

HEALTH

Kinder – 2nd Grade Vertical Alignment

| Kindergarten | | 1 st Grade | | 2 nd Grade | |
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| K.1 Health Behaviors. The student recognizes that personal health decisions and behaviors affect health throughout life. The student is expected to: | K.1a identify and practice personal health habits that help individuals stay healthy such as proper amount of sleep and clean hands | 1.1 Health Behaviors. The student understands that personal health decisions and behaviors affect health throughout the life span. The student is expected to: | 1.1a describe and practice activities that enhance individual health such as enough sleep, nutrition, and exercise. Such as its effect on physical health | 2.1 Health Behaviors. The student understands that personal health decisions and behaviors affect health throughout the life span. The student is expected to: | 2.1a explain actions an individual can take when not feeling well. Such as have an adult check temperature and stay home from school when not well. |
| | K.1b identify types of foods that help the body grow such as healthy breakfast foods and snacks | | 1.1b describe activities that are provided by health care professionals such as medical check-up and dental exams. | | 2.1b describe and demonstrate personal health habits such as brushing and flossing teeth and exercise. |
| | K.1c identify types of exercise and active play that are good for the body | | 2.1c identify food groups and describe the effects of eating too much sugar and fat such as knowing that sugar causes dental cavities. | | |
| | | | 2.1d identify healthy and unhealthy food choices such as healthy breakfast and snacks and fast food choices. | | |
| | | | 2.1e define stress and describe healthy behaviors that reduce stress such as exercise | | |
| | | | 2.1f describe the importance of individual health maintenance activities such as regular medical and dental checkups. | | |
| | | | 2.1g describe how a healthy diet can help protect the body against some diseases. | | |

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| <p>K.2 Health Behaviors. The student understands that behaviors result in healthy or unhealthy conditions throughout their life span. The student is expected to:</p> | <p>K.2a identify the purpose of protective equipment such as a seat belt and a bicycle helmet</p> | <p>1.2 Health Behaviors. The student understands that safe, unsafe, and/or harmful behaviors result in positive and negative consequences throughout the life span. The student is expected to:</p> | <p>1.2a identify and use protective equipment to prevent injury.</p> | <p>2.2 Health Behaviors. The student understands that safe, unsafe, and/or harmful behaviors result in positive and negative consequences throughout the life span. The student is expected to:</p> | <p>2.2a identify and describe the harmful effects of alcohol, tobacco, and other drugs on the body.</p> |
| | <p>K.2b identify safe and unsafe places to play such as a backyard and a street</p> | | <p>1.2b name safe play environments. Inside and outside of school</p> | | <p>2.2b identify ways to avoid deliberate and accidental injuries.</p> |
| | <p>K.2c name the harmful effects of tobacco, alcohol and other drugs</p> | | <p>1.2c explain the harmful effects of, and how to avoid, alcohol, tobacco, and other drugs.</p> | | <p>2.2c explain the need to use protective equipment when engaging in certain recreational activities such as skateboarding, rollerblading, cycling, and swimming.</p> |
| | <p>K.2d identify ways to avoid harming oneself or another person</p> | | <p>1.2d identify ways to avoid weapons and drugs or harming oneself or another person by staying away from dangerous situations and reporting to an adult.</p> | | <p>2.2d explain the importance of avoiding dangerous substances. Such as always have an adult help you with medicine, cleaners, and paint.</p> |
| | <p>K.2e practice safety rules during physical activity such as water safety and bike safety</p> | | <p>1.2e identify safety rules that help to prevent poisoning.</p> | | <p>2.2e explain ways to avoid weapons and report the presence of weapons to an adult</p> |
| | <p>K.2f identify how to get help from a parent and/or trusted adult when made to feel uncomfortable or unsafe by another person/adult</p> | | <p>1.2f identify and describe safe bicycle skills.</p> | | <p>2.2f identify a trusted adult such as a parent, teacher, or law enforcement officer and identify ways to react when approached and made to feel uncomfortable or unsafe</p> |
| | <p>K.2g demonstrate procedures for responding to emergencies including dialing 911</p> | | <p>1.2g identify and practice safety rules during play. Such as playground rules</p> | | |
| | <p>K.2h name objects that may be dangerous such as knives, scissors, and screwdrivers and tell how they can be harmful</p> | | <p>1.2h identify how to get help from a parent and/or trusted adult when made to feel uncomfortable or unsafe by another person/adult.</p> | | |

