Oregon Health

Grade 1

Wellness and Health Promotion WHP	1	**Recognize at least three dimensions (physical, social, emotional, mental, and/or environmental) of being healthy and well.** 1.WHP.1
	2	**Explain what people can do to reduce and treat illness.** 1.WHP.2
	3	**Describe at least three things to do to maintain good health, including brushing teeth daily.** 1.WHP.3
	4	**Identify where to locate trusted adults who can help with health related questions.** 1.WHP.4
	5	**Recognize how friends and media influence personal health behaviors, both positively and negatively.** 1.WHP.5
	6	**Define environment and environmental health.** 1.WHP.6
Safety and First Aid SFA	1	**Demonstrate how to communicate safety rules for crossing streets, riding a bicycle, water safety, and playing.** 1.SFA.1
	2	**List the steps to identify and respond to emergency situations** 1.SFA.2
	3	**Identify safety hazards, including those related to fire, water, and dangerous objects.** 1.SFA.3
	4	**Recognize that it is important to stay away from potentially unsafe body fluids and objects, including needles and syringes.** 1.SFA.4
	5	**Discuss why it is important to ask a trusted adult before using online devices.** 1.SFA.5
Substance Use, Misuse, and Abuse SUB	1	**Identify trusted adults who can answer questions about medicines and household products.** 1.SUB.1
	2	**List family, cultural, and school values and rules about medicine use.** 1.SUB.2
Food, Nutrition, and Physical Activity FNP	1	**Identify the five food groups and what a balanced meal could look like.** 1.FNP.1
	2	**Identify the connection between eating nutrient dense food and physical activity o help our bodies grow, learn, and develop.** 1.FNP.2

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	3 **Discuss how food advertisements, social media, and commercials influence our food and beverage decisions.** 1.FNP.3
	4 **Identify feelings of thirst and hunger as signals for needing to drink water and eat food.** 1.FNP.4
	5 **Describe how to keep food safe from harmful germs.** 1.FNP.5
Social, Emotional, and Mental Health SEM	1 **TSEL Practice 1A Identify and label emotions, thoughts, strengths, and potential (both personal and cultural).** 1.SEM.1
	2 **TSEL Practice 1B Understand the stress response system (regulation and dysregulation) and what environments and experiences activate those responses.** 1.SEM.2
	3 **Identify basic brain regions and their functions and recognize that everyone's brain functions differently.** 1.SEM.3
Healthy Relationships and Violence/Abuse Prevention HRVP	1 **TSEL Practice 4A Form authentic relationships that encourage autonomy while building cultural awareness and empathy through various forms of communication.** 1.HRVP.1
	2 **Demonstrate healthy ways for friends to express feelings, both physically and verbally.** 1.HRVP.2
	3 **Discuss the ways that all people are unique and valuable and have a right to be treated with dignity and respect and be free from bullying and violence.** 1.HRVP.3
	4 **Define consent and discuss how it is important in all types of relationships.** 1.HRVP.4
	5 **Demonstrate how to communicate wants, needs, and boundaries and how to listen to the needs of others.** 1.HRVP.5
	6 **Explain that everyone has the right to decide who can touch one's own body, where, and in what way to prevent violence and abuse.** 1.HRVP.6
Growth and Development GD	1 **Discuss and affirm different physical characteristics that people may have, including differences in body size, shape, ability, skin color, and hair texture.** 1.GD.1
	2 **Identify medically accurate names for sexual and reproductive anatomy.** 1.GD.2
	3 **Discuss that there are many ways that people can express love and attraction.** 1.GD.3