

PRIMARY LEVEL K-1-2

HEALTHY SELF

STANDARD 1 Students will learn ways to improve mental health and manage stress.		
Kindergarten	First Grade	Second Grade
OBJECTIVE	OBJECTIVE	OBJECTIVE
<p>Demonstrate ways to interact, cooperate, and share with others.</p> <ul style="list-style-type: none"> - Wait turn for discussion, materials, equipment, and/or teacher’s attention. - Be a cooperative member of a family, community, and /or a group. <p>Communicate unique and special qualities about self.</p> <ul style="list-style-type: none"> - List characteristics God’s people share. - Describe characteristics that make them individuals unique. <p>Demonstrate social skills to help adapt to new situations.</p> <ul style="list-style-type: none"> - Introduce self to others. - Explore the school to become familiar with the building. - Recognize key people on the school staff, e.g., custodian, office staff, principal. - Understand what to do if approached by a stranger. 	<p>List basic human needs.</p> <ul style="list-style-type: none"> - Recognize the emotional need for love, support, communication, understanding, and a sense of belonging. - Identify the basic needs for survival. <p>Identify and express positive personal qualities and attitudes.</p> <ul style="list-style-type: none"> - Identify, recognize, and express feelings. - Share positive personal qualities with others by using appropriate communication skills, e.g., talking, writing, drawing, sharing. <p>Use social skills to help adapt to new situations.</p> <ul style="list-style-type: none"> - Introduce self to others. - Explore the school to become familiar with the building and grounds. - Recognize key people on the school staff, e.g., custodian, office staff, principal. - Understand appropriate action if approached by a stranger 	<p>Recognize how similarities and differences among people make our society unique.</p> <ul style="list-style-type: none"> - Describe how similarities and differences make people unique, e.g., ability, age, religious beliefs, body type and size, culture, race, ethnicity, gender, talents. - Recognize how contributions from various groups of people enrich society. - Show how a responsible person contributes to society. - Recognize that unique qualities exist in individuals and groups. - Evaluate behavior as good/bad, safe/dangerous, kind/selfish. <p>Develop behaviors that have a positive impact on mental health.</p> <ul style="list-style-type: none"> - Identify how behaviors affect mental health. - Communicate feelings in appropriate ways, e.g., regarding needs, differences, sadness, joy, anger, loneliness, scared, excited, etc.

		<p>-Recognize interaction between physical and mental health, e.g., play, fitness, balanced diet, hygiene, and regular checkups.</p> <p>Define and recognize healthy and harmful stress.</p> <ul style="list-style-type: none"> - Identify changes that can cause stress; e.g., moving, loss, friends, change in family or school. - Demonstrate positive methods for coping; e.g., talking with a trusted adult, playing, reading, listening to music, journaling, writing, etc.-
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SUBSTANCE ABUSE PREVENTION

STANDARD 2 students will adopt health-promoting and risk-reducing behaviors to prevent substance abuse.		
Kindergarten	First Grade	Second Grade
<p>OBJECTIVES</p> <p>Express feelings related to different situations</p> <ul style="list-style-type: none"> - Recognize different emotions, e.g., sadness, happiness, excitement. - Identify people with whom feelings can be shared. e.g., parents, grandparents, family, teachers, peers. <p>Recognize the differences between helpful and harmful substances.</p>	<p>OBJECTIVES</p> <p>Express strong feelings constructively.</p> <ul style="list-style-type: none"> - Recognize different emotions. - Use the face, voice, and body to express strong emotions. <p>Identify various helpful and harmful substances.</p> <ul style="list-style-type: none"> - Compare helpful and harmful substances. - Identify specific individuals to give medication, e.g., doctors, parents, school 	<p>OBJECTIVES</p> <p>List the harmful effects of tobacco on the body.</p> <ul style="list-style-type: none"> - Explain why smoking is unhealthy. - Identify short and long term effects of tobacco use, e.g., bad breath, smelly hair, shortness of breath, heart and lung disease, cancer, death. <p>Demonstrate the ability to take responsibility for actions.</p>

