Texas Health Education

Grade 1

Adopted 2020

The student examines the structure, function, and relationships of body systems and their relevance to personal health. The student is expected to demonstrate use of the five senses. 1.1	**1. The student examines the structure, function, and relationships of body systems and their relevance to personal health. The student is expected to demonstrate use of the five senses.** 1.1
The student understands health literacy, preventative health behaviors, and how to access and evaluate health care information to make informed decisions. The student is expected to: 1.2	**A. identify types of health care professionals and describe the services they provide such as medical checkups, dental exams, and vision and hearing screenings;** 1.2.A **B. describe personal hygiene and health habits that enhance individual health such as personal hygiene, oral hygiene, and getting enough sleep;** 1.2.B **C. describe ways in which germs are transmitted, methods of preventing the spread of germs, and the importance of immunization; and** 1.2.C **D. describe where head lice and biting insects that may cause illness, including ticks and mosquitos, are commonly encountered and how to avoid them.** 1.2.D
The student identifies and applies strategies to develop socio-emotional health, self-regulation, and healthy relationships. The student is expected to: 1.3	**A. identify their own feelings and emotions;** 1.3.A **B. discuss and explain how emotions can interrupt thinking and the self-management process;** 1.3.B **C. describe and practice calming and self-management strategies;** 1.3.C **D. describe ways in which peers and families can work together to build healthy relationships;** 1.3.D **E. describe ways to build and maintain friendships;** 1.3.E **F. identify ways to respectfully communicate verbally and nonverbally;** 1.3.F **identify feelings and emotions expressed by others; and** 1.3.G

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	H. identify and practice ways to solve conflicts with friends and peers. 1.3.H
The student develops the capacity for self-assessment and evaluation, goal setting, and decision making in order to develop a healthy self-concept. The student is expected to: 1.4	**A.** discuss ways to be kind to self and how to identify areas for growth; and 1.4.A **B.** explain the importance of goal setting and task completion. 1.4.B
The student develops and uses appropriate skills to identify and manage conditions related to mental health and wellness. The student is expected to: 1.5	**A.** discuss and demonstrate how to treat peers with different learning needs with dignity and respect; 1.5.A **B.** identify situations that can create positive stress and positive emotions; and 1.5.B **C.** discuss the signs and symptoms associated with negative stress such as loss or grief. 1.5.C
The student identifies and explains healthy eating strategies for enhancing and maintaining personal health throughout the lifespan. The student is expected to: 1.6	**A.** explain that fruits, proteins, vegetables, and dairy provide essential vitamins and minerals; 1.6.A **B.** identify recommended portion sizes by comparing portions to familiar objects such as a golf ball for a cookie or a frisbee for a dinner plate; 1.6.B **C.** identify the food groups and classify examples of foods into each group; and 1.6.C **D.** identify ingredients that make foods and drinks unhealthy such as added sugar and other sweeteners. 1.6.D
The student obtains, processes, and understands basic physical activity and nutrition information needed to make health-promoting decisions. The student is expected to identify examples of health information provided by various media and how the examples affect	**7.** The student obtains, processes, and understands basic physical activity and nutrition information needed to make health-promoting decisions. The student is expected to identify examples of health information provided by various media and how the examples affect nutritional habits and physical activity. 1.7

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The student identifies and explains risk and protective factors related to healthy eating and physical activity. The student is expected to: 1.8	**A.** identify common food allergies and explain the importance of respecting others who have allergies; and 1.8.A **B.** describe habits that improve individual health such as getting enough sleep, eating nutritious foods, and exercising. 1.8.B
The student identifies and demonstrates safety and first aid knowledge to prevent and treat injuries. The student is expected to: 1.9	**A.** discuss and demonstrate strategies to keep self and others safe by staying away from dangerous situations and reporting to a parent or trusted adult or contacting 911; and 1.9.A **B.** identify the purpose and demonstrate proper use of protective equipment such as seat belts, booster seats, and bicycle helmets. 1.9.B
The student differentiates between healthy and unhealthy relationships and demonstrates effective strategies to address conflict. The student is expected to: 1.10	**A.** practice refusal skills to protect personal space and avoid unsafe situations; and 1.10.A **B.** identify appropriate personal boundaries, privacy, and space. 1.10.B
The student understands that individual actions and awareness can impact safety, community, and environment. The student is expected to: 1.11	**A.** describe the difference between safe and unsafe environments; and 1.11.A **B.** identify ways to avoid weapons, drugs, and harming oneself or others by staying away from dangerous situations and reporting to a parent or trusted adult. 1.11.B
The student understands how to be a safe and responsible citizen in digital and online environments. The student is expected to demonstrate how to get help from a teacher, parent, or trusted adult when made to feel bullied, uncomfortable, or unsafe in a digital or online en	**12.** The student understands how to be a safe and responsible citizen in digital and online environments. The student is expected to demonstrate how to get help from a teacher, parent, or trusted adult when made to feel bullied, uncomfortable, or unsafe in a digital or online environment. 1.12

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The student understands the impact of interpersonal violence and the importance of seeking guidance and help to maintain personal safety. The student is expected to: 1.13	**A.** describe consequences for both the victim and the bully and the impact of bullying on the victim; 1.13.A **B.** discuss ways of discouraging bullying; 1.13.B **C.** explain the differences between teasing, joking, and playing around and bullying; and 1.13.C **D.** identify how to get help from a parent or trusted adult when made to feel uncomfortable or unsafe by another person. 1.13.D
The student understands the difference between the use and misuse of different substances and how the use and misuse of substances impacts health. The student is expected to: 1.14	**A.** identify the difference between over-the-counter and prescription drugs; and 1.14.A **B.** identify and describe the harmful effects of alcohol, tobacco, other drugs, and dangerous substances such as inhalants, vaping products, and household products on physical health. 1.14.B
The student understands how to seek emergency help for self and others in poisoning and overdose situations. The student is expected to describe what poisoning or overdose could look like and identify how to respond, including who to contact for help. 1.15	**15.** The student understands how to seek emergency help for self and others in poisoning and overdose situations. The student is expected to describe what poisoning or overdose could look like and identify how to respond, including who to contact for help. 1.15
The student understands how various factors can influence decisions regarding substance use and the resources available for help. The student is expected to identify how to get help from a parent or trusted adult related to alcohol, tobacco, and drug abuse. 1.16	**16.** The student understands how various factors can influence decisions regarding substance use and the resources available for help. The student is expected to identify how to get help from a parent or trusted adult related to alcohol, tobacco, and drug abuse. 1.16

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The student demonstrates refusal skills to avoid substance use and misuse. The student is expected to identify unsafe situations and practice strategies to avoid risky behaviors related to alcohol, tobacco, and other drugs. 1.17

17. **The student demonstrates refusal skills to avoid substance use and misuse. The student is expected to identify unsafe situations and practice strategies to avoid risky behaviors related to alcohol, tobacco, and other drugs.** 1.17