

Grade K

Adopted 2009

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

1: Identify/describe/understand the relationships between personal health behaviors and individual well-being:

1. Describe how personal choices relate to health and how the consequences of those choices affect self and others (e.g., smoking, lack of physical activity, nutrition, personal hygiene, personal safety);
2. Describe characteristics of healthy and unhealthy relationships (e.g., describe the unique differences of self and others); and
3. Describe what is meant by good personal hygiene (e.g., describe the importance of hand washing in disease prevention).

2: Identify examples of mental, emotional, social and physical health during childhood:

1. Recognize different emotions;
2. Identify compassionate behavior and its relationship to diversity (e.g., bullying, disabilities, other special needs);
3. Identify the differences between safe and unsafe situations (e.g., bullying, good touch/bad touch, alcohol, tobacco, other drugs, food contamination); and
4. List positive health choices and activities that promote health and help prevent diseases.

3: Describe the basic structure and functions of the human body systems:

1. Identify the effects of lifestyle choices on body systems (e.g., alcohol, tobacco, other drugs, second-hand smoke, food, physical activity);
2. Describe how stress and emotions affect the body systems; and
3. Utilize correct terminology for the human body.

4: Describe how physical, social and emotional environments influence personal health:

1. Recognize the behaviors that could affect other people (e.g., smoking, drinking, physical activity, nutrition);
 2. Identify the differences between safe and unsafe situations (e.g., bullying, good touch/bad touch, alcohol, tobacco, other drugs, food contamination, poisonous substances);
 3. Know how to access help (e.g., dial 911 in an emergency, trusted adult); and
 4. Recognize the influences of media and peer pressure on health.
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5: Identify common health issues of children:

1. Name common physical health issues of children in same age group (e.g., intentional and unintentional injury, personal hygiene);
 2. Name common social health issues of children in same age group (e.g., peer pressure, relationships);
 3. Name common emotional health issues of children in same age group (e.g., effects of bullying, when family member is sick, sadness, domestic violence); and
 4. Name common environmental health issues that affect children in same age group (e.g., second-hand smoke, litter, noise).
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6: Identify health problems that should be detected and treated early and explain how childhood injuries and illnesses can be prevented or treated:

1. Identify symptoms of illness (e.g., runny nose, coughing, fever, stomachache, sadness);
 2. List individuals that can help with detecting and treating childhood injuries and illnesses (e.g., parent, grandparent, teacher, counselor, nurse, doctor);
 3. Identify the benefits of following the directions of health care providers;
 4. List safety rules for different situations (e.g., playground safety, bus safety, classroom rules); and
 5. Describe the importance of taking personal responsibility for actions.
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Students will demonstrate the ability to access valid health information and health promoting products and services. Students will:

1: Identify characteristics of valid health information and health promoting products and services:

- Recognize safe and unsafe products in the home and community (e.g., bleach vs. milk, used needles);
2. Identify appropriate adults to talk to regarding health and safety issues; and
3. Recognize health-promoting products and services (e.g., food choices, community services, physical activity).

2: Demonstrate the ability to locate resources from home, school and community that provide valid health information:

1. Recall own address and phone number; identify safe adults (e.g., parent, teacher, doctor, dentist, nurse, counselor, appropriate adult); and
2. Recognize unsafe environments/situations.

3: Explain how the media influences the selection of health information, products and services:

1. Recognize that media messages may be misleading;

4: Demonstrate the ability to locate school and community health helpers:

1. Recognize safety officials (e.g., police, fire, security, crossing guard); and
2. Identify safe adults (e.g., parent, teacher, doctor, dentist, nurse, counselor, appropriate adult).

Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks. Students will:

1: Identify responsible health behaviors:

List responsible health behaviors (e.g., washing hands, brushing teeth, exercise);

2: Identify personal health needs:

1. Identify where to go when you don't feel good (e.g., parent, teacher, school nurse);
2. Recognize the importance of hygiene (e.g., washing hands to avoid colds); and
3. Identify personal safety rules (e.g., don't push others, playground safety, don't go with strangers).

3: Compare behaviors that are safe to those that are risky or harmful:

1. List safety rules; and
2. List safe and unsafe situations.

4: Demonstrate strategies to improve or maintain personal health:

1. Identify ways to improve or maintain personal health in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being (e.g., eat fruits and vegetables, exercise, don't smoke).

