

# BISD Health Education – Grade 1

## Integration into the Current Curriculum

Key:

Daily reinforcement

PE - Physical Education

HLAY – Here’s Looking at You

SC – Science

SS – Social Studies

Music

LA– Language Arts

RE - Reading

Campus Counselor/Nurse Program

Health TEK	Student Expectation	Integration	Documented
1.1A	Describe and practice activities that enhance individual health such as enough sleep, nutrition, and exercise	Daily reinforcement Sleep, eat healthy, wash hands	
1.1B	Describe activities that are provided by health care professionals such as medical check-up and dental exams	SS 1.11C Identify the responsibilities of authority figures in the home, school, and community	
1.2A	Identify and use protective equipment to prevent injury	PE 1.5B Describe the importance of protective equipment in preventing injury such as helmets, elbow/knee pads, wrists guards, proper shoes, and clothing	
1.2B	Name safe play environments	SC 1.1A Demonstrate safe practices during classroom and field investigations PE 1.5A Use equipment and space safely and properly	
1.2C	Explain the harmful effects of, and how to avoid, alcohol, tobacco, and other drugs	HLAY #2 Define “drug” as any substance except food that affects the way the mind or body works. Name substances commonly considered drugs and express that drugs are powerful HLAY #4 Name substances which should be stored out of the reach of children and identify a telephone number to call in case of poisoning	

**HLAY # represents the lesson number from the kit and not the BISD lesson number**

Prepared by Office of Curriculum Facilitators – 6/15/05

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## BISD Health Education – Grade 1 Integration into the Current Curriculum

Health TEK	Student Expectation	Integration	Documented
1.2D	Identify ways to avoid weapons and drugs or harming oneself or another person by staying away from dangerous situations and reporting to an adult	<b>SS 1.10A</b> Explain the need for rules and laws in the home, school, and community <b>HLAY #3</b> Explain why a substance can't be identified only by sight. Identify an adult they trust and state the reasons for asking an adult they trust before taking any drug or doubtful substance	
1.2E	Identify safety rules that help to prevent poisoning	<b>SS 1.10A</b> Explain the need for rules and laws in the home, school, and community <b>HLAY #4</b> Name substances which should be stored out of the reach of children and identify a telephone number to call in case of poisoning	
1.2F	Identify and describe safe bicycle skills		
1.2G	Identify and practice safety rules during play	<b>SS 1.10A</b> Explain the need for rules and laws in the home, school, and community	
1.2H	Identify how to get help from a parent and/or trusted adult when made to feel uncomfortable or unsafe by another person/adult	<b>HLAY #3</b> Explain why a substance can't be identified only by sight. Identify an adult they trust and state the reasons for asking an adult they trust before taking any drug or doubtful substance	

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## BISD Health Education – Grade 1 Integration into the Current Curriculum

Health TEK	Student Expectation	Integration	Documented
1.3A	Explain ways to seek the help of parents/guardians and other trusted adults in making decisions and solving problems	<b>PE 1.7C</b> Resolve conflicts in socially acceptable ways such as talking and asking the teacher for help <b>HLAY #3</b> Explain why a substance can't be identified only by sight. Identify an adult they trust and state the reasons for asking an adult they trust before taking any drug or doubtful substance	
1.3B	Describe how decisions can be reached and problems can be solved	<b>SS 1.19A</b> Use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution <b>SS 1.19B</b> Use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision	
1.3C	Explain the importance of goal setting and task completion	<b>SC 1.3C</b> Explain a problem in his/her own words and identify a task and solution related to the problem.	
1.4A	Identify and demonstrate use of the five senses		
1.4B	Identify major body structures and organs and describe their basic functions	<b>PE 1.4B</b> Describe the location and function of the heart <b>PE 1.4C</b> Describe how muscles and bones work together to produce movement	
1.4C	Identify and apply principles of good posture for healthy growth and development	<b>Daily reinforcement</b> Stand up straight, sit up in chair both feet flat on the floor	

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1.5A	Identify people who can provide helpful health information such as parents, teachers, nurses, and physicians	<b>HLAY #1</b> Describe the subjects they’ll be learning about in the unit and identify key helping resources in their school. Use Ground Rules in classroom discussions	
1.5B	List ways health information can be used such as knowing how to brush teeth properly		
1.6A	Identify examples of health information provided by various media	<b>HLAY #14</b> Identify messages that they’re not sure are safe and healthy and ask themselves questions to determine whether the message is true and good for them	
1.6B	Cite examples of how media and technology can affect behaviors such as television, computers, and video games	<b>SS 1.16B</b> Describe how technology has changed communication, transportation, and recreation <b>SS 1.16C</b> Describe how technology has changed the way people work <b>HLAY #14</b> Identify messages that they’re not sure are safe and healthy and ask themselves questions to determine whether the message is true and good for them	
1.7A	Name types of germs that cause illness and disease		
1.7B	Identify common illnesses and diseases and their symptoms		
1.7C	Explain common practices that control the way germs are spread		
1.8A	Name various members of his/her family who help them to promote and practice health habits		

