### SAS HEALTH STANDARDS:

1. **Comprehend health related concepts** to enhance physical, social and mental health and avoid or reduce health risks.
2. **Demonstrate the ability to practice behaviors** that enhance physical, social and mental health and avoid or reduce health risks.
3. **Demonstrate the ability to access valid information, products and services** to enhance physical, social and mental health and avoid or reduce health risks.
4. **Demonstrate the ability to use interpersonal communication skills** to enhance physical, social and mental health and avoid or reduce health risks.

### STRAND: PHYSICAL HEALTH

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<tr>
<th>Topics</th>
<th>Integration Model/ Responsibility</th>
<th>Learner Outcomes</th>
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</thead>
</table>
| Physical Activity | Delivered in PE Curriculum – see PE Curriculum and Perceptual Motor document for specific detail. | - Describe how being physically active helps a person stay healthy.  
- Recognize that regular activity can take many forms and small changes of habit can enhance personal wellness.  
- Identify the physiological signs of moderate physical activity (e.g., fast heart rate) heavy breathing, perspiring.  
- Identify the heart as a muscle, and its accurate location in the body.  
- Recognize the options for and participate in various physical activities within the environments of school.  
- Be aware of options for physical activity at home and in the community.                                                                                                                                                   |
| Nutrition         | Addressed incidentally through classroom, PE...                                                                                                       | - Describe how drinking water helps a person stay healthy.  
- Identify healthy alternatives for snacks e.g., fruit and vegetables.                                                                                                                                                                                                                  |
| Disease Prevention | Addressed through classroom with support as needed from nurses ...                                                                                 | - Explain the importance of and know strategies for preventing the spread of disease e.g., proper hand washing, covering a cough or sneeze, flushing the toilet.  
- Practice appropriate strategies to prevent the spread of disease.                                                                                                                                                         |
| Safety            | Pedestrian and bus safety integrated into classroom Social Studies unit on Transportation. Other items addressed in various contexts by classroom teachers, PE teachers, counselors, principals as relevant. | - Describe pedestrian hazards, describe and demonstrate safe pedestrian behaviors.  
- Demonstrate safe pedestrian behaviors e.g., crosswalk procedures.  
- Identify and demonstrate safe behaviors when getting on and on while riding the school bus.  
- Explain the importance of using safety equipment to prevent injury on the road e.g., bike helmet, seat belt, booster seat.  
- Understand the benefits of traveling in the back seat of a motor vehicle.  
- Describe the characteristics of appropriate and inappropriate touch – hitting, bumping others.  
- Follow relevant safety procedures with guidance e.g., fire and lock-down drills and pool rules.  
- Know the importance of and ways to practice proper sun safety e.g., wearing a hat.  
- Understand and demonstrate safe playground behavior.  
- Know some products contain harmful ingredients, including poisons, and need to be avoided.                                                                                                                            |

1. The school nurses are available, on request, to talk to students about a range of topics e.g., allergies, germs, personal hygiene.

*Adapted from National Health Education Standards, Michigan State Health Education, Ontario Healthy Living*


*April 27, 2009*
### STRAND: SOCIAL HEALTH

<table>
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<tr>
<th>Topics</th>
<th>Integration Model/ Responsibility</th>
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</thead>
<tbody>
<tr>
<td>Managing Feelings and</td>
<td>Integrated into counselor Character Education program with ongoing support and reinforcement from</td>
<td>▪ Identify and practice strategies to make friends.</td>
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<tr>
<td>Relationships</td>
<td>counselor, classroom teachers, specials teachers, principals and other relevant members of school</td>
<td>▪ Identify and describe different kinds of feelings, including strong feelings like anger.</td>
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<td></td>
<td>community.</td>
<td>▪ Identify and demonstrate strategies to manage and express feelings appropriately.</td>
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<td>▪ Identify and locate people who can help at home and school.</td>
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<td>▪ Describe and demonstrate ways to be responsible at home and school.cis.</td>
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<td>▪ Recognize, describe and demonstrate appropriate polite responses in interactions e.g., compliment, appreciation,</td>
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<td>“please,” “thank you,” “excuse me,” and “I am sorry.”</td>
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<td>▪ Understand the SAS Core Values and apply appropriately in various situations.</td>
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</tbody>
</table>

### STRAND: MENTAL HEALTH

*At this grade level Mental Health is addressed within the context of the other strands as it arises or on an individual basis as needed.*

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2 Social Health, especially as it relates to responsible and respectful personal and social behavior and interaction, is also specifically addressed in Standards 5 and 6 of the SAS PE and Perceptual Motor curriculum.

*Adapted from National Health Education Standards, Michigan State Health Education, Ontario Healthy Living*


*April 27, 2009*