

## **Grade 1**

### **Health Education Standards**

#### **Growth and Development**

##### **Standard 1 : Essential Concepts**

1.1.G Describe how living things grow and mature.

1.2.G Identify anatomical names of major internal and external body parts.

1.3.G Identify a variety of behaviors that promote healthy growth and development.

##### **Standard 2: Analyzing Influences**

2.1.G Explain why sleep and rest are important for proper growth and good health.

#### **Injury Prevention and Safety**

##### **Standard 1 : Essential Concepts**

1.6.S Explain the importance of telling an adult if someone is in danger or being bullied.

1.11.S Demonstrate proper lifting and carrying techniques for handling heavy backpacks

and book bags.

1.12.S Define simple conflict resolution techniques.

1.13.S Identify refusal skills when in personal-safety situations (e.g., use a clear “no”

statement, walk or run away, change subject, delay).

## **Personal and Community Health**

### **Standard 1 : Essential Concepts**

1.1.P Explain the importance of effective dental and personal hygiene practices.

1.2.P Identify the importance of sun safety.

1.3.P Discuss the importance of preventing the transmission of germs.

1.8.P Identify materials that can be reduced, reused, or recycled

### **Standard 6: Goal Setting**

6.1.P Make a plan to practice dental and personal hygiene.

### **Standard 7: Practicing Health-Enhancing Behaviors**

7.1.P Demonstrate proper toothbrushing and flossing techniques.

7.2.P Demonstrate techniques for preventing disease transmission (e.g., covering sneezes

and coughs, frequent handwashing).

7.3.P Demonstrate proper ways of protecting oneself from the sun and ways to select and

apply sunscreen.

**Next Generation SS**  
**Grade 1**

**Structure, Function, and Information Processing**

1-LS3-1. Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents.

LS1.A: Structure and Function

LS3.A: Inheritance of Traits

LS3.B: Variation of Traits

**Space Systems: Patterns and Cycles**

1-ESS1-2. Make observations at different times of year to relate the amount of daylight to the time of year. [

*k-4<sup>th</sup>*

***Science in Personal and Social Perspectives***

**Content Standard F**

**As a result of activities in grades K-4, all students should develop understanding of**

- Personal health
- Characteristics and changes in populations
- Types of resources
- Changes in environments
- Science and technology in local challenges

**Developing Student Understanding**

Students in elementary school should have a variety of experiences that provide initial understandings for various science-related personal and societal challenges. Central ideas related to health, populations, resources, and environments provide the foundations for students' eventual understandings