

Township of Franklin Public Schools
Health and Family Life Curriculum
Grade 1

Skill Area	Student Objective	Example/Activities	Resource/ Materials	Assessment	NJ Core Curriculum Standard
<p style="text-align: center;"><u>Unit A</u> Mental, Emotional, Family, and Social Health</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Name four ways you can have good health • Name six ways to show good character • Tell the six questions to ask before making a decision 	<ul style="list-style-type: none"> • After reading the text and class discussion, students will contribute to a four-column class chart. The four columns are Take Care of Your Body, Take Care of Your Mind, Show How You Feel, and Get Along with Others. Under each heading list ways to stay healthy in mind, body, and relationships. • Describe various scenarios for the students and have them match the character trait. Good character scenarios can include: not butting in line (be fair), listening quietly when another person is talking (show respect), walking a sick friend to the nurse's office (be caring), etc. • After reading the text and class discussion, students will brainstorm and act out situations in which they had to make a decision demonstrating the six questions for making a wish decision. 	<ul style="list-style-type: none"> • TG pgs. 4 – 5 • Chart paper • TG pgs. 6 – 9 • Transparencies 1 - 6 • TG pgs. 10 – 11 	<ul style="list-style-type: none"> • Teacher Observation • Health Master 1 • Teacher Observation • Health Master 2 - 3 • Teacher Observation • Health Master 4 	<p>By the end of Grade 2</p> <ul style="list-style-type: none"> • 2.1, A1 • 2.2, D1 • 2.1, A1 • 2.2, B1

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<p style="text-align: center;"><u>Unit A</u> Mental, Emotional, Family, and Social Health</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Name four things to do to say “No” to an unwise decision • Discuss three ways to express feelings • Name four things to do when you feel angry 	<ul style="list-style-type: none"> • Ask volunteers to act out saying “No” in situations that are not healthful, safe, or legal; are disrespectful, break family rules, or do not show character. Some scenarios can include riding without a helmet, talking to strangers, skateboarding on Delsea Drive, etc. • After reading the text and class discussion, the class completes Transparency 46 Word Web. “Feelings” is in the center of the web and students complete the web by listing different feelings. • After reading the text and class discussion, ask volunteers to act out situations in which they need to deal with anger. Some scenarios can include the teacher not calling on you, a friend breaking your crayon, a person teasing you, and your parents not letting your go over to a friend’s house, etc. 	<ul style="list-style-type: none"> • TG pgs. 12 - 13 • TG pgs. 14 – 15 • Transparency 46 Word Web • TG pgs. 16 – 17 	<ul style="list-style-type: none"> • Teacher Observation • Health Master 5 • Teacher Observation • Health Master 6 • Teacher Observation • Health Master 7 	<p>By the end of Grade 2</p> <ul style="list-style-type: none"> • 2.1, F3 • 2.1, F2 • 2.1, F3 • 2.1, F3 • 2.1, F4

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<p style="text-align: center;"><u>Unit A</u> Mental, Emotional, Family, and Social Health</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Explain what to do if you make a mistake • Practice the four steps in setting health goals • Discuss how families are alike and different 	<ul style="list-style-type: none"> • Have students fold a sheet of construction or drawing paper in half. On one side they will draw a mistake they made and write a sentence describing it. On the other side the students will draw how they fixed the mistake and write how they did it. • After reading the text and class discussion, each student will make a Foldable book for their personal health goal. The Foldable book lists the steps for achieving health goals. Students can add illustrations to each page. (See directions for Foldable books on pages 20 - 21 of the teacher's guide.) • After reading the text and class discussion, the class completes Transparency 46 Word Web. "Family" is in the center of the web and students complete the web by listing different members that can belong to a family. 	<ul style="list-style-type: none"> • TG pgs. 18 – 19 • Construction or drawing paper • TG pgs. 20 – 21 • Display Poster 2A Set Health Goals • TG pgs 26 – 27 • Transparency 46 Word Web 	<ul style="list-style-type: none"> • Teacher Observation • Health Master 8 • Teacher Observation • Health Master 9 • Teacher Observation • Health Master 11 	<p>By the end of Grade 2</p> <ul style="list-style-type: none"> • 2.1, F4 • 2.1, A1 • 2.2, C1 • 2.4, A1

