

Content Standard 1: Core Concepts

Essential Question: What do I need to know to stay healthy?

Curricular Outcome: Students will comprehend concepts related to health promotion and disease prevention to enhance health. Concepts include but are not limited to: human growth and development, community and environmental health, human sexuality, injury and disease prevention, HIV/AIDS, sexually-transmitted diseases, mental and emotional health, nutrition and physical activity, and alcohol, tobacco and other drugs.

By Kindergarten, students will:

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| 1.1 List personal health behaviors (e.g. hand washing, teeth brushing, independent toileting, use of tissues, explaining feelings, making healthy food choices, daily physical activity) | HPW Sources*
TE: pp5-6, pp11-15, pp20-21, p23, pp69-71, pp160-164; SA: 1, 2, 29, 30, 31; EA: 2; PA: 3, 18, 22; B: Wash Your Hands; B: When I Feel Sad; B: Kids in Action; P: Keeping Healthy with Herbie; P: Healthy Choices; A: Herbie's Health & Safety Songs |
| 1.2 Describe similarities and differences between self and others and understand that the body is good and special | TE: pp45-46, pp138-144; SA: 26; PA: 19; B: Why Am I Different?; B: I Want to be Somebody New; P: Growth Chart; F: growth; BLM: growth chart markers |
| 1.3 Identify and describe functions of body parts (e.g. stomach, feet, hands, ears, eyes, mouth) | TE: p99, p147, pp161-163; SA: 31; P: Body Chart w/Organs; F: tooth, crown, root, gum |
| 1.4 Identify how families can influence personal health | TE: pp35-43; PA: 5, 6; B: The Surprise Family; B: David Gets in Trouble; F: family |
| 1.5 Describe a healthy and safe environment | TE: pp77-79, pp85-87 pp109-110, pp130-134; SA: 11; PA: 11 |
| 1.6 Identify health and safety problems that can be treated early | TE: pp110-117; SA: 19, 20; V: I Can Follow Rules; A: Herbie's Health & Safety Songs |
| 1.7 Identify ways injuries can be prevented | TE: pp91-95, p112, pp115-116; SA: 13, 19; C: Drug Prevention Cards |
| 1.8 Identify and practice ways to prevent disease and other health problems | TE: pp100-105, pp126-129; SA: 16, 17, 23, 25; B: Berenstain Bears and the In-Crowd; G: Fire Safety |
| 1.9 Discuss germs and their connection to illness | TE: pp158-169; SA: 29, 30, 31, 32; PA: 22, 23; B: Wash Your Hands; F: disease, germ, cavity; A: Staying Healthy With Herbie |

Content Standard 2: Accessing Health Information and Resources

Essential Question: How and where do I find information, products and resources?

Curricular Outcome: Students will demonstrate the ability to access valid health information, products and services.

By Kindergarten, students will:

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| 2.1 Demonstrate the ability to seek health information from trusted adults (e.g. common health and safety concerns, roles and responsibilities of community helpers) | HPW Sources*
TE: pp80-82, p93, p97, p105; SA: 12, 18; PA: 11, 12,13; P: Healthy Choices |
| 2.2 Demonstrate the ability to seek help from trusted adults (e.g. dial 911, ask for help from firefighters or police officers) | TE: pp119-125, pp171-173; SA: 21, 22, 33; PA: 15, 16, 24; B: Berenstain Bears Go To The Doctor; P: Emergency; F: emergency, fire, fire escape |
| 2.3 Identify characteristics of a trusted adult | TE: pp91-97, pp104-105, pp109-111, pp132-136; SA: 13, 14, 18; PA: 12, 13, 18; F: safety, unsafe, stranger, hurt; V: Two Kinds of Touch; C: Drug Prevention |

* **HPW Key:** **TE** = Teacher Edition; **SA** = Student Activity; **EA** = Evaluation & Assessment; **PA** = Parent Activity; **TR** = Transparency; **TRG** = Teacher Resource Guide; **HF** = "Health Flash" Booklet; **B** = Book; **P** = Poster; **A** = Audiocassette; **F** = Flashcards; **BLM** = Blackline Masters; **V** = Video; **C** = Scenario Cards; **G** = Game; **CD** = Software

Content Standard 3: Self-management of Healthy Behaviors

Essential Question: What can I do to avoid or reduce health risks?

