

First Grade Health Standards

Grade Level Skill Focus	→ Students analyze the influence of family, peers, culture, social media, technology, and other determinants on health behaviors. (Skill 2) → Students demonstrate effective interpersonal communication skills to enhance health. (Skill 4)
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Wellness and Health Promotion (WHP)

- 1.WHP.1** Recognize at least three dimensions (physical, social, emotional, mental, and/or environmental) of being healthy and well.
- 1.WHP.2** Explain what people can do to reduce and treat illness.
- 1.WHP.3** Describe at least three things to do to maintain good health, including brushing teeth daily.
- 1.WHP.4** Identify where to locate trusted adults who can help with health related questions.
- 1.WHP.5** Recognize how friends and media influence personal health behaviors, both positively and negatively.
- 1.WHP.6** Define environment and environmental health.

Safety and First Aid (SFA)

- 1.SFA.1** Demonstrate how to communicate safety rules for crossing streets, riding a bicycle, water safety, and playing.
- 1.SFA.2** List the steps to identify and respond to emergency situations.
- 1.SFA.3** Identify safety hazards, including those related to fire, water, and dangerous objects.
- 1.SFA.4** Recognize that it is important to stay away from potentially unsafe body fluids and objects, including needles and syringes.
- 1.SFA.5** Discuss why it is important to ask a trusted adult before using online devices.

Substance Use, Misuse, and Abuse (SUB)

- 1.SUB.1** Identify trusted adults who can answer questions about medicines and household products.
- 1.SUB.2** List family, cultural, and school values and rules about medicine use.

Food, Nutrition, and Physical Activity (FNP)

- 1.FNP.1** Identify the five food groups and what a balanced meal could look like.
- 1.FNP.2** Identify the connection between eating nutrient dense food and physical activity to help our bodies grow, learn, and develop.
- 1.FNP.3** Discuss how food advertisements, social media, and commercials influence our food and beverage decisions.
- 1.FNP.4** Identify feelings of thirst and hunger as signals for needing to drink water and eat food.
- 1.FNP.5** Describe how to keep food safe from harmful germs.

Social, Emotional, and Mental Health (SEM)

- 1.SEM.1** *TSEL Practice 1A* Identify and label emotions, thoughts, strengths, and potential (both personal and cultural).
- 1.SEM.2** *TSEL Practice 1B* Understand the stress response system (regulation and dysregulation) and what environments and experiences activate those responses.
- 1.SEM.3** Identify basic brain regions and their functions and recognize that everyone's brain functions differently.

Healthy Relationships and Violence/Abuse Prevention (HRVP)

- 1.HRVP.1** *TSEL Practice 4A* Form authentic relationships that encourage autonomy while building cultural awareness and empathy through various forms of communication.
- 1.HRVP.2** Demonstrate healthy ways for friends to express feelings, both physically and verbally.
- 1.HRVP.3** Discuss the ways that all people are unique and valuable and have a right to be treated with dignity and respect and be free from bullying and violence.
- 1.HRVP.4** Define consent and discuss how it is important in all types of relationships.
- 1.HRVP.5** Demonstrate how to communicate wants, needs, and boundaries and how to listen to the needs of others.
- 1.HRVP.6** Explain that everyone has the right to decide who can touch one's own body, where, and in what way to prevent violence and abuse.

Growth and Development (GD)

- 1.GD.1** Discuss and affirm different physical characteristics that people may have, including differences in body size, shape, ability, skin color, and hair texture.
- 1.GD.2** Identify medically accurate names for sexual and reproductive anatomy.
- 1.GD.3** Discuss that there are many ways that people can express love and attraction.