



# Health | Kindergarten



ORGANIZING THEME/TOPIC	FOCUS STANDARDS & SKILLS	RESOURCES	
<b>INJURY PREVENTION AND SAFETY</b>	<b>SKILLS</b> <ul style="list-style-type: none"><li>• State his/her name, address, area code, phone number, parents' names</li><li>• Identify people and places to go in case of an emergency and understand the importance of seeking adult assistance.</li><li>• Begin to identify hazards and safety precautions at school, home, and while traveling, including bike safety and how to answer the phone and how and when to call 911</li></ul>	<b>Counselor</b>	Health for Children's DVD Series: <i>Safety Awareness</i> <u>My Health</u> by Silverstein
	<ul style="list-style-type: none"><li>• State the limits to which other people may touch his/her body (using proper terminology: penis and vagina).</li></ul>	<b>Counselor Nurse</b>	<b>Happy Bear</b> <a href="http://www.sunflowerhouse.org">www.sunflowerhouse.org</a> 913-631-5800
	<ul style="list-style-type: none"><li>• Preparing the body for physical activity</li><li>• Proper playground procedures</li></ul>	<b>Physical Education Teacher</b> <b>Classroom Teacher</b>	

<b>MENTAL AND EMOTIONAL HEALTH</b>	<b>SKILLS</b> <ul style="list-style-type: none"> <li>• Demonstrate friendship making skills</li> <li>• Name feelings (mad, sad, happy, scared, embarrassed, and identify how they affect behavior)</li> <li>• Differentiate between healthy and unhealthy ways to act on feelings and recognize that behavior does have consequences</li> <li>• Identify appropriate ways of getting attention, giving and receiving compliments, and giving and receiving apologies.</li> <li>• Begin to identify stress and stress relief skills</li> <li>• Demonstrate effective ways to resolve conflict.</li> <li>• Describe how family members help and cooperate with each other</li> </ul>	<b>Counselor Classroom Teacher Physical Education Teacher</b>	DVD: Dealing with Feelings
	<ul style="list-style-type: none"> <li>• Describe ways to minimize the spread of germs</li> </ul>	<b>Nurse</b>	
	<ul style="list-style-type: none"> <li>• Begin to understand differences in others including family composition and physical and mental disabilities.</li> </ul>	<b>Counselor Classroom Teacher Nurse Physical Education Teacher</b>	
	<ul style="list-style-type: none"> <li>• Understanding the role of physical fitness for mental and emotional health</li> </ul>	<b>Physical Education Teacher</b>	



ORGANIZING THEME/TOPIC	FOCUS STANDARDS & SKILLS		RESOURCES
<p><b>PREVENTION AND CONTROL OF DISEASE</b></p>	<p><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>• Describe ways to minimize the spread of germs (hand-washing).</li> <li>• Define medicine, the reasons for taking medicines and know who can administer medication.</li> </ul>	<p><b>Nurse Physical Education Teacher Classroom Teacher</b></p>	<p>Health for Children DVD Series: <i>Drugs and Disease</i></p> <p>Fight Back! <a href="http://www.glogerm.com">www.glogerm.com</a></p> <p><u>Germ</u>s Make Me Sick by Alik</p> <p><u>What Are Germs</u> by Alvin Silverstein</p>
<p><b>MENTAL AND EMOTIONAL HEALTH</b></p>	<ul style="list-style-type: none"> <li>• Demonstrate friendship making skills</li> <li>• Name feelings (mad, sad, happy, scared, embarrassed, and identify how they affect behavior)</li> <li>• Differentiate between healthy and unhealthy ways to act on feelings and recognize that behavior does have consequences</li> <li>• Identify appropriate ways of getting attention, giving and receiving compliments, and giving and receiving apologies.</li> <li>• Begin to identify stress and stress relief skills</li> <li>• Discuss healthy ways to deal with feelings associated with change and/or loss</li> <li>• Demonstrate effective ways to resolve conflict.</li> <li>• Describe how family members help and cooperate with each other</li> </ul>	<p><b>Counselor Classroom Teacher Physical Education Teacher</b></p>	<p>Health for Children DVD Series: <i>Dealing with Feelings</i></p> <p><a href="http://www.kidshealth.org">www.kidshealth.org</a></p>

