# GRADE 1: HEALTH CURRICULUM FRAMEWORKS

## NATIONAL STANDARD 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

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<tr>
<th>Minnesota Benchmark</th>
<th>Activities</th>
<th>Resources*</th>
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| The student will understand common health issues in children. | Unit: Emotional, Intellectual, and Social Health  
  - Identify healthy and unhealthy noise levels and how to use an “inside voice.”  
  - Identify words that describe emotions.  
  - Explore how and when words can hurt people.  
  Unit: Nutrition  
  - List a variety of healthy and unhealthy foods and their effects on the body.  
  Unit: Personal Health  
  - Identify how to take care of the body (e.g., teeth, eyes, ears, bones, etc.)  
  - List common challenges and related emotions that may occur in first grade (stress management). |            |
| The student will identify childhood injuries and illnesses. | Unit: Personal Health  
  - List injuries and other conditions that harm the skin. |            |

## NATIONAL STANDARD 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

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| The student will explain how information from a variety of sources influences health. | Unit: Emotional, Intellectual, and Social Health  
  - Describe favorite commercials and discuss the purpose of commercials.  
  - Discuss the difference between real and unreal actions on TV shows and computer games. Distinguish between violent and non-violent examples.  
  Unit: Nutrition  
  - Discuss the influence of food advertisements. |            |

*The following resources are available throughout the year in all units: Harcourt: “Your Health,” Brain Pop, “Scholastic News,” Morning Meeting, Leveled Readers, Apps for iPads*
## NATIONAL STANDARD 3: Students will demonstrate the ability to access valid information and products and services to enhance health.

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| The student will locate resources from home, school, and community that provide valid health information. | Unit: Injury Prevention  
- Identify community safety helpers and decide which helper to contact for which information.  
- Identify safety procedures for the home, school, and community. | |

## NATIONAL STANDARD 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

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| The student will describe characteristics needed to be a responsible friend and family member. | Unit: Emotional, Intellectual, and Social Health  
- Identify actions of a good listener and practice being a good listener.  
- Practice self-management in stressful situations.  
Unit: Family Life, Growth, and Development  
- Describe ways to help one’s family.  
- Identify polite actions (manners). | |
| The student will identify ways to communicate care, consideration, respect of self and others. | Unit: Emotion, Intellectual, and Social Health  
- Role-play how to politely join into a social situation.  
- Role-play listening in a conflict situation.  
- Describe how friends can influence one’s feelings.  
- List ways to show respect for diverse groups of people | |

## NATIONAL STANDARD 5: Students will demonstrate the ability to use decision-making skills to enhance health.

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| The student will recognize outcomes of positive health decisions. | Unit: Emotional, Intellectual, and Social Health  
- Describe how change influences how we feel.  
- Use decision making steps to handle common situations.  
- Describe how one’s actions may evoke a response in others.  
Unit: Nutrition  
- Identify and recognize the importance of eating breakfast, lunch, and dinner each day/healthy snacks and water. | |

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### GRADE 1: HEALTH CURRICULUM FRAMEWORKS

#### NATIONAL STANDARD 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

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| The student will demonstrate ways to avoid and reduce threatening situations. | **Unit: Emotional, Intellectual, and Social Health**  
  - Practice ways to talk things out that are upsetting.  
  - Show you recognize a “dare” and respond with good refusal skills.  
  - Identify healthy ways to deal with anger.  

  **Unit: Drug Use Prevention**  
  - Recognize that some drugs are legal for adults but are still unsafe for children and unhealthful for everyone (i.e., second-hand smoke).  

  **Unit: Disease Prevention and Control**  
  - Show good hand washing techniques to others.  
  - Name ways to avoid spreading germs and illness.  
  - Name people and practices that help you stay well.  

  **Unit: Personal Health**  
  - Recognize the difference between good, bad, and confusing touch/gestures.  
  - Show good hand washing techniques to others.  

  **Unit: Injury Prevention**  
  - Identify the dangers of fire, ways to prevent fires, and what to do in case of a fire. | |

#### NATIONAL STANDARD 8: Students will demonstrate the ability to advocate for personal, family, and community health.

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| The student will describe a variety of methods to convey accurate health information and ideas. | **Unit: Emotional, Intellectual, and Social Health**  
  - Practice refusal skills for saying “no” to someone who encourages unsafe or unhealthy choices (e.g., ingesting something, pushing someone, breaking a safety rule).  

  **Unit: Drug Use Prevention**  
  - Practice refusal skills for saying “no.”  

  **Unit: Personal Health**  
  - Describe consequences of “telling” or “not telling.” | |

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Northfield Public Schools

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