

# 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](#)

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**2. Explain how germs are spread (e.g., not washing hands or not covering mouth when sneezing or coughing).** P-1.1.2

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**3. Explain why brushing teeth keeps the mouth healthy.** P-1.1.3

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**4. Identify common illnesses and conditions (e.g., allergies, asthma, colds, flu).** P-1.1.4

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**5. Define the term environment.** P-1.1.5

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**6. Explain how a clean environment protects health.** P-1.1.6

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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

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**1. List ways that family and friends influence feelings.** M-1.2.1

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**1. List ways that a person's family and friends can influence children's food choices and physical activity.** N-1.2.1

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**1. Identify ways that a person's family, friends, and school can support children's health practices and behaviors.** P-1.2.1

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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

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**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

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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

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**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

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**2. Demonstrate how to make an emergency phone call.** I-1.4.2

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**3. Discuss ways to get along with others and avoid conflict at home and school.** I-1.4.3

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**2. Demonstrate listening skills to enhance health.** P-1.4.2

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Students will demonstrate the ability to use decision-making skills to enhance health.

**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

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**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

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**3. Review situations that require action to protect personal safety online (e.g., never put any identification, including pictures, online).** I-1.5.3

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**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

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**5. Review situations that require action to protect personal safety on the playground (e.g., follow the rules).** I-1.5.5

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**1. Demonstrate the steps taken when selecting healthy foods.** N-1.5.1

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**1. Identify ways to make decisions that enhance health.** P-1.5.1

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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

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**2. Set a goal to reduce screen time and be physically active every day.** N-1.6.2

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**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

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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

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**2. Identify safety rules at school.** I-1.7.2

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**3. Identify safety rules for dealing with situations in the community.** I-1.7.3

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**1. Describe appropriate ways to express personal feelings.** M-1.7.1

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**2. Discuss ways to become a good friend.** M-1.7.2

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**1. List behaviors to keep the mouth healthy.** P-1.7.1

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**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

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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

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**1. Encourage family members and peers to be physically active.** N-1.8.1

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