

# 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**

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**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**