South Carolina Health and Safety Education

Grade 1

Adopted 2017

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

1. **Define the term immunizations.** D-1.1.1
2. **Identify harmful and helpful drugs, including medicines and immunizations.** D-1.1.2
3. **Describe the effects of alcohol, tobacco, and other drugs (ATOD) on a person's health.** D-1.1.3
4. **Identify the effects of smoking on the body, including firsthand and secondhand smoke** D-1.1.4

1. **Identify the major body parts and their functions.** G-1.1.1
2. **Identify the major organs of the body and their functions.** G-1.1.2
3. **Identify the major bones in the skeletal system.** G-1.1.3

1. **Describe the difference between safe and unsafe contact that may occur between a child and an adult or a peer.** I-1.1.1

1. **Identify good character traits (e.g., honesty, respect for self, respect for others, dependability, responsibility).** M-1.1.1
2. **Describe characteristics that are positive about yourself.** M-1.1.2
3. **Identify ways that individuals are unique.** M-1.1.3

1. **Identify the food groups.** N-1.1.1
2. **Explain the importance of choosing healthy foods and beverages, including water.** N-1.1.2
3. **Define a food label.** N-1.1.3
4. **Identify food portions that are appropriate for children.** N-1.1.4
5. **List ways to be physically active every day.** N-1.1.5

1. **Identify behaviors that prevent or promote personal health (e.g., screen time and electronic play instead of exercising).** P-1.1.1

Skip to main content

	2. Explain how germs are spread (e.g., not washing hands or not covering mouth when sneezing or coughing). P-1.1.2
	3. Explain why brushing teeth keeps the mouth healthy. P-1.1.3
	4. Identify common illnesses and conditions (e.g., allergies, asthma, colds, flu). P-1.1.4
	5. Define the term environment. P-1.1.5
	6. Explain how a clean environment protects health. P-1.1.6
Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.	1. Identify how media and technology (e.g., television, video games, and social media) can positively and negatively influence mental, emotional, social, and physical health. I-1.2.1
	1. List ways that family and friends influence feelings. M-1.2.1
	1. List ways that a person's family and friends can influence children's food choices and physical activity. N-1.2.1
	1. Identify ways that a person's family, friends, and school can support children's health practices and behaviors. P-1.2.1
Students will demonstrate the ability to access valid information, products, and services to enhance health.	1. Explain ways to identify safe adults at home, at school, and in the community who can answer questions about drugs. D-1.3.1
	1. Explain ways to identify safe adults at home, at school, and in the community that one should contact when one needs health-related support (e.g., responding to threats or harm; uncomfortable situations or relationships). P-1.3.1
Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.	1. Demonstrate ways to say "no" to ATOD. D-1.4.1
	1. Recite safe things to say and not to say when talking on the telephone or when someone comes to the house. I-1.4.1
	2. Demonstrate how to make an emergency phone call. I-1.4.2
	3. Discuss ways to get along with others and avoid conflict at home and school. I-1.4.3
	2. Demonstrate listening skills to enhance health. P-1.4.2
Students will demonstrate the ability to use decision-making ski	1. Discuss situations that require action to protect personal safety at home (e.g., someone comes to the door or calls when an adult is not present; using the stove when home alone). I-1.5.1

Skip to main content

	2. Review situations that require action to protect personal safety at school (e.g., bullying of students or peers; someone has a gun). I-1.5.2
	3. Review situations that require action to protect personal safety online (e.g., never put any identification, including pictures, online). I-1.5.3
	4. Review situations that require action to protect personal safety in the community (e.g., gaming; ice cream truck; lost dog; when a stranger offers a treat; any situation that requires someone to become aware of his or her surroundings). I-1.5.4
	5. Review situations that require action to protect personal safety on the playground (e.g., follow the rules). I-1.5.5
	1. Demonstrate the steps taken when selecting healthy foods. N-1.5.1
	1. Identify ways to make decisions that enhance health. P-1.5.1
Students will demonstrate the ability to use goal-setting skills to enhance health.	1. Set a goal to consume healthy foods and beverages, including water. N-1.6.1
	2. Set a goal to reduce screen time and be physically active every day. N-1.6.2
	1. Identify a short-term personal health goal and take action toward achieving the goal (e.g., brushing teeth twice a day and flossing; washing hands before eating; bathing; combing hair). P-1.6.1
Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.	1. Identify safety rules at home. I-1.7.1
	2. Identify safety rules at school. I-1.7.2
	3. Identify safety rules for dealing with situations in the community. I-1.7.3
	1. Describe appropriate ways to express personal feelings. M-1.7.1
	2. Discuss ways to become a good friend. M-1.7.2
	1. List behaviors to keep the mouth healthy. P-1.7.1
	2. Describe ways to protect the environment (e.g., how to recycle; how to prevent air, water, land, or noise pollution). P-1.7.2
Students will demonstrate the ability to advocate for personal, family, and community health.	1. Encourage family members and peers to say "no" to ATOD. D-1.8.1
	1. Encourage family members and peers to be physically active. N-1.8.1