of Failure

- Use visuals, modeling, and repeated practice.
 - Pre-teach and reinforce vocabulary and routines.
 - Read aloud or demonstrate directions clearly.
 - Provide peer support or “buddy” systems.
 - Use songs, chants, or movement-based learning.
 - Offer preferential seating near teacher or peers who can assist.
 - Give frequent encouragement and feedback.
-

Gifted and Talented

- Ask open-ended and higher-order “why” and “what if” questions.
 - Encourage critical thinking about health choices (e.g., “What would happen if...?”).
 - Provide opportunities for discovery and independent exploration.
 - Offer choice in projects, topics, or presentation formats.
 - Provide enrichment through role-play, health campaigns, or peer teaching.
 - Encourage connections between health, community, and environment.
 - Use interest-based extension activities and flexible grouping.
-

Multilingual Learners (MLs)

- Collaborate with ESL/MLL staff.
 - Pre-teach key health vocabulary with visuals and gestures.
 - Use picture labels, realia, and movement for new concepts.
 - Allow oral, dictated, or group responses.
 - Provide extra time for assignments and discussions.
 - Pair MLs with supportive peers.
 - Use captioned videos and multilingual word walls.
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Diversity and Inclusion

- Highlight and respect cultural traditions in health, food, and wellness.
- Involve families in health-related activities and projects.
- Provide alternative assignments when needed.

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- Use visuals and clear, simple language.
- Ensure materials reflect diverse backgrounds and abilities.
- Encourage students to share personal or cultural perspectives on health.
- Establish a safe, nurturing, and respectful classroom environment.

Supplemental Resources

Teacher Notes

OCEAN ACADEMY CHARTER SCHOOL

Unit 3 Overview

Content Area: Health and Physical Education

Unit Title: Unit 3- Personal and Mental Health

Duration: 10 Days Health is conducted one day a week for half the school year.

Target Course/Grade Level: 1

Introduction/Unit Focus:

In this unit, Grade 1 students will begin to explore the concepts of personal growth and development, emotional well-being, and the ways their communities help keep people safe, healthy, and supported. At this age, students are becoming more aware of themselves and others, learning how their bodies and feelings change, and beginning to understand their place in a larger community. This unit introduces these important topics in a simple, age-appropriate, and reassuring way.

Students will learn that personal growth means how people change as they grow older: physically, emotionally, and socially. They will discuss the ways their bodies have changed since they were babies, and how people continue to grow and learn throughout their lives. The focus will not be on complex changes like puberty, but rather on helping students become comfortable talking about growing up and how everyone develops at their own pace.

The unit will also emphasize emotional health and the importance of understanding and expressing feelings. Students will learn that it is okay to have different emotions like happiness, sadness, frustration, or worry. Through stories, discussions, and classroom activities,

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they will practice identifying emotions, talking about them, and learning healthy ways to express and manage their feelings. They will also explore what it means to be a good friend, how to treat others with respect, and how to ask for help when they feel upset or overwhelmed.

In addition, students will be introduced to the idea that there are people and services in the community that are there to help keep them healthy and safe. These include doctors, nurses, school counselors, firefighters, and community helpers who provide food, shelter, clothing, and medical care. Students will learn that it's okay to ask for help and that there are trusted adults and places they can turn to when they need support.

By the end of the unit, students will begin to develop a sense of who they are, how they are growing, and how to take care of both their bodies and their feelings. They will also start to understand the importance of community helpers and services and how these resources can support their well-being and the health of others around them. This unit aims to build confidence, kindness, and self-awareness, while reinforcing the message that everyone grows and changes, and that it's all a normal and healthy part of life.

Disciplinary Concepts for the Unit:

Standard 9.1 Personal Financial Literacy: This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

Standard 9.2 Career Awareness, Exploration, Preparation and Training. This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

Standard 9.4 Life Literacies and Key Skills. This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.

Standard 8.1 Computer Science

Computer Science outlines a comprehensive set of concepts and skills, such as data and analysis, algorithms and programming, and computing systems.

