

Grades Pre-K, K, 1, 2

Adopted 2011

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

Develop age-appropriate cognitive understanding of health promotion concepts to improve health behaviors.

A. Describe healthy behaviors.

1:1:A1. Describe ways to prevent common childhood accidents and injuries. **1:1:A1**

1:1:A2. Describe healthy behaviors that impact personal health. **1:1:A2**

1:1:A3. List ways to prevent communicable disease. **1:1:A3**

B. Apply knowledge of healthy behaviors.

1:1:B1. Describe why it is important to seek health care. **1:1:B1**

1:1:B2. Describe why it is important to participate in healthy behaviors. **1:1:B2**

1:1:B3. Use multiple dimensions of health (e.g., physical, social, environmental, and emotional) in everyday life. **1:1:B3**

Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

Know what an influence is and how it could affect behaviors.

A. List influences on health behaviors.

2:1:A1. Identify internal and external factors that may influence health behaviors. **2:1:A1**

B. Analyze various influences on health behaviors.

2:1:B1. Discuss how family, emotions, peers, and media can influence health behaviors. **2:1:B1**

Students will demonstrate the ability to access valid information and products and services to enhance health.

Identify individuals who provide valid health information to enhance health behaviors.

A. Identify where to get help to promote health.

3:1:A1. Identify trusted adults and professionals who can help promote health. **3:1:A1**

3:1:A2. Describe ways to locate school and community health individuals. **3:1:A2**

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Identify and apply effective interpersonal communication skills.

- A. Identify communication skills that can improve health and reduce health risks.
 - 4:1:A1. Identify ways to communicate. 4:1:A1
 - 1:A2. Identify ways to express needs, wants, and feelings. 4.1:A2
 - B. Apply communication skills that can improve health and reduce health risks.
 - 4:1:B1. Describe ways to respond when in an unwanted, threatening, or dangerous situation. 4:1:B1
 - 4:1:B2. Use refusal skills including firmly saying no and getting away from the situation. 4:1:B2
 - 4:1:B3. Explain how to communicate to a trusted adult if threatened or harmed. 4:1:B3
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Students will demonstrate the ability to use decision-making skills to enhance health.

Identify when a decision-making process is needed to choose a healthy option.

- A. List health situations where a decision-making process could be used.
 - 5:1:A1. Identify steps in the decision-making process. 5:1:A1
 - 5:1:A2. Provide an example of a situation when a health-related decision is needed to keep one safe. 5:1:A2
 - 5:1:A3. Create a decision-making plan with family members or trusted adult. 5:1:A3
 - B. Apply a decision-making process to various situations to enhance health.
 - 5:1:B1. Provide an example of when a health-related decision can be made individually. 5:1:B1
 - 5:1:B2. Provide an example of when assistance is needed to make a health-related decision. 5:1:B2
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Students will demonstrate the ability to use goal-setting skills to enhance health.

Know the parts of a personal health goal.

- A. List personal health goals.
 - 6:1:A1. Identify a personal health goal. 6:1:A1
 - 6:1:A2. Identify steps to achieve a goal. 6:1:A2
 - 6:1:A3. Discuss a health goal with a family member or trusted adult. 6:1:A3
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Students will demonstrate the ability to use health-enhancing behaviors and avoid or reduce health risks.

Demonstrate health-enhancing behaviors.

A. Demonstrate health-enhancing behaviors.

7:1:A1. Demonstrate health-enhancing practices and behaviors. These may include but are not limited to: proper hygiene, physical activity, and healthy eating. **7:1:A1**

7:1:A2. Demonstrate behaviors that avoid or reduce health risk. These may include but are not limited to: looking both ways before crossing the street, wearing a seat belt, wearing a bike helmet, and removing oneself from threatening situations. **7:1:A2**

Students will demonstrate the ability to advocate for personal, family, and community health.

Recognize the differences between health needs and personal wants.

A. Identify ways to express health needs and personal wants.

8:1:A1. Define health needs and personal wants. **8:1:A1**

8:1:A2. Express health needs and personal wants with family members or trusted adults. **8:1:A2**

B. Develop strategies to communicate personal differences between health needs and personal wants that affect health.

8:1:B1. Communicate knowledge of healthy and unhealthy behaviors to family members, trusted adults, or friends. **8:1:B1**

8:1:B2. Identify role models for healthy habits. **8:1:B2**

8:1:B3. Encourage friends and classmates to make healthy choices. **8:1:B3**