

GRADES K-5 OVERVIEW

Students in Grades K-5 possess an inquisitive nature and are interested in themselves. These characteristics present both a challenge and an opportunity to connect classroom experiences to their emerging self-awareness. The 2019 *Health Education Curriculum Framework* provides a developmentally appropriate framework for Grades K-5. Students learn the importance of participating in healthy home, school, and community activities as they develop an awareness of the importance of making health decisions for a lifetime.

Health education in early childhood includes using the literacy, numerical, and critical-thinking skills that enable students to gather, analyze, and apply health information as their needs and priorities change. As K-2 students are provided opportunities to develop positive health practices, they become more aware of health risks for their age group and begin to comprehend some of the major influences on their health.

Instruction in Grades 3-5 emphasizes self-directed learning, decision-making skills, and strategies for recognizing and responding to potentially harmful situations in healthy ways. Students gain knowledge of the interrelationships among mental, emotional, social, physical, environmental, and spiritual health as they approach adolescence. In these grades, students may feel pressure to participate in negative behaviors, including experimentation with tobacco, alcohol, and other drugs. Health education ensures that students know the dangers of these and other behaviors and learn ways to respond when such situations arise. The Grades 3-5 standards are designed to provide students with a basic understanding of personal health habits, disease prevention, and health information products and services. The standards require instruction on the influences of media and technology, family, peers, and culture.

Teachers in Grades K-5 are challenged to design instructional programs that include the use of technological advances to reinforce the promotion of health, prevention of disease, and use of positive nutritional practices.

Each content standard completes the sentence stem “Students can...”

Grades K-5 Standards

| <i>Anchor Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.</i> | | | | | | | |
|---|-----------------------------|--|---|--|---|---|--|
| | | Kindergarten | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
| Health Promotion | Health Behaviors | K.1.1 Identify behaviors that impact personal health. CT, PE | 1.1.1 Explain how healthy behaviors impact personal health. CT, PE | 2.1.1 Describe behaviors that enhance physical and mental health. C, PE | 3.1.1 Describe the relationship between healthy behaviors and personal health. C, CT, PE | 4.1.1 Describe school practices that promote a safe and healthy environment. All Teachers, N, PE | 5.1.1 Draw conclusions about the relationship between healthy behaviors and personal health. C, CT, PE |
| | Nutrition & Food | K.1.2. Identify healthy food choices. Example: MyPlate CT, PE | 1.1.2 List food safety precautions. CT, PE | 2.1.2 Summarize motivations for eating food. Examples: hunger, emotions PE | 3.1.2 Illustrate the link between the six main nutrients and being healthy. CT, PE | 4.1.2 Compare unhealthy and healthy eating patterns, including eating in moderation. PE | 5.1.2 Utilize information on various food labels to determine nutritional value. CNP, PE |
| | Drug Awareness | K.1.3 List everyday chemical products that can be used like a harmful drug. Examples: glue, laundry pods, aerosol sprays CT, C | 1.1.3 Explain how over-the-counter and prescription medicines can be misused. C, CT | 2.1.3 Describe why avoiding tobacco is a healthy behavior. C | 3.1.3 Examine the harmful effects of tobacco, drugs, and alcohol on the body. C | 4.1.3 Summarize short-term and long-term effects of cigarettes and smokeless tobacco products. C, PE | 5.1.3 Research illnesses and diseases associated with the use and abuse of tobacco, drugs, and alcohol. C |
| | Hygiene | K.1.4 Explain why healthy behaviors such as brushing teeth and getting adequate sleep are important. CT, PE | 1.1.4 Explain rationale for not sharing hygiene products. Examples: combs, brushes, toothbrushes CT, PE | 2.1.4 List ways to prevent germs from spreading. Examples: using soap and warm water when washing hands PE, CT | 3.1.4 Describe strategies and skills important to personal hygiene. C, PE | 4.1.4 Summarize methods that prevent the spread of germs which cause communicable diseases. CT, PE | 5.1.4 Develop strategies and skills used to promote personal hygiene. CT, PE |

