

<p>Grade 1 Crosswalk – Virginia 2015 Health Standards of Learning Students in grade one learn about personal safety and the body’s major organs. They begin to understand how behaviors can impact health and wellness now and in the future. Students begin to relate choices with consequences. They begin to examine the influence of social media on health decisions and to identify ways to access reliable information. They exhibit respect for self, others, and the environment.</p>					
	<p>Essential Health Concepts <i>What Students Should Know</i></p>		<p>Healthy Decisions <i>What Students Should Understand</i></p>		<p>Advocacy and Health Promotion <i>What Students Should be Able to Do to Advocate for Their Health and the Health of Others</i></p>
	<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>Lesson (Grade Topic-#)</p>	<p>1.2 The student will explain that good health is related to healthy decisions.</p>	<p>Lesson (Grade Topic-#)</p>	<p>1.3 The student will identify specific rules and practices to promote personal safety and socially responsible behaviors.</p>
					<p>Lesson (Grade Topic-#)</p>
Body Systems	<p>a) Identify body structures (e.g., abdomen, chest, head) and organs (e.g., heart, brain, lungs, stomach).</p>	<p>1 BOD-1 1 BOD-2 1 BOD-3 1 BOD-4 1 BOD-5 1 BOD-6 1 BOD-7</p>	<p>a) Describe the importance of having a healthy heart, brain, and lungs.</p>	<p>1 BOD-1 1 BOD-2 1 BOD-3 1 BOD-4 1 BOD-5 1 BOD-6 1 BOD-7</p>	
	<p>b) Describe how body systems work together (e.g., cardiovascular, digestive, immune, muscular, nervous, skeletal, respiratory).</p>	<p>1 BOD-1 1 BOD-2 1 BOD-3 1 BOD-7</p>			
Healthy Environment	<p>j) Identify items and materials that can be reduced, recycled, or reused.</p>	<p>1 HE-1 1 HE-2</p>	<p>p) Explain why it is important to dispose of trash properly, recycle materials, conserve water, and prevent water pollution.</p>	<p>1 HE-1 1 HE-2</p>	<p>o) Create strategies to keep the environment healthy, to include proper disposal of trash, recycling or reusing, and water conservation.</p>
Health Promotion including Nutrition and Physical Activity	<p>c) Describe correct posture for sitting, standing, and walking.</p>	<p>1 HP - 1</p>	<p>b) Select behaviors that help keep the heart, brain, and lungs healthy.</p>	<p>1 HP-1 1 BOD-2 1 BOD-4 1 BOD-5 1 BOD-6 1 BOD-7</p>	
	<p>d) Identify behaviors that promote health and wellness, to include personal hygiene, sleep, physical activity, and healthy food choices.</p>	<p>1 HP - 1</p>	<p>c) Practice correct posture for sitting, standing, and walking.</p>	<p>1 HP - 1</p>	
			<p>d) Discuss the importance of personal hygiene, to include care of one’s teeth.</p>	<p>1 HP - 1</p>	
			<p>e) Recognize that physical activity is a form of healthy entertainment.</p>	<p>1 HP - 1</p>	
			<p>f) Determine how sleep habits affect mood and academic performance.</p>	<p>1 HP - 1</p>	

			g) Compare and contrast healthy and less-healthy food choices.	1 HP - 1		
			h) Explain the importance of making healthy decisions and how unhealthy decisions affect the body.	1 HP - 2		
Safety and Injury Prevention	e) Describe behaviors that promote personal safety, to include bus and automobile safety, pedestrian safety, playground safety, fire safety, water safety, Internet safety, and safety when biking and using other recreational equipment.	1 SAF-1	i) Explain ways to stay safe when riding a bicycle, in-line skating, riding a skateboard or scooter, and using other self-propelled vehicles.	1 SAF - 5	a) Identify home safety rules and guidelines for emergencies.	1 SAF- 3
	f) Identify that medicines can be both helpful and harmful.	1 SAF-2	j) Compare and contrast personal safety behaviors at home, at school, and in the community.	1 SAF - 1	b) Practice fire safety procedures.	1 SAF - 3
			k) Explain the harmful effects of misusing medicines and drugs.	1 SAF-2	c) Describe the importance of pedestrian safety, and identify ways to stay safe when crossing or playing near a street.	1 SAF - 5
			l) Explain how medications may look similar but have different functions.	1 SAF-2	d) Explain ways to stay safe when riding in a bus and automobile.	1 SAF- 5
					e) List playground safety rules, and report hazards on the playground.	1 SAF - 5
					f) Explain how protective gear reduces injuries.	1 SAF- 5
					g) Describe water safety and ways to reduce risks around water.	1 SAF - 4
					h) Identify the importance of sun safety.	1 SAF -4
					i) Create safety rules for medications in the home.	1 SAF - 2
					j) Identify individuals or community agencies that keep people safe.	1 SAF - 1
					k) Describe how to report a dangerous situation.	1 SAF- 1
Social Emotional Health	g) Compare and contrast emotions that may make a person happy and emotions that may make a person feel unhappy or mad.	1 SE-1 1 SE-2	m) Identify appropriate ways a person may express the emotions of happy, unhappy, or mad.	1 SE-1 1 SE-2	l) Demonstrate ways to express emotions appropriately.	1 SE-1 1 SE-2
Violence Prevention	h) Describe characteristics that are unique to each individual.	1 VP-1 1 VP-2	n) Explain the role of listening in building and maintaining friendships.	1 VP -1	m) Demonstrate cooperation with friends and classmates.	1 VP-1

and Healthy Relationships	i) Identify cooperative behaviors, respect for others, adherence to school rules, acceptance of responsibility, and respect for the property of others.	1 VP-1	o) Explain the importance of responsible behaviors when interacting with others.	1 VP-1 1 VP-2	n) Demonstrate responsible behaviors when interacting with others.	1 VP-1
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BOD = Body Systems

HE = Healthy Environment

HP = Health Promotion

SAF = Safety and Injury Prevention

SE = Social Emotional

VP = Violence Prevention and Healthy Relationships