Standard 8.2 Design Thinking

Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The framework design includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocide in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

Diversity and Inclusion

C.18A:35-4.36a Curriculum to include instruction on diversity and inclusion.

1. The instruction shall:
 - (1) highlight and promote diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance;
 - (2) examine the impact that unconscious bias and economic disparities have at both an individual level and on society as a whole; and
 - (3) encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

Asian Americans and Pacific Islanders (AAPI)

Ensures that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards (NJSLS) for Social Studies in kindergarten through Grade 12 (P.L.2021, c.416).

21st Century Themes and Skills

“Twenty-first century themes and skills” means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving, and communication and collaboration; information, media, and technology skills; and life and career skills, including flexibility. Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy.”

Disciplinary Concepts and Core Ideas

Personal Growth and Development

Pregnancy and Parenting (Family Life)

Emotional Health

Social and Sexual Health

Community Health Services and Support

Comprehensive Health and Physical Education Practices

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Acting as responsible and contributing member of society	Individuals who possess health and physical literacy understand the obligations and responsibilities of being a member of a community. They demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and on their environment. They consider the short-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their families, teams, community, and school. They are reliable and consistent in going beyond the minimum expectation and in participating in community outreach that serves the greater good.
Building and maintaining healthy relationships	Individuals who possess health and physical literacy establish and maintain healthy relationships by utilizing positive communication and social skills to interact effectively with others. They are aware of others' feelings and ideas. They respect differences and identify ways to resist inappropriate social pressure. Students demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways. They identify who, when and where, or how to seek help for oneself or others when needed.
Communicating clearly and effectively (verbal and nonverbal)	Individuals who possess health and physical literacy communicate thoughts, ideas, emotions and action plans with clarity, using written, verbal and/or visual methods. They are excellent communicators who master movements, word choices, and use of effective tone and presentation skills to articulate ideas and movements. They are skilled at interacting with others as they are active listeners who speak clearly and with a purpose. They demonstrate and perform movements and skills with accuracy and balance. They consider the audience and prepare accordingly to ensure the desired outcome.
Resolving conflict	Individuals who possess health and physical literacy acknowledge problems in school and in the community and develop skills to create strategies to resolve the issue. They are aware of

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	the reason(s) of the conflict and quickly take positive action to address the problem. They thoughtfully probe the root cause of the conflict prior to introducing a resolution. They carefully consider the consequences both positive and negative to resolve the conflict. Once a resolution is agreed upon, they follow through to ensure the conflict is resolved, whether through their own actions or the actions of others and they take the necessary steps to eliminate the conflict from recurring.
Attending to personal, health, emotional, social and physical well-being	Individuals who possess health, emotional, social and physical literacy understand the relationship between the body and the mind. They create and implement a personal self-care plan that promotes a healthy lifestyle. They recognize the importance of a healthy diet, regular exercise, and promote mental health activities that lead to healthier behaviors. They also take regular actions that contribute to their personal, emotional, and social well-being by regulating emotions, understanding personal self-care, and engaging in appropriate self-expression. Establishing outlets that are safe and take place in healthy environments allow for positive social interaction for self and others. They recognize that an active body promotes an active healthy mind that contributes to their overall health.
Engaging in an active lifestyle	Individuals who possess health and physical literacy understand the importance of wellness and being active throughout their lifetime. They understand that daily activity is crucial to establishing and maintaining good health habits of regular exercise, a balanced diet, and healthy social and mental activities that encourage help seeking skills. They know that an active lifestyle lowers the risk of cardiovascular diseases by strengthening the immune system. They also take regular action to contribute to their active lifestyle with regular health exams, a personalized fitness plan, and balanced daily