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<p style="text-align: center;"><u>Unit A</u> Mental, Emotional, Family, and Social Health</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Name things that can be learned in a family • Identify various ways a family members can help one another • Discuss various ways to show respect 	<ul style="list-style-type: none"> • After reading the text and class discussion, each student will write on page of a class book titled: My Family. Each student will complete the sentence “My family taught me...” and illustrate. Bind all the pages and add the book to the classroom library. • After reading the text and class discussion, students will complete a journal entry listing three ways they can help their family. Students can share their writing in small groups. • After reading the text and class discussion, students practice being good listeners. Students sit in pairs and one child tells a story about a recent experience. The other child listens and retells the story. The students then switch roles. 	<ul style="list-style-type: none"> • TG pgs. 28- 29 • TG pgs. 30 – 31 • Transparency 46 Word Web • TG pgs. 32 – 33 • Display Poster 9B Show Respect 	<ul style="list-style-type: none"> • Teacher Observation • Health Master 12 • Teacher Observation • Health Master 13 • Teacher Observation • Health Master 14 	<p>By the end of Grade 2</p> <ul style="list-style-type: none"> • 2.4, A2 • 2.4, A2 • 2.4, A3 • 2.2, A4

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<p style="text-align: center;"><u>Unit A</u> Mental, Emotional, Family, and Social Health</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Discuss ways to be a good friend • Explain how to make wise decisions with friends 	<ul style="list-style-type: none"> • After reading the text and class discussion, students will work in small groups to find pictures in magazines that illustrate things friends do together. Add pictures to the group's collage. • After reading the text and class discussion, play the Wise Friends game. Give the students open ended questions and have them apply the Six Questions to Making a Wise Decision (student's book page 7) before answering. Wise Friends questions: What if a friend lost his lunch money? What if you wanted to cross the street in the middle of the block? What if your dad was getting ready to mow the lawn and there were a lot of sticks on the ground? What if a friend came to school looking upset? What if someone teased you? etc. 	<ul style="list-style-type: none"> • TG pgs. 34 – 35 • Transparency 8 How to Make Friends • Display Poster 8B Be Caring • TG pgs. 36 – 37 	<ul style="list-style-type: none"> • Teacher Observation • Health Master 15 • Teacher Observation • Health Master 16 	<p>By the end of Grade 2</p> <ul style="list-style-type: none"> • 2.4, A4 • 2.4, A5 • 2.1, F4

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<u>Unit A</u> Mental, Emotional, Family, and Social Health	Students will be able to: <ul style="list-style-type: none"> • Explain what to do if a conflict arises 	<ul style="list-style-type: none"> • Discuss and demonstrate the use of cooperation to resolve conflicts. Have 2 students act out various conflict situations. Sample scenarios: A friend said something mean about you. A friend borrowed your football and lost it. A friend knocked into you when bike riding and caused you to fall. 	<ul style="list-style-type: none"> • TG pgs. 38 – 41 • Display Poster 1B Resolve Conflicts 	<ul style="list-style-type: none"> • Teacher Observation • Health Master 17 - 18 	By the end of Grade 2 <ul style="list-style-type: none"> • 2.1, F4
<u>Unit B</u> Growth and Nutrition	<ul style="list-style-type: none"> • Identify stages of growth and development • Identify ways that they and others are special 	<ul style="list-style-type: none"> • After reading the text and class discussion, students will fold a piece of construction paper into thirds. In one third they will draw a picture of themselves as a baby, in another third a picture of themselves now, and in the last third a picture of what they think they will look like as an adult. • After reading the text and class discussion, the class will make a “Special Quilt”. Each student receives a square of construction paper and will draw pictures of something that they do that makes them special. Connect the squares for a “quilt” bulletin board. 	<ul style="list-style-type: none"> • TG pgs. 46 - 47 • Transparency 45 Compare and Contrast • TG pgs. 48 – 49 	<ul style="list-style-type: none"> • Teacher Observation • Health Master 20 • Teacher Observation • Health Master 21 	<ul style="list-style-type: none"> • 2.1, B2 • 2.1, B2