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| K.3 Health Behaviors. The student demonstrates decision-making skills for making health-promoting decisions. The student is expected to: | K.3a demonstrate how to seek the help of parents/guardians and other trusted adult in making decisions and solving problems | 1.3 Health Behaviors. The student demonstrates basic critical-thinking, decision-making, goal setting, and problem-solving skills for making health-promoting decisions. The student is expected to: | 1.3a explain ways to seek the help of parents/guardians and other trusted adults in making decisions and solving problems. | 2.11 Personal / Interpersonal Skills. The student demonstrates critical-thinking, decision-making, goal-setting and problem-solving skills for making health-promoting decisions. The student is expected to: | 2.11a explain steps in the decision-making process and the importance of following the steps. |
| | K.3b plan a healthy meal or snack | | 1.3b describe how decisions can be reached and problems can be solved. | | 2.11b describe how personal-health decisions affect self and others. Such as social aspects of good hygiene and prevention of spreading sickness and disease. |
| | | | 1.3c explain the importance of goal setting and task completion. | | 2.11c list the steps and describe the importance of task completion and goal setting. |
| | | | | | 2.11d explain why obtaining help, especially from parents/trusted adults, can be helpful when making decisions about personal health. |
| K.4 Health Information. The student knows the basic structures and functions of the human body and how they relate to personal health. The student is expected to: | K.4a name the five senses | 1.4 Health Information. The student understands the basic structure and functions of the human body and how they relate to personal health throughout the life span. The student is expected to: | 1.4a identify and demonstrate use of the five senses. | 2.3 Health Information. The student understands the basic structures and functions of the human body and how they relate to personal health throughout the life span. The student is expected to: | 2.3a describe behaviors that protect the body structure and organs such as wearing a seat belt and wearing a bicycle helmet. |
| | K.4b name major body parts and their functions | | 1.4b identify major body structures and organs and describes their basic functions. | | 2.3b identify the major organs of the body such as the heart, lungs, and brain and describe their primary function. |
| | K.4c name and demonstrate good posture principles such as standing straight with shoulders back | | 1.4c identify and apply principles of good posture for healthy growth and development | | 2.3c identify the major systems of the body. |

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| <p>K.5 Health Information. The student understands how to recognize health information. The student is expected to:</p> | <p>K.5a name people who can provide helpful health information such as parents, doctors, teachers, and nurses</p> <p>K.5b explain the importance of health information</p> | <p>1.5 Health Information. The student recognizes health information. The student is expected to:</p> | <p>1.5a identify people who can provide helpful health information such as parents, teachers, nurses, and physicians.</p> <p>1.5b list ways health information can be used such as knowing how to brush teeth properly</p> | <p>2.6 Health Information. The student understands how to recognize health information. The student is expected to:</p> | <p>2.6a identify people who can provide health information Such as parents, teachers, school nurse and other health professionals.</p> <p>2.6b identify various media that provide health information. Such as health-related publications and electronic media.</p> |
| <p>K.6 Influencing Factors. The student understands the difference between being sick and being healthy. The student is expected to:</p> | <p>K.6a tell how germs cause illness and disease in people of all ages. The student is expected to:</p> <p>K.6b name symptoms of common illnesses and diseases</p> <p>K.6c explain practices used to control the spread of germs such as washing hands</p> <p>K.6d discuss basic parts of the body's defense system against germs such as the skin</p> | <p>1.7 Influencing Factors. The student understands the difference between sickness and health in people of all ages. The student is expected to:</p> | <p>1.7a name types of germs that cause illness and disease. Such as bacteria, virus, fungus</p> <p>1.7b identify common illnesses and diseases and their symptoms. Such as stomach virus, cold, flu</p> <p>1.7c explain common practices that control the way germs are spread. Such as washing hands, using tissues, covering one's mouth, not share food or drinks, combs, brushes, hats</p> | <p>2.4 Health Information. The student understands the difference between sickness and health in persons of all ages. The student is expected to:</p> | <p>2.4a explain ways in which germs are transmitted, methods of preventing the spread of germs, and the importance of immunization. Such as airborne and contact transmission; washing hands, obstruction of coughs and sneezes, and not sharing drinks and foods, combs, brushes and hats.</p> <p>2.4b identify causes of disease other than germs such as allergies and heart disease.</p> <p>2.4c explain how the body provides protection from disease.</p> <p>2.4d apply practices to control spread of germs in daily life such as hand washing and skin care.</p> |

