

# 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.
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**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.
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**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.
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**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).
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### **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).
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### **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.
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### **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.
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### **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.
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## 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.

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

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**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.

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**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).

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**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.

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**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.

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**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.

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**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.

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

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

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**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.

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**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).

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**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).

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**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).

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**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).

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**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.
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## 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.
  - 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.
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### **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.
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### **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.
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### **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.