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<p style="text-align: center;"><u>Unit B</u> Growth and Nutrition</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Name and describe the five senses • Discuss the function of bones and muscles and tell ways to make bones and muscles grow and become strong • Discuss the function of heart and lungs and tell ways to care for the heart and lungs 	<ul style="list-style-type: none"> • After reading the text and class discussion, ask the students what they would see, hear, taste, touch, and smell in various places. (seashore, cafeteria, circus, the woods, the classroom, etc) • Give students tape measures and have them work with partners to measure the bones on the arm (shoulder to elbow, elbow to wrist) and the leg (hip to knee, knee to ankle). Which bones are the longest? Which bones are the shortest? • After reading the text and class discussion, students will make posters encouraging others to care of the heart and lungs. Posters should reflect not smoking, eating healthful food and getting exercise. 	<ul style="list-style-type: none"> • TG pgs. 50 - 53 • TG pgs. 54 – 57 • Transparency 13 Skeletal System • Transparency 14 Muscular System • TG pgs. 58 – 59 • Transparency 10 Respiratory System • Transparency 11 Circulatory System 	<ul style="list-style-type: none"> • Teacher Observation • Health Master 22 - 23 • Teacher Observation • Health Master 24 • Teacher Observation • Health Master 26 	<p>By the end of Grade 2</p> <ul style="list-style-type: none"> • 2.2, A4 • 2.1, B1 • 2.1, B1

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<p style="text-align: center;"><u>Unit B</u> Growth and Nutrition</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Discuss the function of the stomach and identify ways to care for the stomach 	<ul style="list-style-type: none"> • After reading the text and class discussion, give each student an index card. On one side of the card the students draw a smile face. On the other side they draw a frowning face. Tell the students various facts about the stomach. If they sentences are true or helpful to the stomach they hold up the smile card. If the sentence if false or harmful for the stomach they hold up the frowning card. Stomach facts can include: The stomach helps to change food so your body can use it (smile). Drink mostly soda (frown). Your body gets energy from food (smile). There are bones in your stomach (frown). The stomach is part of the digestive system (smile). 	<ul style="list-style-type: none"> • TG pgs. 60- 61 • Transparency 11 Digestive System • Index cards 	<ul style="list-style-type: none"> • Teacher Observation • Health Master 27 	<p>By the end of Grade 2</p> <ul style="list-style-type: none"> • 2.1, B1
	<ul style="list-style-type: none"> • Discuss the function of brain and tell ways to care for the brain 	<ul style="list-style-type: none"> • After reading the text and class discussion, students will make safety posters encouraging others to protect their brain. Slogans on the posters could include any of the safety tips on page 15 of the student's text. 	<ul style="list-style-type: none"> • TG pgs. 62 – 65 • Transparency 9 Nervous System • Poster paper 	<ul style="list-style-type: none"> • Teacher Observation • Health Master 28 - 29 	<ul style="list-style-type: none"> • 2.1, B1

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<p style="text-align: center;"><u>Unit B</u> Growth and Nutrition</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Explain what makes a healthful diet • Discuss the importance of choosing healthful foods • Identify food groups and classify foods using My Pyramid • Tell how to use My Pyramid to plan healthy snacks 	<ul style="list-style-type: none"> • After reading the text and class discussion, students will write a journal entry describing their favorite meal of the day. Students will illustrate their writing and share in a small group. • After reading the text and class discussion, each student will make his or her own My Pyramid. Students can include drawings or pictures from magazines to show their favorite foods for each group. • After reading the text and class discussion, students will work in small groups to make sample menus for a party focusing on healthy treats using My Pyramid. 	<ul style="list-style-type: none"> • TG pgs. 70 – 73 • Transparency 15 What's for Breakfast? • TG pgs. 72 - 75 • Transparency 18 My Pyramid • Transparency 20 Get Your Five a Day • TG pgs. 78 – 79 • Transparency 17 Which Treat to Eat 	<ul style="list-style-type: none"> • Teacher Observation • Health Master 31 - 32 • Teacher Observation • Health Master 33 - 34 • Teacher Observation • Health Master 25 	<p>By the end of Grade 2</p> <ul style="list-style-type: none"> • 2.1, A1 • 2.1, C2 • 2.1, C1 • 2.1, C2 • 2.2, C1

