South Carolina Health and Safety Education

Grade K

Adopted 2017

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

1. **Define the terms drug and medicine.** D-K.1.1
2. **Distinguish between medicines and other substances that may look like medicines.** D-K.1.2
3. **Identify ways that alcohol, tobacco, and other drugs (ATOD) and medicines can be helpful or harmful.** D-K.1.3
4. **Identify warning symbols on medicines, household cleaners, and yard chemicals.** D-K.1.4
5. **Explain ways to identify safe adults from whom children can safely take medicine.** D-K.1.5

1. **Name the major body parts.** G-K.1.1
2. **Name the five senses and describe what they do.** G-K.1.2
3. **Name ways children grow and change, mentally, emotionally, socially, and physically.** G-K.1.3
4. **Explain how families are alike and different (e.g., several brothers and/or sisters; only one child; one parent working outside the home; a grandparent living in the home; pets or no pets).** G-K.1.4

1. **Identify ways to prevent common childhood injuries at home (e.g., falling down the stairs, drinking an unknown substance, finding a gun), school (e.g., climbing on playground equipment), or in the environment (running across the street, riding a bicycle, swimming, walking in a rainstorm, approaching an unknown animal).** I-K.1.1
2. **Identify when to call 911 with a specific emergency situation.** I-K.1.2
3. **Name ways to stay safe and set and respect boundaries around others (e.g., family, peers, friends, acquaintances, strangers).** I-K.1.3
4. **Explain what a person should do to deal with a minor injury (e.g., cut, scrape, and nosebleed).** I-K.1.4

Skip to main content

Define different feelings (e.g., happy, sad, angry). M-K.1.1

	1. Explain why the body needs food, including breakfast, and water. N-K.1.1
	2. Define the terms healthy foods. N-K.1.2
	3. Explain why the body needs daily physical activity. N-K.1.3
	1. Define the term germs. P-K.1.1
	2. Define the terms health, health behaviors, health checkups, and health risks. P-K.1.2
	3. Name behaviors that affect personal health (e.g., bathing; washing hands; eating healthy foods). P-K.1.3
	4. Explain why it is important to brush the teeth and go to a dentist. P-K.1.4
	5. Explain why getting enough sleep is important. P-K.1.5
Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.	1. Identify ways that family and friends can help a person stay safe and avoid injury. I-K.2.1
	2. Discuss ways to stay safe online. I-K.2.2
	1. Identify how family and friends influence healthy food choices. N-K.2.1
	1. Identify how the family influences personal health practices and behaviors. P-K.2.1
Students will demonstrate the ability to access valid information, products, and services to enhance health.	1. Identify community helpers and safe adults who can help them stay safe in a variety of situations (e.g., using electronic devices; dealing with personal feelings). I-K.3.1
	1. Discuss why medical checkups and dental checkups are needed for a person to stay healthy. P-K.3.1
Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.	1. Demonstrate ways to say "no" to alcohol and tobacco. D-K.4.1
	1. Demonstrate how to make an emergency phone call. I-K.4.1
	2. Explain ways to identify safe adults in order to tell when someone is in need of help, feels threatened, or has been harmed. I-K.4.2
	1. Name and demonstrate healthy ways to express needs, wants, and feelings. M-K.4.1
Students will de to skills to enhance health.	1. Identify situations that require action to protect personal safety at home and in the community. I-K.5.1

Skip to main content

	2. **Identify situations that require action to protect personal safety online (e.g., never put any identification or pictures online).** I-K.5.2
	3. **Describe situations that require action to protect personal safety on the playground (e.g., following the rules).** I-K.5.3
	1. **Demonstrate the ability to cooperate with others (e.g., sharing, listening, taking turns).** M-K.5.1
	2. **Discuss potential dangers of secret keeping and who to tell if a secret makes you uncomfortable.** M-K.5.2
	1. **Demonstrate steps taken when selecting healthy foods.** N-K.5.1
Students will demonstrate the ability to use goal-setting skills to enhance health.	1. **Set a goal to be active at recess.** N-K.6.1
	2. **Set a goal to reduce screen time.** N-K.6.2
	1. **Set a goal to brush teeth twice a day.** P-K.6.1
Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.	1. **Describe fire safety rules for home and school (e.g., do not play with fire; listen to your smoke alarm; get out of the burning building and go to your safe meeting place; tell an adult about the fire; if clothing is on fire, stop, drop, and roll).** I-K.7.1
	2. **Demonstrate ways to be safe as a pedestrian (e.g., bicycle safety, crossing the road) and as a passenger in a car and in a bus (e.g., wearing a seatbelt; using a car seat; following the rules on the bus) or using recreational equipment (e.g., wearing helmets).** I-K.7.2
	1. **Identify practices that promote personal health (e.g., washing hands, brushing teeth, combing hair) and practices that prevent the spread of disease (e.g., covering coughs and sneezes).** P-K.7.1