

Grade 1

2020 Health Standards and Health Smart Virginia Lesson Crosswalk

The Virginia Standards of Learning (SOLs) address several overarching health topic areas (Body Systems; Nutrition; Physical Health; Disease Prevention and Health Promotion; Substance Abuse Prevention; Safety and Injury Prevention; Mental Wellness and Social Emotional Skills; Violence Prevention; Community and Environmental Health) and catalyze outcomes across the 3 following areas:

1. Essential Health Concepts

Demonstrate the knowledge and skills to make healthy decisions that reduce health risks and enhance the health of oneself and others.

2. Healthy Decisions

Demonstrate the ability to access, evaluate, and use health information, products, and services that influence health and wellness in a positive manner.

3. Advocacy and Health Promotion

Demonstrate the use of appropriate health practices and behaviors to promote a safe and healthy community when alone, with family, at school, and in other group settings.

Essential Health Concepts	Healthy Decisions	Advocacy and Health Promotion	Related Health Smart Virginia Lessons
<p>1.1 The student will identify the basic components and functions of human body systems and the importance of safe practices, positive interpersonal relationships, and environmental health.</p>	<p>1.2 The student will explain that good health is related to healthy decisions.</p>	<p>1.3 The student will identify specific rules and practices to promote personal safety and socially responsible behaviors.</p>	
Body Systems SOLs			Locate a Lesson Plan
<p>a) Identify major body organs (e.g., heart, brain, lungs, stomach) and location of the organs.</p>	<p>a) Describe the importance of having a healthy heart, brain, and lungs.</p>	<p>a) Share ways to maintain a healthy heart, brain, and lungs for lifelong health.</p>	
Nutrition SOLs			Locate a Lesson Plan
<p>b) Identify why it is important to consume a variety of foods and beverages from the five MyPlate food groups (i.e., fruits, vegetables, grains, protein, dairy).</p> <p>c) Explain what physical reactions may occur if someone is having an allergic reaction.</p>	<p>b) Identify "sometimes foods" (e.g., candy, cookies, chips, ice cream, soda) and recognize that not all food products advertised or sold are healthy.</p> <p>c) Explain how allergens remain on surfaces and why it is important to clean surfaces and hands before and after eating.</p>	<p>b) Explain that all foods can fit into a healthful diet through balance, variety, and moderation.</p> <p>c) Describe how one can get help from an adult if a classmate is having an allergic reaction.</p>	

Physical Health/Disease Prevention/Health Promotion SOLs			Locate a Lesson Plan
<p>d) Recognize that physical activity is a form of healthy entertainment</p> <p>e) Identify behaviors that promote health and wellness, including personal hygiene, sleep, physical activity, and healthy food choices.</p> <p>f) Identify adults who keep children healthy (e.g., parents/guardians, teachers, school counselors, nurses, dentists, doctors).</p>	<p>d) Identify ways to increase physical activity.</p> <p>e) Determine how sleep habits affect mood and academic performance</p> <p>f) Explain the need for regular health checkups and screenings (e.g., medical, dental).</p>	<p>d) Encourage classmates to be physically active inside and outside of school.</p> <p>e) Promote behaviors that impact health and wellness.</p> <p>f) Describe how one selected health professional/adult helps keep children healthy.</p>	
Substance Abuse Prevention SOLs			Locate a Lesson Plan
<p>g) Identify that medicines can be both helpful and harmful.</p>	<p>g) Explain the harmful effects of misusing medicines and drugs.</p>	<p>g) Create safety rules for medications in the home.</p>	
Safety/Injury Prevention SOLs			Locate a Lesson Plan
<p>h) Identify safety rules and guidelines for bus and automobile safety, pedestrian safety, playground safety, fire safety, water safety, Internet safety, and safety when biking and using other recreational equipment.</p> <p>i) Compare and contrast personal safety behaviors at home, at school, and in the community.</p> <p style="padding-left: 20px;">a. Describe sun safety practices.</p>	<p>h) Explain why it is important to follow safety rules and guidelines for personal safety.</p> <p>i) Describe how to report a dangerous situation.</p> <p>j) Identify the importance of sun safety.</p>	<p>h. Promote positive behaviors for personal safety, including bus and automobile safety, pedestrian safety, playground safety, fire safety, water safety, Internet safety, and safety when biking and using other recreational equipment.</p> <p>i. Practice fire safety and emergency/disaster procedures.</p> <p>j. Describe the proper way to apply sunscreen.</p>	
Mental Wellness/Social Emotional Skills SOLs			Locate a Lesson Plan
<p>k) Identify comfortable and uncomfortable feelings and when one might experience these feelings.</p> <p>l) Describe positive characteristics that are unique to each individual.</p> <p>m) Identify effective listening skills.</p> <p>n) Identify cooperative and responsible behaviors, such as respect for others, adherence to school rules, acceptance of</p>	<p>k) Identify appropriate ways a person may express feelings (e.g., happy, unhappy, mad) and trusted adults to share feelings with at school and at home.</p> <p>l) Explain the importance of showing kindness, consideration, and concern for others.</p> <p>m) Explain how listening is important for effective communication.</p> <p>n) Identify strategies for</p>	<p>k) Demonstrate ways to express feelings appropriately.</p> <p>l) Demonstrate cooperation with friends and classmates.</p> <p>m) Demonstrate effective listening skills.</p> <p>n) Apply strategies for establishing and respecting others' personal space, boundaries, and belongings.</p>	

responsibility, and respect for the property of others.	respecting others' personal space, boundaries, and belongings.		
Violence Prevention SOLs			Locate a Lesson Plan
<p>o) Describe feelings that may result from hearing kind and unkind words and when experiencing problems (e.g., someone not sharing).</p> <p>p) o) Describe personal space and boundaries for oneself and others.</p>	<p>o) Explain the importance of responsible behaviors when interacting with others.</p> <p>p) Explain how to listen and use words to respond to and solve problems.</p>	<p>o) Demonstrate responsible behaviors when interacting with others.</p> <p>p) Demonstrate best ways to solve social problems.</p>	
Community/Environmental Health SOLs			Locate a Lesson Plan
<p>q) Identify items and materials that can be reduced, recycled, repurposed, or reused).</p>	<p>q) Explain why it is important to dispose of trash properly, recycle materials, conserve water, and prevent water pollution.</p>	<p>q. Create strategies to keep the environment healthy, including proper disposal of trash, recycling or reusing, and water conservation.</p>	

Legend:

BOD = Body Systems

NUTR = Nutrition

DPHP= Physical Health, Disease Prevention, Health Promotion

SAP = Substance Abuse Prevention

SAF= Safety/Injury Prevention

SES = Mental Wellness/Social Emotional Skills

VP = Violence Prevention

CEH = Community/Environmental Health