

Health Curriculum - Grade 1

High Priority Standards

National Health Standard 2: (Analyzing Influences)

Student will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

Learning Goal

The student will be able to 'develop an understanding of what influences are and how they can affect choices'. (Benes & Alperin, 2016, pg. 89)

Proficiency Scale

4: Student demonstrates innovation, in depth inference(s), or advanced application(s) with the learning goal.

3: Student demonstrates evidence of the learning goal by

- understanding various family roles and responsibilities.
- showing healthy sleep and rest patterns.
- differentiating between friends and acquaintances.
- describing how gender should not limit what they can or cannot do..
- understanding the influence of friends and family with regards to healthy practices.

2: Student demonstrates overall proficiency with the objectives and essential vocabulary such as

- sleep, rest, individual needs, friend, gender, health practices, influence.

1: Student demonstrates limited proficiency with the objectives and essential vocabulary.

Learning Targets

The student will be able to:

Growth and Development

- describe how members of a family have various roles, responsibilities, and individual needs.
- explain why sleep and rest are important for proper growth and good health.
- describe characteristics of a friend.
- describe how gender should not limit what they can or cannot do.

Personal and Community Health

- explain how family and friends influence positive health practices.

Health Curriculum - Grade 1

- *Who* influences me...
- I know they influence me because...
- *What* influences me...
- I know it influences me because...' (Benes & Alperin, 2016, pg. 89)

Health Curriculum - Grade 1

High Priority Standards

National Health Standard 3: (Assessing Information)

Student will demonstrate the ability to access valid information and products, and service to enhance health.

Learning Goal

The student will be able to 'identify people and places that can help with health needs'.
(Benes & Alperin, 2016, pg. 68)

Proficiency Scale

4: Student demonstrates innovation, in depth inference(s), or advanced application(s) with the learning goal.

3: Student demonstrates evidence of the learning goal by

- identifying trusted adults.
- listing characteristics of a safe place.
- identifying the community members that promote health.

2: Student demonstrates overall proficiency with the objectives and essential vocabulary such as

- trust, peers, relationships, threatening, unsafe feelings, safety, health.

1: Student demonstrates limited proficiency with the objectives and essential vocabulary.

Learning Targets

The student will be able to:

Growth and Development

- recognize parents, guardians, and other trusted adults as resources for information about growth and development.

Mental, Emotional, and Social Health

- identify the benefits of healthy peer relationships.
- list people to go to for help if feeling unsafe or threatened.
- describe characteristics of safe and unsafe places.
 - *What*-What do I need help with?
 - *Where*-Where should I go to get help?
 - *How*-How can I get to the place I need?' (Benes & Alperin, 2016, pg. 68)

Personal and Community Health

Health Curriculum - Grade 1

- identify individuals in the school and in the community who promote health.
 - *What*- What do I need help with?
 - *Who*- Who are the people I trust and can help me?'
 - *How*- How do I find the person? How do I ask for the help I need? (Benes & Alperin, 2016, pg. 68)

Health Curriculum - Grade 1

High Priority Standards

National Health Standard 4: (Interpersonal Communication)

Student will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Learning Goal

The student will be able to 'listen and express feelings'. (Benes & Alperin, 2016, pg. 104)

Proficiency Scale

4: Student demonstrates innovation, in depth inference(s), or advanced application(s) with the learning goal.

3: Student demonstrates evidence of the learning goal by

- identifying appropriate words to express feelings.
- explaining an emergency scenario.
- knowing how to ask for assistance.
- identifying and refusing inappropriate touching.

2: Student demonstrates overall proficiency with the objectives and essential vocabulary such as

- appropriate and inappropriate touching, emergency, safety.

1: Student demonstrates limited proficiency with the objectives and essential vocabulary.

Learning Targets

The student will be able to:

Mental, Emotional, and Social Health

- identify healthy ways to express feelings to each other.

Injury Prevention and Safety

- explain the importance of telling an adult if someone is in danger or being bullied.
- distinguish between appropriate and inappropriate touching.
- identify refusal skills when in personal-safety situations.
- describe how to report dangerous situations.
- identify ways to report inappropriate touching.

Health Curriculum - Grade 1

Personal and Community Health

- demonstrate effective communication skills when asking for assistance with health-related problems.
- demonstrate effective communication skills in an emergency situation.
- identify emergency situations.
- use effective communication:

I TELL

- **I**dentify feelings (thoughts, ideas)
 - **T**ell feelings (thoughts, ideas)
 - **E**xpress using I-statements
 - **L**ook at the person you are talking to
 - **L**isten to the response
- use active listening:

HEAR

- **H**eads up, voices off
- **E**yes on speaker, **E**ars open
- **A**sk questions if you don't understand
- **R**elax bodies (hands and feet still) (Benes & Alperin, 2016, pp. 104-105)

Health Curriculum - Grade 1

High Priority Standards

National Health Standard 5: (Decision Making)

Student will demonstrate the ability to use decision-making skills to enhance health.

Learning Goal

The student will be able to 'determine whether they can make the decision themselves or whether they need help'.
(Benes & Alperin, 2016, pg 119)

Proficiency Scale

4: Student demonstrates innovation, in depth inference(s), or advanced application(s) with the learning goal.

3: Student demonstrates evidence of the learning goal by

- identifying when to wear a helmet.
- knowing how to properly prevent the transmission of diseases.
- knowing how to respond in an emergency situation.

2: Student demonstrates overall proficiency with the objectives and essential vocabulary such as

- head injuries, body odor, personal hygiene, germ transmission, emergency, dangerous.

1: Student demonstrates limited proficiency with the objectives and essential vocabulary.

