

First Grade Health Curriculum

Standard A: A student should be able to acquire core knowledge being related to their well being.

A student who meets the content standard should:

1. Identify a variety of emotions.
2. Identify and know the eyes, ears, skin, nose, and mouth as related to the senses.
3. Identify and know the purpose of the skeletal system.
4. Review food as energy for the body.
5. Identify a healthy breakfast, lunch, and dinner.
6. Become familiar with the food guide pyramid.
7. Define and demonstrate correct posture.
8. Discuss eating in moderation
9. Recognize different ways of exercising and how it affects the body.
10. Know healthy habits of personal and dental hygiene.
11. Identify harmful and healthful drugs and their effects on the body.
12. Identify alcohol, tobacco, and caffeine as drugs and identify products in which they are found.
13. Define infection.
14. Demonstrate how to treat common bleeding injuries such as nosebleed, cuts and scrapes.

SAMPLE ACTIVITIES:

1. Name healthy foods with a parent.
2. Speak with family members about food choices.
3. Practice hand washing.
4. Feel the pulse before and after exercising.

SAMPLE ASSESSMENTS:

1. Place foods in the food groups.
2. Prepare healthy snacks for class.
3. Listen to the heartbeat.
4. Name drugs through pictures.

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Standard B: A student should be able to demonstrate responsibility for the student's well-being

A student who meets the content standard should:

1. Recognize personal behaviors leading to positive self-esteem.
2. Identify a variety of emotions.
3. Recognize healthy and unhealthy choices for the body.
4. Apply responsible decision-making skill
5. Identify harmful and healthful drugs and their effects on the body.
6. Demonstrate resistance skills.
7. Review that germs are spread and ways they are passed, how to avoid them, and how to take proper precautions.
8. Demonstrate age-appropriate personal safety skills.
9. Differentiate between safe and unsafe in the home, school, and community.

SAMPLE ACTIVITIES:

1. Identify reasons and ways to avoid loud noises
2. Discuss blood borne pathogens.
3. Discuss hand washing.
4. Practice lice prevention.
5. Discuss ways to care for infection.

SAMPLE ASSESSMENTS:

1. Name drugs through pictures.
2. Identify at least three ways to protect oneself from germs (including inoculations).
3. Track the spread of germs: avoid drinking out of another's glass, cover mouth when coughing, cover nose when sneezing, blood borne pathogens, lice prevention, apply proper hand washing techniques including using soap.

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Standard C: A student should understand how well-being is affected by relationships with others.

A student who meets the content standard should:

1. Show appreciation for others.
2. Analyze how people are alike and different (including physical characteristics).
3. Understand that conflict can occur without fighting.
4. Review and apply strategies for dealing with bullies.
5. Demonstrate resistance skills.
6. Identify and know how to communicate with trusted adults for personal safety in home, school, and community.

SAMPLE ACTIVITIES:

1. Incorporate activities from the Ride Program associated with bullying.
2. Compare and contrast different families, including animal and human families.
3. Share literature where characters experience various feelings.

SAMPLE ASSESSMENTS:

1. Write a “thank you” note
2. Practice giving and receiving compliments.

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Standard D: A student should be able to contribute to the well-being of families and communities.

A student who meets the content standard should:

1. Define a family and identify activities that family members share.
2. Identify litter.
3. Identify and know how to communicate with trusted adults for personal safety in home, school, and community.
4. Demonstrate age-appropriate personal safety skills.
5. Identify personal behaviors that show respect for others.
6. Define water and noise pollution.
7. Discuss preventative ways to help keep the community clean.

SAMPLE ACTIVITIES:

1. Visit local fire/police department.
2. Incorporate use of D.A.R.E. program.
3. Practice bus, fire, earthquake, car, traffic, and stranger safety skills.
4. Rehearse calling 9-1-1 to report an emergency.
5. Compare and contrast different families, including animal and human families.
6. Red ribbon week.

SAMPLE ASSESSMENTS:

1. Demonstrate calling 9-1-1 to report an emergency
2. Pick up litter around home, school, and community.
3. Demonstrate and practice procedures for washing hands.