

**BRIDGETON PUBLIC SCHOOLS**  
**Health – 1<sup>st</sup> grade**  
**PACING CHART/CURRICULUM MAP**

Course: Health – 1<sup>st</sup> grade

Unit B Chapter 3: Your Growing Body

Essential Question: How do our bodies grow and change as we age?

<b>TIMELINE</b>	<b>NJCCCS</b>	<b>SKILLS/ CONTENT OBJECTIVES: Students will be able to</b>	<b>TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS</b>	<b>ASSESSMENTS</b>
1 Day	2.1.2.A1 2.1.2.A2	<b>Lesson 1: You Grow</b>  <b>Obj: SWBAT</b> <ul style="list-style-type: none"> <li>• Describe how individuals grow and learn in unique ways.</li> <li>• Discuss ways people age.</li> <li>• Identify the stages of human development.</li> </ul>	Teacher's Guide: pp.44-47 Health Big Ideas Book pp.10-11 Reader, <i>Your Growing Body</i> , pp. 2-3 Health Masters: <i>Age Older</i> , p.20 Transparency book p.45 Clipboard Activity 18  Baby picture of teacher	Student Participation Anecdotal Notes Teacher Observation Health Masters p.20
1 Day	2.1.2.A1 2.1.2.A2	<b>Lesson 4: Using Your Five Senses</b>  <b>Obj: SWBAT</b> <ul style="list-style-type: none"> <li>• Identify how the senses are used</li> </ul>	Teacher's Guide: pp.52-53 Health Big Ideas Book pp.12-13 Health Masters: <i>Your Senses Keep you Safe</i> , p. 23 Clipboard Activity 21 <a href="http://classroom.kidshealth.org/">http://classroom.kidshealth.org/</a> "My Body" book (see TM p. 51)	Student Participation Anecdotal Notes Teacher Observation Health Masters p.22-23 "My Body" book (see TM p.51)
1 Day	2.1.2.A1 2.1.2.A2	<b>Lesson 5: Bones and Muscles</b>  <b>Obj: SWBAT</b> <ul style="list-style-type: none"> <li>• Explain the function of bones and muscles</li> <li>• List ways to care for bones and muscles</li> </ul>	Teacher's Guide: pp.54-55 Reader, <i>Your Growing Body</i> , pp. 8-9 Health Masters: <i>Missing Parts</i> , p. 24 Transparency book p. 13, 14 Clipboard Activity 22 "My Body" book (see TM pp. 51 & 55) <a href="http://classroom.kidshealth.org/">http://classroom.kidshealth.org/</a>	Student Participation Anecdotal Notes Teacher Observation Health Masters p. 24 "My Body" book (see TM pp. 51 & 55)
1 Day	2.1.2.A1 2.1.2.A2	<b>Lesson 7: Heart and Lungs</b>  <b>Obj: SWBAT</b> <ul style="list-style-type: none"> <li>• Discuss the function of the heart and lungs.</li> <li>• Explain ways to care for the heart and lungs</li> </ul>	Teacher's Guide: pp.10-11 Reader, <i>Your Growing Body</i> , pp. 10-11 Health Masters: <i>Write Labels</i> p. 26 Transparency book pp. 10, 12 Balloon "My Body" book (see TM pp. 51 & 59) <a href="http://classroom.kidshealth.org/">http://classroom.kidshealth.org/</a>	Student Participation Anecdotal Notes Teacher Observation Health Masters p. 26 "My Body" book (see TM pp. 51 & 59)

**BRIDGETON PUBLIC SCHOOLS**  
**Health – 1<sup>st</sup> grade**  
**PACING CHART/CURRICULUM MAP**

Course: Health – 1<sup>st</sup> grade

Unit B Chapter 3: Your Growing Body

Essential Question: How do our bodies grow and change as we age?