	<ul style="list-style-type: none"><li>• Begin to understand differences in others including family composition and disabilities.</li></ul>	<b>Nurse</b> <b>Classroom Teacher</b> <b>Counselor</b>	
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# Health | Second



ORGANIZING THEME/TOPIC	FOCUS STANDARDS & SKILLS		RESOURCES
<b>NUTRITION</b>	<b>SKILLS</b> <ul style="list-style-type: none"><li>List foods that would be a healthy snack</li><li>Recognize that “healthy plate” is a guide to healthy food choices and a balanced diet</li><li>Identify the importance of nutritious meals and use the “healthy plate” to create a simple menu</li><li>Recognize that drinking water is an important part of a healthy lifestyle</li></ul>	<b>Cafeteria Classroom Teacher</b>	<a href="http://www.choosemyplate.gov/">http://www.choosemyplate.gov/</a> <u>Eating the Alphabet</u> by Lois Ehlert <u>Alexandar and the Great Food Fight</u> by Linda J. Hawkins <u>I Will Never Not Ever Eat a Tomato</u> By Lauren Child <u>Grains Are Good</u> (series published by Sandcastle) (LMC)
<b>SUBSTANCE USE, MISUSE, ABUSE AND ADDICTION</b>	<b>SKILLS</b> <ul style="list-style-type: none"><li>Identify the responsible adults from whom he/she can safely take medications</li><li>Define drugs as chemicals that change the way the body works, feels, or thinks</li><li>Identify alcohol and tobacco as drugs</li><li>Discuss smoking and list negative effects of smoking</li></ul>	<b>Counselor Nurse</b>	



# Health | Third



ORGANIZING THEME/TOPIC	FOCUS STANDARDS & SKILLS		RESOURCES
<b>NUTRITION</b>	<b>SKILLS</b> <ul style="list-style-type: none"> <li>Discuss the need to adjust diet &amp; interpret labels according to some medical conditions (allergies, diabetes hypertension, high cholesterol)</li> </ul>	<b>Nurse</b>	
<b>INJURY PREVENTION AND SAFETY</b>	<b>SKILLS</b> <ul style="list-style-type: none"> <li>Identify safe practices traveling to and from school including bike safety</li> <li>Identify appropriate action in dealing with an emergency situation including home alone and weapon safety</li> <li>Explain and demonstrate proper procedures for fire, tornados, shelter-in-place, lock down, etc</li> <li>Proper playground procedures</li> </ul>	<b>Counselor</b> <b>Nurse</b> <b>Physical Education Teacher</b> <b>Classroom Teacher</b>	Police Department- Bike Rodeo  Fire Department- Safe House  Health for Children DVD Series: <i>Staying Safe</i>
<b>PERSONAL HEALTH</b>	<b>SKILLS</b> <ul style="list-style-type: none"> <li>Understand the importance of physical fitness testing, personal goal setting and how impact their personal health</li> </ul>	<b>Physical Education Teacher</b>	
	<ul style="list-style-type: none"> <li>Understand how to take care of their body and Personal hygiene</li> </ul>	<b>Nurse</b>	Health for Children DVD Series: <i>Personal Healthy &amp; Hygiene</i>

	<ul style="list-style-type: none"><li>• Understand problem solving skills to handle difficult situations</li><li>• Use positive self-talk to handle stress</li></ul>	<b>Counselor</b> <b>Physical Education Teacher</b>	
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# Health | Fourth



