

# Grade 1

Adopted 2007

## Functions and Interrelationships of Systems

### 1. Structure and Functions of the Body

#### A. Sensory System

- a. Illustrate the functions of the five senses (e.g., eyes to see).

#### B. Muscular System

- a. Identify a muscle in each region of the body (e.g., arms, torso, legs).

#### C. Skeletal System

- a. Identify a bone in each region of the body (i.e., head, arms, torso, and legs).

#### E. Cardio-respiratory/Circulatory System

- a. Predict what happens to your heart rate during physical activity.

#### F. Respiratory System

- a. Identify the basic components of the respiratory system (e.g., nose, mouth, lungs).

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### 2. Social, Emotional and Mental Health

#### A. Influence of Family and Peers

- a. Identify responsibilities within a family and describe characteristics needed to be a responsible family member.

#### B. Responsibilities in Society

- a. Recognize how each person has a unique contribution (e.g., physical, mental, cultural, ethnicity) to their community (e.g., classroom, school, neighborhood).

#### C. Communication Skills

- a. Identify a variety of feelings and situations that may require adult assistance.
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## Health Maintenance and Enhancement

### 1. Personal and Family Health

#### A. Personal Health

- a. Show the cause and effect of healthy behaviors (e.g., physical activity, sleep, good nutrition, clothing, hygiene).

#### B. Preventive Care

- a. Identify preventive health care (e.g., immunizations, regular health and dental check-ups).

#### D. Health and Skill Related Fitness

- a. Recognize that physical activity increases heart and respiratory rate.
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### 2. Nutrition

#### A. Essential Nutrients and Food Groupings

- a. Recognize that foods come from plant and animal sources and provide the body with fuel (energy).
- b. Recognize that food fits into different groups and that different amounts are needed from each food group for healthy eating (i.e., grains, fruits, vegetables, dairy, beans, meats).

#### C. Food Labels

- a. Recognize that packaged food products contain labels.

#### D. Food Handling and Safety

- a. Illustrate proper food safety procedures (e.g., washing hands, not touching other's food, double dipping).

#### E. Food Energy and Physical Activity

- a. Recognize that food provides the body with fuel (energy) (e.g., importance of eating breakfast).
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### 3. Consumer Health and Safety

#### C. Community Services/Careers

- a. Describe the responsibilities of various community helpers.

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#### **4. Life Management Skills**

- A. Decision Making and Problem Solving
  - a. Recognize that decisions have consequences.
- B. Refusal/Assertive Skills and Conflict Resolution
  - a. Describe what causes disagreements/fights and how to avoid them.
- C. Goal Setting and Asset Development
  - a. demonstrate how goal-setting can help a person make a difference in their health or fitness.
- D. Stress Management and Coping Skills
  - a. Recognize what stress is and how it affects the body.
- E. Harassment/Bullying and Violence Prevention
  - a. Identify a trusted adult.
  - b. Identify acceptable and unacceptable behavior toward others and list positive ways to deal with those behaviors.

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#### **Risk Assessment and Reduction**

##### **1. Disease Prevention and Control**

- A. Communicable vs. Non-Communicable Diseases
  - a. Identify signs of illness and list ways to help you recover.
  - b. Define germs, where they are found, and what harm they cause to the body.
- B. Body Defenses and Recovery
  - a. Identify behaviors that prevent and reduce chances of illness (e.g., drinking plenty of water, immunizations, sleep, eating healthy foods).
- E. HIV/AIDS Prevention Education
  - a. Recognize that bodily fluids can carry harmful diseases and that some diseases are easily transmitted while others are not.

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## 2. Injury Prevention and Safety

- A. Safety for Home, School, and Communities
  - a. Identify ways to stay safe in bad weather (e.g., tornado, electric storms).
  - b. Identify safety rules for being around strangers and using the internet.
  - c. Identify potential hazards in and around the home (e.g., kitchen, bathroom, yard, evacuation plan).
- B. First Aid Procedures
  - a. Identify individuals who can properly assist with first aid procedures (e.g., school nurse, lifeguard, teacher, parent, babysitter).
- C. Activity Related Injuries and Environmental Conditions
  - a. Match safety equipment to the activity or sport.
- D. Water-Related Emergencies
  - a. Demonstrate specific safe practices and procedures in and around water (e.g., life jackets, buddy system, inclement weather).

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## 3. Substance Education

- A. Safe and Unsafe Substances
  - a. Identify alcohol, tobacco, and medicines as drugs.
  - b. Differentiate what is and what is not medicine and its proper and improper use (e.g., vitamins).
- B. Purpose and Guidelines for Prescription, OTC Drugs and Natural Substances
  - a. Distinguish between over-the-counter and prescription drugs.

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## 4. Environmental Health

- A. Effects of Pollution on Health
  - a. Identify substances that pollute the air and harm your lungs.
  - b. Recognize the effects of noise pollution on the body (e.g., loud music, headsets).