

<p style="text-align: center;">GRADE 1 <i>Overview of the Health Standards</i></p>
--

A health education program for students in GRADE 1 through grade two involves students, school staff, families, and the community in working together to promote good health, prevent health problems when possible, and address them in a systematic way when they do occur. All students are engaged in activities that foster the development of each individual's optimal physical, mental, and emotional well-being, leading to healthy choices and lifelong good health. The health education *standards* address four unifying ideas for health literacy.

I. ACCEPTANCE OF PERSONAL RESPONSIBILITY

**II. RESPECT FOR AND PROMOTION OF
HEALTH OF OTHERS**

**III. AN UNDERSTANDING OF THE PROCESS OF
GROWTH AND DEVELOPMENT**

**IV. INFORMED USE OF HEALTH-RELATED
INFORMATION, PRODUCTS, AND SERVICES**

GRADE 1
Health Standards and Benchmark Proficiencies

I. ACCEPTANCE OF PERSONAL RESPONSIBILITY

I-A: Students in GRADE 1 will understand ways in which they can enhance and maintain their own health and well-being.

ST/B	P	ST/B: Standard/Benchmark P: Priority Benchmark Degree of Mastery: % of students at end of each Q: Quarter A= 75% or more B=about half C=fewer than 25%	Q 1	Q 2	Q 3	Q 4
I-A-1		Practicing good personal hygiene, including caring for teeth, gums, eyes, ears, nose, skin, hair and nails				
I-A-2		Identifying several physical activities that young children enjoy				
I-A-3		Categorizing foods into the USDA Food Pyramid				
I-A-4		Identifying habits that are good for health and those that are not				

I-B: Students in GRADE 1 will understand ways to prevent disease and speed recovery from illness.

ST/B	P	ST/B: Standard/Benchmark P: Priority Benchmark Degree of Mastery: % of students at end of each Q: Quarter A= 75% or more B=about half C=fewer than 25%	Q 1	Q 2	Q 3	Q 4
I-B-1		Cooperating in regular health screenings, including dental and vision examinations				
I-B-2		Describing how to take prescription or over-the-counter medications properly under the direction of parents or health care providers				
I-B-3		Describing how to stop the spread of germs				

I-C: Students in GRADE 1 will understand ways to reduce the risk of becoming involved in potentially dangerous situations and react to situations in ways that help to protect their health.

ST/B	P	ST/B: Standard/Benchmark P: Priority Benchmark Degree of Mastery: % of students at end of each Q: Quarter A= 75% or more B=about half C=fewer than 25%	Q 1	Q 2	Q 3	Q 4
I-C-1		Using appropriate behavior when interacting with strangers				
I-C-2		Recognizing emergencies and responding appropriately				
I-C-3		Demonstrating appropriate behaviors during fire drills, earthquake drills, and other disaster drills				
I-C-4		Explaining the need for using protective equipment, such as a helmet when bicycling and shin guards when skating or playing soccer, or practicing behaviors to protect the body, such as fastening seat belts				

II. RESPECT FOR AND PROMOTION OF HEALTH OF OTHERS

II-A: Students in GRADE 1 will know how to play a positive, active role in promoting the health of their families.

ST/B.	P	ST/B: Standard/Benchmark P: Priority Benchmark Degree of Mastery: % of students at end of each Q: Quarter A= 75% or more B=about half C=fewer than 25%	Q 1	Q 2	Q 3	Q 4
II-A-1		Identifying ways in which children can help support positive family interactions, such as listening to and following directions, following family rules, and showing care and concern toward other family members				
II-A-2		Identifying a family activity or tradition				

II-B: Students in GRADE 1 will know how to promote positive health practices within the school and community, including positive relationships with peers.

ST/B.	P	ST/B: Standard/Benchmark P: Priority Benchmark Degree of Mastery: % of students at end of each Q: Quarter A= 75% or more B=about half C=fewer than 25%	Q 1	Q 2	Q 3	Q 4
II-B-1		Understanding and following school <i>practices</i> relating to health				
II-B-2		Participating in school and community efforts to address local health and environmental issues, for example recycling				

III. AN UNDERSTANDING OF THE PROCESS OF GROWTH AND DEVELOPMENT

III-A: Students in GRADE 1 will understand the variety of physical, mental, emotional, and social changes that occur throughout life.

ST/B.	P	ST/B: Standard/Benchmark P: Priority Benchmark Degree of Mastery: % of students at end of each Q: Quarter A= 75% or more B=about half C=fewer than 25%	Q 1	Q 2	Q 3	Q 4
III-A-1		Describing how living things come from other living things and recognizing changes in life cycles				

III-B: Students in GRADE 1 will understand individual differences in growth end development.

ST/B.	P	ST/B: Standard/Benchmark P: Priority Benchmark Degree of Mastery: % of students at end of each Q: Quarter A= 75% or more B=about half C=fewer than 25%	Q 1	Q 2	Q 3	Q 4
III-B-1		Demonstrating an understanding of individual differences, such as height and weight, hair and eye color, and other factors				

IV. INFORMED USE OF HEALTH-RELATED INFORMATION, PRODUCTS, AND SERVICES

IV-A: Students in GRADE 1 will know how to identify products, services, and information that may be helpful or harmful to their health.

ST/B.	P	ST/B: Standard/Benchmark P: Priority Benchmark Degree of Mastery: % of students at end of each Q: Quarter A= 75% or more B=about half C=fewer than 25%	Q 1	Q 2	Q 3	Q 4
IV-A-1		Describing what health care workers do				
IV-A-2		Recognizing that media influences their choices				