

Grade K

Adopted 2011

Students will comprehend concepts related to health promotion and disease prevention to enhance health.

1-E-1. Identify that healthy behaviors affect personal health. 1-E-1

1. Identify major body parts (e.g., stomach, ears, eyes). 1-E-1.1
 2. List personal health behaviors (e.g., hand washing, teeth brushing). 1-E-1.2
 3. Name a variety of healthy foods. 1-E-1.3
 4. Explain why a variety of foods are necessary for good health. 1-E-1.4
 5. Describe why a healthy breakfast is important. 1-E-1.5
 6. Identify healthy snacks and beverages. 1-E-1.6
 7. List ways to be physically active. 1-E-1.7
 8. Explain the importance of sleep and rest. 1-E-1.8
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1-E-2. Recognize that there are multiple dimensions of health (social, emotional, and physical). 1-E-2

1. Describe one's own physical characteristics. 1-E-2.1
 2. Review similarities and differences between self and others. 1-E-2.2
 3. State characteristics that make each individual unique. 1-E-2.3
 4. Identify a variety of emotions (e.g., angry vs. sad, happy vs. excited). 1-E-2.4
 5. Identify appropriate ways to express emotion. 1-E-2.5
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1-E-3. Identify the prevention and treatment of communicable and non-communicable diseases. 1-E-3

1. List common illnesses and diseases (e.g., colds, flu, and asthma). 1-E-3.1
 2. Practice ways to prevent diseases and other health problems. 1-E-3.2
 3. Describe germs and why they can be harmful. 1-E-3.3
 4. Review effective dental and personal hygiene practices. 1-E-3.4
 5. Explain why medicines are used for illnesses and diseases such as asthma. 1-E-3.5
 6. Recognize that medicines should only be taken with adult supervision. 1-E-3.6
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1-E-4. Identify risky behaviors and ways to avoid and reduce them. 1-E-4

1. Describe how to get on and off a school bus safely. 1-E-4.1

2. Explain how rules at home and school can help keep one safe. 1-E-4.2
 3. Identify ways injuries can be prevented (e.g., seatbelt, playground, street, water). 1-E-4.3
 4. Distinguish between appropriate and inappropriate touch. 1-E-4.4
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Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

2-E-1. Identify how family and culture influence personal health practices and behaviors. 2-E-1

1. State roles and responsibilities of family members. 2-E-1.1
 2. List ways family can help promote well-being. 2-E-1.2
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2-E-2. Describe how peers influence personal health behaviors. 2-E-2

1. Review that everyone has unique talents and interests they can share. 2-E-2.1
 2. Identify how friends can affect health behaviors. 2-E-2.2
 3. State how schools promote good health. 2-E-2.3
 4. Discuss the importance of respect and getting along with others. 2-E-2.4
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2-E-3. Explain how media influence thoughts, feelings and health behaviors. 2-E-3

1. List examples of media (e.g., television, radio, internet, signs/billboards, advertisements). 2-E-3.1
 2. Recognize that not all products advertised or sold are healthy choices. 2-E-3.2
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Students will demonstrate the ability to access valid information, products and services to enhance health.

3-E-1. Identify sources of valid health information. 3-E-1

1. Identify characteristics of a trusted adult at home, school or in the community. 3-E-1.1
 2. List trusted adults who can help in an emergency situation. 3-E-1.2
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3-E-2. Demonstrate the ability to locate resources for health-promoting products and services. 3-E-2

1. Identify people who are sources of valid health information and health-promoting products and services (e.g., trusted adults, doctor, police, teacher). 3-E-2.1
 2. Discuss how to get help from trusted adults in a health emergency (e.g., dial 911, firefighters, police, teachers, family). 3-E-2.2
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3-E-3. Explain how media influence the selection of health information, products and services. 3-E-3

1. Recognize how television programs, websites and magazines/books influence one's health choices. 3-E-3.1
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Students will demonstrate the ability to use interpersonal

4-E-1. Use effective communication skills. 4-E-1

1. Speak clearly and directly to express needs and emotions. 4-E-1.1

communication skills to enhance health and avoid or reduce health risks.

2. Review verbal and non-verbal forms of communication. 4-E-1.2
3. Use active listening skills in everyday situations. 4-E-1.3
4. Recognize that others have needs and feelings. 4-E-1.4

4-E-2. Demonstrate healthy ways to communicate needs, wants and feelings through verbal and non-verbal communication. 4-E-2

1. Use effective communication (I-messages) to communicate emotions and needs. 4-E-2.1
2. Use words to identify emotions and communicate needs. 4-E-2.2
3. Describe and practice situations when it is appropriate to use "please," "thank you," "excuse me," and "I'm sorry." 4-E-2.3
4. Tell when to seek help from a trusted adult (e.g., fire, if threatened, crossing the street). 4-E-2.4

Students will demonstrate the ability to use decision-making skills to enhance health.

5-E-1. Discuss the steps of effective decision-making. 5-E-1

1. Discuss how to make healthy decisions (choices). 5-E-1.1
2. Demonstrate making simple decisions (choices). 5-E-1.2

5-E-2. Identify situations when a health-related decision is needed. 5-E-2

1. Recognize choices or decisions that could affect one's health. 5-E-2.1
2. List a range of choices that could affect one's health (e.g., healthy foods - grow strong, taking medicines - get well, going to bed on time - feel good in the morning). 5-E-2.2

5-E-3. Apply a decision-making process to address personal health issues and problems. 5-E-3

1. Distinguish between decisions that can be made on one's own and decisions that require the help of a trusted adult. 5-E-3.1

5-E-4. Demonstrate refusal skills to enhance health. 5-E-4

1. Recognize that other people can influence choices. 5-E-4.1
2. Review that it is all right to say no to choices that are unsafe or unhealthy. 5-E-4.2

Students will demonstrate the ability to use goal setting skills to enhance health.

6-E-1. Use goal setting to enhance health. 6-E-1

1. Describe what a goal is. 6-E-1.1
2. List healthy goals (e.g., to eat more fruit and veggies, to exercise daily, to brush teeth, to wash hands). 6-E-1.2
3. Identify ways that parents and trusted adults can help meet a goal. 6-E-1.3

6-E-2. Establish personal health goals and track progress towards achievement. 6-E-2

1. Create and work toward a simple health enhancing goal (to choose healthy snacks daily, to exercise daily, to play safely and to remain injury free on playground). 6-E-2.1
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Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

7-E-1. Demonstrate healthy practices and behaviors to maintain or improve personal health. 7-E-1

1. Identify healthy practices in one's daily routine (e.g., nutrition, fitness, safety, conflict resolution). 7-E-1.1
 2. Illustrate how healthful behavior choices can help maintain health. 7-E-1.2
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7-E-2. Demonstrate behaviors that avoid or reduce health risks. 7-E-2

1. Describe how following rules can help keep one safe. 7-E-2.1
 2. Practice using effective communication skills to avoid or reduce health risks. 7-E-2.2
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Students will demonstrate the ability to advocate for personal, family and community health.

8-E-1. Define advocacy. 8-E-1

1. Review examples of advocacy. 8-E-1.1
 2. Tell others how to be healthy. 8-E-1.2
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8-E-2. Demonstrate the ability to communicate information that promotes positive health choices. 8-E-2

1. Practice making healthy choices. 8-E-2.1
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8-E-3. Encourage peers and family to make positive health choices. 8-E-3

1. Identify ways to encourage others to make positive health choices. 8-E-3.1
2. Describe positive ways to show care, consideration and concern for others. 8-E-3.2