

Kindergarten Health Standards

	Standard 1 Essential Concepts	Standard 2 Analyzing Influences	Standard 3 Accessing Valid Information	Standard 4 Interpersonal Communication	Standard 5 Decision Making	Standard 6 Goal Setting	Standard 7 Practicing Health Enhancing Behaviors	Standard 8 Health Promotion	Instructional Resources
Alcohol, Tobacco, and Other Drugs (1 hour)	<p>A1. Explain why medicines are used. □</p> <p>A2. Explain that medicines can be helpful or harmful.□</p> <p>A3. Recognize that medicines should only be taken under the supervision of a trusted adult.□</p> <p>A4. Recognize that some household products are harmful if ingested or inhaled.□</p> <p>A5. Recognize that tobacco smoke is harmful to health and should be avoided.□</p>								<p><u>Required Curriculum</u> Too Good for Drugs</p> <p>Health Textbook</p>
Nutrition and Physical Activity (2 hours)	<p>N1. Name a variety of healthy foods and explain why they are necessary for good health.□</p> <p>N2. Identify a variety of healthy snacks.□</p> <p>N3. Describe the benefits of being physically active.□</p> <p>N4. Recognize the importance of a healthy breakfast.□</p>	<p>N5. Recognize that not all products advertised or sold are good for them.□</p>		<p>N6. Explain how to ask family members for healthy food options.□</p>	<p>N7. Describe ways to participate regularly in active play and enjoyable physical activity.□</p>		<p>N8. Select nutritious snacks.□</p> <p>N9. Plan a nutritious breakfast.□</p> <p>N10. Choose healthy foods in a variety of settings.□</p>		<p>Health Textbook</p>

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Growth and Development (2 hours)	<p>G1. Explain that living things grow and mature. □</p> <p>G2. Describe their own physical characteristics. □</p> <p>G3. Name ways in which people are similar and ways in which they are different.□</p> <p>G4. Identify trusted adults who promote healthy growth and development (e.g. physician, nurse, dentist, and optometrist).□</p> <p>G5. Name body parts and their functions.□</p> <p>G6. Name and describe the five senses.□</p>								Health Textbook
Mental, Emotional, and Social Health (2 hours)	<p>M1. Identify a variety of emotions.□</p> <p>M2. Describe the characteristics of families.□</p> <p>M3. List trusted adults at home and at school.□</p> <p>M4. Examine characteristics that make each individual unique.□</p> <p>M5. Describe and practice situations when it is appropriate to use “please,” “thank you,” “excuse me,” and “I am sorry.”□</p>	<p>M6. Identify ways family and friends help promote well-being.□</p>	<p>M7. Describe trusted adults at home and at school who can help with mental and emotional health concerns.□</p>	<p>M8. Show how to express personal needs and wants appropriately.□</p> <p>M9. Cooperate and share with others.□</p>		<p>M10. Make a plan to help family members at home.□</p>	<p>M11. Express emotions appropriately.□</p> <p>M12. Describe positive ways to show care, consideration, and concern for others.□</p>	<p>M13. Encourage others when they engage in safe and healthy actions.□</p>	Health Textbook
Personal and Community Health	<p>P1. Identify effective dental and personal hygiene practices.□</p> <p>P2. Describe sun safety practices. □</p> <p>P3. Define “germs.” □</p> <p>P4. Explain why the transmission of germs may be harmful to health. □</p> <p>P5. Identify practices that are good for the environment, such as turning off lights and water, recycling, and picking up trash. □</p>		<p>P6. Identify health care workers who can help promote healthful practices. □</p>	<p>P7. Demonstrate how to ask for assistance with a health-related problem. □</p>			<p>P8. Show effective dental and personal hygiene practices. □</p> <p>P9. Demonstrate ways to prevent the transmission of “germs” (e.g., washing hands, using tissues). □</p>		Health Textbook

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Injury Prevention and Safety (3 hours)	<p>S1. Identify safety rules for home, school, and community. □ Identify emergency situations.</p> <p>S2. Explain ways to stay safe when riding in a bus or other vehicle. □</p> <p>S3. Distinguish between appropriate and inappropriate touch. □</p> <p>S4. Explain that everyone has the right to tell others not to touch his or her body. □</p> <p>S5. Describe school rules about getting along with others. □</p> <p>S6. Recognize the characteristics of bullying. □</p> <p>S7. Identify way to stay safe when crossing the street, riding a bicycle, or playing. □</p> <p>S8. Recognize that anything may be poisonous or cause harm if used unsafely. □</p> <p>S9. Identify who is a stranger and how to avoid contact with a stranger. □</p> <p>S10. Demonstrate how to ask trusted adults for help. □</p> <p>S11. Define and explain the dangers of weapons. □</p> <p>S12. Explain the importance of telling a trusted adult if you see or have about someone having a weapon. □</p>		<p>S13. Identify trusted adults who can help in emergency situations. □</p>	<p>S14. Demonstrate how to ask a trusted adult for help or call 9-1-1. □</p> <p>S15. Show how to answer the phone in a safe way. □</p>	<p>S16. Identify situations in which to seek adult help or call 9-1-1. □</p> <p>S17. Role-play what to do if a stranger at home, car or on the street approaches you. □</p>		<p>S18. Follow rules for safe play and safety routines. □</p> <p>S19. Show how to cross the street safely. □</p>	<p>S20. Show how to tell a trusted adult when a weapon is found by self or friend. □</p>	<p><u>Required Curriculum</u> Second Step</p> <p>Health Textbook</p>