North Dakota Health

Grade 1

Adopted 2008

Standard 1: Growth and Development

1: Students understand the fundamental concepts of growth and development.

Human Growth and Development

1. Compare the diverse patterns of growth (e.g., body size-short/tall, overweight/underweight, baby teeth/permanent teeth) and development among individuals 1.1.1

Body Systems

2. Explain how to care for the major body parts (e.g., heart, lung, muscles, eyes, and ears) 1.1.2

Standard 2: Personal Health

2: Students understand concepts related to the promotion of health and the prevention of disease.

Personal Health

1. Explain how healthy behaviors impact personal, emotional, social, and physical health (e.g., following new food pyramid guidelines – better nutrition and healthy weight, physical activity-more energy, sleepenergy and attention span, hygiene-self esteem) 1.2.1
2. Identify safe behaviors in a range of situations (e.g., fire-stop, drop, and roll, water-life jacket, bike-helmet, good touch/bad touch, technology-use computer with parent supervision) 1.2.2

Disease and Illness

3. Identify symptoms of common illnesses/conditions (e.g., cold, flu, diabetes, asthma, allergies) 1.2.3
4. Explain the importance of regular health check-ups (e.g., dental-healthy teeth and gums, vision-glasses/no glasses, hearing ability to receive information, speech, communicate effectively, wellness checks maintenance of healthy body) 1.2.4

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Safety and Injury Prevention

5. Describe safe behaviors one can use to reduce the risk of injury (e.g., wearing seat belts, using protective equipment such as helmets, obeying pedestrian rules, checking traffic before crossing a road, calling 911, fire safety-stop, drop and roll) 1.2.5
6. Describe the purpose of safety rules for home, school, and community settings (e.g., school drills, fire and tornado drills, calling 911 for emergencies, water safety rules, technology safety) 1.2.6

Standard 3: External Health Factors

3: Students understand the effect of external factors on the health of individuals, families, communities, and the environment.

External Influences on Health

1. Identify the roles of family and community in keeping the environment clean and healthy (e.g., participation in a community recycling project, adopt a highway, second hand smoke) 1.3.1

Standard 4: Communication Skills

4: Students demonstrate the ability to use communication skills to enhance health.

Interpersonal Communication

1. Describe healthy ways to share feelings and emotions (e.g., happy-laughing, happy-crying, happy-smiling, sad-quiet, sad-crying, sad mad) 1.4.1
2. Describe characteristics (e.g., being helpful to a family in need, sharing) needed to be a responsible friend and family member 1.4.2

Conflict Resolution

3. Identify ways to avoid threatening situations (e.g., avoid certain places, don't go alone, walk away) 1.4.3

Standard 5: Decision Making and Goal Setting

5: Students demonstrate the ability to use decision making and goal setting skills to enhance health.

Goal Setting

1. Set a short-term personal health goal (e.g., daily physical activity, watching less television, eating healthy foods) and describe a plan to achieve it 1.5.1

Assistance with Decisions and Goals

2. Describe situations for which it is appropriate to seek assistance in making health and safety-related decisions (e.g., going to school personnel in dealing with a school bully) 1.5.2

Standard 6: Consumer Health

6: Students demonstrate the ability to access, use, and evaluate health-related information, products, and services.

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Access and Use of Health Information, Products, and Services

1. Explain from whom (e.g., doctors, nurses, firefighters, police, school counselors, school nurses) and where (e.g., nurse's office, counselor's office, fire station) to seek health-related assistance at school and in the community 1.6.1

Standard 7: Health Advocacy

7: Students demonstrate the ability to advocate for personal, family, and community health.

Advocating for Health

1. Identify ways to encourage peers in making positive healthy choices (e.g., food choices, safety practices, saying no to harmful substances, participation in physical activity) 1.7.1