Rhode Island Health Education

Grades K, 1, 2, 3, 4

Adopted 2010

Students will understand the concepts related to health promotion and disease prevention as a foundation for a healthy life.	1. **Describe relationships between personal health behaviors and individual well being.** 2. **Identify indicators of mental, emotional, social and physical health during childhood.** 3. **Describe the basic structure and functions of the human body systems.** 4. **Describe how physical, social, emotional and family environments influence personal health.** 5. **Identify common health problems of children.** 6. **Identify health problems that should be detected and treated early.** 7. **Explain how childhood injuries and illnesses can be prevented or treated.**
Students will demonstrate the ability to access valid health information and health promoting products and services.	1. **Identify characteristics of valid health information and health-promoting products and services.** 2. **Demonstrate the ability to locate resources from home, school and community that provide valid health information.** 3. **Explain how media influences the selection of health information, products and services.** 4. **Demonstrate the ability to locate school and community health helpers.** 5. **Describe the relationship between health products and services and money.** 6. **Identify situations requiring professional health services.** 7. **Identify different kinds of health providers.**
Students will demonstrate the ability to practice health-en an	1. **Identify responsible health behaviors.** 2. **Identify personal health needs and health habits.** **Compare behaviors that are safe to those that are risky or harmful.**

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	4. Demonstrate strategies to improve or maintain personal health.
	5. Develop injury prevention and management strategies for personal health.
	6. Identify and demonstrate ways to avoid and reduce threatening situations.
	7. Recognize stressful situations and identify appropriate ways to manage them.
Students will analyze the influence of culture, media, technology and other factors on health.	1. Demonstrate awareness of the influence of culture upon personal health behaviors.
	2. Explain how media influences thoughts, feelings, and health behaviors.
	3. Describe ways technology can influence personal health.
	4. Explain how information from school and family influences health.
Students will demonstrate the ability to use interpersonal communication skills to enhance health.	1. Distinguish between verbal and non-verbal communication.
	2. Describe characteristics needed to be a responsible friend and family member.
	3. Demonstrate healthy ways to express needs, wants, and feelings.
	4. Demonstrate ways to communicate care, consideration and respect of self and others.
	5. Explain attentive listening skills needed to build and maintain healthy relationships.
	6. Demonstrate refusal skills needed to enhance health.
	7. Differentiate between negative and positive responses to conflict situations.
	8. Demonstrate non-violent strategies to resolve conflicts.
Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.	1. Apply a decision-making process to health issues and problems.
	2. Explain when it is appropriate to ask for assistance in making health-related decisions and setting healthy goals.
	3. Predict outcomes of specific health decisions.
	4. Set a personal health goal and track progress toward its achievement.
	5. Recognize that everyone has personal strengths and needs.
Sti de to	Discuss accurate information and express opinions about health issues.
	2. Describe a variety of methods that convey accurate health information and ideas.

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personal, family, community and environmental health.	3. **Identify community agencies that advocate for healthy individuals, families, communities and the environment** 4. **Demonstrate the ability to influence and support others in making positive health choices.** 5. **Demonstrate the ability to work cooperatively when advocating for healthy individuals, families and schools.**