

Grades 1, 2, 3, 4

Adopted 2006

Core Concepts

1. Describe relationships between personal health behaviors and individual well-being [E.1.1](#)

2. Describe the interrelationship of mental, emotional, social and physical health during childhood; develop an appreciation of one's own body [E.1.2](#)

3. Describe the basic structure and functions of the human body systems using medically accurate terminology and specific functions of the body systems [E.1.3](#)

4. Explore how families can influence personal health [E.1.4](#)

5. Examine how physical, social and emotional environments influence personal health [E.1.5](#)

6. Identify health problems and illnesses that can be prevented or treated early [E.1.6](#)

7. Explain how childhood injuries can be prevented or treated [E.1.7](#)

8. Recognize how family history, individual decisions, and other risk factors are related to cause and prevention of disease and other health problems [E.1.8](#)

9. Define the terms communicable (infectious) and non-communicable (noninfectious) diseases and identify ways to help prevent disease (e.g. HIV/AIDS, diabetes, cancer, heart disease) [E.1.9](#)

10. Describe the physical and emotional changes that occur during puberty [E.1.10](#)

Accessing Health Information and Resources

1. Demonstrate the ability to locate valid health information, products and services [E.2.1](#)

2. Demonstrate the ability to locate resources from home, school and community that provide valid health information [E.2.2](#)

3. Describe factors that may influence the selection of health information, products and services [E.2.3](#)

4. Discuss ways to obtain information about human growth and development from family, school personnel, health professionals and other responsible adults [E.2.4](#)

Self-management of Healthy Behaviors

1. Identify responsible health behaviors [E.3.1](#)
2. List personal health needs [E.3.2](#)
3. Compare behaviors that are safe to those that are risky or harmful [E.3.3](#)
4. Demonstrate strategies to improve or maintain personal health by examining influences and rules that affect decisions [E.3.4](#)
5. Develop and practice safety techniques to avoid and reduce injury and disease [E.3.5](#)
6. Identify and practice skills to manage stress [E.3.6](#)

Analyzing Internal and External Influences

1. Describe how family and culture influence personal health behaviors [E.4.1](#)
2. Explain how media and technology influence personal and health behaviors [E.4.2](#)
3. Explain how family, school and peers influence personal health [E.4.3](#)
4. Identify and explain how the media may influence messages one may receive about body image [E.4.4](#)

Communication Skills

1. Practice verbal and nonverbal communication as a means of enhancing health [E.5.1](#)
2. Demonstrate characteristics needed to be a responsible individual within their group, school, family and community [E.5.2](#)
3. Describe emotions and how they can affect an individual's behavior [E.5.3](#)
4. Identify and demonstrate healthy ways to express needs, wants and feelings [E.5.4](#)
5. Identify, discuss and demonstrate ways to communicate care, consideration and respect for themselves and others without bias, abuse, discrimination or harassment based on, but not limited to, race, color, sex, religion, national origin, sexual orientation, ancestry, marital status, mental retardation, mental disorder and learning and/or physical disability [E.5.5](#)
6. Demonstrate active listening skills to build and maintain healthy relationships with peers and family members [E.5.6](#)
7. Demonstrate avoidance and refusal skills to enhance health [E.5.7](#)
8. Identify possible causes of conflict [E.5.8](#)

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- 9. Demonstrate family, peer, school and community strategies to prevent, manage and resolve conflicts and identify adults who might assist, when appropriate** E.5.9
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Decision-Making Skills

- 1. Demonstrate the ability to apply a decisionmaking process to enhance health** E.6.1
 - 2. Explain when to ask for assistance in making health-related decisions** E.6.2
 - 3. Predict outcomes of positive health decisions** E.6.3
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Goal-Setting Skills

- 1. Demonstrate the ability to apply the goalsetting process to enhance health** E.7.1
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Advocacy

- 1. Describe a variety of methods to convey accurate health information, concepts and skills** E.8.1
 - 2. Express opinions about health issues based on accurate health information** E.8.2
 - 3. Identify and describe community agencies that advocate for healthy individuals, families and communities** E.8.3
 - 4. Describe ways to encourage and support others in making positive health choices** E.8.4
 - 5. Identify ways to work cooperatively in small groups when advocating for healthy individuals, families and schools** E.8.5
 - 6. Demonstrate positive ways to show care, consideration and concern for others (e.g. persons living with HIV/AIDS, diabetes, cancer)** E.8.6
 - 7. Promote positive, healthy interpersonal relationships with respect and appreciation for each other** E.8.7
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Motor Skill Performance

- 1. Demonstrate developmentally mature form in the fundamental movement skills: locomotor, nonlocomotor and manipulative, in a closed environment (skills in isolation)** E.9.1
 - 2. Demonstrate simple applications combining locomotor, nonlocomotor and manipulative skills to participate in developmentally appropriate movement and fitness activities** E.9.2
 - 3. Explore and adapt fundamental movement skills in a variety of dynamic environments** E.9.3
 - 4. Acquire beginning skills for a few specialized movement forms** E.9.4
 - 5. Participate in a variety of modified games, developmentally appropriate tasks, activities, creative movement, dance and play** E.9.5
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Applying Concepts and Strategies

1. Demonstrate an understanding of what the body does, where the body moves, how the body performs the movement and relationships that occur in movement [E.10.1](#)
2. Recognize critical performance skill elements in self and others using movement vocabulary [E.10.2](#)
3. Demonstrate knowledge of rules, safety practices and procedures of specific activities [E.10.3](#)

Engaging in Physical Activity

1. Engage in a variety of moderate to vigorous developmentally appropriate physical activities on a regular basis [E.11.1](#)
2. Demonstrate an understanding of a variety of movements and how they affect the body [E.11.2](#)
3. Apply the understanding of physical activity concepts to developing movement sequences and game strategies [E.11.3](#)
4. Engage in appropriate physical activity during and outside of school that promotes the development and improvement of physical fitness level [E.11.4](#)

Physical Fitness

1. Demonstrate understanding of the relationship between activities and physical fitness components (e.g., cardiorespiratory endurance, muscular strength and endurance, flexibility, nutritional status and body composition) [E.12.1](#)
2. Recognize physiological indicators (e.g., heart rate, body temperature, perspiration, thirst) of exercise during and after physical activity [E.12.2](#)
3. Understand the results of formal fitness testing and correctly associate these results with overall physical fitness, nutritional levels and personal health status [E.12.3](#)
4. Maintain a wellness log including exercise and food intake for a set period of time [E.12.4](#)

Responsible Behavior

1. Understand, participate in the development of, and follow classroom rules; follow activity-specific rules, safety practices and procedures; and demonstrate etiquette and good sportsmanship in a variety of physical activity settings [E.13.1](#)
2. Work independently or cooperatively and productively with partners or in small groups to complete assigned tasks [E.13.2](#)
3. Demonstrate behaviors that are sensitive to individual differences (e.g., physical, gender, cultural/ethnic, social and emotional) that can affect group activities [E.13.3](#)
4. Develop skills needed for resolving conflicts peacefully [E.13.4](#)

Benefits of Physical Activity

- 1. Express and identify feelings about participating in physical activity and begin to make choices based on those feelings** E.14.1

- 2. Use physical activity as a means of selfexpression** E.14.2

- 3. Use physical activity as a positive opportunity for social and group interaction** E.14.3

- 4. Experience personal challenges through physical activity** E.14.4

- 5. Understand that practicing activities increases specific skill competence** E.14.5

- 6. Experiment with new physical activities** E.14.6