

**ELKHART COMMUNITY SCHOOLS**

**GRADE ONE  
HEALTH CURRICULUM GUIDE**

**GRADE 1  
HEALTH EDUCATION CURRICULUM GUIDE**

**HEALTH**

<b>Standard 1: Students will comprehend concepts related to health promotion and disease prevention.</b>			
<b>Indicator</b>	<b>Example</b>	<b>Instructional/Assessment Strategy</b>	<b>Resource</b>
1.1.1 Identify responsible health behaviors.	States that a responsible health behavior is only using medicines with the help of a trusted adult.	<u>What Are Drugs?</u> Gretchen Super <u>We Must Say No</u> Marjorie Castro <u>Let's Talk About Drug Abuse</u> Anna Kreiner	- HealthWorks: "Brendan's World" - Anthology RA 1-14, TE
1.1.2 Describe relationships between personal health behaviors and individual well-being.	Describes how plenty of sleep helps one grow, learn, and feel well.	<u>I am Growing</u> Mandy Suhr <u>The Napping House</u> Audrey Wood, John Wood <u>Good Food Book</u> Jane Brody Bantom <u>Total Nutrition Guide</u> Jean Carper <u>Frog and Toad All Year</u> Arnold Lobel <i>Video:</i> My Body, My Buddy: Healthy Habits, Rainbow Education Media, 1993 My Body, My Buddy: Healthy Fun, Rainbow Education Media, 1993	
1.1.3 Describe the relationship between physical health and emotional health.	Describes how a stomachache can be related to feelings of stress.	<i>Video:</i> Don't Pop Your Cork on Mondays	

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1.1.4 Describe the basic structure and functions of the human body systems.	Describes how teeth are used for biting and chewing food.	<u>The Magic School Bus: Inside the Human Body</u> ESC BB #248 <u>Body on Strike! An Aesop Fable</u> – RA 10 (Anthology, T.E.)	- Health Department: “Personal Hygiene” - HealthWorks: “Come to Your Senses”
1.1.5 Describe ways in which a healthful school and community environment influences personal health.	Describes how a clean school and community environment prevents the spread of germs.		- School nurse
1.1.6 Describe what children should do if they have signs of illness including, fever, pain, and discomfort.	States that students should tell their teacher if they feel ill at school or their family if they feel ill at home.	<u>A Cold is Nothing to Sneeze At</u> Susan Perry <u>Dinosaurs Alive and Well</u> Marc and Laurie Brown <i>Poems:</i> “I think I’m Going to Sneeze Soon” by Jeff Moss – RA 5 (Anthology, T.E.) “In Bed with a Bad Cold” by Jeff Moss – RA 5 (Anthology, T.E.) <i>Video:</i> Arthur’s Chicken Pox Dinosaurs Alive and Well	
1.1.7 Explain how childhood injuries and illnesses can be prevented or treated.	Explains that vaccinations protect the body from getting certain diseases.		- HealthWorks: “First Aid Frenzy”

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1.1.8 Explain basic health terms and concepts.	Explains that tobacco use is a hard habit to stop.	<u>What are Drugs</u> Gretchen Super <u>Let's Talk about Drug Abuse</u> Anna Kreiner <i>Poems:</i> "Just Say No!" by Phyllis Tanner – RA 3 (Anthology, T.E.) "No Drugs for Me" by Amy Lewis – RA 8 (Anthology, T.E.)	