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES: Students will be able to	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
1 Day	2.1.2.A1 2.1.2.A2	<b>Lesson 8: Your Stomach</b>  <b>Obj: SWBAT</b> <ul style="list-style-type: none"> <li>• Describe the function of the stomach</li> <li>• Identify how to care for the stomach</li> </ul>	Teacher's Guide: pp.60-61 Reader, <i>Your Growing Body</i> , pp.12-13 Health Masters: <i>Who Cares</i> , p. 27 Transparency book p.11 Clipboard Activity 25 "My Body" book (see TM pp. 51 & 61) <a href="http://classroom.kidshealth.org/">http://classroom.kidshealth.org/</a>	Student Participation Anecdotal Notes Teacher Observation Health Masters p. 27 "My Body" book (see TM pp. 51 & 61)
1 Day	2.1.2.A1 2.1.2.A2	<b>Lesson 9: Your Brain</b>  <b>Obj: SWBAT</b> <ul style="list-style-type: none"> <li>• Discuss the function of the brain.</li> <li>• List ways to care for the brain</li> </ul>	Teacher's Guide: pp.62-63 Reader, <i>Your Growing Body</i> , pp. 14-15 Health Masters: <i>Take Care of Your Brain</i> , p. 28 Transparency book p. 9 Clipboard Activity 26 "My Body" book (see TM pp. 51 & 63) <a href="http://classroom.kidshealth.org/">http://classroom.kidshealth.org/</a> Walnut	Student Participation Anecdotal Notes Teacher Observation Health Masters p. 28 "My Body" book (see TM pp. 51 & 63)  Chapter Test
		•		
		•		

**BRIDGETON PUBLIC SCHOOLS**  
**Health – 1<sup>st</sup> grade**  
**PACING CHART/CURRICULUM MAP**

Course: Health – 1<sup>st</sup> grade

Unit C Chapter 5: Staying Clean and Fit

Essential Question: How do we stay clean, fit and safe?

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES: Students will be able to	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
1 Day	2.1.2.A1 2.1.2.A2 2.2.2.B2	<b>Lesson 1: Neat and Clean</b>  <b>Obj: SWBAT</b> <ul style="list-style-type: none"> <li>• Name ways to be well-groomed and show how to sit and stand with correct posture</li> </ul>	Teacher's Guide: pp. 90-93 Health Big Ideas Book pp.20-21 Reader, <i>Staying Clean and Fit</i> , pp. 2-3 Health Masters: <i>Who has Good Posture?</i> , p. 41 Transparency book pp. 22-23 Clipboard Activity 37 Posters 7B, 10B <a href="http://classroom.kidshealth.org/">http://classroom.kidshealth.org/</a>	Student Participation Anecdotal Notes Teacher Observation Health Masters p. 41
1 Day	2.1.2.A1 2.1.2.A2 2.2.2.A1 2.2.2.B1-B4	<b>Lesson 2: Get Plenty of Sleep</b>  <b>Obj: SWBAT</b> <ul style="list-style-type: none"> <li>• Name ways sleep and rest help the mind and body</li> <li>• Identify the recommended amount of sleep</li> </ul>	Teacher's Guide: pp.94-95 Reader, <i>Staying Clean and Fit</i> , pp.4-5 Health Masters: <i>Time for Sleep</i> , p.42 Clipboard Activity 38 <a href="http://classroom.kidshealth.org/">http://classroom.kidshealth.org/</a>	Student Participation Anecdotal Notes Teacher Observation Health Masters p. 42
1 Day	2.1.2.A1 2.1.2.A2 2.2.2.A1 2.2.2.B1-B4	<b>Lesson 3: Get a Checkup</b>  <b>Obj: SWBAT</b> <ul style="list-style-type: none"> <li>• Explain what happens at a health checkup</li> </ul>	Teacher's Guide: pp.96-97 Reader, <i>Staying Clean and Fit</i> , pp. 6-7 Health Masters: <i>Time for a Checkup</i> , p. 43 Clipboard Activity 39 <a href="http://classroom.kidshealth.org/">http://classroom.kidshealth.org/</a>	Student Participation Anecdotal Notes Teacher Observation Health Masters p. 43
		•		

**BRIDGETON PUBLIC SCHOOLS**  
**Health – 1<sup>st</sup> grade**  
**PACING CHART/CURRICULUM MAP**

Course: Health – 1<sup>st</sup> grade

Unit C Chapter 5: Staying Clean and Fit

Essential Question: How do we stay clean, fit and safe?

