Vermont Health

Grades Pre-K, K, 1, 2

Adopted 2008

Alcohol, Tobacco, and Other Drugs (ATOD)

HE1: Self Management - Students will understand how to reduce their health risks through the practice of healthy behaviors.

a. Demonstrate strategies to stay safe around medicines, drugs, and unknown substances, including how to avoid exposure to second-hand smoke.

HE2: Core Concepts - Students will show an understanding of health promotion and disease prevention concepts.

a. Identify healthy behaviors and choices (e.g., rules for safe use of medicines at home and school).

b. Explain that tobacco comes in a variety of forms and contains harmful chemicals including nicotine that is harmful to health and addictive.

c. Identify habits that affect health (e.g., impact of tobacco on their health, both using tobacco and being exposed to second-hand smoke).

d. Identify household products that are harmful if touched, ingested or inhaled.

HE4: Accessing Information - Students will demonstrate the ability to access valid information and/or resources about health issues, services and products.

a. Identify trusted individuals in the home, school, and community who can provide help and/or accurate information about medicines, tobacco, alcohol or other unknown substances.

HE5: Interpersonal Communication - Students will demonstrate use of skillful communication to contribute to better health for themselves, their families, and the community.

a. Use effective verbal and nonverbal communication skills to express needs, wants, and feelings (e.g., asking for help, saying no).

b. Express information and opinions to encourage others to make positive health choices to be alcohol and tobacco free.

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Family, Social and Sexual Health (FSSH)	**HE1: Self Management - Students will understand how to reduce their health risks through the practice of healthy behaviors.** a. Describe ways to be responsible in school and at home, as a family member, classmate or friend. b. Demonstrate healthy ways to cope with change that may occur in families (e.g., pregnancy, birth, marriage, divorce, relocation, death). **HE2: Core Concepts - Students will show an understanding of health promotion and disease prevention concepts.** a. Identify the roles and responsibilities of family members. b. Identify the stages of the life cycle from infancy to old age. c. Identify ways to show respect for diversity (e.g., individual differences, diverse family structures). **HE4: Accessing Information - Students will demonstrate the ability to access valid information and/or resources about health issues, services and products.** a. Identify trusted individuals in the home, school, and community, who can provide help with health issues. **HE5: Interpersonal Communication - Students will demonstrate use of skillful communication to contribute to better health for themselves, their families, and the community.** a. Use effective verbal and nonverbal communication skills to express ideas, needs, wants, and feelings (e.g., making friends; giving and accepting compliments or statements of appreciation). b. Demonstrate ways to communicate care, consideration, and respect of self and others. **HE7: Decision Making - Students demonstrate the ability to make decisions that lead to better health.** a. Explain when assistance is needed in making health-related decisions (e.g., tattling vs. getting help). b. Identify people who can help make decisions and solve problems.
Mental and Emotional Health (MEH)	**HE1: Self Management - Students will understand how to reduce their health risks through the practice of healthy behaviors.** a. Apply effective ways to handle emotions (e.g., fear, anger, happiness, sadness, frustration). b. Demonstrate ways to show respect for feelings, rights, and property of others. **HE2: Core Concepts - Students will show an understanding of health promotion and disease prevention concepts.** a. Describe what respect is and why it is important.

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b. Describe a variety of feelings and the importance of expressing them in appropriate ways.

HE4: Accessing Information - Students will demonstrate the ability to access valid information and/or resources about health issues, services and products.

a. Identify trusted individuals in the home, school, and community who can provide help with troublesome feelings and solving problems.

HE5: Interpersonal Communication - Students will demonstrate use of skillful communication to contribute to better health for themselves, their families, and the community.

a. Use effective verbal and nonverbal communication skills to express ideas, needs, wants, and feelings.

b. Demonstrate ways to communicate care, consideration, and respect for self and others (e.g., making friends, giving and receiving compliments).

HE7: Decision Making - Students demonstrate the ability to make decisions that lead to better health.

a. Explain when assistance is needed in making health-related decisions.

b. Predict outcomes of positive health decisions.

Nutrition and Physical Activity (NPA)

HE1: Self Management - Students will understand how to reduce their health risks through the practice of healthy behaviors.

a. Select a variety of foods that can be eaten for healthy snacks.

b. Create a list of foods that should be limited.

c. Identify a variety of physical activities that are personally enjoyable.

