

Grade 1

Physical and Personal Wellness [CH.1.2](#)

1 Identify a variety of foods from the different food groups that are vital to promote good health. [CH.1.2.1](#)

- a Categorize foods into the major food groups. [CH.1.2.1.A](#)
 - b Identify a variety of foods in each of the food groups that are healthy choices. [CH.1.2.1.B](#)
 - c Identify foods and beverages that are high in added sugar, and generate examples of healthy alternatives. [CH.1.2.1.C](#)
-

2 Demonstrate health-enhancing behaviors to prevent injury or illness. [CH.1.2.2](#)

- a Describe ways to prevent harmful effects of overexposure to the sun and loud noise. [CH.1.2.2.A](#)
 - b Describe the symptoms that occur with a cold and/or flu [CH.1.2.2.B](#)
 - c Demonstrate ways to prevent the spread of germs that cause common, infectious diseases. [CH.1.2.2.C](#)
 - d Describe steps to treat a wound, insect bite or sting to reduce chances of infection. [CH.1.2.2.D](#)
-

Social and Emotional Wellness [CH.1.3](#)

1 Demonstrate how to express emotions in healthy ways. [CH.1.3.1](#)

- a Explain possible causes for a variety of emotions. [CH.1.3.1.A](#)
- b Identify appropriate ways to express emotions and cope with strong feelings. [CH.1.3.1.B](#)
- c Demonstrate effective listening skills and verbal/nonverbal communication skills. [CH.1.3.1.C](#)
- d Describe and practice situations that require polite and empathetic responses such as please, thank you, and I'm sorry. [CH.1.3.1.D](#)
- e Demonstrate strategies to resolve conflicts, such as sharing, collaboration, and appropriately advocating for personal needs. [CH.1.3.1.E](#)

2 Identify parents, guardians, and other trusted adults as resources for information about health. CH.1.3.2

- a Identify trusted adults at home and at school. CH.1.3.2.A
 - b Identify trusted adults who promote health such as health care providers. CH.1.3.2.B
 - c Demonstrate the ability to talk about feelings with parents and other trusted adults. CH.1.3.2.C
 - d Demonstrate the ability to ask for help from a parent and/or trusted adults. CH.1.3.2.D
-

Prevention and Risk Management CH.1.4

1 Explain why bullying is harmful and how to respond appropriately. CH.1.4.1

- a Understand why it is wrong to tease others. CH.1.4.1.A
 - b Identify why making fun of others is harmful to self and others. CH.1.4.1.B
 - c Explain what to do if you or someone else is being bullied. CH.1.4.1.C
 - d Describe the difference between bullying and having a strong disagreement between people. CH.1.4.1.D
 - e Describe the difference between telling and tattling CH.1.4.1.E
 - f Describe how you would advocate for yourself and others in a bullying situation. CH.1.4.1.F
-

2 Demonstrate strategies to avoid hazards in the home and community. CH.1.4.2

- a Identify safety hazards such as poison, fire, guns, water, playground equipment, and household products in the home and community. CH.1.4.2.A
- b Identify household products or drugs that may be harmful if ingested or inhaled (including marijuana edibles). CH.1.4.2.B
- c Explain why using medicines without adult permission can be harmful. CH.1.4.2.C
- d Describe how to safely ride a bike, skateboard, and scooter as well use inline skates. CH.1.4.2.D
- e Demonstrate strategies to avoid fires and burns (Stop, drop, and roll). CH.1.4.2.E
- f Demonstrate how to call 911 or other emergency numbers for help in dangerous situations. CH.1.4.2.F
- g Identify safety rules and strategies to avoid hazards in the home and community, such as, fire, severe weather, power lines, and pool use. CH.1.4.2.G
- h Identify safety rules around modern technology, including the internet. CH.1.4.2.H