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES: Students will be able to	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
1 Day	2.1.2.A1 2.1.2.A2 2.2.2.A1 2.2.2.B1-B4	<b>Lesson 4 &amp; 6: Take Care of Your Teeth &amp; How to Brush and Floss</b>  <b>Obj: SWBAT</b> <ul style="list-style-type: none"> <li>Discuss what happens at a dental checkup</li> <li>Show the correct way to brush and floss</li> </ul>	Teacher's Guide: pp. 98-99, 102-103 Reader, <i>Staying Clean and Fit</i> , pp. 8-9, 10-11 Health Masters: <i>A Healthy Smile</i> , p. 44, <i>Tooth Talk</i> , p. 46 Transparency book pp. 21 Clipboard Activity 41, 42 <a href="http://classroom.kidshealth.org/">http://classroom.kidshealth.org/</a>	Student Participation Anecdotal Notes Teacher Observation Health Masters p. 44 & 46
1 Day	2.1.2.A1 2.1.2.A2 2.2.2.A1 2.2.2.B1-B4	<b>Lesson 8 &amp; 9: Exercise for Health &amp; Let's Exercise</b>  <b>Obj: SWBAT</b> <ul style="list-style-type: none"> <li>Name ways fitness helps the body</li> <li>Explain ways to stay safe before and after exercise</li> <li>Practice safe ways to exercise</li> <li>Name exercises that are part of a fitness test</li> </ul>	Teacher's Guide: pp.106-109 Reader, <i>Staying Clean and Fit</i> , pp. 12-13 Health Big Ideas Book pp. 24-25 Health Masters: <i>Fun and Exercise</i> , p. 48, <i>Ways I Exercise</i> , p. 49 Poster 10A Transparency book p. 24 Clipboard Activity 44, 45 <a href="http://classroom.kidshealth.org/">http://classroom.kidshealth.org/</a>	Student Participation Anecdotal Notes Teacher Observation  Health Masters p. 48 & 49
1 Day	2.1.2.A1 2.1.2.A2 2.2.2.A1 2.2.2.B1-B4 2.2.2 C1 & C2	<b>Lesson 10: Play and Be Fit</b>  <b>Obj: SWBAT</b> <ul style="list-style-type: none"> <li>Identify fair and unfair behaviors</li> <li></li> <li></li> </ul>	Teacher's Guide: pp.110-111 Reader, <i>Staying Clean and Fit</i> , pp. 14-15 Health Masters: <i>Keeping Fit</i> , p. 50 Clipboard Activity 46 <a href="http://classroom.kidshealth.org/">http://classroom.kidshealth.org/</a>	Student Participation Anecdotal Notes Teacher Observation Picture for vocabulary word "fit" (see TM p111) Chapter Test

**BRIDGETON PUBLIC SCHOOLS**  
**Health – 1<sup>st</sup> grade**  
**PACING CHART/CURRICULUM MAP**

Course: Health – 1<sup>st</sup> grade

Unit C Chapter 6: Stay Safe

Essential Question: How do we stay clean, fit and safe?

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES: Students will be able to	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
1 Day	2.1.2.A1 2.1.2.A2 2.1.2.D1-D3 2.2.2.A1 2.2.2.B1-B4 2.2.2 C1 & C2	<b>Lesson 1: Be Safe at School</b>  <b>Obj: SWBAT</b> <ul style="list-style-type: none"> <li>• Identify safety rules that help to prevent injuries while at school</li> </ul>	Teacher's Guide: pp. 114-117 Health Big Ideas Book pp. 26-27 Reader, <i>Stay Safe</i> , pp. 2-3 Health Masters: <i>Safety at School</i> , p.52 Transparency book p. 25 Clipboard 47 <a href="http://classroom.kidshealth.org/">http://classroom.kidshealth.org/</a>	Student Participation Anecdotal Notes Teacher Observation Health Masters p. 52
1 Day	2.1.2.A1 2.1.2.A2 2.1.2.D1-D3 2.2.2.A1 2.2.2.B1-B4 2.2.2 C1 & C2	<b>Lesson 2: Use a Computer Safely</b>  <b>Obj: SWBAT</b> <ul style="list-style-type: none"> <li>• Identify safety rules when using the Internet</li> </ul>	Teacher's Guide: pp. 118-119 Reader, <i>Stay Safe</i> , pp. 4-5 Health Masters: <i>Staying Safe Online</i> , p. 53 Transparency book p. 28 Clipboard 48 <a href="http://classroom.kidshealth.org/">http://classroom.kidshealth.org/</a>	Student Participation Anecdotal Notes Teacher Observation Health Masters p. 53
1 Day	2.1.2.A1 2.1.2.A2 2.1.2.D1-D3 2.2.2.A1 2.2.2.B1-B4 2.2.2 C1 & C2	<b>Lesson 3 &amp; 6: Be Safe Indoors &amp; Be Safe at Home</b>  <b>Obj: SWBAT</b> <ul style="list-style-type: none"> <li>• Identify safety rules for home and school</li> <li>• Identify unsafe household products and situations</li> </ul>	Teacher's Guide: pp. 120-121, 126-127 Health Big Ideas Book pp.28-29 Reader, <i>Stay Safe</i> , pp. 8-9 Health Masters: <i>Computer Safety</i> , p. 54, <i>Stay Away from Poison</i> , p. 57 Clipboard 49, 52 <a href="http://classroom.kidshealth.org/">http://classroom.kidshealth.org/</a>	Student Participation Anecdotal Notes Teacher Observation Health Masters p. 54 & 57

