

# Grade K

Adopted 2008

## Nutrition and Physical Activity

### **1: Essential Concepts - All students will comprehend essential concepts related to enhancing health.**

- N. Name a variety of healthy foods and explain why they are necessary for good health. **1.1.N**
- N. Identify a variety of healthy snacks. **1.2.N**
- N. Describe the benefits of being physically active. **1.3.N**
- N. Recognize the importance of a healthy breakfast. **1.4.N**

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### **2: Analyzing Influences - All students will demonstrate the ability to analyze internal and external influences that affect health.**

- N. Recognize that not all products advertised or sold are good for them. **2.1.N**

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### **3: Accessing Valid Information - All students will demonstrate the ability to access and analyze health information, products, and services.**

Skills for this content area are not identified until grade two.

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### **4: Interpersonal Communication - All students will demonstrate the ability to use interpersonal communication skills to enhance health.**

- N. Explain how to ask family members for healthy food options. **4.1.N**

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### **5: Decision Making - All students will demonstrate the ability to use decision-making skills to enhance health.**

- N. Describe ways to participate regularly in active play and enjoyable physical activities. **5.1.N**

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### **6: Goal Setting - All students will demonstrate the ability to use goal-setting skills to enhance health.**

Skills for this content area are not identified until grade two.

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### **7: Practicing Health-Enhancing Behaviors - All students will demonstrate the ability to practice behaviors that reduce risk and promote health.**

- N. Select nutritious snacks. **7.1.N**
- N. Plan a nutritious breakfast. **7.2.N**
- N. Choose healthy foods in a variety of settings. **7.3.N**

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**8: Health Promotion - All students will demonstrate the ability to promote and support personal, family, and community health.**

Skills for this content area are not identified until grade two.

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**Growth and Development**

**1: Essential Concepts - All students will comprehend essential concepts related to enhancing health.**

- G. Explain that living things grow and mature. 1.1.G
  - G. Describe their own physical characteristics. 1.2.G
  - G. Name ways in which people are similar and ways in which they are different. 1.3.G
  - G. Identify trusted adults who promote healthy growth and development (e.g., physicians, nurses, dentists, and optometrists). 1.4.G
  - G. Name body parts and their functions. 1.5.G
  - G. Name and describe the five senses. 1.6.G
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**Injury Prevention and Safety**

**1: Essential Concepts - All students will comprehend essential concepts related to enhancing health.**

- S. Identify safety rules for the home, the school, and the community. 1.1.S
  - S. Identify emergency situations. 1.2.S
  - S. Explain ways to stay safe when riding in a bus or other vehicle. 1.3.S
  - S. Distinguish between appropriate and inappropriate touching. 1.4.S
  - S. Explain that everyone has the right to tell others not to touch his or her body. 1.5.S
  - S. Describe school rules about getting along with others. 1.6.S
  - S. Recognize the characteristics of bullying. 1.7.S
  - S. Identify ways to stay safe when crossing streets, riding a bicycle, or playing. 1.8.S
  - S. Recognize that anything may be poisonous or cause harm if used unsafely. 1.9.S
  - S. Identify people who are strangers and how to avoid contact with strangers. 1.10.S
  - S. Demonstrate how to ask trusted adults for help. 1.11.S
  - S. Define and explain the dangers of weapons. 1.12.S
  - S. Explain the importance of telling a trusted adult if you see or hear about someone having a weapon. 1.13.S
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**2: Analyzing Influences - All students will demonstrate the ability to analyze internal and external influences that affect health.**

Skills for this content area are not identified until grade one.

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**3: Accessing Valid Information - All students will demonstrate the ability to access and analyze health information, products, and services.**

S. Identify trusted adults who can help in emergency situations. 3.1.S

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**4: Interpersonal Communication - All students will demonstrate the ability to use interpersonal communication skills to enhance health.**

S. Demonstrate how to ask a trusted adult for help or call 9-1-1. 4.1.S

S. Show how to answer the phone in a safe way. 4.2.S

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**5: Decision Making - All students will demonstrate the ability to use decision-making skills to enhance health.**

S. Identify situations when it is necessary to seek adult help or call 9-1-1. 5.1.S

S. Role-play what to do if a stranger at home, in a car, or on the street approaches you. 5.2.S

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**7: Practicing Health-Enhancing Behaviors - All students will demonstrate the ability to practice behaviors that reduce risk and promote health.**