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<b>Standard 2: Students will demonstrate the ability to access and evaluate health information, products, and services.</b>			
<b>Indicator</b>	<b>Example</b>	<b>Instructional/Assessment Strategy</b>	<b>Resource</b>
1.2.1 Identify resources from home, school, and community that provide valid health information.	Identifies parents, school nurses, and pharmacists as sources of valid health information.		- HealthWorks: "Is There a Doctor in the House?"
1.2.2 Explain how media influences the selection of health products.	Explains how television advertisements use free prizes or cartoon characters to encourage children to want to eat certain types and brands of food.		
1.2.3 Demonstrate the ability to locate school and community health helpers.	Demonstrates the ability to locate crossing guards for help in crossing streets.		- Health Department: "Pedestrian Safety" - HealthWorks: "Is There a Doctor in the House?"
1.2.4 Explain the meaning of basic signs, symbols, and warning labels.	Designs a warning sticker for a home medicine cabinet.		- School nurse

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<b>Standard 3: Students will demonstrate the ability to apply self-management skills to enhance health.</b>			
<b>Indicator</b>	<b>Example</b>	<b>Instructional/Assessment Strategy</b>	<b>Resource</b>
1.3.1 Demonstrate how to apply skills to manage stress.	Demonstrates the ability to identify feelings of stress, identify ways to handle stress, and use strategies such as playing and talking with friends or family members to manage stress.		
1.3.2 Demonstrate how to apply coping strategies when feeling anxious, upset, angry, too excited, or out of control.	Demonstrates the ability to identify angry feelings, calm down, and use healthy strategies such as talking with a friend or trusted adult and engaging in physical activity to communicate and cope with feelings of anger.		- Health Department: "Relationships"
1.3.3 Demonstrate ways to avoid and seek help in threatening situations.	Demonstrates how to avoid fights with bullies by saying no, walking away, and telling a trusted adult.		- Health Department: "Pedestrian Safety" "Relationships"
1.3.4 Demonstrate the ability to assess personal health perceptions and behaviors.	Describes what makes them special and unique from others.		- HealthWorks: "Walk in My Shoes"
1.3.5 Demonstrate personal hygiene skills.	Demonstrate proper technique for brushing one's teeth.	<i>Poem:</i> "See, I Can Do It" by Dorothy Aldis – RA 8 (Anthology, T.E.)	-HealthWorks: "Crazy Clean" - School nurse

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<b>Standard 3: Students will demonstrate the ability to apply self-management skills to enhance health.</b>			
<b>Indicator</b>	<b>Example</b>	<b>Instructional/Assessment Strategy</b>	<b>Resource</b>
1.3.6 Demonstrate safety skills needed to avoid injury.	Demonstrates how to cross street safely.	<i>Poem:</i> “Staying Safe” by Adam Jonson – RA 4 (Anthology, T.E.)	- Health Department: “Wheel Safety” - HealthWorks: “First Aid Frenzy” - D.A.R.E., Elkhart Police Department

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<b>Standard 4: Students will demonstrate the ability to analyze the influence of family, culture, peers, community, media, and Technology on health and health behaviors.</b>			
<b>Indicator</b>	<b>Example</b>	<b>Instructional/Assessment Strategy</b>	<b>Resource</b>
1.4.1 Describe how the family influences personal health behaviors.	Describes how parents and other family members can encourage one another to eat healthy foods.		- <a href="http://www.mypyramid.gov">www.mypyramid.gov</a>
1.4.2 Explain that individuals have different cultural backgrounds that influence personal health behaviors.	Explains that physical activity choices such as playing soccer can be influenced by one's cultural background.	<u>Little Bear's Friend</u> Jutta Langrueter	
1.4.3 Describe the influence of media on thoughts, feelings, perceptions, and health behaviors.	Explains that television characters sometimes show people expressing anger in unhealthy ways.		- School Social Worker
1.4.4 Describe ways technology can influence health and health behaviors.	Describes how machines, such as cars, make it easier to do things but may lead us to be less physically active.		



