

GRADE 1: HEALTH CURRICULUM FRAMEWORKS

NATIONAL STANDARD 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.		
Minnesota Benchmark	Activities	Resources*
The student will understand common health issues in children.	<u>Unit: Emotional, Intellectual, and Social Health</u> <ul style="list-style-type: none"> • 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. <u>Unit: Nutrition</u> <ul style="list-style-type: none"> • List a variety of healthy and unhealthy foods and their effects on the body. <u>Unit: Personal Health</u> <ul style="list-style-type: none"> • 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.	<u>Unit: Personal Health</u> <ul style="list-style-type: none"> • 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.		
Minnesota Benchmark	Activities	Resources*
The student will explain how information from a variety of sources influences health.	<u>Unit: Emotional, Intellectual, and Social Health</u> <ul style="list-style-type: none"> • 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. <u>Unit: Nutrition</u> <ul style="list-style-type: none"> • 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

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NATIONAL STANDARD 3: Students will demonstrate the ability to access valid information and products and services to enhance health.		
Minnesota Benchmark	Activities	Resources*
The student will locate resources from home, school, and community that provide valid health information.	<u>Unit: Injury Prevention</u> <ul style="list-style-type: none"> • 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.		
Minnesota Benchmark	Activities	Resources*
The student will describe characteristics needed to be a responsible friend and family member.	<u>Unit: Emotional, Intellectual, and Social Health</u> <ul style="list-style-type: none"> • Identify actions of a good listener and practice being a good listener. • Practice self-management in stressful situations. <u>Unit: Family Life, Growth, and Development</u> <ul style="list-style-type: none"> • 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.	<u>Unit: Emotion, Intellectual, and Social Health</u> <ul style="list-style-type: none"> • 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.		
Minnesota Benchmark	Activities	Resources*
The student will recognize outcomes of positive health decisions.	<u>Unit: Emotional, Intellectual, and Social Health</u> <ul style="list-style-type: none"> • 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. <u>Unit: Nutrition</u> <ul style="list-style-type: none"> • Identify and recognize the importance of eating breakfast, lunch, and dinner each day/healthy snacks and water. 	

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

Minnesota Benchmark	Activities	Resources*
<p>The student will demonstrate ways to avoid and reduce threatening situations.</p>	<p><u>Unit: Emotional, Intellectual, and Social Health</u></p> <ul style="list-style-type: none"> • 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. <p><u>Unit: Drug Use Prevention</u></p> <ul style="list-style-type: none"> • Recognize that some drugs are legal for adults but are still unsafe for children and unhealthful for everyone (i.e., second-hand smoke). <p><u>Unit: Disease Prevention and Control</u></p> <ul style="list-style-type: none"> • Show good hand washing techniques to others. • Name ways to avoid spreading germs and illness. • Name people and practices that help you stay well. <p><u>Unit: Personal Health</u></p> <ul style="list-style-type: none"> • Recognize the difference between good, bad, and confusing touch/gestures. • Show good hand washing techniques to others. <p><u>Unit: Injury Prevention</u></p> <ul style="list-style-type: none"> • 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.

Minnesota Benchmark	Activities	Resources*
<p>The student will describe a variety of methods to convey accurate health information and ideas.</p>	<p><u>Unit: Emotional, Intellectual, and Social Health</u></p> <ul style="list-style-type: none"> • Practice refusal skills for saying “no” to someone who encourages unsafe or unhealthy choices (e.g., ingesting something, pushing someone, breaking a safety rule). <p><u>Unit: Drug use Prevention</u></p> <ul style="list-style-type: none"> • Practice refusal skills for saying “no.” <p><u>Unit: Personal Health</u></p> <ul style="list-style-type: none"> • Describe consequences of “telling” or “not telling.” 	

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