

## Grade One Health

**Description** The Appleton Area School District Elementary Health Program promotes the development and maintenance of a healthy lifestyle. Quality health education motivates individuals to take responsibility for protecting, maintaining, and improving their health. It encourages the individual to access and analyze health information and to assume responsibility for the promotion of well-being and the prevention of disease and disability.

**Minutes Per Week** 90 minutes (Health/Guidance/AODA)

**Textbooks** NA

### Required Assessments

**Board Approved** July, 2001

**Revised** June, 2017

### AASD Health Goals for K-12 Students

- *Students will comprehend concepts related to health promotion and disease prevention to enhance health.*
- *Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.*
- *Students will demonstrate the ability to access valid health information and products and services to enhance health.*
- *Students will demonstrate the ability to use interpersonal communication and skills to enhance health and avoid or reduce health risks.*
- *Students will demonstrate the ability to use decision-making skills to enhance health.*
- *Students will demonstrate the ability to use goal-setting skills to enhance health.*
- *Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.*
- *Students will demonstrate the ability to advocate for personal, family, and community health.*

## AASD Health Standards

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|----------------------------------|--|
| I. Analyzing Influences          | Core Content Domains:<br>A. Nutritional and Physical Activity<br>B. Growth, Development, and Sexual Health<br>C. Injury Prevention and Safety<br>D. Alcohol, Tobacco and Other Drugs<br>E. Mental, Emotional and Social Health<br>F. Personal and Community Health |
| II. Accessing Valid Information  | Core Content Domains:<br>A. Nutritional and Physical Activity<br>B. Growth, Development, and Sexual Health<br>C. Injury Prevention and Safety<br>D. Alcohol, Tobacco and Other Drugs<br>E. Mental, Emotional and Social Health<br>F. Personal and Community Health |
| III. Interpersonal Communication | Core Content Domains:<br>A. Nutritional and Physical Activity<br>B. Growth, Development, and Sexual Health<br>C. Injury Prevention and Safety<br>D. Alcohol, Tobacco and Other Drugs<br>E. Mental, Emotional and Social Health<br>F. Personal and Community Health |
| IV. Decision Making              | Core Content Domains:<br>A. Nutritional and Physical Activity<br>B. Growth, Development, and Sexual Health<br>C. Injury Prevention and Safety<br>D. Alcohol, Tobacco and Other Drugs<br>E. Mental, Emotional and Social Health<br>F. Personal and Community Health |
| V. Goal Setting                  | Core Content Domains:<br>A. Nutritional and Physical Activity<br>B. Growth, Development, and Sexual Health<br>C. Injury Prevention and Safety<br>D. Alcohol, Tobacco and Other Drugs<br>E. Mental, Emotional and Social Health<br>F. Personal and Community Health |

**VI. Self-Management**

- Core Content Domains:
- A. Nutritional and Physical Activity
  - B. Growth, Development, and Sexual Health
  - C. Injury Prevention and Safety
  - D. Alcohol, Tobacco and Other Drugs
  - E. Mental, Emotional and Social Health
  - F. Personal and Community Health

**VII. Advocacy**

- Core Content Domains:
- A. Nutritional and Physical Activity
  - B. Growth, Development, and Sexual Health
  - C. Injury Prevention and Safety
  - D. Alcohol, Tobacco and Other Drugs
  - E. Mental, Emotional and Social Health
  - F. Personal and Community Health

Essential Learning Objectives	Performance Indicators	Classroom Assessments
<p><b>1. Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.</b></p>	<p><b>Performance will be satisfactory when the student is able to:</b></p> <ul style="list-style-type: none"> <li>A1. Discuss how family, friends, and media influence food choices</li> <li>B1. Explain why sleep and rest are important for proper growth and good health</li> <li>C1. Describe internal and external influence that could led to or prevent injury or violence</li> <li>F1. Explain how family and friends influence positive health practices</li> </ul>	<p>Unit Assessment</p>
<p><b>Above objective aligned with AASD Content Domain(s):</b>                      Nutrition and Physical Activity; Growth, Development, and Sexual Health; Injury Prevention and Safety; Personal and Community Health</p>		
<p><b>2. Students will demonstrate the ability to access valid health</b></p>	<p><b>Performance will be satisfactory when the student is able to:</b></p> <ul style="list-style-type: none"> <li>A1. Identify resources for reliable information about healthy foods</li> <li>A2. Discuss how family, friends, and media influence food choices</li> </ul>	<p>Unit Assessment</p>

