

**HEALTH (Grade 1) | Curriculum Map**

**SUMMARY:** The goal of health education is to support students in making health decisions through learning experiences that help build self-awareness, critical thinking and problem-solving, goal setting, and confidence. Curriculum and instruction seek to help students develop positive resiliency and life skills that will benefit their overall health as they progress through the district and beyond. By the end of the grade level, students should be able to explain why the concept of study is relevant to a healthy lifestyle. Health curriculum is taught explicitly and often is integrated with other instruction by the classroom teacher (i.e., English language arts, math, social studies, and science). Health instruction also is provided by the P.E. teacher, school counselor, and school nurse.

KEY CONCEPTS	National Standards <for grade band of K-2>	Ohio Legislation <for grade band of K-6>	Student Learning Targets
<b>Healthy Choices</b>	<p><b>National Health Education Standards (2007):</b>  <b>1.2.1.</b> Identify that healthy behaviors affect personal health.  <b>3.2.1.</b> Identify trusted adults and professionals who can help promote health.  <b>3.2.2.</b> Identify ways to locate school and community health helpers.</p>	<p>Harmful effects of drugs                       Prescription opioid abuse prevention</p>	<ul style="list-style-type: none"> <li>▪ Tell the difference between prescribed and non-prescribed medicines.</li> <li>▪ Know that medicines can be take only with help of a trusted adult.</li> <li>▪ Demonstrate how to say no when it is not safe.</li> <li>▪ Demonstrate how to ask for help from trusted adults.</li> </ul>
<b>Wellness (Nutrition, Physical)</b>	<p><b>National Health Education Standards (2007):</b>  <b>1.2.2.</b> Recognize that there are multiple dimensions of health.  <b>1.2.3.</b> Describe ways to prevent communicable diseases.  <b>1.2.4.</b> List ways to prevent common childhood injuries.  <b>1.2.5.</b> Describe why it is important to seek health care.  <b>7.2.1.</b> Demonstrate healthy practices and behaviors to maintain or improve personal health.</p>	<p>Nutritive value of foods</p>	<ul style="list-style-type: none"> <li>▪ Know how to wash hands and why this is important.</li> <li>▪ Know how to prevent spread of germs.</li> <li>▪ Understand the importance of rest and sleep.</li> <li>▪ Know the importance of a healthy diet (e.g., strong bones require calcium; sugar can cause tooth decay).</li> <li>▪ Know the importance of drinking water.</li> </ul>

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<p><b>Personal Safety</b></p>	<p><b><u>National Health Education Standards (2007):</u></b>  <b>4.2.3.</b> Demonstrate ways to respond when in an unwanted, threatening, or dangerous situation.  <b>4.2.4.</b> Demonstrate ways to tell a trusted adult if threatened or harmed.  <b>5.2.2.</b> Differentiate between situations when a health-related decision can be made individually or when assistance is needed.  <b>7.2.1.</b> Demonstrate healthy practices and behaviors to maintain or improve personal health.  <b>7.2.2.</b> Demonstrate behaviors that avoid or reduce health risks.</p>	<p>Personal safety and assault prevention</p> <p><i>Note: ORC 3313.60 states that a student in grades K-6 may be excused from taking instruction in personal safety and assault prevention upon written request from the student's parent or guardian.</i></p>	<ul style="list-style-type: none"> <li>▪ Know and follow correct procedures/protocols for fire, tornado and safety drills.</li> <li>▪ Know school safety rules, including rules regarding weapons on school property.</li> <li>▪ Know the definition of stranger.</li> <li>▪ Understand never to go with a stranger.</li> <li>▪ Differentiate between words or touching that is comfortable and uncomfortable.</li> <li>▪ Know personal safety strategies (i.e., walk away from strangers; avoid playing in deserted places; inform parents of whereabouts).</li> <li>▪ Understand that strangers can interact with kids through the Internet.</li> <li>▪ Identify Internet safety behaviors (i.e., never give personal information without parent permission; never agree to meet someone in person whom you met online).</li> <li>▪ Know the important of knowing who to call if an emergency.</li> </ul>
<p><b>Bullying</b></p>	<p><b><u>National Health Education Standards (2007):</u></b>  <b>4.2.1.</b> Demonstrate healthy ways to express needs, wants, and feelings.  <b>4.2.2.</b> Demonstrate listening skills to enhance health.  <b>4.2.3.</b> Demonstrate ways to respond when in an unwanted, threatening, or dangerous situation.  <b>4.2.4.</b> Demonstrate ways to tell a trusted adult if threatened or harmed.  <b>5.2.1.</b> Identify situations when a health-related decision is needed.</p>	<p>Personal safety and assault prevention</p>	<ul style="list-style-type: none"> <li>▪ Define bullying.</li> <li>▪ Tell the difference between teasing and bullying behavior.</li> <li>▪ Know what to do if being bullied (i.e., coping strategies – ignore and walk away, go to trusted adult for help, choose safe friends).</li> <li>▪ Name trusted adults who can help in bullying situations.</li> <li>▪ Know how to be a positive bystander to teasing and bullying.</li> </ul>

