

## **Kindergarten**

**Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.**

**Benchmark 1-E-1:** Identify that healthy behaviors affect personal health.

**GLEs:**

- 1-E-1.1 Identify major body parts (e.g., stomach, ears, eyes).
- 1-E-1.2 List personal health behaviors (e.g., hand washing, teeth brushing).
- 1-E-1.3 Name a variety of healthy foods.
- 1-E-1.4 Explain why a variety of foods are necessary for good health.
- 1-E-1.5 Describe why a healthy breakfast is important.
- 1-E-1.6 Identify healthy snacks and beverages.
- 1-E-1.7 List ways to be physically active.
- 1-E-1.8 Explain the importance of sleep and rest.

**Benchmark 1-E-2:** Recognize that there are multiple dimensions of health (social, emotional, and physical).

**GLEs:**

- 1-E-2.1 Describe one's own physical characteristics.
- 1-E-2.2 Review similarities and differences between self and others.
- 1-E-2.3 State characteristics that make each individual unique.
- 1-E-2.4 Identify a variety of emotions (e.g., angry vs. sad, happy vs. excited).
- 1-E-2.5 Identify appropriate ways to express emotion.

**Benchmark 1-E-3:** Identify the prevention and treatment of communicable and non-communicable diseases.

**GLEs:**

- 1-E-3.1 List common illnesses and diseases (e.g., colds, flu, and asthma).
- 1-E-3.2 Practice ways to prevent diseases and other health problems.
- 1-E-3.3 Describe germs and why they can be harmful.
- 1-E-3.4 Review effective dental and personal hygiene practices.
- 1-E-3.5 Explain why medicines are used for illnesses and diseases such as asthma.
- 1-E-3.6 Recognize that medicines should only be taken with adult supervision.

**Benchmark 1-E-4:** Identify risky behaviors and ways to avoid and reduce them.

**GLEs:**

- 1-E-4.1 Describe how to get on and off a school bus safely.
- 1-E-4.2 Explain how rules at home and school can help keep one safe.
- 1-E-4.3 Identify ways injuries can be prevented (e.g., seatbelt, playground, street, water).
- 1-E-4.4 Distinguish between appropriate and inappropriate touch.

**Standard 2: Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.**

**Benchmark 2-E-1:** Identify how family and culture influence personal health practices and behaviors.

**GLEs:**

- 2-E-1.1 State roles and responsibilities of family members.
- 2-E-1.2 List ways family can help promote well-being.

**Benchmark 2-E-2:** Describe how peers influence personal health behaviors.

**GLEs:**

- 2-E-2.1 Review that everyone has unique talents and interests they can share.
- 2-E-2.2 Identify how friends can affect health behaviors.
- 2-E-2.3 State how schools promote good health.
- 2-E-2.4 Discuss the importance of respect and getting along with others.

**Benchmark 2-E-3:** Explain how media influence thoughts, feelings and health behaviors.

**GLEs:**

- 2-E-3.1 List examples of media (e.g., television, radio, internet, signs/billboards, advertisements).
- 2-E-3.2 Recognize that not all products advertised or sold are healthy choices.

**Standard 3: Students will demonstrate the ability to access valid information, products and services to enhance health.**

**Benchmark 3-E-1:** Identify sources of valid health information.

**GLEs:**

- 3-E-1.1 Identify characteristics of a trusted adult at home, school or in the community.
- 3-E-1.2 List trusted adults who can help in an emergency situation.

**Benchmark 3-E-2:** Demonstrate the ability to locate resources for health-promoting products and services.

**GLEs:**

- 3-E-2.1 Identify people who are sources of valid health information and health-promoting products and services (e.g., trusted adults, doctor, police, teacher).
- 3-E-2.2 Discuss how to get help from trusted adults in a health emergency (e.g., dial 911, firefighters, police, teachers, family).

**Benchmark 3-E-3:** Explain how media influence the selection of health information, products and services.

**GLE:**

3-E-3.1 Recognize how television programs, websites and magazines/books influence one's health choices.