<p><b>information and products and services to enhance health.</b></p>	<p>B1. List people to go to for help if feeling unsafe or threatened                  F2. Identify individuals in the school and in the community who promote health</p>	
<p><b>Above objective aligned with AASD Content Domain(s):</b>                  Nutritional and Physical Activity; Growth, Development, and Sexual Health; Personal and Community Health</p>		
<p><b>Essential Learning Objectives</b></p>	<p><b>Performance Indicators</b></p>	<p><b>Classroom Assessments</b></p>
<p><b>3. Students will demonstrate the ability to use interpersonal communication and skills to enhance health and avoid or reduce health risks.</b></p>	<p><b>Performance will be satisfactory when the student is able to:</b>                  A1. Demonstrate effective communication skills to ask for healthy food choices                  C1. Demonstrate the ability to use refusal skills in risky situations                  C2. Practice effective conflict resolution techniques with others                  C3. Report bullying, harassment, and other dangerous situations                  C4. Demonstrate what to say when witnessing bullying                  D1. Practice effective verbal communication to request for help in dealing with situations regarding ATOD                  D2. Demonstrate refusal skills to resist pressure to experiment</p>	<p>Unit Assessment</p>
<p><b>Above objective aligned with AASD Content Domain(s):</b>                  Nutritional and Physical Activity; Injury Prevention and Safety; Alcohol, Tobacco and Other Drugs</p>		
<p><b>4. Students will demonstrate the ability to use decision-making skills to enhance health.</b></p>	<p><b>Performance will be satisfactory when the student is able to:</b>                  A1. Describe how to use a decision making process to select nutritious foods                  A2. Describe how to use a decision making process to select physical activities                  C1. Evaluate strategies to avoid potentially dangerous situations                  C2. Examine the consequences of bullying and harassment                  C3. Analyze the benefits of using nonviolent means to resolve conflict                  C4. Evaluate how following family, school, and community rules can impact safety                  D1. Evaluate strategies to avoid situations where ATOD are being used</p>	<p>Unit Assessment</p>

<b>Above objective aligned with AASD Content Domain(s):</b> Nutritional and Physical Activity; Injury Prevention and Safety; Alcohol Tobacco and Other Drugs		
<b>Essential Learning Objectives</b>	<b>Performance Indicators</b>	<b>Classroom Assessments</b>
<b>5. Students will demonstrate the ability to use goal-setting skills to enhance health.</b>	<b>Performance will be satisfactory when the student is able to:</b> A1. Make a plan to choose healthy foods and beverages D1. Make a plan to choose healthy alternatives to ATOD	Unit Assessment
<b>Above objective aligned with AASD Content Domain(s):</b> Nutritional and Physical Activity; Alcohol, Tobacco and Other Drugs		
<b>6. Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</b>	<b>Performance will be satisfactory when the student is able to:</b> A1. Demonstrate how to take responsibility for healthy foods A2. Demonstrate how to take responsibility for limiting sugar consumption C1. Demonstrate strategies to avoid bullying and other types of harassment C2. Demonstrate use of appropriate protective equipment D1. Use a variety of effective coping strategies when faced with ATOD use and abuse by family and friends	Unit Assessment
<b>Above objective aligned with AASD Content Domain(s):</b> Nutritional and Physical Activity; Injury Prevention and Safety; Alcohol, Tobacco and Other Drugs		
<b>7. Students will demonstrate the ability to advocate for personal, family, and community health.</b>	<b>Performance will be satisfactory when the student is able to:</b> A1. Support others in making positive food and physical activity choices C1. Encourage ways to improve safety at home	Unit Assessment
<b>Above objective aligned with AASD Content Domain(s):</b> Nutritional and Physical Activity; Injury Prevention and Safety		

[Seven Major Health Skills Flyer](#)