**BRIDGETON PUBLIC SCHOOLS**  
**Health – 1<sup>st</sup> grade**  
**PACING CHART/CURRICULUM MAP**

Course: Health – 1<sup>st</sup> grade

Unit C Chapter 6: Stay Safe

Essential Question: How do we stay clean, fit and safe?

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES: Students will be able to	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
1 Day	2.1.2.A1 2.1.2.A2 2.1.2.D1-D3 2.2.2.A1 2.2.2.B1-B4 2.2.2 C1 & C2	<b>Lesson 4 &amp; 5: Be Safe at Play &amp; Be Safe Outdoors</b>  <b>Obj: SWBAT</b> <ul style="list-style-type: none"> <li>• Identify safety rules that help to prevent injury while at play.</li> <li>• Identify unsafe situations outdoors</li> <li>• Explain ways to keep safe outdoors</li> </ul>	Teacher's Guide: pp. 122-125 Health Big Ideas Book pp.30-31 Reader, <i>Stay Safe</i> , pp. 6-7 Health Masters: <i>Safe and Fun</i> , p. 55, <i>Safety First</i> , p.56 Transparency book pp. 30-31 Clipboard 50, 51 Poster 9A <a href="http://classroom.kidshealth.org/">http://classroom.kidshealth.org/</a>	Student Participation Anecdotal Notes Teacher Observation Health Masters p. 55 & 56
1 Day	2.1.2.A1 2.1.2.A2 2.1.2.D1-D3 2.2.2.A1 2.2.2.B1-B4 2.2.2 C1 & C2	<b>Lesson 7&amp;8: Fire Safety Rules &amp; Fire Safety</b>  <b>Obj: SWBAT</b> <ul style="list-style-type: none"> <li>• Discuss ways to prevent fires.</li> <li>• Discuss safety rules to follow in the event of a fire</li> <li>• Name common fire hazards at home</li> <li>• Demonstrate the ability to follow Stop, Drop and Roll in case of fire</li> </ul>	Teacher's Guide: pp. 128-131 Health Big Ideas Book pp.32-33 Reader, <i>Stay Safe</i> , pp. 10-11 Health Masters: <i>Fire Danger</i> , p. 58, <i>More Fire Safety</i> , p.59 Transparency book pp. 33 Clipboard 53, 54 <a href="http://classroom.kidshealth.org/">http://classroom.kidshealth.org/</a>	Student Participation Anecdotal Notes Teacher Observation Health Masters p. 58 & 59

**BRIDGETON PUBLIC SCHOOLS**  
**Health – 1<sup>st</sup> grade**  
**PACING CHART/CURRICULUM MAP**

Course: Health – 1<sup>st</sup> grade

Unit C Chapter 6: Stay Safe

Essential Question: How do we stay clean, fit and safe?