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	schedule that provides the peace of mind and satisfaction required to fully enjoy an active lifestyle.
Making decisions	Individuals who possess health and physical literacy make informed, responsible decisions in order to lead a lifestyle that promotes wellness. Students examine their options and consider their values, their own beliefs, and consequences that will impact their decisions. They develop, implement, and model effective critical thinking skills in their decision-making process. They consider the impacts of the decisions to self and others and evaluate whether the results of their decision promote one's health or present a risk. They analyze if a decision can be made individually or collaboratively.
Managing-self	Individuals who possess health and physical literacy understand and practice strategies for managing one's own emotions, thoughts and behaviors. They recognize the skills needed to establish and achieve success in situations. They identify and apply skills, such as self-regulating, self-control, asking questions, and setting goals to persevere and overcome barriers. They research reliable sources to inform and engage in healthy behaviors. They reflect on personal experiences, and recognize their strengths, traits and limitations to avoid risky or dangerous behaviors and situations.
Setting goals	Individuals who possess health and physical literacy are focused with a plan in mind and a task to complete. They set high but realistic standards, prioritize responsibilities, utilize time wisely and think short and long-term to achieve the intended results. Goal-setters are organized, self-directed, highly motivated, curious, and desirous of living healthy and productive lives.
Using technology tools responsibly	Individuals who possess health and physical literacy find and maximize the productive value

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	of existing with new technology to accomplish personal and professional tasks. They are flexible and adaptive in acquiring and operating new technology. They are proficient with ubiquitous technology applications. They understand the laws, inherent risks - personal and organizational - of technology applications, and they take actions to prevent or mitigate these risks as responsible users.
Focus Standards (Major Standards) https://www.nj.gov/education/cccs	
Core Idea	Performance Expectation
Individuals enjoy different activities and grow at different rates.	2.1.2.PGD.1: Explore how activity helps all human bodies stay healthy.
Personal hygiene and self-help skills promote healthy habits.	2.1.2.PGD. 2: Develop an awareness of healthy habits (e.g., wash hands, cough in arm, brush teeth).
All living things may have the capacity to reproduce.	2.1.2.PP.2: Explain the ways in which parents may care for their offspring (e.g., animals, people, fish).
Many factors influence how we think about ourselves and others.	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.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).
There are different ways that individuals handle stress, and some are healthier than others.	2.1.2.EH.4: Demonstrate strategies for managing one's own emotions, thoughts and behaviors. 2.1.2.EH.5: Explain healthy ways of coping with stressful situations.
Every individual has unique skills and qualities, which can include the activities they enjoy things such as how they may dress, their mannerisms, things they like to do.	2.1.2.SSH.1: Discuss how individuals make their own choices about how to express themselves.

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Families shape the way we think about our bodies, our health and our behaviors.	2.1.2.SSH.3: Describe different kinds of families locally, nationally and globally and note similarities in the ways in which they keep their children safe. 2.1.2.SSH.4: Determine the factors that contribute to healthy relationships within a family.
People have relationships with others in the local community and beyond.	2.1.2.SSH.5: Identify basic social needs of all people. 2.1.2.SSH.6: Determine the factors that contribute to healthy relationships.
Communication is the basis for strengthening relationships and resolving conflict between people.	2.1.2.SSH.7: Explain healthy ways for friends to express feelings for and to one another.
Conflicts between people occur, and there are effective ways to resolve them.	2.1.2.SSH.8: Demonstrate healthy ways to respond to disagreements or conflicts with others (e.g., leave, talk to trusted adults, tell a sibling or peer). 2.1.2.SSH.9: Define bullying and teasing and explain why they are wrong and harmful.
People in the community work to keep us safe.	2.1.2.CHSS.1: Identify community professionals and school personnel who address health emergencies and provide reliable health information to us. 2.1.2.CHSS.2: Determine where to access home, school and community health professionals. 2.1.2.CHSS.3: Demonstrate how to dial and text 911 in case of an emergency.
Individuals face a variety of situations that may result in different type of feelings and learning how to talk about their feelings is important.	2.1.2.CHSS.5: Identify situations that might result in individuals feeling sad, angry, frustrated, or scared. 2.1.2.CHSS.6: Identify individuals who can assist with expressing one's feelings (e.g., family members, teachers, counselors, medical professionals).
New Jersey Student Learning Standards: Interdisciplinary Connections https://www.nj.gov/education/cccs	
● Reading Language Arts ○ RI.AA.1.7 Identify the reasons an author gives to support points in a text and explain how that information is applied, with prompting as needed.	

