

Grade 1

Adopted 2011

Students will comprehend concepts related to health promotion and disease prevention to enhance health.

1-E-1. Identify that healthy behaviors affect personal health. 1-E-1

1. Describe the relationship between personal health behaviors and individual well-being. 1-E-1.1
2. Explain why sleep and rest are important for growth and good health. 1-E-1.2
3. Identify ways injuries can be prevented. 1-E-1.3
4. Explain the relationship between healthy eating and daily exercise. 1-E-1.4
5. Report how personal decisions impact one's safety. 1-E-1.5
6. Describe a healthy relationship. 1-E-1.6
7. Discuss personal hygiene. 1-E-1.7

1-E-2. Recognize that there are multiple dimensions of health (social, emotional, and physical). 1-E-2

1. Recognize the difference between physical and emotional health. 1-E-2.1
2. Demonstrate appropriate ways to express and deal with emotions and feelings. 1-E-2.2
3. List ways to eat healthy and be physically active every day. 1-E-2.3
4. Identify stress makers and stress helpers. 1-E-2.4

1-E-3. Identify the prevention and treatment of communicable and non-communicable diseases. 1-E-3

1. Identify ways to keep germs from spreading. 1-E-3.1
2. Recognize when hand-washing is necessary. 1-E-3.2
3. Discuss how behaviors can reduce the spread of some diseases. 1-E-3.3
4. Review the role of health care providers in diagnosing and treating diseases. 1-E-3.4
5. Describe how to keep food safe to eat. 1-E-3.5

1-E-4. Identify risky behaviors and ways to avoid and reduce them. 1-E-4

1. State risky behaviors and potentially harmful consequences. 1-E-4.1
 2. Identify safety rules for home, school and community (e.g., fire, falls, burns, medications/poisons, seat belts, street crossing, sun, bike, weapons). 1-E-4.2
 3. Identify strategies for avoiding second-hand smoke. 1-E-4.3
 4. Review that everyone has the right to tell others not to touch his or her body. 1-E-4.4
 5. Describe the characteristics of a bully and how to avoid conflict. 1-E-4.5
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Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

2-E-1. Identify how the family influences personal health practices and behaviors. 2-E-1

1. List family habits that relate to one's health practices. 2-E-1.1
 2. Identify how family can influence one's personal health. 2-E-1.2
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2-E-2. Describe how culture influences personal health behaviors. 2-E-2

1. Define culture and discuss how it impacts the health-impacting choices we make. 2-E-2.1
 2. Review cultural influences on food choices and physical activity. 2-E-2.2
 3. Discuss the influence of school on health behaviors. 2-E-2.3
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2-E-3. Explain how media influence thoughts, feelings and health behaviors. 2-E-3

1. Explain how advertisements can influence food choices and other behaviors related to health. 2-E-3.1
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Students will demonstrate the ability to access valid information, products and services to enhance health.

3-E-1. Identify sources of valid health information. 3-E-1

1. Identify the range of health care workers who can promote healthful practices. 3-E-1.1
 2. Locate websites that provide accurate health information. 3-E-1.2
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3-E-2. Demonstrate the ability to locate resources for health-promoting products and services. 3-E-2

1. List where to find health resources in one's community. 3-E-2.1
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3-E-3. Explain how media influence the selection of health information, products and services. 3-E-3

1. Explain how television programs, movies, websites or magazines/books affect health related choices. 3-E-3.1
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Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

4-E-1. Practice effective communication skills. 4-E-1

1. Identify the characteristics of a good communicator. 4-E-1.1
 2. Demonstrate ways to respond when in an unwanted, threatening or dangerous situation. 4-E-1.2
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4-E-2. Demonstrate healthy ways to communicate needs, wants and feelings through verbal and non-verbal communication. 4-E-2

1. Demonstrate how to express a range of emotions using words, expressions and body language. 4-E-2.1
 2. Identify ways to treat others kindly. 4-E-2.2
 3. Use "I" messages in communicating to avoid a conflict. 4-E-2.3
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Students will demonstrate the ability to use decision-making skills to enhance health.

5-E-1. Discuss the steps of effective decision-making. 5-E-1

1. Recognize the steps in making a decision. 5-E-1.1
 2. Identify decisions one makes every day. 5-E-1.2
 3. Differentiate between healthy and unhealthy decisions. 5-E-1.3
 4. Review when help is needed to make healthy decisions. 5-E-1.4
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5-E-2. Identify situations when a health-related decision is needed. 5-E-2

1. Recognize choices or decisions that could affect family health. 5-E-2.1
 2. Explain a range of personal or family choices and how they enhance health. 5-E-2.2
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5-E-3. Apply a decision-making process to address personal health issues and problems. 5-E-3

1. Identify health-related decisions made daily. 5-E-3.1
 2. Distinguish between healthy and unhealthy choices. 5-E-3.2
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5-E-4. Demonstrate refusal skills to enhance health. 5-E-4

1. Practice refusal skills that help avoid unhealthy or unsafe situations. 5-E-4.1
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Students will demonstrate the ability to use goal setting skills to enhance health.

6-E-1. Demonstrate how to set a goal and why it is important to enhance health. 6-E-1

1. Practice writing a goal. 6-E-1.1
2. Describe how setting and reaching a goal can enhance health. 6-E-1.2

6-E-2. Establish personal health goals and track progress towards achievement. 6-E-2

1. Plan and apply a simple health-enhancing goal related to physical health. 6-E-2.1
 2. Plan and apply a simple health-enhancing goal related to social/emotional health (e.g., to be a good friend, to get along/resolve conflict peacefully, to help others daily). 6-E-2.2
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Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

7-E-1. Demonstrate healthy practices and behaviors to maintain or improve personal health. 7-E-1

1. Practice choosing a variety of healthy snacks. 7-E-1.1
 2. Identify physical activities that one can do daily. 7-E-1.2
 3. Discuss the importance of following rules at home and school. 7-E-1.3
 4. Practice relaxation techniques to reduce stress effects on the body. 7-E-1.4
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7-E-2. Demonstrate behaviors that avoid or reduce health risks. 7-E-2

1. List ways to reduce or prevent injuries while participating in a variety of activities. 7-E-2.1
 2. Describe how personal choices can affect one's health (e.g., eating fatty foods = obesity or diabetes; not brushing teeth = tooth decay; tobacco = lung/heart disease). 7-E-2.2
 3. Demonstrate the ability to use self-control when angry. 7-E-2.3
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Students will demonstrate the ability to advocate for personal, family and community health.

8-E-1. Define advocacy. 8-E-1

1. Explain what it means to be an advocate. 8-E-1.1
 2. Report how one can advocate for healthy behaviors (e.g., asking parents to buy more fruit, asking friends to exercise with them). 8-E-1.2
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8-E-2. Demonstrate the ability to communicate information that promotes positive health choices. 8-E-2

1. Practice using good communication skills to promote the health of others. 8-E-2.1
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8-E-3. Encourage peers and family to make positive health choices. 8-E-3

1. Explain how making healthy choices makes one feel better (e.g., eating healthy gives me energy, exercising makes me sleep better, crossing at the corner helps keep me safe). 8-E-3.1
2. Review how one can encourage family and friends to make healthier choices. 8-E-3.2