
Coal City Unit District #1
First Grade
Health Curriculum

HE.1:1 Students will be able to identify the basic structure and function of the skeletal system. (IL 23A)

- HE.1:1-1 Position the human body in correct anatomical view when constructing the following parts: head, chest, arm, leg, foot, shoulder, elbow, wrist, hip, knee and ankle.
- HE.1:1-2 Point to and explain the basic functions of our joints.
- HE.1:1-3 Identify the skeletal system as made up of bones, cartilage and joints.
- HE.1:1-4 State what our skeletal system does for us.

HE.1:2 Students will be able to identify the basic structure and function of the muscular system. (IL 23A)

- HE.1:2-1 Identify major muscles of the human body. (e.g. quad, hamstring, calf, abs, bicep)
- HE.1:2-2 Identify the function of the muscular system as a whole.
- HE.1:2-3 Identify the heart as a muscle.
- HE.1:2-4 Identify exercises that work our major muscles.
- HE.1:2-5 State what happens to our muscles when they get tired.

HE.1:3 Students will be able to identify and recognize basic structure and function of our cardio-respiratory system. (IL 20B, IL 23A)

- HE.1:3-1 Identify that the heart is made up of 4 separate parts.
- HE.1:3-2 State that the heartbeat is related to blood being pumped through the body.
- HE.1:3-3 Identify the color of blood as it relates to oxygen-rich and oxygen-poor.
- HE.1:3-4 Recognize the changes in the body as they exercise. (e.g. increased heart beat, sweat, skin color changes)
- HE.1:3-5 Identify exercises that increase heart rate.
- HE.1:3-6 Find heartbeat through carotid artery.
- HE.1:3-7 Label the heart and lungs as the cardio-respiratory system.

HE.1:4 Students will be able to identify the basic principles of nutrition. (IL 23B)

- HE.1:4-1 State that healthier foods give us more energy and unhealthier foods give us less energy.
- HE.1:4-2 Categorizes certain foods as they belong to food groups.
- HE.1:4-3 Define a fruit and vegetable and categorize them into groups.
- HE.1:4-4 State that eating regularly unhealthy foods leads to poor overall health.
- HE.1:4-5 Identify the shape of the food guide pyramid.

HE.1:5 Students will be able to identify the difference between good and bad hygiene habits. (IL 22A)

- HE.1:5-1 Demonstrate daily hygiene habits. (e.g. sneezing, coughing, wearing proper clothing for the season, wearing proper foot wear)
- HE.1:5-2 Demonstrate proper hand washing.
- HE.1:5-3 Identify proper brushing and flossing of the teeth.
- HE.1:5-4 Explain that germs are spread by not practicing good hygiene habits.
- HE.1:5-5 Identify where germs hide on the body and in the environment.

HE.1:6 Students will be able to identify and practice good safety procedures. (IL 22A)

- HE.1:6-1 State the role of a police officer, firefighter and school nurse.
- HE.1:6-2 Recite full name and phone number.
- HE.1:6-3 Explain the importance of stranger danger and who to ask for help and why.
- HE.1:6-4 Recognize color and shape of signs and symbols as they relate to traffic safety and poison safety.
- HE.1:6-5 Demonstrate bus, tornado and fire safety.
- HE.1:6-6 Explain proper bike safety.
- HE.1:6-7 Explain proper pool and water safety.

HE.1:7 Students will be able to recognize how lifestyle decisions affect overall health and illness. (IL 24B)

- HE.K:7-1 Recite that smoking causes cancer.
- HE.K:7-2 Identify that cavities are caused by not brushing and flossing your teeth.
- HE.K:7-3 Recognize that cancer is an illness that is harmful.

HE.1:8 Identify sources and causes of environmental health risks (IL 22C)

- HE.K:8-1 Identify that sunburns can lead to skin disease.
- HE.K:8-2 Recite that air pollution is harmful to your lungs.
- HE.K:8-3 Explain that germs exist in dirt, soil, or mud.