Curricular Outcome: Students will demonstrate the ability to practice health-enhancing behaviors to avoid and reduce health risks.

By Kindergarten, students will:

3.1 Identify healthy behaviors (e.g. wearing seatbelts, hand washing)

3.2 Identify personal behaviors that are health-enhancing

3.3 Identify personal health behaviors that need to be changed

3.4 Demonstrate good hygiene practices to improve and maintain personal health

3.5 Understand and follow rules and routines

3.6 Identify ways to self-regulate stress (e.g. take a break from playing hard, quiet time)

HPW Sources*

TE: pp55-58, pp70-73, pp114-117, pp127-129, pp152-156; **SA:** 28; **PA:** 8, 17, 21; **B:** Eating Healthy With Herbie; **P:** Healthy Choices; **F:** nutrition, variety, balance; **G:** Fire Safety; **C:** Nutrition Cards; **C:** Safety Signs; **A:** Staying Healthy With Herbie

TE: pp4-6, p8, pp14-15, pp31-32, pp64-65; **SA:** 5, 6; **PA:** 1, 9; **P:** Healthy Choices; **C:** Healthy & Unhealthy Choices

TE: pp3-6, p9, pp11-17; **PA:** 1, 2; **B:** Staying Healthy with Herbie; **P:** Staying Healthy with Herbie; **P:** Healthy Choices

TE: pp14-15, pp70-73; **SA:** 2; **PA:** 10; **B:** Keeping Clean with Herbie

TE: pp7-8, pp110-117; **SA:** 20; **PA:** 14; **P:** Classroom Rules; **P:** Water Safety **V:** I Can Follow Rules

TE: pp22-23; **PA:** 3; **B:** When Sophie Gets Angry

Content Standard 4: Analyzing Internal and External Influences

Essential Question: What influences my healthy behaviors and decisions?

Curricular Outcome: Students will analyze the influence of family, peers, culture, media, technology and other factors on health.

By Kindergarten, students will:

4.1 Discuss their roles in the family and the roles of their parents/guardians

4.2 Recognize how media and technology can influence their lives

4.3 Discuss how families and school influence personal health

HPW Sources*

TE: pp35-39; **PA:** 5; **B:** The Surprise Family; **F:** family

TE: pp69-71, pp91-93; **SA:** 13; **C:** RolePlay Scenarios

TE: pp40-43, pp100-104; **PA:** 5, 6, 7, 9; **B:** The Giving Tree; **B:** Berenstain Bears and the In-Crowd; **F:** family, sharing, kindness

Content Standard 5: Communication Skills

Essential Question: How can communication enhance my personal health?

Curricular Outcome: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

By Kindergarten, students will:

5.1 Practice using words to communicate as a means of enhancing health

5.2 Describe characteristics of a responsible individual

5.3 Practice using words to identify emotions

5.4 Identify healthy ways to express needs, wants and feelings

HPW Sources*

TE: pp4-5, pp11-12, pp20-23, pp25-26, p35, pp55-56, p58, p91, pp128-129, p139, p159; **SA:** 8; **B:** Staying Healthy With Herbie; **P:** Staying Healthy With Herbie; **F:** health, nutrition, sleep, exercise, nutrition, drugs, growth, germs, fire; **A:** Staying Healthy With Herbie

TE: pp24-28, p43; **SA:** 4; **PA:** 6; **B:** How to be a Friend

TE: pp20-23; **B:** When I Feel Sad

TE: pp20-21; **P:** Feelings

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| 5.5 Demonstrate caring and empathy for others | TE: pp3-4, pp40-41; B: Giving Tree; P: Special People; F: sharing, kindness |
| 5.6 Demonstrate the ability to listen and speak in turn | TE: pp7-8; P: Classroom Rules |
| 5.7 Identify ways to deal with conflict | TE: pp49-50; B: How To Be a Friend |
| 5.8 List examples of conflict | TE: pp27-28, pp50-51 |
| 5.9 Engage in developing solutions to resolve conflicts and seek help when necessary | TE: p28 |

Content Standard 6: Decision-Making Skills

Essential Question: How do I make good decisions to keep myself healthy?

