

GRADE 1

Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Benchmark 1-E-1: Identify that healthy behaviors affect personal health.

GLEs:

- 1-E-1.1 Describe the relationship between personal health behaviors and individual well-being.
- 1-E-1.2 Explain why sleep and rest are important for growth and good health.
- 1-E-1.3 Identify ways injuries can be prevented.
- 1-E-1.4 Explain the relationship between healthy eating and daily exercise.
- 1-E-1.5 Report how personal decisions impact one's safety.
- 1-E-1.6 Describe a healthy relationship.
- 1-E-1.7 Discuss personal hygiene.

Benchmark 1-E-2: Recognize that there are multiple dimensions of health (social, emotional and physical).

GLEs:

- 1-E-2.1 Recognize the difference between physical and emotional health.
- 1-E-2.2 Demonstrate appropriate ways to express and deal with emotions and feelings.
- 1-E-2.3 List ways to eat healthy and be physically active every day.
- 1-E-2.4 Identify stress makers and stress helpers.

Benchmark 1-E-3: Identify the prevention and treatment of communicable and non-communicable diseases.

GLEs:

- 1-E-3.1 Identify ways to keep germs from spreading.
- 1-E-3.2 Recognize when hand-washing is necessary.
- 1-E-3.3 Discuss how behaviors can reduce the spread of some diseases.
- 1-E-3.4 Review the role of health care providers in diagnosing and treating diseases.
- 1-E-3.5 Describe how to keep food safe to eat.

Benchmark 1-E-4: Identify risky behaviors and ways to avoid and reduce them.

GLEs:

- 1-E-4.1 State risky behaviors and potentially harmful consequences.
- 1-E-4.2 Identify safety rules for home, school and community (e.g., fire, falls, burns, medications/poisons, seat belts, street crossing, sun, bike, weapons).
- 1-E-4.3 Identify strategies for avoiding second-hand smoke.
- 1-E-4.4 Review that everyone has the right to tell others not to touch his or her body.
- 1-E-4.5 Describe the characteristics of a bully and how to avoid conflict.

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

Benchmark 2-E-1: Identify how the family influences personal health practices and behaviors.

GLEs:

- 2-E-1.1 List family habits that relate to one's health practices.
- 2-E-1.2 Identify how family can influence one's personal health.

Benchmark 2-E-2: Describe how culture influences personal health behaviors.

GLEs:

- 2-E-2.1 Define culture and discuss how it impacts the health-impacting choices we make.
- 2-E-2.2 Review cultural influences on food choices and physical activity.
- 2-E-2.3 Discuss the influence of school on health behaviors.

Benchmark 2-E-3: Explain how media influence thoughts, feelings and health behaviors.

GLE:

- 2-E-3.1 Explain how advertisements can influence food choices and other behaviors related to health.

Standard 3: Students will demonstrate the ability to access valid information, products and services to enhance health.

Benchmark 3-E-1: Identify sources of valid health information.

GLEs:

- 3-E-1.1 Identify the range of health care workers who can promote healthful practices.
- 3-E-1.2 Locate websites that provide accurate health information.

Benchmark 3-E-2: Demonstrate the ability to locate resources for health-promoting products and services.

GLE:

- 3-E-2.1 List where to find health resources in one's community.

Benchmark 3-E-3: Explain how media influence the selection of health information, products and services.

GLE:

- 3-E-3.1 Explain how television programs, movies, websites or magazines/books affect health-related choices.

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

Benchmark 4-E-1: Practice effective communication skills.

GLEs:

- 4-E-1.1 Identify the characteristics of a good communicator.
- 4-E-1.2 Demonstrate ways to respond when in an unwanted, threatening or dangerous situation.

Benchmark 4-E-2: Demonstrate healthy ways to communicate needs, wants and feelings through verbal and non-verbal communication.

GLEs:

- 4-E-2.1 Demonstrate how to express a range of emotions using words, expressions and body language.
- 4-E-2.2 Identify ways to treat others kindly.
- 4-E-2.3 Use “I” messages in communicating to avoid a conflict.

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

Benchmark 5-E-1: Discuss the steps of effective decision-making.

GLEs:

- 5-E-1.1 Recognize the steps in making a decision.
- 5-E-1.2 Identify decisions one makes every day.
- 5-E-1.3 Differentiate between healthy and unhealthy decisions.
- 5-E-1.4 Review when help is needed to make healthy decisions.

Benchmark 5-E-2: Identify situations when a health-related decision is needed.

GLEs:

- 5-E-2.1 Recognize choices or decisions that could affect family health.
- 5-E-2.2 Explain a range of personal or family choices and how they enhance health.

Benchmark 5-E-3: Apply a decision-making process to address personal health issues and problems.

GLEs:

- 5-E-3.1 Identify health-related decisions made daily.
- 5-E-3.2 Distinguish between healthy and unhealthy choices.

Benchmark 5-E-4: Demonstrate refusal skills to enhance health.

GLE:

5-E-4.1 Practice refusal skills that help avoid unhealthy or unsafe situations.

Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.

Benchmark 6-E-1: Demonstrate how to set a goal and why it is important to enhance health.

GLEs:

6-E-1.1 Practice writing a goal.

6-E-1.2 Describe how setting and reaching a goal can enhance health.

Benchmark 6-E-2: Establish personal health goals and track progress towards achievement.

GLEs:

6-E-2.1 Plan and apply a simple health-enhancing goal related to physical health.

6-E-2.2 Plan and apply a simple health-enhancing goal related to social/emotional health (e.g., to be a good friend, to get along/resolve conflict peacefully, to help others daily).

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

Benchmark 7-E-1: Demonstrate healthy practices and behaviors to maintain or improve personal health.

GLEs:

7-E-1.1 Practice choosing a variety of healthy snacks.

7-E-1.2 Identify physical activities that one can do daily.

7-E-1.3 Discuss the importance of following rules at home and school.

7-E-1.4 Practice relaxation techniques to reduce stress effects on the body.

Benchmark 7-E-2: Demonstrate behaviors that avoid or reduce health risks.

GLEs:

7-E-2.1 List ways to reduce or prevent injuries while participating in a variety of activities.

7-E-2.2 Describe how personal choices can affect one's health (e.g., eating fatty foods = obesity or diabetes; not brushing teeth = tooth decay; tobacco = lung/heart disease).

7-E-2.3 Demonstrate the ability to use self-control when angry.

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

Benchmark 8-E-1: Define advocacy.

GLEs

- 8-E-1.1 Explain what it means to be an advocate.
- 8-E-1.2 Report how one can advocate for healthy behaviors (e.g., asking parents to buy more fruit, asking friends to exercise with them).

Benchmark 8-E-2: Demonstrate the ability to communicate information that promotes positive health choices.

GLE:

- 8-E-2.1 Practice using good communication skills to promote the health of others.

Benchmark 8-E-3: Encourage peers and family to make positive health choices.

GLEs:

- 8-E-3.1 Explain how making healthy choices makes one feel better (e.g., eating healthy gives me energy, exercising makes me sleep better, crossing at the corner helps keep me safe).
- 8-E-3.2 Review how one can encourage family and friends to make healthier choices.