<b>TIMELINE</b>	<b>NJCCCS</b>	<b>SKILLS/ CONTENT OBJECTIVES: Students will be able to</b>	<b>TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS</b>	<b>ASSESSMENTS</b>
1 Day	2.1.2.A1 2.1.2.A2 2.1.2.D1-D3 2.2.2.A1 2.2.2.B1-B4 2.2.2 C1 & C2	<b>Lesson 9: Cross a Street Safely</b>  <b>Obj: SWBAT</b> <ul style="list-style-type: none"> <li>Identify safety rules that help to prevent injury while riding bicycles or while crossing the streets.</li> </ul>	Teacher's Guide: pp. 132-133 Reader, <i>Stay Safe</i> , p. 12-13 Health Masters: <i>I See the Signs</i> , p. 60 Clipboard Activity 55 <a href="http://classroom.kidshealth.org/">http://classroom.kidshealth.org/</a>	Student Participation Anecdotal Notes Teacher Observation Health Masters p. 60
1 Day	2.1.2.A1 2.1.2.A2 2.1.2.D1-D3 2.2.2.A1 2.2.2.B1-B4 2.2.2 C1 & C2	<b>Lesson 11 &amp; 12: Bus Safety &amp; Car Safety</b>  <b>Obj: SWBAT</b> <ul style="list-style-type: none"> <li>Identify safety rules that help to prevent injury while traveling by school bus</li> <li>Identify safety rules that help to prevent injury while traveling by car</li> </ul>	Teacher's Guide: pp. 136-139 Reader, <i>Stay Safe</i> , pp. 16-17, 18-19 Health Masters: <i>Know the Danger Zones</i> , p. 62, <i>Riding Safe</i> , p. 63 Clipboard Activity 57, 58 <a href="http://classroom.kidshealth.org/">http://classroom.kidshealth.org/</a>	Student Participation Anecdotal Notes Teacher Observation Health Masters p. 62 & 63
1 Day	2.1.2.A1 2.1.2.A2 2.1.2.D1 & D2 2.2.2.A1 2.2.2.B1-B4 2.2.2 C1 & C2 2.2.2.E1	<b>Lesson 13: Stay Safe If You Are Lost</b>  <b>Obj: SWBAT</b> <ul style="list-style-type: none"> <li>Identify appropriate actions to take when lost</li> </ul>	Teacher's Guide: pp. 140-141 Reader, <i>Stay Safe</i> , pp. 20-21 Health Masters: <i>Find Help</i> , p. 64 Clipboard Activity 59 <a href="http://classroom.kidshealth.org/">http://classroom.kidshealth.org/</a>	Student Participation Anecdotal Notes Teacher Observation Health Masters p. 64
1 Day	2.1.2.A1 2.1.2.A2 2.1.2.D1 & D2 2.2.2.A1 2.2.2.B1-B4 2.2.2.E1	<b>Lesson 14: Be Safe From Strangers</b>  <b>Obj: SWBAT</b> <ul style="list-style-type: none"> <li>Discuss appropriate behaviors around strangers</li> </ul>	Teacher's Guide: pp. 142-143 Reader, <i>Stay Safe</i> , pp. 22-23 Health Masters: <i>Safe Around Strangers</i> , p. 65 Clipboard Activity 60 <a href="http://classroom.kidshealth.org/">http://classroom.kidshealth.org/</a>	Student Participation Anecdotal Notes Teacher Observation Health Masters p. 65

**BRIDGETON PUBLIC SCHOOLS**  
**Health – 1<sup>st</sup> grade**  
**PACING CHART/CURRICULUM MAP**

Course: Health – 1<sup>st</sup> grade

Unit C Chapter 6: Stay Safe

Essential Question: How do we stay clean, fit and safe?

