California Health

Grade K

Adopted 2008

Nutrition and Physical Activity

1: Essential Concepts - All students will comprehend essential concepts related to enhancing health.

- N. Name a variety of healthy foods and explain why they are necessary for good health. 1.1.N
- N. Identify a variety of healthy snacks. 1.2.N
- N. Describe the benefits of being physically active. 1.3.N
- N. Recognize the importance of a healthy breakfast. 1.4.N

2: Analyzing Influences - All students will demonstrate the ability to analyze internal and external influences that affect health.

- N. Recognize that not all products advertised or sold are good for them. 2.1.N

3: Accessing Valid Information - All students will demonstrate the ability to access and analyze health information, products, and services.

Skills for this content area are not identified until grade two.

4: Interpersonal Communication - All students will demonstrate the ability to use interpersonal communication skills to enhance health.

- N. Explain how to ask family members for healthy food options. 4.1.N

5: Decision Making - All students will demonstrate the ability to use decision-making skills to enhance health.

- N. Describe ways to participate regularly in active play and enjoyable physical activities. 5.1.N

6: Goal Setting - All students will demonstrate the ability to use goal-setting skills to enhance health.

Skills for this content area are not identified until grade two.

7: Practicing Health-Enhancing Behaviors - All students will demonstrate the ability to practice behaviors that reduce risk and promote health.

- N. Select nutritious snacks. 7.1.N
- N. Plan a nutritious breakfast. 7.2.N
- N. Choose healthy foods in a variety of settings. 7.3.N

Skip to main content

8: Health Promotion - All students will demonstrate the ability to promote and support personal, family, and community health.

Skills for this content area are not identified until grade two.

Growth and Development

1: Essential Concepts - All students will comprehend essential concepts related to enhancing health.

- G. Explain that living things grow and mature. 1.1.G
- G. Describe their own physical characteristics. 1.2.G
- G. Name ways in which people are similar and ways in which they are different. 1.3.G
- G. Identify trusted adults who promote healthy growth and development (e.g., physicians, nurses, dentists, and optometrists). 1.4.G
- G. Name body parts and their functions. 1.5.G
- G. Name and describe the five senses. 1.6.G

Injury Prevention and Safety

1: Essential Concepts - All students will comprehend essential concepts related to enhancing health.

- S. Identify safety rules for the home, the school, and the community. 1.1.S
- S. Identify emergency situations. 1.2.S
- S. Explain ways to stay safe when riding in a bus or other vehicle. 1.3.S
- S. Distinguish between appropriate and inappropriate touching. 1.4.S
- S. Explain that everyone has the right to tell others not to touch his or her body. 1.5.S
- S. Describe school rules about getting along with others. 1.6.S
- S. Recognize the characteristics of bullying. 1.7.S
- S. Identify ways to stay safe when crossing streets, riding a bicycle, or playing. 1.8.S
- S. Recognize that anything may be poisonous or cause harm if used unsafely. 1.9.S
- S. Identify people who are strangers and how to avoid contact with strangers. 1.10.S
- S. Demonstrate how to ask trusted adults for help. 1.11.S
- S. Define and explain the dangers of weapons. 1.12.S
- S. Explain the importance of telling a trusted adult if you see or hear about someone having a weapon. 1.13.S

2: Analyzing Influences - All students will demonstrate the ability to analyze internal and external influences that affect health.

Skills for this content area are not identified until grade one.

Skip to main content

3: Accessing Valid Information - All students will demonstrate the ability to access and analyze health information, products, and services.

- S. Identify trusted adults who can help in emergency situations. 3.1.S

4: Interpersonal Communication - All students will demonstrate the ability to use interpersonal communication skills to enhance health.

- S. Demonstrate how to ask a trusted adult for help or call 9-1-1. 4.1.S
- S. Show how to answer the phone in a safe way. 4.2.S

5: Decision Making - All students will demonstrate the ability to use decision-making skills to enhance health.

- S. Identify situations when it is necessary to seek adult help or call 9-1-1. 5.1.S
- S. Role-play what to do if a stranger at home, in a car, or on the street approaches you. 5.2.S

7: Practicing Health-Enhancing Behaviors - All students will demonstrate the ability to practice behaviors that reduce risk and promote health.

