

## Catholic Identity Standards

**1.1 Catholic identity standards.** The student understands and integrates the content of what is learned into their faith and daily life.\*

- 1.1A recognize that every human life is sacred because each person is created and loved by God\*
- 1.1B describe ways to take part in/be responsible to the community by discerning and using our God-given gifts\*
- 1.1C recognize and oppose unjust social structures and work toward justice for all\*
- 1.1D see God at work in all things and as expressed in the sacraments\*
- 1.1E connect scripture, tradition, and the models of Mary and the saints to guide, grow, and deepen faith\*

## Physical Health

**1.2 Physical health.** The student demonstrates knowledge and skills to make healthy decisions that reduce health risk and enhance health.

Application	Instructional Focus
<p><b>1.2A Body Systems</b> examine the structure, function, and relationships of body systems and their relevance to personal health</p>	<p>1.2A.1 identify major body organs (e.g., heart, brain, lungs, stomach) and their locations 1.2A.2 discuss the importance of keeping organs healthy and ways to maintain healthy organs for lifelong health</p>
<p><b>1.2B Nutrition</b> identify and explain healthy eating strategies for enhancing and maintaining personal health</p>	<p>1.2B.1 identify the importance of eating a variety of foods from the five food groups. 1.2B.2 identify “sometimes foods” that can fit into a healthy diet with balance, variety, and moderation 1.2B.3 explain an allergic reaction, and how get help for someone experiencing an allergic reaction</p>
<p><b>1.2C Physical Health</b> obtain, process, and understand basic physical activity information needed to make health promoting decisions</p>	<p>1.2C.1 identify behaviors that promote health and wellness 1.2C.2 determine how sleep habits affect mood and academic performance</p>

## Mental Health and Wellness

**1.3 Mental health and wellness.** The student will apply strategies to develop socio-emotional health, self-regulation, and healthy relationships.

Application	Instructional Focus
<p><b>1.3A Mental Wellness/Social Emotional Skills</b> identify and apply strategies to develop socio-emotional health, self-regulation, and healthy relationships</p>	<p>1.3A.1 identify appropriate ways to express feelings along with trusted adults to share these feelings 1.3A.2 explain and demonstrate effective active listening 1.3A.3 discuss and demonstrate strategies for cooperating with friends and classmates, respecting their personal space, boundaries, and belongings</p>

## Safety and Prevention

**1.4 Safety and prevention.** The student describes ways to prevent common childhood injuries and health problems.

Application	Instructional Focus
<p><b>1.4A Disease Prevention</b> understand preventative health behaviors, and how to access and evaluate health care information to make informed decisions</p>	<p>1.4A.1 identify adults who keep children healthy and the importance of regular check-ups 1.4A.2 determine how sleep habits affect mood and academic performance 1.4A.3 Identify ways to prevent the transmission of communicable diseases</p>
<p><b>1.4B Safety &amp; Injury Prevention</b> identify and demonstrate safety and first aid knowledge to prevent and treat injuries</p>	<p>1.4B.1 explain the importance of safety rules and guidelines for various recreational activities 1.4B.2 practice fire safety and emergency/disaster procedures 1.4B.3 identify the importance of sun safety and describe the proper way to apply sunscreen 1.4B.4 describe how to report dangerous situations</p>
<p><b>1.4C Violence Prevention</b> understand the impact of interpersonal violence and the importance of seeking guidance and help to maintain personal safety</p>	<p>1.4C.1 describe feelings that may result from hearing kind and unkind words and when experiencing problems 1.4C.2 describe personal space for oneself and others 1.4C.3 explain the importance of and demonstrate responsible behaviors to respond to and solve social problems</p>
<p><b>1.4D Substance Abuse Prevention</b> understand the difference between use and misuse of different substances and their impact on health</p>	<p>1.4D.1 identify medicines that are helpful and harmful explaining the harmful effects of misusing medicines and drugs 1.4D.2 create safety rules for medications in the home 1.4D.3 explain why it is dangerous to sniff, taste, or swallow unknown substances</p>

\*Catholic identity

adapted with permission from the Virginia Department of Education Health SOL

Instructional resources are available at VDOE Health Smart <https://healthsmartva.org> and [VDOE :: Health Standards of Learning Resources \(virginia.gov\)](https://www.doe.virginia.gov/standards-of-learning/health/)

Environmental Health	
<b>1.5 Community and environmental health.</b> The student explains the environmental impact on health.	
Application	Instructional Focus
<b>1.5A Community Health</b> describe ways in which safe and healthy school and community environments can promote personal health	1.5A.1 identify materials that can be reduced, recycled, repurposed, or reused 1.5A.2 explain why it is importance to dispose of trash properly, recycle, conserve water, and prevent water pollution and create strategies to enact these behaviors