

# Health and Wellness: Grades Pre-K, K, 1, 2

Adopted 2008

## Personal Health and Wellness

**1: The student will demonstrate the ability to implement decision making and goal setting skills to promote his/her personal health and wellness, thereby enhancing quality of life for himself/herself and those around him/her.**

- 1.1 define "choices" and "consequences";
- 1.2 identify trusted adult(s) to consult before making a choice;
- 1.3 identify questions to ask during the process of making a choice (e.g. Is it healthful? Is it safe? Is it legal? Do I show respect for myself and others? Do I follow family rules? Do I show good character?);
- 1.4 identify personal goals and standards for healthy living;
- 1.5 explain how media influences thoughts, feelings, and behaviors related to personal health and community;
- 1.6 evaluate the influence of media on the decision-making process related to healthy living.

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**2: The student will understand the importance of personal hygiene practices as related to healthy living.**

- 2.1 demonstrate essential personal hygiene practices;
- 2.2 identify the importance of good versus poor personal hygiene practices;
- 2.3 explain the importance of not sharing personal hygiene items (toothbrush, combs, brushes);
- 2.4 describe physical/emotional/social health implications of personal hygiene.

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**3: The student will understand the role of body systems as related to healthy living.**

- 3.1 identify the basic body structure;
- 3.2 identify the functions of the human body systems;
- 3.3 explain the importance of the basic body systems.

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**4: The student will understand the relationship of physical activity and rest to healthy living.**

- 4.1 describe the importance of participating in the recommended one hour of daily physical activity;
  - 4.2 identify physical activities used in daily life that promote healthy living.
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**Nutrition**

**5: The student will understand the relationship of nutrition to healthy living.**

- 5.1 identify the basic food groups and foods;
  - 5.2 identify food as a source of energy and growth;
  - 5.3 describe the importance of healthy meals and snacks
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**Family Life**

**6: The student will understand the contributions of family relationships to healthy living.**

- 6.1 describe the various types of family structures;
  - 6.2 explain that family structures vary and can change;
  - 6.3 identify common goals and values found in family structures;
  - 6.4 identify ways children can contribute to healthy family life;
  - 6.5 identify how changes in the family can influence emotions;
  - 6.6 understand that cultural differences exist and influence family customs.
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**7: The student will understand the stages of human growth and development.**

- 7.1 identify human growth and development stages throughout the life cycle;
  - 7.2 describe the important differences in the stages of human growth and development.
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**Emotional, Social, and Mental Health**

**8: The student will understand the importance of positive self-concept and interpersonal relationships for healthy living.**

- 8.1 explain that feelings can be expressed in different ways;
  - 8.2 name and describe qualities and characteristics that make all individuals unique;
  - 8.3 identify the importance of developing and maintaining healthy relationships.
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**Disease Prevention and Control**

**9: The student will understand attitudes and behaviors for preventing and controlling disease.**

- 9.1 identify and define common germs pathogens;
  - 9.2 identify how germs are spread;
  - 9.3 identify habits that will promote disease prevention;
  - 9.4 identify chronic health problems.
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## **Injury Prevention and Safety**

### **10: The student will understand attitudes and behaviors for preventing injuries and deaths from injury.**

- 10.1 list the eight most common injury risks for children (motor vehicles (includes buses and ATVs), fires and flames, drowning, hand gun injuries, falls, poisoning, choking, suffocation, strangulation, and bike/pedestrian injuries);
  - 10.2 identify ways to reduce the risk of injuries and deaths from injury;
  - 10.3 discuss the importance of safety rules;
  - 10.4 demonstrate the appropriate choices related to reducing unintentional injuries.
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### **11: The student will understand appropriate care for injuries and sudden illness.**

- 11.1 report when someone is injured or ill to a responsible caregiver;
  - 11.2 demonstrate basic first aid techniques ("Check, Call, Care"; refer to American Red Cross first aid procedures).
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### **12: The student will understand the appropriate action to take when personal safety is threatened.**

- 12.1 identify situations that should be reported to a trusted adult;
  - 12.2 demonstrate self-protection skills and identify appropriate resources for help.
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## **Substance Use and Abuse Prevention**

### **13: The student will understand appropriate and inappropriate uses of chemical substances and the effects of substance use and abuse.**

- 13.1 describe the role of drugs and medicines in keeping people healthy;
  - 13.2 describe inappropriate use of drugs and medicines;
  - 13.3 identify the consequences of using tobacco products, alcohol, and drugs;
  - 13.4 practice refusal skills to avoid harmful substances;
  - 13.5 recognize the proper use of common household products (e.g. over the counter medicines, cleaners, gasoline, markers)
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## **Environmental and Community Health**

### **14: The student will recognize environmental practices, products and resources that affect personal and community health and promotes healthy living.**

- 14.1 describe different types of pollution and it's environmental affects;
- 14.2 identify the importance of "reduce, reuse, recycle" practices,
- 14.3 identify ways the environment affects a person's emotional, social and physical health;
- 14.4 identify community health workers and the activities and programs they provide;
- 14.5 describe the importance of community organizations to healthy living;
- 14.6 identify resources and facilities in the community that promote healthy living.