Curricular Outcome: Students will demonstrate the ability to use decision-making skills to enhance health.

By Kindergarten, students will:

- 6.1 Discuss choices that enhance health
- 6.2 Identify adults who can assist in making health-related decisions
- 6.3 Discuss reasons to make and results of making healthy choices

HPW Sources*

- TE:** pp11-13, pp58-63, pp67-69; **SA:** 1 A-B, 9, 10; **PA:** 8; **B:** Keeping Healthy With Herbie; **B:** Kids in Action; **P:** Healthy Choices; **C:** Nutrition & Fitness Cards; **V:** Get Ready, Get Set, Get Fit
- TE:** pp91-97, pp104-105, pp109-111; **SA:** 13, 14, 18; **PA:** 12, 13, 18
- TE:** pp3-5, p9, pp31-32, pp55-57, pp69-71, pp104-105, pp127-129, pp168-169, pp175-176; **SA:** 5, 6, 17, 23, 24, 25, 32; **PA:** 1, 17, 23; **F:** health, unhealthy; **B:** Eating Healthy With Herbie; **P:** Healthy Choices; **G:** Fire Safety; **C:** Healthy Choices Cards, Nutrition Cards, Drug Prevention Cards, Disease Prevention Cards; **A:** Staying Healthy With Herbie

Content Standard 7: Goal-Setting Skills

Essential Question: How do I use the goal-setting process to improve my health?

Curricular Outcome: Students will use goal-setting skills to enhance health.

By Kindergarten, students will:

- 7.1 Define a healthy goal

HPW Sources*

- TE:** p15, p64; **PA:** 2, 9

Content Standard 8: Advocacy

Essential Question: What can I do to promote accurate health information and healthy behaviors?

Curricular Outcome: Students will demonstrate the ability to advocate for personal, family and community health.

By Kindergarten, students will:

- 8.1 Use language to convey healthy behaviors
- 8.2 Use language to express opinions about health topics
- 8.3 Name trusted adults at home, in school and in the community
- 8.4 Identify ways to encourage others to make positive health choices
- 8.5 Participate in small and large group activities, interacting cooperatively with one or more children
- 8.6 Discuss positive ways to show care, consideration and concern for others

HPW Sources*

- TE:** pp4-5, pp11-12, pp20-23, pp25-26, p35, pp55-56, p58, p91, pp128-129, p139, p159; **B:** Staying Healthy With Herbie; **P:** Staying Healthy With Herbie; **F:** health, nutrition, sleep, exercise, nutrition, drugs, growth, germs, fire; **A:** Staying Healthy With Herbie
- TE:** pp20-21; **B:** When I Feel Sad; **P:** Feelings
- TE:** pp92-93, pp95-97, pp80-81, p105; **SA:** 18, 33; **PA:** 12; **B:** Berenstain Bears and the Double Dare; **F:** helpful
- TE:** pp31-32, pp69-74; **SA:** 6, 12; **PA:** 10, 11; **P:** Healthy Choices; **C:** Nutrition Cards, Nutrition & Fitness Cards, Community Health Cards
- TE:** p13, pp25-27, p81, p103; **SA:** 4
- TE:** pp3-4, pp18-19, pp25-26, pp41-43, pp46-47; **SA:** 4; **PA:** 7; **B:** Being Friends; **B:** How to be a Friend; **P:** Special People

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