

## WV CSO Curriculum Planning Tool

### First Grade Health

Standard	Obj.#	Objective	Projected Date	Date Taught	Date Assessed	Date Re-Taught	Date Re-Assessed
Standard 1: Health Promotion and Disease Prevention	HE.1.1.1	explain the effects on the body of healthful and less healthful foods.					
	HE.1.1.2	verbally list ways to keep germs out of one's body.					
	HE.1.1.3	identify the need for medical checkups and other health-care procedures (e.g., eye and dental exams).					
	HE.1.1.4	identify the dangers of playing with sharp objects and being in contact with body fluids.					
Standard 2: Health Information and Services	HE.1.2.1	identify which safety helpers (e.g., police and teachers) to contact for different problems.					
	HE.1.2.2	demonstrate when and how to use 9-1-1.					
	HE.1.2.3	identify harmful household products (e.g., bleach).					
Standard 3: Health Behaviors	HE.1.3.1	choose and verbalize proper use of safety equipment for different activities (e.g., riding in a car, rollerblading, bicycling, skateboarding, etc.).					
	HE.1.3.2	demonstrate healthy ways to act on feelings.					
	HE.1.3.3	identify personal activities that can keep the home, school and neighborhood pollution free.					
	HE.1.3.4	identify and follow safety rules (e.g., playground, water, electrical).					
	HE.1.3.5	demonstrate how to perform basic self-care/safety procedures (e.g., fire/weather drill, bus and auto safety skills).					
	HE.1.3.6	identify escape routes at home and school.					
	HE.1.3.7	list and follow safety rules for taking medicine.					
Standard 4: Culture, Media and Technology	HE.1.4.1	describe family similarities and differences and how family structures change.					
	HE.1.4.2	discuss differences (physical, gender, culture, etc.) and their impact on role expectations.					
	HE.1.4.3	explain the importance of regular exercise (play) in a world of increasing technology.					
	HE.1.4.4	cite examples of how television, computers and video games affect personal health.					
	HE.1.5.2	identify a variety of feelings and recognize the verbal and non-verbal cues associated with each.					
Standard 5: Personal and Social Skills	HE.1.5.3	use refusal skills in potentially harmful or dangerous situations (e.g., riding a bike without a helmet, meeting strangers, using harmful substances).					
	HE.1.5.4	use "I can" statements when trying new activities.					
	HE.1.6.1	set goals for task completion.					
Standard 6: Goal Setting and Decision Making	HE.1.6.2	decide when problems (e.g., child abuse) require the help of a trusted adult.					
	HE.1.6.3	use decision-making skills to select a healthful meal.					
	HE.1.7.1	cite ways of coping with stressful situations.					
Standard 7: Advocacy	HE.1.7.2	convey accurate health information and ideas.					
	HE.1.7.3	identify ways to help others make positive health choices.					
	HE.1.7.4	identify ways to support positive interactions (e.g., listening to and following directions, following rules, showing care and concern toward others).					

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