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<p style="text-align: center;"><u>Unit B</u> Growth and Nutrition</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Identify a food label • Discuss ways ads influence food choices • Name ways to keep germs out of food • Demonstrate a correct hand washing technique 	<ul style="list-style-type: none"> • After reading the text and class discussion, students will bring in food labels. Give small groups of students food labels which have had the Total Fat line highlighted. Students will sort the food labels in order from the most fat to the least fat. • After reading the text and class discussion, have students cut out food ads from magazines and decide whether they show healthful or unhealthful food. • Place glitter (or flour) on a student's hand as other students stand in line. Have the students with glitter on his or her hand shake hands with the next student in line and continue down the line. Explain that germs spread like the glitter (or flour). 	<ul style="list-style-type: none"> • TG pgs. 80 - 81 • Food labels with Total Fat line highlighted • TG pgs. 82 – 83 • TG pgs. 84 – 85 • Glitter or flour 	<ul style="list-style-type: none"> • Teacher Observation • Health Master 36 • Teacher Observation • Health Master 37 • Teacher Observation • Health Master 38 	<p>By the end of Grade 2</p> <ul style="list-style-type: none"> • 2.1, C3 • 2.1, C1 • 2.1, A1 • 2.1, C1

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<p style="text-align: center;"><u>Unit C</u> Personal Health and Safety</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Name ways to be well-groomed and show how to sit and stand with correct posture • Name ways sleep and rest help the mind and body • Explain what happens at a health checkup 	<ul style="list-style-type: none"> • Have students demonstrate good posture and way to keep clean with music. Sing to the tune of "Here We Go 'Round the Mulberry Bush": <i>This is the way we _____ (stand up straight, wash our hands, comb our hair, etc.)</i> • Have students fold a sheet of construction or drawing paper in half. On one side they will draw a picture of themselves sleeping. On the other side the students will draw a picture of themselves resting. • Have students write at least three questions they will ask the doctor, dentist, or nurse the next time they visit. 	<ul style="list-style-type: none"> • TG pgs. 92 – 92 • Transparency 22 Stand and Sit Tall • Transparency 23 Groom Tools • TG pgs. 94 – 85 • TG pgs. 96 – 97 	<ul style="list-style-type: none"> • Teacher Observation • Health Master 41 • Teacher Observation • Health Master 42 • Teacher Observation • Health Master 43 	<p>By the end of Grade 2</p> <ul style="list-style-type: none"> • 2.1, A1 • 2.1, A2 • 2.1, A1 • 2.1, A2 • 2.1, A3 • 2.2, F2

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<p style="text-align: center;"><u>Unit C</u> Personal Health and Safety</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Discuss what happens at a dental checkup. • Show the correct way to brush and floss • Name ways fitness helps the body • Practice safe ways to exercise 	<ul style="list-style-type: none"> • Have students fold paper in half and draw two faces. The first face should show healthy teeth. The second face should show teeth with cavities. Have students glue or draw pictures of healthful foods by the first mouth and sugary foods by the second mouth. • Use upside down egg carton cut in half lengthwise as “teeth” and pieces of yarn as “floss”. Have students demonstrate to the correct way to floss the “teeth.” • Students will fold a piece of construction paper in half. In one half they will draw a picture of a healthful exercise that can be done in the summer; in the other half they will draw a picture of a healthful winter exercise. 	<ul style="list-style-type: none"> • TG pgs. 98 – 101 • Magazine pictures • TG pgs. 102 – 105 • Transparency 21 The Right Way to Brush Your Teeth • TG pgs. 106 – 109 • Transparency 24 ABC’s of Good Stretches 	<ul style="list-style-type: none"> • Teacher Observation • Health Master 44 – 45 • Teacher Observation • Health Master 46 – 47 • Teacher Observation • Health Master 48 – 49 	<p>By the end of Grade 2</p> <ul style="list-style-type: none"> • 2.1, A2 • 2.1, C1 • 2.1, D1 • 2.1, A2 • 2.1, D1 • 2.1, A2