<ul style="list-style-type: none"> - Identify specific individuals who can give medicine, e.g., doctors, parents, school nurse. - Recognize the universal symbol for poisonous substances. - Recognize differences between healthy products. 	<p>nurse, school secretary.</p> <ul style="list-style-type: none"> - Recognize difference between healthful and harmful products. 	<ul style="list-style-type: none"> - Explain that actions have consequences. - Tell why families, schools, and communities have rules. - Recognize why rules are important in home, school, and community. <p>Explain how positive role models can help a person choose healthy behaviors.</p> <ul style="list-style-type: none"> - Identify the qualities of positive role models; e.g., Christ, good citizens, set and achieves goals, show care of self and others. - Identify positive role models in the Community.
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HUMAN DEVELOPMENT AND RELATIONSHIPS

STANDARD 3 Students will respect self and others related to human development and relationships.		
Kindergarten	First Grade	Second Grade
<p>OBJECTIVE</p> <p>Identify the five senses.</p> <ul style="list-style-type: none"> - Identify the location and function of each sensory organ; i.e., eyes, ears, mouth, nose, skin - Describe how to care for and protect sensory organs. <p>Recognize ways in which human bodies are similar and different.</p> <ul style="list-style-type: none"> - Recognize that individuals are unique. - Describe features of human bodies; e.g., 	<p>OBJECTIVE</p> <p>Describe how family members can help and support each other.</p> <ul style="list-style-type: none"> - List common characteristics of God’s families; e.g., love, support, care. - Identify needs of family members. - List ways in which they can help others who are sick. <p>Recognize personal space and boundaries.</p> <ul style="list-style-type: none"> - Distinguish good touch from bad touch. - Identify personal space and touch that 	<p>OBJECTIVE</p> <p>Demonstrate an understanding of life as a gift.</p> <ul style="list-style-type: none"> - Identify the responsibilities that result from the gift. <p>Identify healthy friendships.</p> <ul style="list-style-type: none"> - List qualities of a friend. - Identify characteristics of healthy friendships. - Recognize how healthy friendships contribute to feeling good about life. - Demonstrate appropriate behavior with

<p>size, shape color of eyes and hair.</p> <ul style="list-style-type: none"> - Recognize a range of physical abilities; e.g., strength, speed, jumping. - Explain how people with differing physical abilities can accomplish the same tasks. <p>Demonstrate friendship qualities.</p> <ul style="list-style-type: none"> - Understand that God created and loves all people: boy/girls, men/women, sick, well, etc. - Show caring and respect for others; e.g., demonstrate ways to use please, thank you, excuse me. - Explain how helping others is self-regarding. 	<p>may make one feel comfortable.</p> <ul style="list-style-type: none"> - Identify personal space and touch that may make one feel uncomfortable. - *Identify trustworthy people to tell about uncomfortable situations and/or bad touches; e.g., parents, grandparents, schoolteachers, counselors, clergy, and police officers. <p>Practice proper care of the body.</p> <ul style="list-style-type: none"> - Demonstrate personal hygiene practices. - Identify ways to show respect for the human body. 	<p>peers.</p> <p>Outline stages of the lifecycle.</p> <ul style="list-style-type: none"> - Observe and describe how humans change during their lives. - Compare the life cycles of plants, animals, and human beings. - Recognize that each individual ins unique.
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DISEASE PREVENTION AND HIV/AIDS EDUCATION

STANDARD 4 Students will understand concepts related to health promotion and disease prevention.		
Kindergarten	First Grade	Second Grade
<p>OBJECTIVE</p> <p>Share personal experiences.</p> <ul style="list-style-type: none"> - Share what it means to feel well or feel sick. - Describe with physical signs of affection and affirmation. 	<p>OBJECTIVE</p> <p>Identify behaviors that promote health and demonstrate personal hygiene.</p> <ul style="list-style-type: none"> - Tell how sleep affects general health. - List a variety of childhood illnesses. - Demonstrate strategies that help prevent illness; e.g., sneeze or cough into sleeve, 	<p>OBJECTIVE</p> <p>Distinguish communicable from noncommunicable diseases.</p> <ul style="list-style-type: none"> - Identify communicable and noncommunicable diseases according to characteristics. - Group communicable and