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<b>Healthy Relationships</b>	<p><b>National Health Education Standards (2007):</b>  <b>4.2.1.</b> Demonstrate healthy ways to express needs, wants, and feelings.  <b>4.2.2.</b> Demonstrate listening skills to enhance health.</p>	N/A	<ul style="list-style-type: none"> <li>▪ Describe how to be a friend and how to choose a friend.</li> <li>▪ Describe personal qualities that make a good friend.</li> <li>▪ Understand how actions affect others.</li> <li>▪ Know how to develop and practice cooperation skills.</li> <li>▪ Practice active listening skills and communicating in a group.</li> <li>▪ Tell why it is important to tell the truth.</li> <li>▪ Discuss personal feelings about being away from home and family (i.e., being in school all day).</li> <li>▪ Understand it is appropriate to feel unsure in new situations.</li> <li>▪ Recognize that changes can be exciting.</li> <li>▪ Understand strategies that can be used to help focus on learning and working with others.</li> <li>▪ Know strategies to deal with feelings, such as anger, sadness and disappointment.</li> <li>▪ Know that feelings are normal to experience.</li> </ul>

**District Instructional Resources:**

*Health Promotion Wave / Ultimate Teacher Resource* (ISBN 1-57239-400-5). Includes teacher manual and curriculum CD in PDF format:

- Student and Parent Component Activities
- Evaluations and Assessments
- Color Slides/Transparencies
- Skill-Based Activity Game Cards

Heroin and Opioid-Abuse Prevention Education (HOPE) – Start talking! Building a drug-free future (elementary lessons) – retrieved April 17, 2019 from <https://starttalking.ohio.gov/Schools/The-HOPE-Curriculum#60430-3---5>

**Suggested Literature for Health Education Integrations:**

*All Kinds of Children* by Norma Simon and Diane Paterson  
*Berenstain Bears Double Dare* by Stan Berenstain and Jan Berenstain  
*Berenstain Bears Get in a Fight* by Stan Berenstain and Jan Berenstain  
*Berenstain Bears Messy Room* by Stan Berenstain and Jan Berenstain  
*Berenstain Bears Too Much Junk Food* by Stan Berenstain and Jan Berenstain  
*The Day Crayons Quit* by Drew Daywalt and Oliver Jeffers  
*Germs Make Me Sick!* By Melvin Berger and Marylin Hafner  
*I'm Growing* by Alik  
*The Important Book* by Margaret Wise Brown and Leonard Weisgard  
*Miles Is the Boss of His Own Body* by Samantha Kurtzman-Counter and Abbie Schiller  
*My Five Senses* by Alik  
*Quick as a Cricket* by Audrey Wood and Don Wood  
*The Recess Queen* by Alexis O'Neill and Laura Huliska-Beith  
*Strictly No Elephants* by Lisa Mantchev and Taeun Yo  
*The Tenth Good Thing about Barney* by Judith Viorst  
*Two* by Kathryn Otoshi  
*Virgil and Owen* by Paulette Bogan  
*We All Sing the Same Song* by J. Phillip Miller  
*When I feel Angry* by Cornelia Maude Spelman and Nancy Cote  
*Wild about Us* by Karen Beaumont

**Alignment Documents:**

Joint Committee on National Health Standards. (2007). *National health education standards: Achieving excellence* (2<sup>nd</sup> Ed.). Washington, DC: The American Cancer Society. Retrieved March 21, 2019 from <https://www.cdc.gov/healthyschools/sher/standards/index.htm>

Ohio Department of Education (ODE). K-6 Health education curriculum/Ohio legislative requirements – retrieved Jan. 8, 2019 from <http://education.ohio.gov/getattachment/Topics/Ohios-Learning-Standards/Health-Education/K-6-Health-Education-Curriculum.pdf.aspx>

**Other Resources:**

Duckworth, A. (2016). *Grit: The power of passion and perseverance*. New York: Scribner.

Dweck, C. S. (2016). *Mindset: The new psychology of success*. New York: Ballantine.

Loy, M. (2011). *Children and stress: 100+ creative activities to help kids manage stress*. Duluth, MN: Whole Person Associates.