

# Health Standards Kindergarten

## **1. Know that people are alike and different.**

- A. Know how people show happiness, love, anxiety, fear, guilt, frustration, and grief.
- B. Know how you behave is important (different behaviors result in different consequences.)
- C. Know people do things in different ways (that people handle things in different ways.)
- D. Know how families are alike and different.

## **2. Know how to stay healthy.**

- A. Know why rest, sleep, and play are important to good health
- B. Know good sleep, rest, and play habits.
- C. Know that there are good and bad substances at home and at school.
- D. Know the purpose of medicine and who should give it to you.
- E. Be able to tell when a person is sick.
- F. Know good habits make you healthy.
- G. Know that tobacco and drugs are bad for you.
- H. Know what we eat helps or hurts our health.
- I. Know exercise is important.

## **3. Be able to keep clean. (Be able to use good personal hygiene habits.)**

- A. Know the benefits of being clean (good hygiene.)
- B. Be able to take care of your teeth.
- C. Be able to keep your body clean.

## **4. Be able to be safe. (Understand and apply personal traffic safety.)**

- A. Know and obey the rules for riding in a car and bus.
- B. Know and obey bike safety rules.
- C. Know and obey the rules for walking on streets and sidewalks (being a pedestrian.)
- D. Know and use the rules for the school and playground.
- E. Know how to get help (who, how, and when to tell in case of emergencies, including 911.)
- F. Know what to do in case of fire, tornado and other emergencies.

## **Health Standards First Grade**

### **1. Know that people feel many emotions.** (covered in religion)

- A. Know different emotions, especially joy, sadness, anger, happiness, frustration and satisfaction.
- B. Know what causes different emotions.
- C. Know how to enjoy and control emotions.
- D. Know about good and bad traits (positive and negative personal traits.)

### **2. Be able to show you care for others, such as family and friends.** **(covered in religion and social studies)**

- A. Know why it is good to be honest (the importance of honesty with family and friends.)
- B. Know why it is important to be cared for and care for others.
- C. Be able to show and tell others that you care about them.

### **3. Know what makes a community healthy.** (covered in religion and social studies)

- A. Know why friends and neighbors are important for you.
- B. Know ways to make friends.
- C. Know the responsibilities of being a good friend and a good neighbor.
- D. Know why, how and where to work for the good of all.
- E. Know why and how to recycle.

### **4. Know why and how to do things which keep you healthy.** (all, except E, covered in physical education.)

- A. Know the need for physical activity.
- B. Know what a physically fit person is like.
- C. Know why and how to warm up.
- D. Be able to make a plan for getting good exercise.
- E. Know why and how to eat nutritious meals.
- F. Know people are physically different.
- G. Know people and places which help keep you healthy.
- H. Know the importance of proper dental hygiene.

### **5. Know ways to keep yourself safe.**

- A. Know and obey bus safety rules.
- B. Know and obey safety rules for home and school.
- C. Know what to do in case of fire, tornado or other emergencies.
- D. Know and obey rules when encountering strangers.
- E. Know there are good and bad drugs.
- F. Be aware of the effects alcohol and drugs can have on our bodies.

## **Health Standards Second Grade**

### **1. Understand how your behavior affects other**

- A. Be able to make and keep friends.
- B. Know why people should appreciate differences in others (age, race, gender, culture.)
- C. Know how others see your behaviors.
- D. Be able to make plans for changing your behavior.

### **2. Understand you must take care of your own health**

- A. Know how good health, fitness and nutrition help you.
- B. Be able to make a plan for good health, fitness and nutrition.
- C. Know the basic food groups.

### **3. Be able to keep yourself safe**

- A. Know safety rules for school, play, home and while riding on the bus or on a bike.
- B. Know what to do in case of a fire, tornado or other emergency.
- C. Know why safety rules are important in each place/situation.
- D. Be able to follow safety rules and help others follow them.

### **4. Understand that good health habits prevent health problems**

- A. Know who you can go to with personal or family problems in school or elsewhere.
- B. Identify ways of showing care and concern for sick people.

### **5. Understand different kinds and causes of environmental pollution**

- A. Identify types of pollution and how they threaten the environment (air, water, noise)
- B. Identify ways one can stop pollution.

### **6. Understand the human eye (its structure, function and how to care for)**

- A. Identify the parts of the eye and their functions.
- B. Identify safety practices that keep the eyes healthy and prevent injury.
- C. Describe ways that sight impaired people communicate.

## **Health Standards Third Grade**

### **1. Understand about feelings you may have.**

- A. Know feelings and causes of feelings.
- B. Know and access support people to help manage feelings.
- C. Know and apply ways to prevent or control conflicts.
- D. Know how family and friends help manage feelings.