<p>Demonstrate proper personal hygiene.</p> <ul style="list-style-type: none"> - Demonstrate proper brushing and flossing of teeth. - Demonstrate proper hand washing. <p>Demonstrate strategies to reduce or prevent illnesses.</p> <ul style="list-style-type: none"> - List places where germs are commonly found; e.g., hands, bathrooms, floors, and doorknobs. - Identify ways in which germs may enter the body; e.g., cuts, mouth, sneezes, or coughs. - Explain causes of illness; e.g., germs, viruses. 	<p>proper hand washing, hygiene, and immunizations.</p> <ul style="list-style-type: none"> - Demonstrate simple first aid for bleeding. 	<p>noncommunicable diseases according to characteristics.</p> <p>Relate behaviors that can help prevent disease.</p> <ul style="list-style-type: none"> - Demonstrate proper hygiene; e.g., hand washing, covering mouth and nose when sneezing and coughing, brushing teeth. - Recognize the relation of exercise and diet to overall wellness. - Explain the possible impact importance of touching another person's blood or other body fluids. - Demonstrate simple first aid for bleeding.
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SAFETY AND INJURY/VIOLENCE PREVENTION

STANDARD 5 Students will adopt behaviors to maintain personal health and safety and develop appropriate strategies to resolve conflict.		
Kindergarten	First Grade	Second Grade
<p>OBJECTIVE</p> <p>Recognize that actions have consequences.</p> <ul style="list-style-type: none"> - Describe how anger can lead to injury or violence. - Describe how fear can help keep people safe; e.g., fleeing to avoid danger, taking precautions, assessing risk. - Describe how excitement can lead to carelessness. 	<p>OBJECTIVE</p> <p>Describe potential hazards and safety procedures.</p> <ul style="list-style-type: none"> - Explain the need for safety rules at school and surrounding environment. - Explain possible unsafe behavior. - Devise an emergency escape route plan from home and school. - Identify basic safety rules and 	<p>OBJECTIVE</p> <p>Demonstrate neighborhood safety.</p> <ul style="list-style-type: none"> - Practice a fire or emergency evacuation plan. - Recognize that getting adult help is one of the first things to do in an emergency. - Identify helpful people and safe places in your neighborhood. - Model playground, pedestrian, seat belt,

<p>Demonstrate personal safety.</p> <ul style="list-style-type: none"> - Model how to cross a street safely. - Model how to enter, exit, and sit safely on a bus. - Explain the purpose for and procedure of wearing a seat belt. - Tell how to avoid harmful encounters with animals; e.g., respect for pets, wildlife, and habitat. <p>Explain ways to identify, avoid, manage, or escape emergency or risk situations.</p> <ul style="list-style-type: none"> - Participate in fire and earthquake drills and demonstrate appropriate responses. - Recognize surroundings and areas of danger or risk. - Recall phone numbers, address, full name, guardian's name, and emergency 911 number. - Recognize safety symbols and individuals; e.g., McGruff, firefighter, police officers, crossing guards, school personnel. - Model the stop, drop, and roll technique. 	<p>equipment for recreational activities.</p> <p>Show respect for self and others.</p> <ul style="list-style-type: none"> - Describe how all individuals can contribute to the cooperative completion of a task. - Recognize individual responsibility for completing tasks. - Demonstrate ways to show appreciation for the contributions of others. 	<p>and recreational safety.</p> <p>Determine ways to respect other cultures.</p> <ul style="list-style-type: none"> - Share and explore cultural similarities and differences. - Identify ways different cultures enrich a neighborhood. <p>Distinguish what is real from what is make-believe in media violence.</p> <ul style="list-style-type: none"> - Recognize that actions have consequences. - Compare the consequences of cartoon violence versus acted events. - Identify the dangers of using toys to mimic violent behavior.
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NUTRITION AND FITNESS

