

HEALTH

GRADE ONE

STANDARDS

Nevada Grades K-12 Content Standards

- 1.0 Students will comprehend concepts related to health promotion and disease prevention to enhance health.
- 2.0 Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.
- 3.0 Students will demonstrate the ability to access reliable health information, products and services to enhance health.
- 4.0 Students will demonstrate the ability to use interpersonal communication skills to enhance health and to avoid or reduce health risks.
- 5.0 Students will demonstrate the ability to use decision-making skills to enhance health.
- 6.0 Students will demonstrate the ability to use goal-setting skills to enhance health.
- 7.0 Students will demonstrate the ability to practice health-enhancing behaviors and to avoid or reduce health risks.
- 8.0 Students will demonstrate the ability to support/promote family, personal, and community health.

ESSENTIAL CONCEPTS, SKILLS, AND EXPERIENCES

PERSONAL HEALTH

It is expected that students will:

- (1) 1 .1 explain how making proper daily health decisions can impact personal health
 - getting proper amount of sleep keeps a person from getting sick
 - brushing teeth daily prevents cavities
 - exercising keeps the heart strong
 - eating properly promotes growth and development
- (1) 1 .2 describe proper ways to care for parts of the body
 - wash hair
 - bathe daily
 - brush teeth daily
 - wash hands
- (1) 1 .3 describe how brushing teeth is important for health and well-being
- (1) 1 .4 describe various forms of health advertising within the community
 - billboards
 - bumper stickers
 - computers
 - clothing with messages
- (1) 1 .5 identify healthy vs. unhealthy choices to promote good personal health

HEALTH GRADE ONE (continued)

GROWTH AND DEVELOPMENT

It is expected that students will:

- (1) 2.1 identify major parts of the body
- (1) 2.2 use five senses to investigate the natural world
- (1) 2.3 describe ways in which the body changes as it grows
 - taller
 - stronger
 - bigger
 - longer hair

NUTRITION/PHYSICAL ACTIVITY

It is expected that students will:

- (1) 3.1 identify foods in the various groups using the food pyramid
 - grains
 - vegetables
 - fruits
 - milk
 - meat and beans
 - oils
- (1) 3.2 identify examples of healthy foods that promote health and well-being
- (1) 3.3 identify foods that contribute to a healthy meal
- (1) 3.4 describe how being physically active can help a person feel better
- (1) 3.5 identify physically active alternatives to watching television or playing video games
 - riding a bike, skate board, or scooter
 - walking a pet
 - taking a walk or a hike
 - playing a sport

SUBSTANCE USE AND ABUSE

It is expected that students will:

- (1) 4.1 explain why assistance is needed from a trusted adult before touching, smelling, or tasting any unknown substance
- (1) 4.2 identify and name some poisonous household items and describe their uses and potential dangers
- (1) 4.3 discuss why medicines are never to be taken unless prescribed by a physician and/or given by a trusted adult
- (1) 4.4 model ways to say no in unhealthy or dangerous situations

SAFETY

It is expected that students will:

- (1) 5.1 recite first and last name, names of parents/guardian or care givers, address, and telephone number and use of “911” for emergencies
- (1) 5.2 demonstrate safety practices at home and school
 - wearing a helmet when riding bike, skateboard, rollerblading
 - obeying traffic signs
 - looking both ways before crossing street
 - wearing seatbelt when riding in a car
 - making the right choices involving strangers and dangerous situations
- (1) 5.3 identify safety workers and their jobs in your community
 - construction workers
 - crossing guards
 - doctors
 - fire fighters
 - police officers
- (1) 5.4 state simple first-aid steps for superficial wound care
 - ask an adult for assistance
 - wash with soap and water
 - use antiseptic
 - use proper covering such as a bandaid

DISEASE PREVENTION

It is expected that students will:

- (1) 6.1 discuss what germs are and how they are spread
 - common cold
 - flu
 - chicken pox
- (1) 6.2 develop daily health habits to maintain proper hygiene
- (1) 6.3 identify hand washing as a way to prevent the spread of germs and illness
- (1) 6.4 explain the importance of communicating symptoms to an adult when feeling sick
- (1) 6.5 state the importance of regular check-ups and following the advice of health professionals

ENVIRONMENTAL/CONSUMER HEALTH

It is expected that students will:

- (1) 7.1 identify environmental/consumer community resources
 - recycling center
 - water district
 - Springs Preserve
 - farmers’ markets

HEALTH GRADE ONE (continued)

(1) 7.2 describe the importance of protecting oneself against environmental elements

- sun
- air
- water
- dust

(1) 7.3 discuss environmental safety issues within our community

- avoid flood channels
- observe proper behavior in pools
- be aware of the sun's dangers as it relates to your body i.e. heat exhaustion, sunburn, upset stomach, headaches, and dizziness
- avoid collecting discarded items that are sharp or dirty and may pose a danger to your health
- avoid playing in mine shafts