Virginia Health

Grade 1

Essential Health Concepts

1 The student will identify the basic components and functions of human body systems and the importance of safe practices, positive interpersonal relationships, and environmental health. 1.1

Body Systems

a Identify major body organs (e.g., heart, brain, lungs, stomach) and location of the organs. 1.1.A

Nutrition

b Identify why it is important to consume a variety of foods and beverages from the five MyPlate food groups (i.e., fruits, vegetables, grains, protein, dairy). 1.1.B

c Explain what physical reactions may occur if someone is having an allergic reaction. 1.1.C

Physical Health

d Recognize that physical activity is a form of healthy entertainment. 1.1.D

e Identify behaviors that promote health and wellness, including personal hygiene, sleep, physical activity, and healthy food choices. 1.1.E

Disease Prevention/Health Promotion

f Identify adults who keep children healthy (e.g., parents/guardians, teachers, school counselors, nurses, dentists, doctors). 1.1.F

Substance Abuse Prevention

g Identify that medicines can be both helpful and harmful. 1.1.G

Safety/Injury Prevention

h Identify safety rules and guidelines for bus and automobile safety, pedestrian safety, playground safety, fire safety, water safety, Internet safety, and safety when biking and using other recreational equipment. 1.1.H

i Compare and contrast personal safety behaviors at home, at school, and in the community. 1.1.I

j Describe sun safety practices. 1.1.J

Skip to main content

Mental Wellness/Social and Emotional Skills

k Identify comfortable and uncomfortable feelings and when one might experience these feelings. 1.1.K

l Describe positive characteristics that are unique to each individual. 1.1.L

m Identify effective listening skills. 1.1.M

n Identify cooperative and responsible behaviors, such as respect for others, adherence to school rules, acceptance of responsibility, and respect for the property of others. 1.1.N

Violence Prevention

o Describe feelings that may result from hearing kind and unkind words and when experiencing problems (e.g., someone not sharing). 1.1.O

p Describe personal space and boundaries for oneself and others. 1.1.P

Community/Environmental Health

q Identify items and materials that can be reduced, recycled, repurposed, or reused. 1.1.Q

Healthy Decisions

2 The student will explain that good health is related to healthy decisions. 1.2

Body Systems

a Describe the importance of having a healthy heart, brain, and lungs. 1.2.A

Nutrition

b Identify "sometimes foods" (e.g., candy, cookies, chips, ice cream, soda) and recognize that not all food products advertised or sold are healthy. 1.2.B

c Explain how allergens remain on surfaces and why it is important to clean surfaces and hands before and after eating. 1.2.C

Physical Health

d Identify ways to increase physical activity. 1.2.D

Disease Prevention/Health Promotion

e Determine how sleep habits affect mood and academic performance. 1.2.E

f Explain the need for regular health checkups and screenings (e.g., medical, dental). 1.2.F

Substance Abuse Prevention

g Explain the harmful effects of misusing medicines and drugs. 1.2.G

Safety/Injury Prevention

h Explain why it is important to follow safety rules and guidelines for personal safety. 1.2.H

i Describe how to report a dangerous situation. 1.2.I

Skip to main content

j Identify the importance of sun safety. 1.2.J

Mental Wellness/Social and Emotional Skills

k Identify appropriate ways a person may express feelings (e.g., happy, unhappy, mad) and trusted adults to share feelings with at school and at home. 1.2.K

l Explain the importance of showing kindness, consideration, and concern for others. 1.2.L

m Explain how listening is important for effective communication. 1.2.M

n Identify strategies for respecting others' personal space, boundaries, and belongings. 1.2.N

Violence Prevention

o Explain the importance of responsible behaviors when interacting with others. 1.2.O

p Explain how to listen and use words to respond to and solve problems. 1.2.P

Community/Environmental Health

q Explain why it is important to dispose of trash properly, recycle materials, conserve water, and prevent water pollution. 1.2.Q

Advocacy and Health Promotion

3 The student will identify specific rules and practices to promote personal safety and socially responsible behaviors. 1.3

Body Systems

a Share ways to maintain a healthy heart, brain, and lungs for lifelong health. 1.3.A

Nutrition

b Explain that all foods can fit into a healthful diet through balance, variety, and moderation. 1.3.B

c Describe how one can get help from an adult if a classmate is having an allergic reaction. 1.3.C

Physical Health

d Encourage classmates to be physically active inside and outside of school. 1.3.D

Disease Prevention/Health Promotion

e Promote behaviors that impact health and wellness. 1.3.E

f Describe how one selected health professional/adult helps keep children healthy. 1.3.F

Substance Abuse Prevention

g Create safety rules for medications in the home. 1.3.G

Skip to main content

Safety/Injury Prevention

h Promote positive behaviors for personal safety, including bus and automobile safety, pedestrian safety, playground safety, fire safety, water safety, Internet safety, and safety when biking and using other recreational equipment. 1.3.H

i Practice fire safety and emergency/disaster procedures. 1.3.I

j Describe the proper way to apply sunscreen. 1.3.J

Mental Wellness/Social and Emotional Skills

k Demonstrate ways to express feelings appropriately. 1.3.K

l Demonstrate cooperation with friends and classmates. 1.3.L

m Demonstrate effective listening skills. 1.3.M

n Apply strategies for establishing and respecting others' personal space, boundaries, and belongings. 1.3.N

Violence Prevention

o Demonstrate responsible behaviors when interacting with others. 1.3.O

p Demonstrate best ways to solve social problems. 1.3.P

Community/Environmental Health

q Create strategies to keep the environment healthy, including proper disposal of trash, recycling or reusing, and water conservation. 1.3.Q