

Grade 1

Wellness and Health Promotion WHP

- 1 Recognize at least three dimensions (physical, social, emotional, mental, and/or environmental) of being healthy and well. 1.WHP.1
- 2 Explain what people can do to reduce and treat illness. 1.WHP.2
- 3 Describe at least three things to do to maintain good health, including brushing teeth daily. 1.WHP.3
- 4 Identify where to locate trusted adults who can help with health related questions. 1.WHP.4
- 5 Recognize how friends and media influence personal health behaviors, both positively and negatively. 1.WHP.5
- 6 Define environment and environmental health. 1.WHP.6

Safety and First Aid SFA

- 1 Demonstrate how to communicate safety rules for crossing streets, riding a bicycle, water safety, and playing. 1.SFA.1
- 2 List the steps to identify and respond to emergency situations 1.SFA.2
- 3 Identify safety hazards, including those related to fire, water, and dangerous objects. 1.SFA.3
- 4 Recognize that it is important to stay away from potentially unsafe body fluids and objects, including needles and syringes. 1.SFA.4
- 5 Discuss why it is important to ask a trusted adult before using online devices. 1.SFA.5

Substance Use, Misuse, and Abuse SUB

- 1 Identify trusted adults who can answer questions about medicines and household products. 1.SUB.1
- 2 List family, cultural, and school values and rules about medicine use. 1.SUB.2

Food, Nutrition, and Physical Activity FNP

- 1 Identify the five food groups and what a balanced meal could look like. 1.FNP.1
- 2 Identify the connection between eating nutrient dense food and physical activity to help our bodies grow, learn, and develop. 1.FNP.2

3 Discuss how food advertisements, social media, and commercials influence our food and beverage decisions. 1.FNP.3

4 Identify feelings of thirst and hunger as signals for needing to drink water and eat food. 1.FNP.4

5 Describe how to keep food safe from harmful germs. 1.FNP.5

Social, Emotional, and Mental Health SEM

1 TSEL Practice 1A Identify and label emotions, thoughts, strengths, and potential (both personal and cultural). 1.SEM.1

2 TSEL Practice 1B Understand the stress response system (regulation and dysregulation) and what environments and experiences activate those responses. 1.SEM.2

3 Identify basic brain regions and their functions and recognize that everyone's brain functions differently. 1.SEM.3

Healthy Relationships and Violence/Abuse Prevention HRVP

1 TSEL Practice 4A Form authentic relationships that encourage autonomy while building cultural awareness and empathy through various forms of communication. 1.HRVP.1

2 Demonstrate healthy ways for friends to express feelings, both physically and verbally. 1.HRVP.2

3 Discuss the ways that all people are unique and valuable and have a right to be treated with dignity and respect and be free from bullying and violence. 1.HRVP.3

4 Define consent and discuss how it is important in all types of relationships. 1.HRVP.4

5 Demonstrate how to communicate wants, needs, and boundaries and how to listen to the needs of others. 1.HRVP.5

6 Explain that everyone has the right to decide who can touch one's own body, where, and in what way to prevent violence and abuse. 1.HRVP.6

Growth and Development GD

1 Discuss and affirm different physical characteristics that people may have, including differences in body size, shape, ability, skin color, and hair texture. 1.GD.1

2 Identify medically accurate names for sexual and reproductive anatomy. 1.GD.2

3 Discuss that there are many ways that people can express love and attraction. 1.GD.3
