

## NC Healthful Living Essential Standards

The Healthful Living Essential Standards clarifying objectives highlighted in blue are addressed to varying degrees by this intervention.

1<sup>st</sup> Grade NC Standard Course of Study:

### MENTAL AND EMOTIONAL HEALTH

***1.MEH.1 Understand the relationships among healthy expression of emotions, mental health, and healthy behavior.***

- 1.MEH.1.1 Use effective communication to express and cope with emotions.
- 1.MEH.1.2 Use methods of positive coping with disappointment and failure.
- 1.MEH.1.3 Classify stressors as eustress or distress.

### PERSONAL AND CONSUMER HEALTH

***1.PCH.1 Apply measures for cleanliness and disease prevention.***

- 1.PCH.1.1 Recognize that germs produce illness and can be spread from one person to another.
- 1.PCH.1.2 Use measures for preventing the spread of germs.

***1.PCH.2 Understand wellness, disease prevention, and recognition of symptoms.***

- 1.PCH.2.1 Illustrate symptoms of sickness and measures for getting well.
- 1.PCH.2.2 Summarize the transition between primary and permanent teeth and steps for seeking help for dental problems.

***1.PCH.3 Understand necessary steps to prevent and respond to unintentional injury.***

- 1.PCH.3.1 Identify safety hazards in the home and injury prevention strategies.
- 1.PCH.3.2 Identify items that can cause burns, strategies to prevent fire and burn injury.
- 1.PCH.3.3 Execute the Stop, Drop, and Roll response.
- 1.PCH.3.4 Execute an emergency phone call.

## INTERPERSONAL COMMUNICATION AND RELATIONSHIPS

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### ***1.ICR.1 Understand healthy and effective interpersonal communication and relationships.***

- 1.ICR.1.1 Explain the importance of demonstrating respect for the personal space and boundaries of others.
- 1.ICR.1.2 Explain the value of having a diversity of students in the classroom.
- 1.ICR.1.3 Contrast tattling with reporting aggression, bullying, and violent behavior.
- 1.ICR.1.4 Contrast appropriate and inappropriate touch.
- 1.ICR.1.5 Illustrate how to seek adult assistance for inappropriate touch.

## NUTRITION AND PHYSICAL ACTIVITY

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### ***1.NPA.1 Understand MyPlate as a tool for selecting nutritious foods.***

- 1.NPA.1.1 Select a variety of foods based on MyPlate.
- 1.NPA.1.2 Contrast more nutrient dense foods from those that are less nutrient dense.

### ***1.NPA.2 Understand the importance of consuming a variety of nutrient dense foods and beverages in moderation.***

- 1.NPA.2.1 Classify the sources of a variety of foods.
- 1.NPA.2.2 Select healthy alternatives to foods and beverages that are high in sugar.

### ***1.NPA.3 Remember fitness concepts to enhance quality of life.***

- 1.NPA.3.1 Recognize the benefits of physical activity.
- 1.NPA.3.2 Recall fitness and recreation activities that can be used during out of school hours.

## ALCOHOL, TOBACCO, AND OTHER DRUGS

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### ***1.ATOD.1 Understand how to use household products and medicines safely.***

- 1.ATOD.1.1 Recognize the harmful effects of medicine when used incorrectly.
- 1.ATOD.1.2 Recognize how to behave safely with medicines and household cleaners.
- 1.ATOD.1.3 Classify products as harmful or safe.
- 1.ATOD.1.4 Summarize strategies for reporting harmful substances.

## MOTOR SKILL DEVELOPMENT

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### ***1.MS.1 Apply competent motor skills and movement patterns needed to perform a variety of physical activities.***

- PE.1.MS.1.1 Execute recognizable forms of all eight basic locomotor skills in different pathways, levels, or directions.
- PE.1.MS.1.2 Use recognizable forms of the five basic manipulative skills.
- PE.1.MS.1.3 Generate smooth transitions between sequential locomotor skills.
- PE.1.MS.1.4 Use non-locomotor and locomotor skills in a variety of pathways, in different directions, and at different levels in response to music.

## MOVEMENT CONCEPTS

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### ***1.MC.2 Understand concepts, principles, strategies and tactics that apply to the learning and performance of movement.***

PE.1.MC.2.1 Use movement and manipulative skills involving equipment.

PE.1.MC.2.2 Illustrate two or more of the essential elements of correct form for the five fundamental manipulative skills.

PE.1.MC.2.3 Understand how to use teacher and peer feedback to improve basic motor performance.

PE.1.MC.2.4 Illustrate activities that increase heart rate and make muscles strong.

## HEALTH-RELATED FITNESS

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### ***1.HF.3 Understand the importance of achieving and maintaining a health-enhancing level of physical fitness.***

PE.1.HF.3.1 Recognize two or more of the five health-related fitness assessments and the associated exercises.

PE.1.HF.3.2 Select physical activities based on ones interests and physical development.

PE.1.HF.3.3 Contrast moderate physical activity and vigorous physical activity.

## PERSONAL/SOCIAL RESPONSIBILITY

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### ***1.PR.4 Use behavioral strategies that are responsible and enhance respect of self and others and value activity.***

PE.1.PR.4.1 Use basic strategies and concepts for working cooperatively in group settings.

PE.1.PR.4.2 Understand how social interaction can make activities more enjoyable.

PE.1.PR.4.3 Use safe practices when engaging in physical education activities.

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