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<p style="text-align: center;"><u>Unit C</u> Personal Health and Safety</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Identify fair and unfair behavior • Identify safety rules that help prevent injury while at school • Identify safety rules when using the Internet 	<ul style="list-style-type: none"> • Work with students to act out fair and unfair behaviors, such as sharing crayons equally or grabbing most of the snacks. • Students fold a piece of construction paper into thirds. On one third they will write and illustrate write one school safety rule, on another third they will write and illustrate one home safety rule, and on the last third they will write and illustrate one safety rule for play. • Visit www.mmhhealth.com for online activities and links to other websites. Chose one or more to do with the students. 	<ul style="list-style-type: none"> • TG pgs. 110 – 111 • TG pgs. 116 – 117 • TG pgs. 118 - 119 • Computer with internet access • Transparency 28 Safe Surfing 	<ul style="list-style-type: none"> • Teacher Observation • Health Master 50 • Teacher Observation • Health Master 52 • Teacher Observation • Health Master 53 	<p>By the end of Grade 2</p> <ul style="list-style-type: none"> • 2.1, F4 • 2.1, E1 • 2.1, E1

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<p style="text-align: center;"><u>Unit C</u> Personal Health and Safety</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Identify safety rules for home and school 	<ul style="list-style-type: none"> • Play “Roll the Dice for Safety”. Allow a student to roll a die. If the die lands on an even number, the student must tell a way to stay safe at home. If the die lands on an odd number, the student must tell a way to stay safe at school. 	<ul style="list-style-type: none"> • TG pgs. 120 – 121 • Dice 	<ul style="list-style-type: none"> • Teacher Observation • Health Master 54 	<p>By the end of Grade 2</p> <ul style="list-style-type: none"> • 2.1, E1
	<ul style="list-style-type: none"> • Identify safety rules that help to prevent injury while at play 	<ul style="list-style-type: none"> • Students will fold a piece of construction paper in half. In one half they will draw a picture of themselves in an unsafe play situation; in the other half they will draw a picture of themselves in a safe play situation. 	<ul style="list-style-type: none"> • TG pgs. 122 – 123 • Transparency 30 Play Gear • Transparency 31 Helmet Safety 	<ul style="list-style-type: none"> • Teacher Observation • Health Master 55 	<ul style="list-style-type: none"> • 2.1, E1
	<ul style="list-style-type: none"> • Identify unsafe situations outdoors • Discuss ways to keep safe outdoors 	<ul style="list-style-type: none"> • Have students make list of their favorite things to do during recess. For each activity on the list, the class will brainstorm ways to do that activity safely. 	<ul style="list-style-type: none"> • TG pgs. 124 - 125 	<ul style="list-style-type: none"> • Teacher Observation • Health Master 56 	<ul style="list-style-type: none"> • 2.1, E1

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<p style="text-align: center;"><u>Unit C</u> Personal Health and Safety</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Identify unsafe household products and situations. • Discuss ways to prevent fires • Identify safety rules that help to prevent injury while riding bicycles or crossing streets • Discuss ways to minimize the effects of weather on health 	<ul style="list-style-type: none"> • Have students make map of their homes labeling each room, window, and door. Have students plan two exits in case of fire. Place magnetic tape on the back of each map so students can post the maps on their home refrigerators. • Play a variation of "Red Light, Green Light". All the students line up on one side of the classroom. When the teacher says a safety rule, the students can take a step forward. If the teacher says a rule that does not promote safety and a child steps forward, then the child must go back and start again. • Students will fold a piece of construction paper in half. In one half they will draw a picture of themselves being safe in Winter (proper clothing, protective gear while skiing, etc); in the other half they will draw a picture of themselves being safe in Summer (using sunscreen, swimming near a life guard, etc). 	<ul style="list-style-type: none"> • TG pgs. 126 - 131 • Magnetic tape • Transparency 33 Fire Prevention and Safety • TG pgs. 132 – 133 • TG pgs. 134 – 135 • Transparency 32 Water Safety 	<ul style="list-style-type: none"> • Teacher Observation • Health Master 58 • Teacher Observation • Health Master 60 • Teacher Observation • Health Master 61 	<p>By the end of Grade 2</p> <ul style="list-style-type: none"> • 2.1, E1 • 2.1, E2 • 2.1, E1 • 2.1, A1 • 2.1, E1