<b>TIMELINE</b>	<b>NJCCCS</b>	<b>SKILLS/ CONTENT OBJECTIVES: Students will be able to</b>	<b>TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS</b>	<b>ASSESSMENTS</b>
1 Day	2.1.2.A1 2.1.2.A2 2.1.2.D1 & D2 2.2.2.A1 2.2.2.B1-B4 2.2.2.C1 & C2 2.2.2.E1	<b>Lesson 15: Making the Right Choices</b>  <b>Obj: SWBAT</b> <ul style="list-style-type: none"> <li>Distinguish between a good touch and a bad touch</li> </ul>	Teacher's Guide: pp. 144-145 Reader, <i>Stay Safe</i> , pp.24-25 Health Masters: <i>Show Kindness</i> , p. 66 Clipboard Activity 61 <a href="http://classroom.kidshealth.org/">http://classroom.kidshealth.org/</a>	Student Participation Anecdotal Notes Teacher Observation Health Masters p. 66
1 Day	2.1.2.A1 2.1.2.A2 2.1.2.D1 & D2 2.2.2.A1 2.2.2.B1-B4 2.2.2.C1 & C2 2.2.2.E1	<b>Lesson 16: No Guns, No Gangs</b>  <b>Obj: SWBAT</b> <ul style="list-style-type: none"> <li>Identify safety rules that help to stay safe from gangs</li> <li>Identify safety rules that help to prevent injury by guns</li> </ul>	Teacher's Guide: pp. 146-147 Reader, <i>Stay Safe</i> , pp.26-27 Health Masters: <i>Say No to Guns and Gangs</i> , p.67	Student Participation Anecdotal Notes Teacher Observation Health Masters p. 67
1 Day	2.1.2.A1 2.1.2.A2 2.2.2.A1 2.2.2.B1-B3 2.2.2.E1	<b>Lesson 17: Get Help</b>  <b>Obj: SWBAT</b> <ul style="list-style-type: none"> <li>Identify ways to get help in an emergency</li> </ul>	Teacher's Guide: pp. 148-149 Reader, <i>Stay Safe</i> , pp.26-27 Health Masters: <i>Get Help</i> , p. 68 Clipboard Activity 63 <a href="http://classroom.kidshealth.org/">http://classroom.kidshealth.org/</a>	Student Participation Anecdotal Notes Teacher Observation Health Masters p. 68
1 Day	2.1.2.A1 2.1.2.A2 2.1.4.D4 2.2.2.A1 2.2.2.B1-B3 2.2.2.E1	<b>Lesson 18: First Aid</b>  <b>Obj: SWBAT</b> <ul style="list-style-type: none"> <li>Discuss first-aid procedures for cuts, nose-bleeds and bee stings</li> </ul>	Teacher's Guide: pp. 150-151 Reader, <i>Stay Safe</i> , p. 30-31 Health Masters: <i>First Aid Tools</i> , p. 69, <i>Chapter Test</i> p. 71 Transparency book p.27, 29 Clipboard Activity 64	Student Participation Anecdotal Notes Teacher Observation Health Masters p. 69 Chapter Test



**BRIDGETON PUBLIC SCHOOLS**  
**Health – 1<sup>st</sup> grade**  
**PACING CHART/CURRICULUM MAP**

Course: Health – 1<sup>st</sup> grade

Unit D Chapter 7: Medicines and Drugs

Essential Question: How do we know which drugs harm and which drugs help?

<b>TIMELINE</b>	<b>NJCCCS</b>	<b>SKILLS/ CONTENT OBJECTIVES: Students will be able to</b>	<b>TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS</b>	<b>ASSESSMENTS</b>
1 Day	2.1.2.A1 2.1.2.A2 2.1.2.C2 2.2.2.B2 2.2.2.E1 2.3.2.A1 & A2	<b>Lesson 1: Medicines</b>  <b>Obj: SWBAT</b> <ul style="list-style-type: none"> <li>Distinguish medicines from drugs</li> <li>Identify safe ways to use medicines</li> </ul>	Teacher's Guide: pp. 156-159 Health Big Ideas Book pp. 34-35 Reader, <i>Medicines and Drugs</i> , p. 2-3 Health Masters: <i>Get Well Soon</i> , p. 72 Transparency book p. 46 Clipboard Activity 66 <a href="http://classroom.kidshealth.org/">http://classroom.kidshealth.org/</a>	Student Participation Anecdotal Notes Teacher Observation Health Master p. 72
1 Day	2.1.2.A1 2.1.2.A2 2.2.2.A1 2.1.2.C2 2.2.2.B2 2.2.2.E1 2.3.2.A1 & A2	<b>Lesson 2: Medicine and Safety</b>  <b>Obj: SWBAT</b> <ul style="list-style-type: none"> <li>Identify safe ways to use medicines</li> </ul>	Teacher's Guide: pp.160-161 Reader, <i>Medicines and Drugs</i> , p. 4-5 Health Masters: <i>Find Says Ways With Medicine</i> , p.73 Clipboard Activity 67 <a href="http://classroom.kidshealth.org/">http://classroom.kidshealth.org/</a>	Student Participation Anecdotal Notes Teacher Observation Health Masters p. 73
1 Day	2.1.2.A1 2.1.2.A2 2.2.2.A1 2.2.2.B1-B3 2.2.2.E1 2.3.2.A1 & A2 2.3.2.B1 & B4	<b>Lesson 3: Alcohol Harms Health</b>  <b>Obj: SWBAT</b> <ul style="list-style-type: none"> <li>Identify the harmful effects of alcohol on the mind and body</li> </ul>	Teacher's Guide: pp. 162-163 Reader, <i>Medicines and Drugs</i> , p. 6-7 Health Masters: <i>Alcohol Harms the Body</i> , p. 74 Transparency book p. 46 Clipboard Activity 68 <a href="http://classroom.kidshealth.org/">http://classroom.kidshealth.org/</a>	Student Participation Anecdotal Notes Teacher Observation  <i>Health Masters</i> , p. 74
		•		