Anchor Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.
(continued)

| | | Kindergarten | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
|-------------------------|---|--|--|---|---|--|---|
| Health Promotion | Disease Prevention & Health Care | K.1.5 Describe ways to prevent the spread of communicable diseases. Examples: coughing into elbow, washing hands CT, PE | 1.1.5 Apply measures for cleanliness and disease prevention. CT | 2.1.5 Investigate how immunizations and regular care from health professionals prevent disease. C, CT - Nurse | 3.1.5 Identify symptoms which might need treatment from health care providers. Examples: fever, sore throat, toothache N | 4.1.5 Explain how to prevent or control common childhood illnesses and conditions. Examples: asthma, allergies, diabetes, epilepsy. N | 5.1.5 Identify signs, symptoms, and risk factors for cancer, heart disease, obesity, and diabetes. C, PE |
| | Safety | K.1.6 List reasons to call for emergency assistance. C, CT, PE | 1.1.6 Demonstrate asking for assistance to enhance safety for self and others. Example: practice what to say when calling 911 or other emergency numbers CT, PE | 2.1.6 List ways to prevent common childhood injuries. Examples: following playground safety rules, wearing protective equipment, practicing water safety C, CT, PE | 3.1.6 Identify personal protection equipment needed for sports or recreational activities. CT, PE | 4.1.6 Describe ways to prevent common childhood injuries. Examples: bicycle safety, wearing a seatbelt, ATV safety CT, PE | 5.1.6 Design a personal and class safety plan. Examples: home safety plan, fire drill, active shooter drill CT, PE |
| | Dimensions of Health | K.1.7 Identify positive examples of physical health. CT, PE | 1.1.7 Identify positive examples of social and emotional health. C, PE | 2.1.7 Identify positive examples of mental health. C, PE | 3.1.7 Identify positive examples of Environmental health. CT, PE | 4.1.7 Compare and contrast the six dimensions of health. C, PE | 5.1.7 Design a personal health plan utilizing the six dimensions of health. PE |

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

| | | Kindergarten | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
|-----------------------------|------------------------------------|---|--|---|---|--|--|
| Analyzing Influences | Family, Peer, & Culture | K.2.1 Identify external factors that influence personal health. Examples: family, culture, media C, CT, PE | 1.2.1 Contrast tattling with reporting aggression, bullying, and violent behavior. C, CT | 2.2.1 Identify ways the school supports personal health practices and behaviors. C, PE | 3.2.1 Describe how family influences personal health practices and behaviors. C, CT | 4.2.1 Explain the influence of culture on health practices and behaviors. C, CT | 5.2.1 Describe how the school and community can support personal health practices and behaviors. C, PE |
| | | K.2.1a List family rules and activities that promote health and safety. Example: limiting screen time, not talking to strangers. C, CT, PE | 1.2.1a List healthy foods served by the school cafeteria. CT, CNP, PE | 2.2.1a Identify how hereditary and Environmental factors influence family health. CT, PE | 3.2.1a Identify ways that peers can influence healthy and unhealthy behaviors. C, CT | 4.2.1a Explain the importance of good communication within the family unit. C | 5.2.1a Describe how positive and negative influences from family, peers, and culture affect adolescents' body acceptance during the changes of puberty. C |
| | Media & Technology | K.2.2 List types of media. Examples: television, radio, internet, advertisements C, CT | 1.2.2 Describe how advertisements can influence food choices. Example: show healthy v. non-healthy options CT | 2.2.2 Discuss how advertisements can influence individuals to purchase certain products CT | 3.2.2 Compare a variety of media messages affecting consumer health decisions. C, CT | 4.2.2 Explain how media influence thoughts, feelings, and health behaviors. CT | 5.2.2 Describe ways that technology can influence personal health. Example: step tracker device, heart rate monitor, blood sugar monitor PE |

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

| | | Kindergarten | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
|------------------------------|--|---|---|--|--|---|--|
| Access to Information | Information, Products, & Services | <p>K.3.1 Identify school and community health helpers who can assist in understanding health procedures. Examples: dentist, doctor, school nurse C, CT</p> | <p>1.3.1 Describe the roles of various health care professionals. CT</p> | <p>2.3.1 Explain the importance of identifying trusted adults and health professionals. C, CT</p> | <p>3.3.1 List reliable health-related information, products, and services. Examples: parent, school nurse, counselor C, CT, N</p> | <p>4.3.1 Locate reliable health resources from home, school, and community. Examples: parent, school nurse, counselor CT</p> | <p>5.3.1 Collect information about health choices from home, school, and community. Examples: DARE, SADD, MADD, health-related agencies C</p> |
| | | <p>K.3.2 Discuss the role of the school nurse in encouraging student wellness. C, CT</p> | <p>1.3.2 Identify school and community health helpers who can be contacted in emergencies. Examples: nurse, counselor, EMT C, CT</p> | <p>2.3.2 Identify adults and professionals who help to promote regular physical activity. Examples: PE teacher, coach, doctor, personal health coach PE</p> | <p>3.3.2 Identify sources of accurate information about health products, information, and services. C, CT, N</p> | <p>4.3.2 Compare health-related advertisements regarding “truth in advertising.” C</p> | <p>5.3.2 Research factors to consider when selecting health products. Examples: cost, safety, effectiveness, side effects CT</p> |