- S. Follow rules for safe play and safety routines. 7.1.S
- S. Show how to cross the street safely. 7.2.S

8: Health Promotion - All students will demonstrate the ability to promote and support personal, family, and community health.

- S. Show how to tell a trusted adult when you or a friend find a weapon. 8.1.S

Alcohol, Tobacco, and Other Drugs

1: Essential Concepts - All students will comprehend essential concepts related to enhancing health.

- A. Explain why medicines are used. 1.1.A
- A. Explain that medicines can be helpful or harmful. 1.2.A
- A. Recognize that medicines should be taken only under the supervision of a trusted adult. 1.3.A
- A. Recognize that some household products are harmful if ingested or inhaled. 1.4.A
- A. Recognize that tobacco smoke is harmful to health and should be avoided. 1.5.A

Skip to main content

Mental, Emotional, and Social Health

1: Essential Concepts - All students will comprehend essential concepts related to enhancing health.

- M. Identify a variety of emotions. 1.1.M
- M. Describe the characteristics of families. 1.2.M
- M. Identify trusted adults at home and at school. 1.3.M
- M. Describe characteristics that make each individual unique. 1.4.M
- M. Describe and practice situations when it is appropriate to use "Please," "Thank you," "Excuse me," and "I'm sorry." 1.5.M

2: Analyzing Influences - All students will demonstrate the ability to analyze internal and external influences that affect health.

- M. Identify ways family and friends help promote well-being. 2.1.M

3: Accessing Valid Information - All students will demonstrate the ability to access and analyze health information, products, and services.

- M. Identify trusted adults at home and at school who can help with mental and emotional health concerns. 3.1.M

4: Interpersonal Communication - All students will demonstrate the ability to use interpersonal communication skills to enhance health.

- M. Show how to express personal needs and wants appropriately. 4.1.M
- M. Cooperate and share with others. 4.2.M

5: Decision Making - All students will demonstrate the ability to use decision-making skills to enhance health.

Skills for this content area are not identified until grade two.

6: Goal Setting - All students will demonstrate the ability to use goal-setting skills to enhance health.

- M. Make a plan to help family members at home. 6.1.M

7: Practicing Health-Enhancing Behaviors - All students will demonstrate the ability to practice behaviors that reduce risk and promote health.

- M. Express emotions appropriately. 7.1.M
- M. Describe positive ways to show care, consideration, and concern for others. 7.2.M
- M. Discuss suicide-prevention strategies. 7.3.M

8: Health Promotion - All students will demonstrate the ability to promote and support personal, family, and community health.

- M. Encourage others when they engage in safe and healthy behaviors. 8.1.M

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Skip to main content

Essential Concepts - All students will comprehend essential concepts related to enhancing health.

P. Identify effective dental and personal hygiene practices. 1.1.P

P. Describe sun-safety practices. 1.2.P

P. Define "germs." 1.3.P

P. Explain why the transmission of germs may be harmful to health. 1.4.P

P. Identify practices that are good for the environment, such as turning off lights and water, recycling, and picking up trash. 1.5.P

2: Analyzing Influences - All students will demonstrate the ability to analyze internal and external influences that affect health.

Skills for this content area are not identified until grade one.

3: Accessing Valid Information - All students will demonstrate the ability to access and analyze health information, products, and services.

P. Identify health care workers who can help promote healthy practices. 3.1.P

4: Interpersonal Communication - All students will demonstrate the ability to use interpersonal communication skills to enhance health.

P. Demonstrate how to ask for assistance with a health-related problem. 4.1.P

5: Decision Making - All students will demonstrate the ability to use decision-making skills to enhance health.

Skills for this content area are not identified until grade one.

6: Goal Setting - All students will demonstrate the ability to use goal-setting skills to enhance health.

Skills for this content area are not identified until grade one.

7: Practicing Health-Enhancing Behaviors - All students will demonstrate the ability to practice behaviors that reduce risk and promote health.

P. Show effective dental and personal hygiene practices. 7.1.P

P. Demonstrate ways to prevent the transmission of germs (e.g., washing hands, using tissues). 7.2.P

8: Health Promotion - All students will demonstrate the ability to promote and support personal, family, and community health.

Skills for this content area are not identified until grade one.