

First Grade Health Standards

	Standard 1 Essential Concepts	Standard 2 Analyzing Influences	Standard 3 Accessing Valid Information	Standard 4 Interpersonal Communication	Standard 5 Decision Making	Standard 6 Goal Setting	Standard 7 Practicing Health Enhancing Behaviors	Standard 8 Health Promotion	Instructional Resources
Injury Prevention and Safety (3 hours)	<p>S1. Describe characteristics of safe and unsafe places.</p> <p>S2. Identify labels of products that give information about cautions and dangers.</p> <p>S3. Discuss the meaning of basic safety-related signs, symbols, and warning labels.</p> <p>S4. Identify safety hazards in the home, school, and community.</p> <p>S5. Identify ways to reduce risk of injuries at home, school, and in the community.</p> <p>S6. Explain the importance of telling an adult if someone is in danger or being bullied.</p> <p>S7. Distinguish between appropriate and inappropriate touch.</p> <p>S8. Explain why the back seat is the safest place for young people to ride in a vehicle equipped with air bags.</p> <p>S9. Define and explain the dangers of weapons and the importance of telling a trusted adult when one is seen or heard about.</p> <p>S10. Identify ways to reduce risk of injuries while traveling in an automobile or bus (e.g., wearing a safety belt).</p> <p>S11. Demonstrate proper lifting and carrying techniques for handling heavy backpacks and book bags.</p> <p>S12. Define simple conflict resolution techniques.</p> <p>S13. Identify refusal skills when in personal safety situations (e.g., clear “no” statement, walk or run away, change subject, delay).</p>	<p>S14. Describe internal and external influences that could lead to or prevent injury or violence.</p>	<p>S15. List people who will help if feeling unsafe or threatened.</p>	<p>S16. Describe how to report dangerous situations.</p> <p>S17. Identify ways to report inappropriate touch.</p>	<p>S18. Analyze steps to take in emergency or potentially dangerous situations.</p> <p>S19. Identify the benefits of using nonviolent means to solve conflicts.</p> <p>S20. Assess reasons for reporting weapons possession.</p> <p>S21. Analyze why wearing a helmet when biking, skateboarding or in-line skating increases safety.</p>		<p>S22. Practice ways to stay safe at home, school, and community.</p> <p>S23. Practice emergency, fire, and safety plans at home and school.</p> <p>S24. Explain appropriate protective gear and equipment.</p>	<p>S25. Encourage others to practice safe behaviors in the classroom and on the playground.</p>	<p><u>Required Curriculum</u> Second Step</p> <p>Health Textbook</p>

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Personal and Community Health (3 hours)	<p>P1. Explain the importance of effective dental and personal hygiene practices.</p> <p>P2. Identify the importance of sun safety.</p> <p>P3. Discuss the importance of preventing the transmission of “germs.”</p> <p>P4. Identify ways to prevent the transmission of communicable diseases.</p> <p>P5. Describe symptoms of some common health problems and illnesses, including chronic diseases (e.g., asthma, allergies, diabetes, Influenza).</p> <p>P6. Explain the difference between communicable diseases and noncommunicable diseases.</p> <p>P7. Discuss how individual behavior affects the environment and community.</p> <p>P8. Identify materials that can be reduced, reused, or recycled.</p> <p>P9. Identify emergency situations (e.g., fire, abduction, flood, earthquake, injury).</p>	<p>P10. Explain how family and friends influence positive health practices.</p>	<p>P11. Identify individuals in the school and community who promote health.</p> <p>P12. Explain why parents or guardians keep a health record for you.</p>	<p>P13. Demonstrate effective communication skills when asking for assistance with health-related problems.</p> <p>P14. Demonstrate effective communication skills in an emergency situation.</p>	<p>P15. Use a decision-making process to evaluate how personal hygiene behaviors promote one’s health.</p>	<p>P16. Make a plan to practice dental and personal hygiene.</p>	<p>P17. Demonstrate proper tooth brushing and flossing techniques.</p> <p>P18. Demonstrate techniques for preventing disease transmission (e.g., covering sneezes and coughs, frequent hand washing).</p> <p>P19. Demonstrate proper ways of protecting oneself from the sun and ways to select and apply sunscreen.</p> <p>P20. Demonstrate appropriate behaviors during fire drills, earthquake drills, and other disaster drills.</p>	<p>P21. Educate family and peers to protect against skin damage from the sun.</p> <p>P22. Demonstrate the ability to support other students who have childhood chronic diseases and conditions (e.g., asthma, allergies, diabetes, and epilepsy).</p>	Health Textbook

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Growth and Development (1 hour)	<p>G1. Describe how living things grow and mature.</p> <p>G2. Identify anatomical names for major internal and external body parts.</p> <p>G3. Identify a variety of behaviors that promote healthy growth and development.</p> <p>G4. Describe how members of a family have various roles, responsibilities, and individual needs.</p>	<p>G5. Explain why sleep and rest are important for proper growth and good health.</p>	<p>G6. Recognize parents, guardians, and/or other trusted adults as resources for information about growth and development.</p>						Health Textbook