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

| | | Kindergarten | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
|------------------------------------|--------------------------------|---|---|--|--|--|--|
| Interpersonal Communication | Social | K.4.1 Explain how a person can use good listening skills to enhance his or her health. C, CT, PE | 1.4.1 Identify ways listening skills can be used to build and maintain healthy relationships. Example: taking turns talking and listening C, CT, PE | 2.4.1 Demonstrate techniques of effective listening. Examples: body language, eye contact C, CT, PE | 3.4.1 Practice skills needed to develop and maintain personal relationships. Examples: conflict resolution, role play C, CT, PE | 4.4.1 Demonstrate skills that communicate care, consideration, and respect for self and others. Example: helping those with disabilities C, CT, PE | 5.4.1 Utilize effective verbal and nonverbal communication skills to build and maintain relationships and enhance health. C, PE |
| | Emotions & Feelings | K.4.2 Name various emotions and feelings. Examples: anger, sadness, joy, fear C, CT, PE | 1.4.2 Discuss ways to express feelings to peers in a healthy way. Example: speaking calmly C, CT, PE | 2.4.2 Explain ways that bullying and excessive teasing can be hurtful. C, PE | 3.4.2 Discuss healthy ways to express needs, wants, and feelings. Examples: using appropriate refusal skills, manners, communication C, CT, PE | 4.4.2 Describe the various types of bullying and effects on the victim. Examples: types - through social media; effects - depression, suicide, eating disorders CT, PE | 5.4.2 Compare positive and negative ways to respond to conflict and bullying. C, PE |
| | Conflict Resolution | K.4.3 Describe how to express feelings to prevent a conflict from starting. C, CT, PE | 1.4.3 Interpret the feelings of and describe ways to show empathy for others. C, CT, PE | 2.4.3 Demonstrate how to communicate with others with kindness and respect. C, CT, PE | 3.4.3 Recognize causes of conflicts and apply nonviolent strategies to manage or resolve situations. C, CT, PE | 4.4.3 Demonstrate how to avoid conflict and explain when it is necessary for an adult to intervene. C, CT, PE | 5.4.3 Develop a class plan to prevent bullying in the school. C, PE |

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

| | | Kindergarten | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
|--|---|------------------------------|----------------|---|--|--|---|
| | | Interpersonal Communications | Refusal Skills | <p>K.4.4 Tell ways to respond in an unwanted, threatening, or dangerous situation. C, CT</p> | <p>1.4.4 Demonstrate ways to respond in an unwanted, threatening, or dangerous situation. Example: run-hide-fight C</p> | <p>2.4.4 Summarize strategies for reporting harmful acts. Example: reporting to trusted adult C</p> | <p>3.4.4 State effective refusal skills to enhance health. Examples: responding effectively in refusing alcohol, tobacco, or other drugs C</p> |
| <p>K.4.5 Identify characteristics of a trusted adult. C, CT</p> | <p>1.4.5 Identify appropriate and inappropriate touches. Example: recognizing touching in the bathing suit zone as inappropriate C</p> | | | <p>2.4.5 Demonstrate how to tell a trusted adult if inappropriate touching occurs. C</p> | <p>3.4.5 Explain that each person has the right to tell others not touch his or her body. C, CT</p> | <p>4.4.5 Describe how to avoid dangerous situations involving strangers and Internet safety. Example: refusing to go alone to meet online acquaintances C, CT</p> | <p>5.4.5 Apply the practice of keeping personal information private while online. C, CT</p> |

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

| | | Kindergarten | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
|------------------------|------------------------|--|---|---|--|---|--|
| Decision-Making | Problem Solving | K.5.1 Discuss when and what assistance is needed for health-related situations. Examples: explaining when someone should call 911, asking for help when a student is ill, determining the difference between tattling and telling CT | 1.5.1 Describe situations in which students must choose between healthy and risky behaviors. C, CT, PE | 2.5.1 Differentiate between situations when a health-related decision can be made individually or when assistance is needed. Example: when to tell trusted adults about bullying or other abuse C | 3.5.1 Discuss the consequences of possible choices when making a health decision. Examples: healthy snack vs. junk food, outdoor activity vs. video games, active vs. sedentary, implications of not following established rules C, CT, PE | 4.5.1 Research health-related situations that require a thoughtful decision. Examples: food choices, drug use, alcohol consumption, smoking C | 5.5.1 Predict the potential outcomes of possible options when making a health-related decision. Examples: sickness, death, Suicide C |