Learning Targets

The student will be able to:

Injury Prevention and Safety

- analyze steps to take in emergency or potentially dangerous situations.
- analyze why wearing a helmet when biking, skateboarding or inline skating increases safety.

Personal and Community Health

- identify ways to prevent the transmission of germs.
- use a decision-making process to evaluate how personal hygiene behaviors promote one's health.
- determine:

Health Curriculum - Grade 1

- *What* is the decision?
- *Who* needs to help? (Benes & Alperin, 2016, pg.119)

Health Curriculum - Grade 1

High Priority Standards

National Health Standard 6: (Goal Setting)

Student will demonstrate the ability to use goal-setting skills to enhance health.

Learning Goal

The student will be able to 'set and work toward a goal with help'. (Benes & Alperin, 2016, pg 135)

Proficiency Scale

4: Student demonstrates innovation, in depth inference(s), or advanced application(s) with the learning goal.

3: Student demonstrates evidence of the learning goal by

- understanding the importance of getting enough sleep.
- understanding the importance of drinking water regularly.
- understanding the importance of eating breakfast regularly.
- understanding the importance of bathing and brushing teeth routinely.

2: Student demonstrates overall proficiency with the objectives and essential vocabulary such as

- hygiene, sleep patterns, cavity, hydration.

1: Student demonstrates limited proficiency with the objectives and essential vocabulary.

Learning Targets

The student will be able to:

Nutrition and Physical Activity

- set a goal to eat breakfast.
- set a goal to drink more water.

Mental, Emotional, and Social Health

- set a goal to manage their sleep patterns for better health.

Personal and Community Health

- make a plan to practice dental and personal hygiene.

SET GOALS

Health Curriculum - Grade 1

- **S**et a goal based on the results of a needs assessment.
- **E**xplain why it is important.
- **T**ell someone you trust and ask for help.
- **G**et a plan.
- **O**ne step at a time.
- **A**ct on the goal.
- **L**earn from the goal.
- **S**tart again. (Benes & Alperin, 2016, pg.135)

Health Curriculum - Grade 1

High Priority Standards

National Health Standard 7: (Self-Management)

Student will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Learning Goal

The student will be able to 'practice age-appropriate health-enhancing behaviors'.
(Benes & Alperin, 2016, pg. 153)

Proficiency Scale

4: Student demonstrates innovation, in depth inference(s), or advanced application(s) with the learning goal.

3: Student demonstrates evidence of the learning goal by

- identifying basic vehicle, home and street safety rules.
- demonstrating emergency procedures for fire, earthquakes, and tornadoes.
- demonstrating how to use protective gear and equipment.
- explaining proper oral hygiene practices.
- explaining how to properly prevent the transmission of diseases.
- understanding the importance of wearing sunscreen and appropriate clothing when exposed to the sun.

2: Student demonstrates overall proficiency with the objectives and essential vocabulary such as

- tooth decay, skin cancer, tornado, earthquake, and fire emergency, helmet, safety hazards.

1: Student demonstrates limited proficiency with the objectives and essential vocabulary.

Learning Targets

The student will be able to:

Injury Prevention and Safety

- identify safety hazards in the home, at school, and in the community.
- identify ways to reduce the risk of injuries at home, at school and in the community.
- explain why the back seat is the safest place for young people to be when riding in a vehicle equipped with air bags.

Health Curriculum - Grade 1

- identify ways to reduce the risk of injuries while traveling in an automobile or bus.
- practice ways to stay safe at home, at school, and in the community. (street safety, safe routes, car safety, school bus, playground, calling for help)
- practice emergency, fire, and safety plans at home and at school.
- explain appropriate protective gear and equipment.

Personal and Community Health

- demonstrate proper tooth brushing and flossing techniques.
- demonstrate techniques for preventing disease transmission (covering sneezes and coughs, frequent hand washing).
- demonstrate proper ways of protecting oneself from the sun.
- demonstrate appropriate behaviors during fire drills, earthquake drills, and tornado drills.

“I AM healthy” is a motto for the unit to reinforce both skill cues and the goal for the unit.

I AM

- Identify health behaviors that keep you healthy.
- **Act** on health behaviors.
- **Make** a list of what you do and how you feel. (Benes & Alperin, 2016, pg. 153)

Health Curriculum - Grade 1

High Priority Standards

National Health Standard 8: (Advocacy)

Student will demonstrate the ability to advocate for personal, family and community health.

Learning Goal

The student will be able to 'promote personal health and begin to extend the skill to others'.
(Benes & Alperin, 2016, pg. 166)

Proficiency Scale

4: Student demonstrates innovation, in depth inference(s), or advanced application(s) with the learning goal.

3: Student demonstrates evidence of the learning goal by

- respectfully articulating why tobacco users should quit.
- articulating the dangers of sun damage on the skin.
- demonstrating the proper way to behave on a playground.
- helping students with chronic disease or illness adapt to school environment.

2: Student demonstrates overall proficiency with the objectives and essential vocabulary such as

- tobacco, diseases, skin cancer, chronic diseases and conditions.

1: Student demonstrates limited proficiency with the objectives and essential vocabulary.

Learning Targets

The student will be able to:

Nutrition and Physical Activity

- encourage peers to drink plenty of water.

Drug Awareness

- advocate for others to be tobacco free.

Injury Prevention and Safety

- encourage others to practice safe behaviors in the classroom and on the playground.

Personal and Community Health

Health Curriculum - Grade 1

- demonstrate the ability to support other students who have chronic diseases and conditions.
- educate family and peers to protect against skin damage from the sun.

I CARE

- Identify personal health needs, wants, and desires.
- **C**an someone help you?
- **A**sk for guidance to promote personal health.
- **R**ecognize positive health choices.
- **E**ncourage peers to make positive health choices. (Benes & Alperin, 2016, pg. 166)