S. Follow rules for safe play and safety routines. 7.1.S

S. Show how to cross the street safely. 7.2.S

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**8: Health Promotion - All students will demonstrate the ability to promote and support personal, family, and community health.**

S. Show how to tell a trusted adult when you or a friend find a weapon. 8.1.S

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## **Alcohol, Tobacco, and Other Drugs**

**1: Essential Concepts - All students will comprehend essential concepts related to enhancing health.**

A. Explain why medicines are used. 1.1.A

A. Explain that medicines can be helpful or harmful. 1.2.A

A. Recognize that medicines should be taken only under the supervision of a trusted adult. 1.3.A

A. Recognize that some household products are harmful if ingested or inhaled. 1.4.A

A. Recognize that tobacco smoke is harmful to health and should be avoided. 1.5.A

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## Mental, Emotional, and Social Health

### **1: Essential Concepts - All students will comprehend essential concepts related to enhancing health.**

- M. Identify a variety of emotions. 1.1.M
  - M. Describe the characteristics of families. 1.2.M
  - M. Identify trusted adults at home and at school. 1.3.M
  - M. Describe characteristics that make each individual unique. 1.4.M
  - M. Describe and practice situations when it is appropriate to use "Please," "Thank you," "Excuse me," and "I'm sorry." 1.5.M
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### **2: Analyzing Influences - All students will demonstrate the ability to analyze internal and external influences that affect health.**

- M. Identify ways family and friends help promote well-being. 2.1.M
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### **3: Accessing Valid Information - All students will demonstrate the ability to access and analyze health information, products, and services.**

- M. Identify trusted adults at home and at school who can help with mental and emotional health concerns. 3.1.M
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### **4: Interpersonal Communication - All students will demonstrate the ability to use interpersonal communication skills to enhance health.**

- M. Show how to express personal needs and wants appropriately. 4.1.M
  - M. Cooperate and share with others. 4.2.M
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### **5: Decision Making - All students will demonstrate the ability to use decision-making skills to enhance health.**

Skills for this content area are not identified until grade two.

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### **6: Goal Setting - All students will demonstrate the ability to use goal-setting skills to enhance health.**

- M. Make a plan to help family members at home. 6.1.M
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### **7: Practicing Health-Enhancing Behaviors - All students will demonstrate the ability to practice behaviors that reduce risk and promote health.**

- M. Express emotions appropriately. 7.1.M
  - M. Describe positive ways to show care, consideration, and concern for others. 7.2.M
  - M. Discuss suicide-prevention strategies. 7.3.M
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### **8: Health Promotion - All students will demonstrate the ability to promote and support personal, family, and community health.**

- M. Encourage others when they engage in safe and healthy behaviors. 8.1.M
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## Personal and Community Health

### **1: Essential Concepts - All students will comprehend essential concepts related to enhancing health.**

- P. Identify effective dental and personal hygiene practices. 1.1.P
- P. Describe sun-safety practices. 1.2.P
- P. Define "germs." 1.3.P
- P. Explain why the transmission of germs may be harmful to health. 1.4.P
- P. Identify practices that are good for the environment, such as turning off lights and water, recycling, and picking up trash. 1.5.P

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### **2: Analyzing Influences - All students will demonstrate the ability to analyze internal and external influences that affect health.**

Skills for this content area are not identified until grade one.

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### **3: Accessing Valid Information - All students will demonstrate the ability to access and analyze health information, products, and services.**

- P. Identify health care workers who can help promote healthy practices. 3.1.P

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### **4: Interpersonal Communication - All students will demonstrate the ability to use interpersonal communication skills to enhance health.**

- P. Demonstrate how to ask for assistance with a health-related problem. 4.1.P

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### **5: Decision Making - All students will demonstrate the ability to use decision-making skills to enhance health.**

Skills for this content area are not identified until grade one.

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### **6: Goal Setting - All students will demonstrate the ability to use goal-setting skills to enhance health.**

Skills for this content area are not identified until grade one.

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### **7: Practicing Health-Enhancing Behaviors - All students will demonstrate the ability to practice behaviors that reduce risk and promote health.**

- P. Show effective dental and personal hygiene practices. 7.1.P
- P. Demonstrate ways to prevent the transmission of germs (e.g., washing hands, using tissues). 7.2.P

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### **8: Health Promotion - All students will demonstrate the ability to promote and support personal, family, and community health.**

Skills for this content area are not identified until grade one.