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

| | | Kindergarten | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
|---------------------|------------------------|---|---|---|--|---|---|
| Goal-Setting | Self-Awareness | K.6.1 Define a goal and identify several potential age-appropriate, short-term health goals. Examples: brushing teeth daily, meeting or achieving ARI reading goal CT, PE | 1.6.1 Create an age-appropriate personal health goal. CT, PE | 2.6.1 Describe various ways to reach a personal health goal. PE | 3.6.1 Set a personal, health-enhancing goal to pursue for several weeks. Examples: setting good morning and bedtime routines, eating more fruits and vegetables PE | 4.6.1 Describe ways to put a plan into place to achieve a goal. CT, PE | 5.6.1 Create a personal health goal and track progress toward its achievement. PE |
| | Problem-Solving | K.6.2 Identify family members who can assist with achieving short-term health goals. C, CT, PE | 1.6.2 Describe ways that parents and other trusted adults can help a student achieve a health goal. CT, PE | 2.6.2 Identify school and community individuals who can help support personal health goals. PE | 3.6.2 Identify barriers to achieving personal health goals, determine how to achieve, and monitor progress. CT, PE | 4.6.2 Identify resources to assist in achieving personal health goals. Examples: YMCA, Boys/Girls Clubs, recreation center, school clubs CT, PE | 5.6.2 Identify resources in the school that may assist with achieving personal health goals. C, PE |

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

| | | Kindergarten | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
|------------------------|--------------------------|--|---|--|---|---|---|
| Self-Management | Monitor Progress | <p>K.7.1 Show healthy behaviors that improve personal health and wellness. Examples: demonstrating correct technique for hand washing, showing basic first aid procedures for bandaging a cut C, CT, PE</p> | <p>1.7.1 Identify healthy practices and behaviors to maintain and improve personal health. CT, PE</p> | <p>2.7.1 Predict how healthy behaviors can reduce health risks. Example: predicting how a healthy sleep routine promotes academic success C, PE</p> | <p>3.7.1 Develop a plan for responsible personal health behavior. Examples: keeping an activity log, planning activities that reduce stress C, PE</p> | <p>4.7.1 Demonstrate a variety of healthy practices and behaviors to maintain and improve personal health. Example: planning a daily menu based on the USDA food guidelines PE</p> | <p>5.7.1 Implement a variety of healthy practices and behaviors that avoid or reduce health risks. Example: executing a plan to manage academic, extracurricular, and family C, PE</p> |
| | Injury Prevention | <p>K.7.2 Demonstrate healthy behaviors that prevent injuries. Example: practicing safety precautions when crossing the street C, CT, PE</p> | <p>1.7.2 Determine behaviors that avoid or reduce injury. Examples: importance of riding in the back seat, meaning of traffic signs, safe pedestrian behaviors C, CT, PE</p> | <p>2.7.2 Describe personal behaviors that enhance safety at school, home, and within the community. Examples: staying seated on the bus; surfing the Internet with caution; practicing water safety; learning self-defense skills C, CT, PE</p> | <p>3.7.2 Describe healthy practices that maintain or improve personal health. Examples: wearing appropriate footwear or clothing for outdoor activity CT, PE</p> | <p>4.7.2 Apply safety rules for engaging in outdoor physical activities requiring the use of special equipment. Examples: using a baseball or bicycle helmet, catcher's mask, knee pads CT, PE</p> | <p>5.7.2 Propose safety precautions for Internet use and electronic gaming. C, CT</p> |

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

| | | Kindergarten | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
|-----------------|-------------------------------|---|--|---|---|--|---|
| Advocacy | Promote Healthy Habits | K.8.1 Role play behaviors that promote personal healthy habits. Examples: requesting help when deciding on healthier snack options, asking for help when being teased at school C, CT, PE | 1.8.1 Encourage peers to make positive health choices. Examples: reminding peers to cover their nose and mouth when sneezing, offering helpful suggestions when peers are trying to resolve a conflict C, CT, PE | 2.8.1 Enlist family and community participation in positive health activities. Examples: Relay for Life, Run/Walk for Diabetes PE | 3.8.1 Research public health and environmental laws that protect personal health. Examples: laws dealing with dumping, polluting, littering, secondhand smoke, recycling CT | 4.8.1 Describe health advocacy strategies. Examples: writing and recording public service announcements for school or community broadcasts, writing letter or email to editors of local media CT | 5.8.1 Implement a school health improvement project. Example: participating in the development of a school wellness policy, conducting survey of school health issues N |