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<p style="text-align: center;"><u>Unit C</u> Personal Health and Safety</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Identify safety rules that help to prevent injury while traveling by school bus • Identify safety rules that help to prevent injury while traveling by car • Identify appropriate actions to take when lost 	<ul style="list-style-type: none"> • Divide students into seven groups and give each group one of the seven bus safety rules on page 17 of the students' text. Each group will write the rule on poster paper and illustrate it. Display finished poster in the classroom or school hallway. • Have students develop a car safety chart for one week. Ask them to make a list of safety rules to follow in a car, then carry the list with them and mark it each day for a week. Invite volunteers to share their completed charts. • Have students act out what to do if they are lost. Ask volunteers to play the lost child, a trusted adult, and other who are not trusted adults. 	<ul style="list-style-type: none"> • TG pgs. 136 – 137 • Poster paper • TG pgs. 138 – 139 • TG pgs. 134 – 135 	<ul style="list-style-type: none"> • Teacher Observation • Health Master 62 • Teacher Observation • Health Master 63 • Teacher Observation • Health Master 64 	<p>By the end of Grade 2</p> <ul style="list-style-type: none"> • 2.1, E1 • 2.1, E1 • 2.1, A1 • 2.1, E1

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<p style="text-align: center;"><u>Unit C</u> Personal Health and Safety</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Discuss appropriate behaviors around strangers • Distinguish between a good touch and a bad touch • Identify safety rules that help to stay safe from gangs. • Identify safety rules that help to prevent injury by guns 	<ul style="list-style-type: none"> • Have students act out what to do if a stranger approaches them. Have them practice saying “No” in a firm voice and finding a trusted adult to tell about the stranger. Be sure each child has a turn practicing these skills. • Have students use magazines, scissors, glue, and construction paper to make collages that show caring about people in good ways. • Give each student an index card. On one side of the card the students draw a smile face. On the other side they draw a frowning face. Tell the students various facts about the gangs and guns safety. If they sentences are true or safe they hold up the smile card. If the sentence if false or harmful they hold up the frowning card. Gangs and gun safety facts can include: Tell an adult if you find a gun or knife (smile). Bring the gun to an adult (frown). 	<ul style="list-style-type: none"> • TG pgs. 142 – 143 • TG pgs. 144 – 145 • TG pgs. 146 – 147 	<ul style="list-style-type: none"> • Teacher Observation • Health Master 65 • Teacher Observation • Health Master 66 • Teacher Observation • Health Master 67 	<p>By the end of Grade 2</p> <ul style="list-style-type: none"> • 2.1, E4 • 2.1, E3 • 2.1, A1 • 2.1, E1

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<p style="text-align: center;"><u>Unit C</u> Personal Health and Safety</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Identify ways to get help in an emergency • Discuss first aid procedures for cuts, nosebleeds, and bee stings 	<ul style="list-style-type: none"> • Have students use large index cards to make cards listing emergency numbers to display at home. Attach magnetic tape to each card so they can be posted on home refrigerators. • Students choose one of the minor injuries described in the lesson and draw a four-step story board illustrating the first aid steps needed to treat each injury. 	<ul style="list-style-type: none"> • TG pgs. 148 - 149 • Index cards • Magnetic tape • TG pgs. 150 – 152 • Transparency 27 First Aid Tools • Transparency 29 First Aid Tips 	<ul style="list-style-type: none"> • Teacher Observation • Health Master 68 • Teacher Observation • Health Master 69 	<p>By the end of Grade 2</p> <ul style="list-style-type: none"> • 2.1, E2 • 2.1, E2