**BRIDGETON PUBLIC SCHOOLS**  
**Health – 1<sup>st</sup> grade**  
**PACING CHART/CURRICULUM MAP**

Course: Health – 1<sup>st</sup> grade

Unit D Chapter 7: Medicines and Drugs

Essential Question: How do we know which drugs harm and which drugs help?

<b>TIMELINE</b>	<b>NJCCCS</b>	<b>SKILLS/ CONTENT OBJECTIVES: Students will be able to</b>	<b>TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS</b>	<b>ASSESSMENTS</b>
1 Day	2.1.2.A1 2.1.2.A2 2.2.2.A1 2.2.2.B1-B3 2.2.2.E1 2.3.2.B1-B3 2.3.2.C1 & C2	<b>Lesson 4: Stay Away from Tobacco</b>  <b>Obj: SWBAT</b> <ul style="list-style-type: none"> <li>Explain the harmful effects of tobacco use.</li> <li>Identify people in the community who can help those who want to stop using tobacco</li> </ul>	Teacher's Guide: pp. 164-165 Reader, <i>Medicines and Drugs</i> , p. 8-9 Health Masters: <i>Tobacco Harms the Body</i> , p. 75 Clipboard Activity 69 <a href="http://classroom.kidshealth.org/">http://classroom.kidshealth.org/</a>	Student Participation Anecdotal Notes Teacher Observation  <i>Health Masters</i> , p. 75
1 Day	2.1.2.A1 2.1.2.A2 2.2.2.A1 2.2.2.B1-B3 2.2.2.C1 2.2.2.E1 2.3.4.B1	<b>Lesson 5: Drugs and the Law</b>  <b>Obj: SWBAT</b> <ul style="list-style-type: none"> <li>Discuss laws pertaining to the use of alcohol, tobacco, and other drugs</li> </ul>	Teacher's Guide: pp. 166-167 Reader, <i>Medicines and Drugs</i> , p. 10-11 Health Masters: <i>Know the Rules</i> , p. 76 Transparency book p. 36 Clipboard Activity 70 Poster 8A <a href="http://classroom.kidshealth.org/">http://classroom.kidshealth.org/</a>	Student Participation Anecdotal Notes Teacher Observation Health Masters p.76
1 Day	2.1.2.A1 2.1.2.A2 2.2.2.A1 2.2.2.B1-B4 2.2.2.C1 2.3.4.B1	<b>Lesson 6: Stay Drug-Free</b>  <b>Obj: SWBAT</b> <ul style="list-style-type: none"> <li>List the reasons to stay-drug-free</li> </ul>	Teacher's Guide: pp. 168-169 Health Big Ideas Book, pp. 6-7 Reader, <i>Medicines and Drugs</i> , p.12-13 Health Masters: <i>Take Steps</i> , p. 77 Clipboard Activity 71 <a href="http://classroom.kidshealth.org/">http://classroom.kidshealth.org/</a>	Student Participation Anecdotal Notes Teacher Observation Health Masters p.77
1 Day	2.1.2.A1 2.1.2.A2 2.2.2.A1 2.2.2.B1-B4 2.2.2.C1 2.2.2.E1 2.3.2.C1-C2	<b>Lesson 7: People Who Help</b>  <b>Obj: SWBAT</b> <ul style="list-style-type: none"> <li>Identify people and places that can provide information about drugs</li> </ul>	Teacher's Guide: pp. 170-171 Reader, <i>Medicines and Drugs</i> , p.14-15 Health Masters: <i>Trusted Adults</i> , p. 78 Clipboard Activity 72 Chapter Test, <i>Health Masters</i> , p.80 <a href="http://classroom.kidshealth.org/">http://classroom.kidshealth.org/</a>	Student Participation Anecdotal Notes Teacher Observation Health Masters p.78 Chapter Test