HE2: Core Concepts - Students will show an understanding of health promotion and disease prevention concepts.

a. Identify habits that are healthy and reduce the risk of disease (e.g., healthy food choices, regular physical activity, drinking water, adequate sleep and rest).

b. Explain the importance of eating a variety of nutrient-rich foods.

c. Identify a variety of nutritious food choices.

d. Identify a variety of ways to be physically active and raise heart rate.

HE3: Analyzing Influences - Students will show understanding of how culture, media, peers, family, and other factors influence healthy behaviors.

a. Explain how culture, media, peers, family and other factors influence eating behaviors and physical activity.

HE5: Interpersonal Communication - Students will demonstrate use of skillful communication to contribute to better health for themselves, their families, and the community.

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a. Demonstrate appropriate communication skills when asking adults/caretakers to offer healthy foods and time for physical activity.

HE6: Goal Setting - Students will demonstrate the ability to set personal goals to enhance health.

a. Set a short-term personal health goal for healthy eating and physical activity.

HE7: Decision Making - Students demonstrate the ability to make decisions that lead to better health.

a. Explain when assistance is needed in making health-related decisions (e.g., family members and other adults help students make healthy food choices).

Personal Health and Wellness (PHW)

HE1: Self Management - Students will understand how to reduce their health risks through the practice of healthy behaviors.

a. Demonstrate the skills to promote health and reduce the spread of germs (e.g., proper hand washing, proper tooth brushing techniques).

HE2: Core Concepts - Students will show an understanding of health promotion and disease prevention concepts.

a. Identify basic personal hygiene habits required to maintain health (e.g., caring for teeth, gums, eyes, ears, nails).

b. Recognize the signs and symptoms of common illnesses (e.g., fever, rashes, coughs, congestion, wheezing).

HE4: Accessing Information - Students will demonstrate the ability to access valid information and/or resources about health issues, services and products.

a. Identify community health service providers (e.g., dentists, nurses, physicians, paramedics, who can provide help with personal health issues).

HE5: Interpersonal Communication - Students will demonstrate use of skillful communication to contribute to better health for themselves, their families, and the community.

a. Use effective communication skills to encourage others to make positive choices for personal health and wellness.

Violence and Injury Prevention (VIP)

HE1: Self Management - Students will understand how to reduce their health risks through the practice of healthy behaviors.

a. Demonstrate safety skills for a variety of situations, including safe pedestrian behaviors, fire or other emergency, use of safety/protective gear in recreation, precautions around water and dangerous objects/weapons.

b. Demonstrate the ability to apply rules and actions to use in a situation when weapons or dangerous objects may be present.

c. Describe dangerous and risky situations that need to be reported to an adult.

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d. Apply strategies to avoid or get away from situations that threaten personal safety.

e. Demonstrate basic first aid and how to call 911 to get help in emergencies.

HE2: Core Concepts - Students will show an understanding of health promotion and disease prevention concepts.

a. Differentiate between safe and risky behaviors.

b. Identify safety practices for home and school (e.g., rules for pedestrian and traffic safety, fire, weather, water, recreation safety).

c. Identify safety hazards that may exist in home/school (e.g., medicines, household products, unknown substances) and potentially dangerous objects/weapons (e.g., matches, broken glass, knives, guns).

d. Identify safe behaviors around strangers (e.g., not getting in cars or taking treats from strangers).

e. Distinguish between appropriate and inappropriate touch.

f. Describe routines to follow in emergency situations (e.g., fire, lockdown drills, calling 911).

g. Explain the difference between tattling and reporting bullying or aggression.

HE4: Accessing Information - Students will demonstrate the ability to access valid information and/or resources about health issues, services and products.

a. Identify trusted individuals in the home, school, and community who can provide help with safety issues.

HE5: Interpersonal Communication - Students will demonstrate use of skillful communication to contribute to better health for themselves, their families, and the community.

a. Demonstrate verbal and nonverbal ways to ask trusted adults for help, including how to report unsafe, scary, or hurtful situations in the home, school or community.

b. Demonstrate ways to refuse or report inappropriate touch.

c. Demonstrate what to say and do when witnessing bullying or other potentially violent situations.