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○ RI.PP.1.5. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. ○ SL.II.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media. ○ SL.PE.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. C. Ask questions to clear up any confusion about the topics and texts under discussion. ● Science ○ K-2-ETS-1-1-Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool. ○ K-2-ETS1-2-Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem. ○ K-2-ETS1-3-Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.	
New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills Articulation Guide	
Core Ideas	Performance Expectations (Identified with Standard Number and statement)
There are actions an individual can take to help make this world a better place.	9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community. 9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.
Brainstorming can create new, innovative ideas	9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2). 9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem.	9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGl.2). 9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).

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	9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
New Jersey Student Learning Standards: Computer Science and Design Thinking Articulation Guide	
Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
The availability of technology for essential tasks varies in different parts of the world	8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.
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New Jersey Student Learning Standards: Climate Change Mandate	
Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
People in the community work to keep us safe.	2.1.2.CHSS.4: Describe how climate change affects the health of individuals, plants and animals.

Knowledge and Skills
Unit Learning Targets (Objectives): <i>Students will be able to...</i> ➤ Identify personal needs and wants in health and safety situations. ➤ Identify basic social and emotional needs that all people have. ➤ Understand the relationship between taking care of your body and feeling good emotionally. ➤ Learn and practice healthy habits such as brushing teeth, washing hands, and covering coughs. ➤ Identify types of disabilities and show respectful and kind behavior toward individuals with disabilities. ➤ Determine common causes of conflict at home, in school, and in the community. ➤ Collaborate with classmates to explore healthy ways to deal with conflict and stress. ➤ Demonstrate healthy decision-making and good communication skills when resolving conflict. ➤ Dramatize real-life situations that might cause stress or conflict and act out positive solutions. ➤ Learn strategies to support positive mental health and emotional well-being.

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- Understand that family members, parents, and other adults can help us make healthy choices.
- Make connections between decisions and how they affect personal health.
- Understand that some behaviors are not okay, such as those related to mental or sexual abuse, and know to ask for help.

Unit Enduring Understandings:

Students will know...

- I can take care of my body through daily healthy habits.
- Keeping clean and practicing good hygiene helps me stay safe and healthy.
- Self-care and rest help me feel better and stay strong.
- I am responsible for how I act and respond to others.
- I can make healthy choices that keep my body and mind feeling good.
- There are many ways to express thoughts and feelings, and it's important to do so in safe and respectful ways.
- There are many different kinds of families around the world, and all families care for each other in different ways.
- Healthy relationships in families include love, care, and responsibility.
- I can express my emotions in a healthy way with my friends and family.
- I can work out problems with my classmates in peaceful ways.
- Bullying, teasing, and being unkind to others are wrong and hurtful.
- In emergencies, I know to call 911 and seek help from trusted adults.
- People in my community, like police officers, firefighters, and teachers, help keep us safe.

Unit Essential Questions:

- What are ways we can keep our bodies healthy every day?
- What are some healthy hygiene habits I can practice at home and school?
- How do taking care of our bodies and feelings help us feel good?
- What does it mean to be responsible for how we act?
- How can we express our feelings and emotions in healthy ways?
- What are some ways people can show who they are?
- How do families take care of each other?
- What does it mean to be part of a family?
- What can I do when I feel upset, stressed, or in conflict with someone?
- How can I solve a problem with a friend in a kind way?
- Why is bullying or teasing others wrong?
- What should I do if someone makes me feel unsafe or uncomfortable?
- Who can help me make healthy and safe choices?
- What can I do in an emergency situation?