5: Develop injury prevention and management strategies for personal health:

1. Identify substances that are unsafe to touch (e.g., blood, bleach, needles); and
2. Practice safety rules at home, in school and in the community.

6: Demonstrate ways to avoid and reduce threatening situations:

1. List situations that may be dangerous; and
2. List trusted adults to go to when faced with a dangerous situation.

7: Apply skills to manage stress:

1. Practice stress management skills (e.g., daily physical activity, singing, being read to).
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Students will analyze the influence of culture, media, technology and other factors on health. Students will:

1: Describe how cultures within the local community influence personal health behaviors:

1. List similarities and differences in cultures within the community; and
 2. List how the media and culture portray gender roles (e.g., pink=girls, blue=boys, short hair vs. long hair, different toys).
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2: Explain how media influences thoughts, feelings and health behaviors:

1. List different forms of media (e.g., television, newspaper, magazines, radio);
 2. List the purposes for media (e.g., entertain, sell products, promote services);
 3. Understand that not all media messages are true; and
 4. Understand how media influences feelings and thoughts.
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3: Describe ways technology can influence personal health:

1. List different forms of technology (e.g., computers, video games, microwaves, cell phones);
 2. List the purposes for technology (e.g., convenience, entertainment, selling products, promoting services); and
 3. Understand that technology affects how we live.
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4: Explain how information from school and family influences health:

1. List health messages that families give in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being (e.g., what types of snacks you eat at home, stranger danger, family activities).
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Students will demonstrate the ability to use interpersonal communication skills to enhance health. Students will:

1: Distinguish between verbal and non-verbal communication:

1. Describe the differences between verbal and non-verbal communication;
 2. Understand that people communicate in different ways; and
 3. Recognize different feelings and the verbal and non-verbal forms of communication associated with them.
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2: Describe characteristics needed to be a responsible friend and family member:

1. List characteristics of behaviors that are healthy; and
2. Identify actions to help friends make healthy decisions.

3: Demonstrate positive ways to express needs, wants and feelings:

1. Identify feelings associated with different situations (e.g., conflict - frustration/satisfaction; birthday - happy/excited); and
 2. Identify how to express feelings in a positive way.
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4: Demonstrate ways to communicate care, consideration and respect of self and others:

1. Demonstrate the ability to use "I" statements.
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5: Demonstrate attentive listening skills to build and maintain health-enhancing relationships:

1. Understand the importance of letting people speak without interruption;
 2. Understand when it is appropriate to interrupt for health needs; and
 3. Recognize when someone is telling you to do something that is wrong.
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6: Demonstrate refusal skills and explain why they are important to enhance health:

1. Identify refusal skills in the areas related to sexuality (e.g., good touch/bad touch); nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well being.
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7: Differentiate between negative and positive behaviors used in conflict situations:

1. List the differences between negative and positive behaviors; and
 2. List situations that cause conflict.
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8: Demonstrate non-violent strategies to resolve conflicts:

1. List non-violent strategies to resolve conflict;
 2. List situations that cause conflict;
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Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.

Students will:

1: Demonstrate the ability to apply a decision-making process to health issues and problems:

1. List steps in the decision-making process.
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2: Explain when to ask for assistance in making health-related decisions and setting health goals:

List examples of when it is appropriate to ask for help in making health-related decisions (e.g., when you are lost, when being bullied);

3: Predict outcomes of positive health decisions:

1. List consequences of actions (e.g., wearing a seat belt will help avoid injuries if in a car accident).

4: Set a personal health goal and track progress toward achievement:

1. List what personal health goals are appropriate for your age (e.g., wash hands, wear seat belts).
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Students will demonstrate the ability to advocate for personal, family, peer and community health. Students will:

1: Describe a variety of methods to convey accurate health information and ideas:

1. List ways to convey accurate health information and ideas (e.g., storytelling, talking to a health professional).
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2: Express information and opinions about health issues:

1. Be able to express feelings to others (e.g., when they are sick, feel unsafe).
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3: Identify community agencies/resources that advocate for healthy individuals, families, peers and communities:

1. Identify appropriate adults to go to for health issues (e.g., who is a safe adult to go to when you are being bullied).
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4: Demonstrate the ability to influence and support others in making health-enhancing choices:

1. List positive health choices.