### **2. Understand why and how to take care of your teeth.**

- A. Know why good dental health is important.
- B. Know the strategies for dental health (regular check ups, flossing, brushing, nutrition.)
- C. Be able to develop a personal plan for good dental health.

### **3. Be able to apply basic first aid and safety rules.**

- A. Know about hazards which can cause injury (fire, electrical, substances, scrapes, cuts.)
- B. Be able to use first aid for minor injuries.
- C. Be able to get help for injuries or emergencies.
- D. Know basic safety rules (pedestrian, animal, transportation, fire, and stranger)

### **4. Understand how alcohol, tobacco, and drugs can affect you.**

- A. Know the short-term effects of alcohol, tobacco, smokeless tobacco and some drugs.
- B. Know the long-term effects of alcohol, tobacco, smokeless tobacco and some drugs (physical, mental, social, and emotional.)
- C. Know how to feel good without alcohol, tobacco and drugs.
- D. Be able to develop and commit to a plan to not use alcohol, tobacco and drugs.

### **5. Know the basic body systems.**

- A. Know the five basic body systems.
- B. Know how the skeletal and muscular systems work together.

## **Health Standards Fourth Grade**

### **1. Understand the function and characteristics of the digestive system.**

- A. Be able to label the parts of the digestive system.
- B. Explain the process of digestion.
- C. Explain how food choices can have a positive and negative influence on our digestive system.
- D. Describe diseases that can affect the digestive system.

### **2. Understand causes and prevention of disease.**

- A. Know how HIV/AIDS is and is not spread.
- B. Know what behaviors help prevent disease and illness.
- C. Describe the difference between communicable and non communicable diseases.
- D. List ways to prevent the spread of communicable diseases.

### **3. Understand nutritional information and healthy eating habits.**

- A. Know that nutrients are substances found in foods that promote growth and maintenance of the body.
- B. Know the recommended numbers of daily servings from each group on the food guide pyramid.
- C. Know that eating food from all the food groups supplies necessary nutrients to the body.
- D. Be able to find and read information contained on food package labels.

### **4. Understand how to gain the most benefit from physical activities.**

- A. Know how exercise affects our health.
- B. Know how to improve strength, endurance, and flexibility.
- C. Be able to develop a personal plan for being physically active.

### **5. Understand personal well-being and develop a plan to achieve it.**

- A. Possess strategies for coping with stress in a healthy manner.
- B. Know what factors help create a positive self-concept (attitudes, motivation, skills, perceptions.)
- C. Know the relationship between physical well-being and mental/emotional health.
- D. Be able to develop a plan to take charge of your self-concept in a positive manner.

## **Health Standards Fifth and Sixth Grade**

### **1. Understand the function and characteristics of the respiratory system.**

- A. Be able to label the parts of the respiratory system.
- B. Explain the process of respiration.
- C. Describe how to care for your lungs and respiratory system.
- D. Describe diseases that can affect the respiratory system.

### **2. Understand the function and characteristics of the circulatory system.**

- A. Be able to label the parts of the circulatory system.
- B. Describe how the heart aids in circulating blood throughout your body.
- C. Describe how to care for your heart.
- D. Describe diseases that affect your circulatory system.

### **3. Understand how families and individuals change.**

- A. Know about personal changes (growth, change in friends, and change in schools.)
- B. Know about family changes (separation, divorce, death, addiction, abuse.)

### **4. Understand how to have healthy interactions with others.**

- A. Know the difference between healthy and unhealthy relationships.
- B. Know the difference between enhancing and destructive behaviors.
- C. Know how family and friends influence our behavior and choices.
- D. Be able to make choices based on personal needs, not on undue influence of others.
- E. Be able to develop strategies for refusing, getting out of situations and standing up to others.

### **5. Understand the relationship between personal lifestyle and physical fitness.**

- A. Know how regular physical exercise affects cardiovascular fitness.
- B. Know how an active lifestyle leads to lifelong physical fitness.
- C. Be able to develop a personal physical fitness program.

### **6. Understand changes which occur in adolescence.**

- A. Know feelings which may accompany physical, social, and emotional changes in adolescence.
- B. Know the process of puberty, including menstruation and personal hygiene changes.
- C. Be able to develop a personal hygiene program.

### **7. Understand and develop strategies for resisting mood altering drugs.**

- A. Know about various mood altering drugs.
- B. Know the short and long term effects of using mood altering drugs.
- C. Know why people begin and continue taking these drugs, including tobacco.
- D. Be able to develop strategies for managing pressures to take drugs.

### **8. Understand the process of human reproduction.**

- A. Know about the process of conception.
- B. Know about the growth of a baby from conception to birth.
- C. Know about the process of birth.
- D. Know the responsibilities of parenthood.
- E. Know the Catholic view of abstinence.