**BRIDGETON PUBLIC SCHOOLS**  
**Health – 1<sup>st</sup> grade**  
**PACING CHART/CURRICULUM MAP**

Course: Health – 1<sup>st</sup> grade

Unit E Chapter 9: Be Health Wise

Essential Question: Who are the people and what are the products that help us stay healthy?

<b>TIMELINE</b>	<b>NJCCCS</b>	<b>SKILLS/ CONTENT OBJECTIVES: Students will be able to</b>	<b>TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS</b>	<b>ASSESSMENTS</b>
1 Day	2.1.2.A1 2.1.2.A2 2.2.2.A1 2.2.2.B1-B3 2.2.2.E1	<b>Lesson 1: Health Helpers</b>  <b>Obj: SWBAT</b> <ul style="list-style-type: none"> <li>Identify school and community health helpers</li> <li>Describe the jobs of health helpers</li> </ul>	Teacher's Guide: pp. 196-199 Health Big Ideas Book pp. 38-39 Reader, <i>Be Health Wise</i> , pp. 2-3 Health Masters: <i>Health Helper Matchup</i> , p. 90 Transparency book, p. 46 Clipboard Activity 82	Student Participation Anecdotal Notes Teacher Observation Health Masters p. 90 Word web for community helpers
1 Day	2.1.2.A1 2.1.2.A2 2.2.2.A1 2.2.2.B1-B3 2.2.2.E1	<b>Lesson 2: Health Facts</b>  <b>Obj: SWBAT</b> <ul style="list-style-type: none"> <li>Name valid sources of health information</li> </ul>	Teacher's Guide: pp.200-201 Reader, <i>Be Health Wise</i> , pp. 4-5 Health Masters: <i>Make Wise Choices</i> , p.91 Clipboard Activity 83	Student Participation Anecdotal Notes Teacher Observation Health Masters p. 91
1 Day	2.1.2.A1 2.1.2.A2 2.2.2.A1 2.2.2.B1-B4	<b>Lesson 3: Choose Health Products Wisely</b>  <b>Obj: SWBAT</b> <ul style="list-style-type: none"> <li>Describe how ads provide information about health products</li> <li>Identify ways to be a safe consumer of health products</li> </ul>	Teacher's Guide: pp.202-203 Reader, <i>Be Health Wise</i> , pp. 6-7 Health Masters: <i>TV Ads</i> , p.92 Clipboard Activity 84	Student Participation Anecdotal Notes Teacher Observation Health product collage Health Masters p. 92
1 Day	2.1.2.A1 2.1.2.A2 2.2.2.A1 2.2.2.B1-B4	<b>Lesson 4: How Can You Choose Wisely?</b>  <b>Obj: SWBAT</b> <ul style="list-style-type: none"> <li>Identify ways to be a safe consumer of health products</li> </ul>	Teacher's Guide: pp.204-205 Health Big Ideas Book, pp. 40-41 Health Masters: <i>How Will You Spend Your Money?</i> , p.93, <i>Chapter Test</i> , p. 95 Transparency book p. 38 Clipboard Activity 85	Student Participation Anecdotal Notes Teacher Observation Health Masters p. 93 Chapter Test

**BRIDGETON PUBLIC SCHOOLS**  
**Health – 1<sup>st</sup> grade**  
**PACING CHART/CURRICULUM MAP**

Course: Health – 1st  
 Essential Question:

<b>TIMELINE</b>	<b>NJCCCS</b>	<b>SKILLS/ CONTENT OBJECTIVES: Students will be able to</b>	<b>TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS</b>	<b>ASSESSMENTS</b>
		•		
		•		
		•		
		•		