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| <p>K.7 Influencing Factors. The student understands that various factors influence personal health. The student is expected to:</p> | <p>K.7a tell how weather affects individual health such as dressing for warmth, protecting the skin from the sun, and keeping classrooms and homes warm and cool</p> <p>K.7b identify ways to prevent the transmission of head lice such as sharing brushes and caps</p> | <p>1.8 Influencing Factors. The student understands factors that influence the health of an individual The student is expected to:.</p> | <p>1.8a name various members of his/her family who help them to promote and practice health habits</p> <p>1.8b describe ways in which a person's health may be affected by weather and pollution. Such as asthma, sunburn, allergies</p> | <p>2.5 Health Information. The student recognizes factors that influence the health of an individual. The student is expected to:</p> | <p>2.5a identify hazards in the environment that affect health and safety such as having loaded guns in the home and drinking untreated water.</p> <p>2.5b describe strategies for protecting the environment and the relationship between the environment and individual health such as air pollution and ultra-violet rays.</p> <p>2.5c identify personal responsibilities as a family member in promoting and practicing health behaviors.</p> |
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| <p>K.8 Personal / Interpersonal Skills. The student understands ways to communicate consideration and respect for self, family, friends, and others. The student is expected to:</p> | <p>K.8a recognize and describe individual differences and communicate appropriately with all individuals.</p> <p>K.8b explain the importance of showing consideration and respect for parents, grandparents, other family members, friends, and other individuals</p> <p>K.8c recognize and explain the importance of manners and rules for healthy communication</p> | <p>1.9 Personal / Interpersonal skills. The student knows healthy ways to communicate consideration and respect for self, family The student is expected to:, friends, and others.</p> | <p>1.9a demonstrate respectful communication.</p> <p>1.9b list unique ways that individuals use to communicate such as using body language and gestures</p> <p>1.9c express needs, wants, and emotions in appropriate ways.</p> <p>1.9d describe and practice techniques of self-control such as thinking before acting. And using words instead of hands</p> | <p>2.10 Personal / Interpersonal Skills. The student understands healthy ways to communicate consideration and respect for self, family, friends, and others. The student is expected to:</p> | <p>2.10a describe how to effectively communicate. Such as using words instead of pushing, asking to share, instead of taking things, and seeking the help from a trusted adult</p> <p>2.10b express needs, wants, and emotions in healthy ways.</p> <p>2.10c explain the benefits of practicing self-control. Such as the "think before you act."</p> |
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| K.9 Personal / Interpersonal Skills. The student comprehends the skills necessary for building and maintaining healthy relationships. The student is expected to: | K.9a identify and use refusal skills to avoid unsafe behavior situations such as saying no in unsafe situations and then telling an adult if he/she is threatened | 1.10 Personal / Interpersonal skills. The student comprehends the skills necessary for building and maintaining healthy relationships. The student is expected to: | 1.10a describe ways to build and maintain friendships. | 2.9 Personal / Interpersonal skills. The student comprehends the skills necessary for building and maintaining healthy relationships. The student is expected to: | 2.9a identify characteristics needed to be a responsible family member or friend. Such as being loyal, trustworthy, etc. |
| | K.9b demonstrate skills for making new acquaintances | | 1.10b practice refusal skills to avoid and resolve conflicts. | | 2.9b list and demonstrate good listening skills. 2.9c demonstrate refusal skills. Such as walking away, saying “no” and seeking the help from a trusted adult |
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| | | 1.6 Health Information. The student recognizes the influence of media and technology on health behaviors. | 1.6a identify examples of health information provided by various media. | 2.7 Influencing Factors. The student recognizes the influence of media and technology on personal health. The student is expected to: | 2.7a describe how the media can influence an individual’s health choices such as television ads for fast foods and breakfast cereals. |
| | | | 1.6b cite examples of how media and technology can affect behaviors such as television, computers, and video games. | | 2.7b discuss how personal health care products have been improved by technology such as sun-block and safety equipment. |
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| | | | | 2.8 Influencing Factors. The student understands how relationships influence personal health. The student is expected to: | 2.8a describe how friends can influence a person’s health. Such as positive and negative peer influence. |
| | | | | | 2.8b recognize unsafe requests made by friends such as playing in the street. |