

HEALTH AND WELLNESS STANDARDS
GRADE 1



CATALINA FOOTHILLS SCHOOL DISTRICT

Approved by Governing Board on August 5, 2014

Introduction to the Health and Wellness Standards

Health education is an integral component of a comprehensive program of study for all students in the Catalina Foothills School District (CFSD). A health education program that addresses the physical, intellectual/mental, emotional, and social aspects of health teaches students how to maintain and improve their health; prevent disease; reduce health-related risk behaviors; develop health knowledge, skills, and attitudes that foster academic performance at school; and become healthy, successful adults who are productive members of their communities.

MISSION

Inspiring others to pursue a healthy and physically active lifestyle!

VISION

A community of fit, skilled, and knowledgeable students, who value an active and healthy lifestyle, embody the spirit of teamwork and sportsmanship, and pursue physical activity for a lifetime.

CORE VALUES

- Health and Physical Education are integral to the total educational program.
- Highly qualified educators are essential for delivering a standards-referenced physical education and health curriculum.
- Student safety is paramount.
- A sequential [developmental] program provides a continuum of movement skills/experiences and promotes optimal growth.
- A high quality program includes a balance of knowledge, skills, games, sports, fitness activities, and lifetime recreational experiences.
- A positive and safe learning environment builds confidence and success.
- The curriculum must be diverse enough to provide all students with the opportunity to participate in activities, which provide enjoyment and success.
- Focus is on total participation in an effort to grow and reach one's personal best.
- Participating in regular physical activity is necessary to achieve and maintain fitness and lifelong health.
- Assessment practices must guide and support the learning and growth of each student.
- An ongoing process of self-assessment and personal goal setting is integral to improvement.
- The ultimate goal is to inspire students to value healthy choices and daily physical activity in their lives.

Overview of the Curriculum Framework

A district-wide curriculum revision process addresses the need for the continual improvement and/or updating of the schools' instructional programs through periodic reexamination of curriculum. The Health and Physical Education curriculums are aligned with national and state standards, but have been written to reflect the local needs, time, resources, and environment of the district. CFSD develops the standards and benchmarks for both Health and Physical Education concurrently. Although this clear connection is recognized, the district separates these content areas into different documents in order to emphasize the unique importance of each one.

The Health and Wellness standards and benchmarks are aligned to the Arizona Health Education Standards and the National Health Education Standards. The standards are the same for all grade levels, providing a comprehensive vision of what students need to know and be able to do. They are designed to help students develop and demonstrate increasingly sophisticated health-related knowledge, skills, and practices. Each of the eight standards is articulated by grade level with related benchmarks that serve as performance indicators. Knowledge of essential concepts and underlying principles of health promotion and disease prevention are included in Standard 1. Standards 2-8 identify key processes and skills that are applicable to healthy living.

The numbering system begins with the subject area of Health and Wellness (HW). The first numeral in the code indicates the grade level (K-8). For high school, the numbering systems begins with "9." The second numeral identifies the standard/measurement topic. The last numeral indicates the number of the benchmark. For example, HW.1.2.1 references Health and Wellness at Grade 1, Standard 2, Benchmark 1. The benchmarks with items indicated as "required" must be taught. "For example" is used to indicate possible examples for teaching content and skills within the benchmarks.

STANDARDS FOR HEALTH AND WELLNESS: GRADE 1

CATALINA FOOTHILLS SCHOOL DISTRICT

HEALTH CONCEPTS & FACTORS THAT INFLUENCE HEALTH

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).

HEALTH INFORMATION AND SERVICES

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]

COMMUNICATION

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]

DECISION MAKING & GOAL SETTING

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).

HEALTHY PRACTICES AND BEHAVIORS

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, and 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 situation; sun safety, healthful snacks, medical treatment). [Connect to Standards 1, 6, and 7]