STANDARD 6 Students will understand how a healthy diet and exercise can increase the likelihood of physical and mental wellness.		
Kindergarten	First Grade	Second Grade
<p>OBJECTIVE</p> <p>Explain how food is fuel for the body.</p> <ul style="list-style-type: none"> - Recognize why the body uses food. - Define “nutrition” and “diet.” - Recognize healthy vs. unhealthy food products. - Describe how food affects the way we feel physically and mentally. <p>Identify benefits of physical activity.</p> <ul style="list-style-type: none"> - Recognize the effects of physical activity on the body; e.g., strengthens bones and muscles, makes us feel good. - Participate in physical activities. 	<p>OBJECTIVE</p> <p>Compare food groups using the new Food Guide Pyramid.</p> <ul style="list-style-type: none"> - Identify the basic food groups. - Compare food groups using the “Food Guide Pyramid.” <p>Explain why a variety of foods should be included in diets.</p> <ul style="list-style-type: none"> - Identify the benefits of eating a variety of foods throughout the day; e.g., balanced diet, feel better mentally and physically, proper nutrients. - Predict the effects of skipping breakfast. - Recognize healthy vs. unhealthy food products. <p>Identify benefits of physical activity.</p> <ul style="list-style-type: none"> - Recognize the effects of physical activity on the body; e.g., strengthens bones and muscles, increases energy. - Participate in a physical activity. 	<p>OBJECTIVE</p> <p>Recognize the importance of a balanced diet.</p> <ul style="list-style-type: none"> - Explain the concept of healthy vs. unhealthy food products. - Tell the number of servings needed from each food group. - Plan a balanced lunch or snack. <p>Recognize the importance of calcium in the body.</p> <ul style="list-style-type: none"> - Identify the role of calcium in the body. - List several calcium-rich foods. <p>Identify how nutrition, physical activity, and physical fitness interrelate.</p> <ul style="list-style-type: none"> - Explain how a healthy diet affects energy for activity. - Explain the interaction of physical and mental health. - Analyze how a healthy diet and physical activity contribute to overall fitness.

CONSUMER AND COMMUNITY HEALTH

STANDARD 7 Students will understand the value of service and effective consumer practices.		
Kindergarten	First Grade	Second Grade
<p>OBJECTIVE</p> <p>Demonstrate ways to help or serve others.</p> <ul style="list-style-type: none"> - Identify needs of others. - Describe situations where one person or group helps another. - Plan, implement, and report on a helping situation; e.g., food drives. <p>Explore the outdoors environment.</p> <ul style="list-style-type: none"> - Use the senses to gather information about the environment. - Explain ways to care for the environment. 	<p>OBJECTIVE</p> <p>Participate in service-learning that assists home and family.</p> <ul style="list-style-type: none"> - Differentiate needs from wants. - Identify the needs of families; e.g., shelter, food, clothes, money. - Examine situations when a person or group assists families. - Plan, implement, and report on service that helps own and/or another family; e.g., food drives. <p>Analyze the influence of advertising on needs and wants.</p> <ul style="list-style-type: none"> - Identify basic physical and emotional needs. - Identify individual wants. - Explain the purpose of advertising. - Determine how advertising affects individual wants. <p>Explore the outdoor environment.</p> <ul style="list-style-type: none"> - Explain ways to care for the environment. - Recognize potential pollutants. 	<p>OBJECTIVE</p> <p>Participate in service-learning that assists family and/or neighborhood.</p> <ul style="list-style-type: none"> - Differentiate needs from wants. - Identify the needs of families and neighborhoods. - Explain healthful community situations. - Participate in a service project. <p>Recognize the positive and negative impact of media.</p> <ul style="list-style-type: none"> - Name different types of media, e.g., print, television, radio, video, internet. - Identify the purposes of media; e.g., emotional responses, community awareness, information, marketing.