



## Grade 1 Health Expectations

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### **Functions and Interrelationships of Systems**

#### **1. Structures and Functions of the Body**

##### *A. Sensory System*

1. Illustrate the functions of the five senses (e.g., eyes to see)

##### *B. Muscular System*

2. Identify a muscle in each region of the body (e.g., arms, torso, legs)

##### *C. Skeletal System*

3. Identify a bone in each region of the body (i.e., head, arms, torso, and legs)

##### *E. Cardio-respiratory/Circulatory System*

4. Predict what happens to your heart rate during physical activity

##### *F. Respiratory System*

5. Identify the basic components of the respiratory system (e.g., nose, mouth, lungs)

# Health Maintenance and Enhancement

## 1. Personal and Family Health

### A. Personal Health

6. Show the cause and effect of healthy behaviors (e.g., physical activity, sleep, good nutrition, clothing, hygiene)

### B. Health and Skill Related Fitness

7. Recognize that physical activity increases heart and respiratory rate

## 2. Nutrition

### A. Essential Nutrients and Food Groupings

8. Recognize that foods come from plant and animal sources and provide the body with fuel (energy)

9. Recognize that food fits into different groups and that different amounts are needed from each food group for healthy eating (i.e., grains, fruits, vegetables, dairy, beans, meats)

### C. Food Labels

10. Recognize that packaged food products contain labels

### D. Food Handling and Safety

11. Illustrate proper food safety procedures (e.g., washing hands, not touching other's food, double dipping)

### E. Food Energy and Physical Activity

12. Recognize that food provides the body with fuel (energy) (e.g., importance of eating breakfast)

## 3. Consumer Health and Safety

### C. Community Services/Careers

13. Describe the responsibilities of various community helpers

## 4. Life Management Skills

### C. Goal Setting and Asset Development

14. Demonstrate how goal-setting can help a person make a difference in their health or fitness

## **Risk Assessment and Reduction**

### **2. Injury Prevention and Safety**

#### *B. First Aid Procedures*

15. Identify individuals who can properly assist with first aid procedures (e.g., school nurse, lifeguard, teacher, parent, babysitter)

#### *C. Activity Related Injuries and Environmental Conditions*

16. Match safety equipment to the activity or sport