Instructional Plan

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- Immune System - Your immune system works with different parts of your body to fight germs and other invaders so you stay healthy. It works even better if you wash your hands, eat healthy foods, exercise, and visit the doctor.
- Germs - Germs are tiny living organisms that can make us sick if we don't know how to protect ourselves from the harmful ones.
- Head lice can be annoying and difficult to get rid of, but they aren't dangerous and they don't spread disease
- Mouth and Teeth-proper oral hygiene
- Bones, muscles, and joints - Activities that will help your students understand what bones, muscles, and joints are and how they work together to keep us moving.
- Nutrition - Kids need to refuel more often than at breakfast, lunch, and dinner. Explain the difference between healthy and unhealthy snacks.
- Different kinds of families refers to the many family structures represented in classrooms and in society today, including, but not limited to: traditional two-parent (i.e., mother and father) families, blended families, single-parent families, multi-racial families, multi-generational families, and same-sex-parent families.

Evidence of Student Learning

Formative Assessments:

- Participation/Observation during discussion, small group, conferencing and white board activities
- Verbal questioning
- Anecdotal Notes
- Peer/Self Assessments/rubrics
- Presentations
- Work samples
- Kinesthetic Assessments
- Hands on worksheets and assignments

Summative Assessments

- Pre-test, test, Teacher made assessments

Benchmark Assessments

- Unit Assessment

Alternative Assessments

- Based on IEP or 504 as needed

Performance Tasks:

- Hands on exploratory activities

Suggested Options for Differentiation and Modifications

Special Education

- Follow all IEP modifications.
- Use visuals, gestures, and modeling to teach key health concepts.
- Pre-teach/review health and safety vocabulary (e.g., body parts, feelings, healthy

choices).

- Provide peer tutoring or a student “buddy.”
 - Incorporate songs, chants, and role-play.
 - Offer preferential seating and structured routines.
 - Allow oral or dictated responses instead of writing.
 - Provide small-group instruction and guided practice.
 - Allow extra time to complete activities.
 - Provide large-print, Braille, or digital text.
 - Use assistive technology, scribes, or augmentative communication systems as needed.
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Students with 504 Plans

- Follow the 504 plan.
 - Allow extended time for activities and assessments.
 - Provide small-group or quiet settings.
 - Accept oral or alternative formats for responses.
 - Use assistive technology, scribes, or communication supports.
-

Students at Risk of Failure

- Use visuals, modeling, and repeated practice.
 - Pre-teach and reinforce vocabulary and routines.
 - Read aloud or demonstrate directions clearly.
 - Provide peer support or “buddy” systems.
 - Use songs, chants, or movement-based learning.
 - Offer preferential seating near teacher or peers who can assist.
 - Give frequent encouragement and feedback.
-

Gifted and Talented

- Ask open-ended and higher-order “why” and “what if” questions.
 - Encourage critical thinking about health choices (e.g., “What would happen if...?”).
 - Provide opportunities for discovery and independent exploration.
 - Offer choice in projects, topics, or presentation formats.
 - Provide enrichment through role-play, health campaigns, or peer teaching.
 - Encourage connections between health, community, and environment.
 - Use interest-based extension activities and flexible grouping.
-

Multilingual Learners (MLs)

- Collaborate with ESL/MLL staff.
- Pre-teach key health vocabulary with visuals and gestures.
- Use picture labels, realia, and movement for new concepts.
- Allow oral, dictated, or group responses.
- Provide extra time for assignments and discussions.
- Pair MLs with supportive peers.
- Use captioned videos and multilingual word walls.

Diversity and Inclusion

- Highlight and respect cultural traditions in health, food, and wellness.
- Involve families in health-related activities and projects.
- Provide alternative assignments when needed.
- Use visuals and clear, simple language.
- Ensure materials reflect diverse backgrounds and abilities.
- Encourage students to share personal or cultural perspectives on health.
- Establish a safe, nurturing, and respectful classroom environment.

Supplemental Resources

- Second Step
- New Jersey Bar Foundation's Teasing and Bullying Essential Lessons
- Medal of Honor Program Guide
- The Kids Health Resource guides K-2 on Human Body and Personal Health.

Teacher Notes