

# STANDARDS FOR HEALTH AND WELLNESS: GRADE 1

## CATALINA FOOTHILLS SCHOOL DISTRICT

### **Standard 1: Essential Health Concepts**

**Students will comprehend concepts related to health promotion and disease prevention to enhance health.**

HW.1.1.1 Identify a variety of behaviors that promote health growth and development (for example: good sleep habits, brushing teeth, eating healthy foods from different food groups [MyPlate Food Guidance System], regular exercise, check-ups with the doctor, managing emotions; required: sun safety practices – using sunscreen, wearing hats, proper clothing, staying hydrated [see SUNWISE Sun Safety material])

HW.1.1.2 Identify ways to prevent spreading diseases (for example: hand washing, regular medical check-ups, using/throwing away tissues, covering mouth when coughing/sneezing).

HW.1.1.3 Identify ways to prevent common childhood injuries (for example: following playground rules, appropriate play, using crosswalks, looking both ways before crossing a street, staying with a buddy, line behavior). [Connect to Standard 7]

### **Standard 2: Analyzing Influences**

**Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.**

HW.1.2.1 Identify how peers/friends can influence healthy and unhealthy behaviors (for example: peer meal patterns, games, after school activities: soccer, yoga, football; inviting or including peers when playing during recess).

HW.1.2.2 Identify what the school can do to support personal health practices and behaviors (for example: physical education classes, recess programs – Mileage Club, school meal programs, recess, stretch breaks during classes, promotion of healthy snacks and food for parties/celebrations, how the counselor can help if there is a conflict).

### **Standard 3: Accessing Valid Information and Services**

**Demonstrate the ability to access valid information and products or services to enhance health.**

HW.1.3.1 Identify trusted adults and professionals who can help promote health (required: parents, teachers, school counselor, school health personnel, doctors, nurses, firefighters, police; adults who can give medicine to a child).

HW.1.3.2 Demonstrate ways to tell a trusted adult if feeling threatened or harmed (for example: trusting an adult at your school or home, describe action with specific details: “He was mean to me” versus “He pinched my arm and told me I could not play with him,” calling 911 in an emergency). [Connect to Standard 4]

#### **Standard 4: Interpersonal Communication**

**Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.**

HW.1.4.1 Demonstrate active listening skills (for example: body language – eye contact, not interrupting, paying attention). [Connect to ELA: Listening and Speaking standards]

HW.1.4.2 Demonstrate healthy ways to express needs, wants, and feelings (for example: how to join others in a game on the playground, appropriate ways to express feelings when upset; required: use simple problem solving strategies: use “I messages,” use words instead of hands, walk or run away, delay, ignore, say how you feel, responding to an unsafe or threatening situation, stranger danger, bullying).

HW.1.4.3 Distinguish between inappropriate and appropriate touching.[Connect to Developmental Guidance]

#### **Standard 5: Decision Making**

**Demonstrate the ability to use decision-making skills to enhance health.**

HW.1.5.1 Differentiate between situations when a health-related decision can be made individually or when assistance is needed (required: situations that require adult assistance; for example: broken bone, applying/ingesting medicine, bodily fluids: blood, vomit, mucus, saliva, urine/feces; required: situations that do not require adult assistance; for example: minor scrape (not bleeding), blowing nose, washing hands, using a band-aid).

#### **Standard 6: Goal Setting**

**Demonstrate the ability to use goal-setting skills to enhance health.**

HW.1.6.1 Identify a short-term personal health goal and take action toward achieving the goal (for example: setting times to brush teeth, eating healthy snacks, getting nine hours of sleep, playing outdoors every day, increasing fitness activities). [Connect to Physical Education & MT 7]

HW.1.6.2 Identify who can help when assistance is needed to achieve a personal health goal (for example: dentist, teacher, parent, doctor, PE teacher, friends).

#### **Standard 7: Practicing Health-Enhancing Behaviors**

**Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.**

HW.1.7.1 Demonstrate healthy practices and behaviors to maintain or improve personal health (for example: hand washing techniques, brushing teeth, emergency, fire, ad safety plans, healthy ways to deal with emotions). [Connect to Standards 1 and 6]

## **Standard 8: Health Promotion**

### **Demonstrate the ability to advocate for personal, family, and community health.**

HW.1.8.1 Make requests to promote personal health (keeping safe in a bullying situation, an abuse situation, or in a stranger danger situations; sun safety, healthful snacks, medical treatment). [Connect to Standards 1, 6, and 7]