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<b>Standard 5: Students will demonstrate the ability to use interpersonal communication skills to enhance health.</b>			
<b>Indicator</b>	<b>Example</b>	<b>Instructional/Assessment Strategy</b>	<b>Resource</b>
1.5.1 Distinguish between verbal and nonverbal communication.	Distinguished between the use of words and the use of gestures, facial expressions, and tone of voice to communicate wants, needs, and feelings.		- HealthWorks: “Freeze” - School Social Worker “BABES” program
1.5.2 Describe characteristics needed to be a responsible friend and family member.	Describes a responsible friend and family member as a person who helps, shares, listens, and is kind and polite.	2 stories and 3 poems – see RA 1, chapter 11, table of contents, anthology, T.E.	- School Social Worker “BABES” program
1.5.3 Demonstrate healthy ways to express needs, wants, and feelings including I messages and assertive communication strategies.	Demonstrates how to say what one wants in a positive and polite manner.	<i>Poems:</i> “When I Am Me” by Felice Holman – RA 5 (Anthology, T.E.) “Bad Day” by Marci Ridlon – RA 7 (Anthology, T.E.) <i>Song:</i> “The Sharing Song” – RA 14 (Anthology, T.E.)	- Health Department: “Bullying” - HealthWorks: “The Choice is Yours” - School Social Worker “BABES” program
1.5.4 Demonstrate ways to communicate care, consideration, and respect of self and others.	Demonstrates how to show respect for others.		- HealthWorks: “Freeze” - School Social Worker “BABES” program - Health Department: “Relationships”

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<b>Standard 5: Students will demonstrate the ability to use interpersonal communication skills to enhance health.</b>			
<b>Indicator</b>	<b>Example</b>	<b>Instructional/Assessment Strategy</b>	<b>Resource</b>
1.5.5 Demonstrate attentive listening skills to build and maintain healthy relationships.	Demonstrates attentive listening skills by showing how to pay attention, not interrupt, and not talk when someone else is talking.		- HealthWorks: “Freeze” - School Social Worker “BABES” program
1.5.6 Demonstrate refusal skills to enhance health.	Demonstrates how to say no, state a reason, suggest an alternative, say no again, walk away, and get help to avoid pressure to use a medicine without the help of a trusted adult.		- School Social Worker “BABES” program
1.5.7 Demonstrate positive ways to resolve conflicts.	Demonstrates how to resolve a conflict by showing how to stay calm, work with other person, to identify choices to resolve the conflict, and agree on a choice that is fair for both persons.		- HealthWorks: “Freeze” - Peer mediation sponsors (if program is in your building)

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<b>Standard 6: Students will demonstrate the ability to implement decision-making and goal setting to enhance health.</b>			
<b>Indicator</b>	<b>Example</b>	<b>Instructional/Assessment Strategy</b>	<b>Resource</b>
1.6.1 Explain when to ask for assistance in making health related decisions and setting health goals.	Explains that one should ask a parent for help in making choices related to healthy eating.		
1.6.2 Demonstrate the ability apply a decision-making process to health issues and problems.	Demonstrates the ability to identify choices, explain what could happen as a result of each choice, and make a healthy choice related to physical activity.	See Anthology T.E. RA-1 table of contents	
1.6.3 Predict outcomes of positive health decisions.	Predicts the outcomes of recycling bottles, cans, and paper rather than throwing them in the trash.		- Elkhart Environmental Center
1.6.4 Demonstrate the ability to set a short-term personal health goal and monitor progress toward its achievement.	Demonstrates the ability to set a short-term goal to help a member of their family everyday and use a chart to keep track of their daily helping behavior for one week.		- Health Department: "Getting to Know your Heart-Exercise"

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<b>Standard 7: Students will demonstrate the ability to advocate for personal, family, and community health.</b>			
<b>Indicator</b>	<b>Example</b>	<b>Instructional/Assessment Strategy</b>	<b>Resource</b>
1.7.1 Demonstrate the ability to express information and ideas about health issues.	Demonstrates the ability to draw a picture to explain why refusing to use tobacco is important.		
1.7.2 Demonstrate the ability to influence and support others in making positive health choices.	Demonstrates the ability to create a poster that encourages others to wash their hands.		- School nurse - Healthy Heart Series, Personal Hygiene