**Standard 4:** Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

**Benchmark 4-E-1:** Use effective communication skills.

**GLEs:**

4-E-1.1 Speak clearly and directly to express needs and emotions.

4-E-1.2 Review verbal and non-verbal forms of communication.

4-E-1.3 Use active listening skills in everyday situations.

4-E-1.4 Recognize that others have needs and feelings.

**Benchmark 4-E-2:** Demonstrate healthy ways to communicate needs, wants and feelings through verbal and non-verbal communication.

**GLEs:**

4-E-2.1 Use effective communication (I-messages) to communicate emotions and needs.

4-E-2.2 Use words to identify emotions and communicate needs.

4-E-2.3 Describe and practice situations when it is appropriate to use “please,” “thank you,” “excuse me,” and “I’m sorry.”

4-E-2.4 Tell when to seek help from a trusted adult (e.g., fire, if threatened, crossing the street).

**Standard 5:** Students will demonstrate the ability to use decision-making skills to enhance health.

**Benchmark 5-E-1:** Discuss the steps of effective decision-making.

**GLEs:**

5-E-1.1 Discuss how to make healthy decisions (choices).

5-E-1.2 Demonstrate making simple decisions (choices).

**Benchmark 5-E-2:** Identify situations when a health-related decision is needed.

**GLEs:**

5-E-2.1 Recognize choices or decisions that could affect one's health.

5-E-2.2 List a range of choices that could affect one's health (e.g., healthy foods – grow strong, taking medicines – get well, going to bed on time – feel good in the morning).

**Benchmark 5-E-3:** Apply a decision-making process to address personal health issues and problems.

**GLE:**

5-E-3.1 Distinguish between decisions that can be made on one's own and decisions that require the help of a trusted adult.

**Benchmark 5-E-4:** Demonstrate refusal skills to enhance health.

**GLEs:**

5-E-4.1 Recognize that other people can influence choices.

5-E-4.2 Review that it is all right to say no to choices that are unsafe or unhealthy.

**Standard 6:** Students will demonstrate the ability to use goal setting skills to enhance health.

**Benchmark 6-E-1:** Use goal setting to enhance health.

**GLEs:**

6-E-1.1 Describe what a goal is.

6-E-1.2 List healthy goals (e.g., to eat more fruit and veggies, to exercise daily, to brush teeth, to wash hands).

6-E-1.3 Identify ways that parents and trusted adults can help meet a goal.

**Benchmark 6-E-2:** Establish personal health goals and track progress towards achievement.

**GLE:**

6-E-2.1 Create and work toward a simple health enhancing goal (to choose healthy snacks daily, to exercise daily, to play safely and to remain injury free on playground).

**Standard 7:** Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

**Benchmark 7-E-1:** Demonstrate healthy practices and behaviors to maintain or improve personal health.

**GLEs:**

7-E-1.1 Identify healthy practices in one's daily routine (e.g., nutrition, fitness, safety, conflict resolution).

7-E-1.2 Illustrate how healthful behavior choices can help maintain health.

**Benchmark 7-E-2:** Demonstrate behaviors that avoid or reduce health risks.

**GLEs:**

7-E-2.1 Describe how following rules can help keep one safe.

7-E-2.2 Practice using effective communication skills to avoid or reduce health risks.

**Standard 8:** Students will demonstrate the ability to advocate for personal, family and community health.

**Benchmark 8-E-1:** Define advocacy.

**GLEs:**

8-E-1.1 Review examples of advocacy.

8-E-1.2 Tell others how to be healthy.

**Benchmark 8-E-2:** Demonstrate the ability to communicate information that promotes positive health choices.

**GLE:**

8-E-2.1 Practice making healthy choices.

**Benchmark 8-E-3:** Encourage peers and family to make positive health choices.

**GLEs:**

8-E-3.1 Identify ways to encourage others to make positive health choices.

8-E-3.2 Describe positive ways to show care, consideration and concern for others.