

1st Grade Health

Instructional Focus 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health. The acquisition of basic health concepts and functional health knowledge provides a foundation for promoting health-enhancing behaviors among youth. This instructional focus includes essential concepts that are based on established health behavior theories and models. Concepts that focus on both health promotion and risk reduction are included in the performance indicators.

Key: N=National Standard, A=Alaska State Standard, L=Local Standard

Standard	Objective	Topic	Examples
N. 1.2.2 Recognize that there are multiple dimensions of health.	Students will: <ul style="list-style-type: none"> List multiple dimensions of health 	Emotional, Mental, and Social Health	Some dimensions might include: <ul style="list-style-type: none"> Fitness Safety Hygiene Nutrition Mental, emotional, and social well- being Community Health
N.1.2.3 List ways to prevent common childhood injuries.	Students will: <ul style="list-style-type: none"> Identify ways to prevent common childhood injuries 	Safety and Prevention	<ul style="list-style-type: none"> Water safety Bike safety: helmets, hand signals, etc. Home safety: ladders, hot surfaces, knives
N.1.2.5 Describe why it is important to seek health care.	Students will: <ul style="list-style-type: none"> Provide examples of when it is important to go to the doctor 	Emotional, Mental, and Social Health	<ul style="list-style-type: none"> Eye doctor to see better Dentist for cavities, toothache, cleaning, and preventative Doctor for sick and well visits
A.1.2 Understand how the human body is affected by behaviors related to harmful substances and safety.	Students will: <ul style="list-style-type: none"> Identify a variety of harmful substances and recognize potential dangers Identify personal responsibility for personal hygiene that promotes health and wellbeing 	Safety and Prevention	<ul style="list-style-type: none"> Effects of alcohol, tobacco, and misuse of medicine Proper hand washing Protocol for sneezing and coughing
L Understand the importance of balanced nutrition.	Students will: <ul style="list-style-type: none"> Classify foods and identify the importance of eating a variety of foods from all the food groups 	Nutrition and Physical Activity	<ul style="list-style-type: none"> Choose My Plate
L Recognize healthy choices and describe how they help a person stay healthy.	Students will: <ul style="list-style-type: none"> Identify and describe the benefits of eating healthy snacks, drinking water, being physically active, and getting enough sleep 	Nutrition and Physical Activity	<ul style="list-style-type: none"> Choose My Plate Play Every Day (dhss.alaska.gov) More energy/less sickness
L Identify a variety of healthy snack foods.	Students will: <ul style="list-style-type: none"> Identify healthy snack food choices from each food group 	Nutrition and Physical Activity	<ul style="list-style-type: none"> Choose My Plate

Instructional Focus Two: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. Health is affected by a variety of positive and negative influences within society. This instructional focus focuses on identifying and understanding the diverse internal and external factors that influence health practices and behaviors among youth, including personal values, beliefs, and perceived norms.
Key: N=National Standard, A=Alaska State Standard, L=Local Standard

Standard	Objective	Topic	Examples
N.2.2.1 Identify how the family influences personal health practices and behaviors.	Students will: <ul style="list-style-type: none"> Identify a variety of ways that families influence personal health and wellness 	Personal Health and Wellness	Class Graphs/Illustrations <ul style="list-style-type: none"> Family meals Favorite foods Routines Celebrations Activities Violence prevention

Instructional Focus Three: Students will demonstrate the ability to access valid information, products, and services to enhance health. Access to valid health information and health-promoting products and services is critical in the prevention, early detection, and treatment of health problems. This instructional focus focuses on how to identify and access valid health resources and to reject unproven sources. Application of the skills of analysis, comparison, and evaluation of health resources empowers students to achieve health literacy.
Key: N=National Standard, A=Alaska State Standard, L=Local Standard

Standard	Objective	Topic	Examples
N.3.2.2 Identify ways to locate school and community health helpers.	Students will: <ul style="list-style-type: none"> Explain the importance of seeking health care and ways to locate health helpers in the school and community 	Community Health	Special/Professional Guests: <ul style="list-style-type: none"> Dental care presentation (February) Vision screening and resources Emergency services Trusted Adults, School Nurse: <ul style="list-style-type: none"> Hand washing routines Injuries Illness while at school

Instructional Focus Five: Students will demonstrate the ability to use decision-making skills to enhance health. Decision-making skills are needed to identify, implement, and sustain health-enhancing behaviors. This instructional focus includes the essential steps that are needed to make healthy decisions as prescribed in the performance indicators. When applied to health issues, the decision-making process enables individuals to collaborate with others to improve their quality of life.
Key: N=National Standard, A=Alaska State Standard, L=Local Standard

Standard	Objective	Topic	Examples
N.5.2.2 Differentiate between situations when a health-related decision can be made individually or when assistance is needed.	Students will: <ul style="list-style-type: none"> Identify unsafe situations, practice making healthy choices, and understand when to make their own decisions vs. seeking help Identify situations that threaten personal safety Distinguish between safe and unsafe touches and secrets 	Safety and Prevention	Role-play/Scenarios: Making Choices <ul style="list-style-type: none"> Is it safe (prevent harm/violence)? Walking away, seeking help Is it nutritious? Will it benefit or strengthen my body? Can I fix it myself or do I need help? Practice refusal skills to avoid risky situations involving personal safety AK Safe Children’s Act Identify trusted adults

Instructional Focus Seven: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. Research confirms that practicing health-enhancing behaviors can contribute to a positive quality of life. In addition, many diseases and injuries can be prevented by reducing harmful and risk-taking behaviors. This instructional focus promotes the acceptance of personal responsibility for health and encourages the practice of healthy behaviors.
Key: N=National Standard, A=Alaska State Standard, L=Local Standard

Standard	Objective	Topic	Examples
N.7.2.1 Demonstrate healthy practices and behaviors to maintain or improve personal health.	Students will: <ul style="list-style-type: none"> Recognize ways to reduce the spread of germs and establish routines to perform healthy and hygienic behaviors 	Personal Health and Wellness	Establishing Routines <ul style="list-style-type: none"> Washing hands and face before and after eating Washing hands after blowing nose with tissue Washing hands after using the restroom

Instructional Focus Eight: Students will demonstrate the ability to advocate for personal, family, and community health. Advocacy skills help students promote healthy norms and healthy behaviors. This instructional focus helps students develop important skills to target their health-enhancing messages and to encourage others to adopt healthy behaviors.
Key: N=National Standard, A=Alaska State Standard, L=Local Standard

Standard	Objective	Topic	Examples
N.8.2.2 Encourage peers to make positive health choices.	Students will: <ul style="list-style-type: none"> Identify virtues that support and encourage their peers to make healthy choices 	Personal Health and Wellness	<ul style="list-style-type: none"> Identify levels of frustration Use I-messages and talk it out Identify and respond to non-verbal cues (tone of voice, facial expressions, body stance, etc.) Illustrate virtues (kindness, understanding, listening, encouraging, etc.) that: <ul style="list-style-type: none"> Encourage and help prevent violence and bullying Support good nutrition for energy