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1.8B	Describe ways in which a person’s health may be affected by weather and pollution	PE 1.5C Describe how to protect himself/herself from harmful effects of the sun	
1.9A	Demonstrate respectful communication	<p>Daily reinforcement Speak kind words, listen to others</p> <p>LA 1.1B Respond appropriately and courteously to directions and questions</p> <p>HLAY #7 State the importance of acknowledging feelings and identify ways of appropriately addressing different feelings</p> <p>HLAY #5 Identify how they help others feel included and accepted and cooperate with other people</p> <p>HLAY #6,8 Identify themselves as special individuals. Acknowledge that everyone has bad days and identify ways of appropriately addressing different feelings</p> <p>HLAY #9 Ask for something they want. Wait, look around, or ask for help if they can’t get what they want</p>	
1.9B	List unique ways that individuals use to communicate such as using body language and gestures	<p>LA 1.3B Use verbal and nonverbal communication in effective ways such as in making announcement, giving directions, or making introductions</p> <p>LA 1.3D Present dramatic interpretations of experiences stories, poems, or plays</p> <p>HLAY #7 State the importance of acknowledging feelings</p>	

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		<p>and identify ways of appropriately addressing different feelings</p> <p><b>HLAY #5</b> Identify how they help others feel included and accepted and cooperate with other people</p> <p><b>HLAY #9,10,11</b> Ask for something they want. Wait, look around, or ask for help if they can't get what they want</p> <p><b>HLAY #6,8</b> Identify themselves as special individuals. Acknowledge that everyone has bad days and identify ways of appropriately addressing different feelings</p>	
1.9C	Express needs, wants, and emotions in appropriate ways	<p><b>Daily reinforcement</b> Teacher continually monitors students for needs, wants and emotion. Students taught to raise their hand and wait to be called on</p> <p><b>LA 1.9B</b> Read regularly in instructional-level materials that are challenging but manageable (texts in which no more than approximately 1 in 10 words is difficult for the reader)</p> <p><b>HLAY #2</b> Define “drug” as any substance except food that affects the way the mind or body works. Name substances commonly considered drugs and express that drugs are</p>	

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		<p>powerful  <b>HLAY #3</b> Explain why a substance can't be identified only by sight. Identify an adult they trust and state the reasons for asking an adult they trust before taking any drug or doubtful substance  <b>HLAY #4</b> Name substances which should be stored out of the reach of children and identify a telephone number to call in case of poisoning  <b>HLAY #6</b> Identify themselves as special individuals  <b>HLAY #8</b> Acknowledge that everyone has bad days and identify ways of appropriately addressing different feelings  <b>HLAY #12</b> Identify feelings associated with problems. Identify alcoholism as a disease and discuss how problems like alcoholism get worse if they're ignored  <b>HLAY #10,11</b> Ask for something they want. Wait, look around, or ask for help if they can't get what they want</p>	
1.9D	Describe and practice techniques of self-control such as thinking before acting	<p><b>PE 1.7A</b> Follow directions and apply safe movement practices  <b>HLAY #7</b> State the importance of acknowledging feelings and identify ways of appropriately addressing different feelings  <b>HLAY #5</b> Identify how they help others feel included and accepted and cooperate with other people  <b>HLAY #6</b> Identify themselves as special individuals  <b>HLAY #8</b> Acknowledge that everyone has bad days and identify ways of appropriately addressing different feelings  <b>HLAY # 9,10,11</b> Ask for something they want. Wait, look around, or ask for help if they can't get what they want</p>	

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1.10A	Describe ways to build and maintain friendships	<p><b>Daily reinforcement</b> Treat others respectfully, take turns, share</p> <p><b>PE 1.7B</b> Interact, cooperate, and respect others</p> <p><b>HLAY #9,10,11</b> Ask for something they want. Wait, look around, or ask for help if they can't get what they want</p>	
1.10B	Practice refusal skills to avoid and resolve conflicts	<p><b>HLAY #15</b> Generate activities that are fun, safe, and legal and think of things to do when confronted with a problem</p>	

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