

## First Grade

As with all disciplines, Comprehensive Health must include a range of educational experiences. It should be taught in a way that students can obtain, interpret, and apply basic health information to their daily lives to enhance their individual health. In order to be health literate, students must be encouraged to be self-directed learners while establishing a basic understanding of health promotion and disease prevention. They should be encouraged to use literacy, numerical skills, and critical thinking skills to gather, analyze, and apply health information as their needs and priorities change throughout life. They must also use interpersonal and social skills in relationships to learn about others and from others.

The interdisciplinary nature of health contributes to the feasibility of infusing health content and skills across disciplines. These standards provide a way of making the school program more responsive to student, family, and community needs.

The 2006 Mississippi Comprehensive Health Framework serves as a guide for teachers to provide a comprehensive learning experience for students. This course should include all dimensions of health, including, but not limited to, community/environmental health, consumer health, disease prevention and control, human growth and development, nutrition, family life, safety and first aid, personal health, mental health, and drug abuse prevention. The students should also be provided an opportunity to understand the importance of participation in physical activity.

First grade teachers should focus on the relationship between personal health behaviors and individual well being. Teachers should also place emphasis on the basic structure and functions of the human body systems. The health of individuals is a building process; the teacher must continue to reinforce the importance of gaining a basic understanding of health promotion and disease prevention at an early age.

The Comprehensive Health Framework follows a developmentally appropriate sequence. **The competencies are required to be taught.** The competencies are not ranked in order of importance; rather the sequence of competencies relates to the broader K-12 framework. Competencies provide a general guideline for on-going instruction. The Suggested Objectives are optional, not mandatory. Suggested objectives indicate skills that enable fulfillment of competencies, describe competencies in further detail, or show the progression of concepts throughout the grades. School districts may adopt the objectives, modify them, and are encouraged to write their own objectives to meet the competencies for students in their school district.

## First Grade

### Comprehensive Health Strands:

Community/Environmental Health (C)  
Personal Health (PH)  
Human Growth and Development (H)  
Disease Prevention and Control (D)  
Drug Abuse Prevention (DA)

Nutrition (N)  
Consumer Health (CH)  
Mental Health (M)  
Safety and First Aid (S)  
Family Life (F)

### Competencies and Suggested Objectives:

1. **Comprehend concepts related to health promotion and disease prevention. (D, PH, N, D)**
  - a. Identify ways of preventing and controlling disease.
  - b. Introduce healthy snacks.
  - c. Identify reasons for taking medicine.
  - d. Recognize that health problems should be detected and treated early.
2. **Demonstrate the ability to obtain valid health information and health promoting products and services. (C, S, CH)**
  - a. Explain the roles of various types of workers in the field of health.
  - b. Discuss the roles of emergency workers.
  - c. Identify sources of health products and services in the community.
3. **Demonstrate the ability to practice health-enhancing behaviors and reduce health risks. (PH, D, S, F, D)**
  - a. Explain ways family members work together to obtain and maintain healthy behaviors.
  - b. Contrast safe and risky behaviors.
  - c. Identify healthy habits that ensure good hygiene.
  - d. Identify items appropriate for sharing and items not appropriate for sharing.
4. **Analyze the influence of culture, media, technology, and other factors on health. (M, PH, CH)**
  - a. Identify factors that contribute to individuality.
  - b. Introduce technologies that influence health.

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5. **Demonstrate the ability to use interpersonal communication skills to enhance health. (M, PH, F)**
  - a. Describe the difference in verbal and nonverbal communication.
  - b. Demonstrate attentive listening skills to build and maintain healthy relationships.
  - c. Explain how nonverbal communication impacts the feelings of others.
  
6. **Demonstrate the ability to use goal-setting and decision-making skills to enhance health. (N, PH, H, S)**
  - a. Identify guidelines for making wise food choices.
  - b. Explore a variety of physical activities.
  - c. Set a personal health goal and track progress toward its achievement.
  
7. **Demonstrate the ability to advocate for personal, family, and community health. (C, PH, F)**
  - a. Understand the importance of influencing others to make healthy choices.
  - b. Work collaboratively in small groups to achieve a common goal.

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Comp.	Obj.	Suggested Teaching Strategies	Suggested Assessment
1	a	Discuss how germs are spread and demonstrate ways to dress appropriately for the weather to prevent illness.	Role Play
1	b	Read <u>Go, Glow, Grow</u> . Identify which foods help you go, glow, and grow.	Teacher Observation
1 7	b a	Identify healthy quick snacks (i.e., whole fruit, yogurt) and easy to make snacks (i.e., cinnamon toast, 100% fruit juice pops).	Teacher Observation
1	c	Invite school nurse to explain the benefits of taking medicine as prescribed and the harmful effects of illegal drugs.	Teacher Observation
2	a	Discuss community helpers and have students identify each through pictures from magazines and newspapers.	Teacher Observation
2	b	Invite emergency and community workers to demonstrate the equipment they use.	Teacher Observation
2	c	Show pictures of health products (sunscreen, toothpaste, vitamins, dental floss) and explain their use. Demonstrate the proper way to floss teeth.	Teacher Observation Demonstration/Modeling
3	a	Discuss various feelings and how family members influence these feelings.	Teacher Observation
3	b	Identify and discuss safety rules for bus, playground and street. Have students practice these skills.	Teacher Observation
4	a	Discuss characteristics that create distinctiveness in individuals (i.e., singing, athletics, hobbies, etc.).	Student Journal
4	b	Discuss the importance of 911, when to use it, and how to use it.	Role Play
5	a,c	Explain how students can express their feelings through verbal and nonverbal communication (i.e., smiling, frowning, handshake, hug, encouraging words, etc.).	Student Journal Teacher Observation Demonstration

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5	a,c	Explain how facial, eye, and body gestures impacts the emotions of others. Practice using positive gestures (i.e., smiling).	Student Journal Teacher Observation Demonstration
6	a	Use <u>Fabulous Fruits, Various Vegetables</u> from the Mississippi Department of Education, Office of Nutrition, to encourage students to eat different fruits and vegetables. Keep a log of fruits students eat for lunch and create a pictograph.	Peer Assessment Food Log Star Chart
6	c	Guide students in developing a healthy class goal (i.e., Exercising ten minutes each day).	Student Journal Modeling Demonstration
7	a, b	Discuss the health benefits associated with making healthy choices. Have students work in groups to identify ways they can help others make healthy choices.	Group role play Chart