ORGANIZING THEME/TOPIC	FOCUS STANDARDS & SKILLS	RESOURCES	
<b>MENTAL AND EMOTIONAL HEALTH</b>	<b>SKILLS</b> <ul style="list-style-type: none"><li>• Demonstrate ways to communicate both verbally and non-verbally (use of I messages, apologies, and conflict resolution)</li><li>• Identify feelings and their causes, ways to express feelings, and how to contact support people when needed (i.e. depression and stress)</li><li>• Identify bullying behavior and explore ways to deal with bullying situations</li><li>• List ways to be a good friend</li><li>• Identify kinds of losses and responses relevant to his/her age group</li><li>• Define self-esteem and how it affects people's self-image</li><li>• Identify how self-esteem, actions, and words can affect mental and physical health</li><li>• Recognize and know how to report abusive behaviors</li></ul>	<b>Counselor</b> <b>Classroom Teacher</b>	Anti-bullying week  Health for Children DVD Series: <i>Decisions and Conflicts</i>



<b>SUBSTANCE USE, MISUSE, ABUSE AND ADDICTION</b>	<b>SKILLS</b> <ul style="list-style-type: none"> <li>• Explain the difference between appropriate use, misuse and abuse of drugs</li> <li>• Show ways to resist peer pressure related to alcohol, tobacco, illegal drug use</li> <li>• Define a drug as a chemical that changes the way the body works, feels, or thinks (alcohol, tobacco, caffeine, prescription medication, over-the-counter medications, illegal drugs)</li> <li>• Describe long term and short term effects smoking and second hand smoke has on the body (yellow teeth, bad breath, inability to run long distances, cancers)</li> </ul>	<b>Counselor</b>	Red Ribbon Week Activities  Health for Children DVD Series: <i>Drugs and Disease</i>  KU Med Students (lung program)
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<b>ORGANIZING THEME/TOPIC</b>	<b>FOCUS STANDARDS &amp; SKILLS</b>		<b>RESOURCES</b>
<b>FAMILY LIFE AND SEXUALITY</b>	<b>SKILLS</b> <ul style="list-style-type: none"> <li>• Identify male and female reproductive structures and their functions</li> <li>• Discuss the secondary sex characteristics that occur in puberty (hair growth, organ development, voice change, menstruation)  <b>(gender specific for grade 4, both genders for grade 5)</b></li> <li>• Identify the role hormones play in the onset and progress of puberty</li> <li>• Identify appropriate hygiene practices</li> </ul>	<b>School Nurse Classroom Teacher</b>	<b>Always Changing Video</b> <a href="http://www.pgschoolprograms.com/programs.php?pid=1">http://www.pgschoolprograms.com/programs.php?pid=1</a>  <b>(gender specific for grade 4, both genders for grade 5)</b>



ORGANIZING THEME/TOPIC	FOCUS STANDARDS & SKILLS		RESOURCES
<b>FAMILY LIFE AND SEXUALITY</b>	<b>SKILLS</b> <ul style="list-style-type: none"><li>• Identify male and female reproductive structures and their functions</li><li>• Discuss the secondary sex characteristics that occur in puberty (hair growth, organ development, voice change, menstruation) <b>(gender specific for grade 4, both genders for grade 5)</b></li><li>• Identify the role hormones play in the onset and progress of puberty</li><li>• Identify appropriate hygiene practices</li><li>• Respect for gender differences</li><li>• Understanding different roles within the family</li></ul>	<b>Nurse</b>	<b>DVD:</b> <b>Always Changing Video</b> <a href="http://www.pgschoolprograms.com/programs.php?pid=1">http://www.pgschoolprograms.com/programs.php?pid=1</a>  <b>(gender specific for grade 4, both genders for grade 5)</b>

<b>MENTAL AND EMOTIONAL HEALTH</b>	<ul style="list-style-type: none"><li>• Identify and describe communication models (passive, aggressive, assertive)</li><li>• Identify and use conflict resolution styles (avoidance, confrontation, problem-solving)</li><li>• Prepares for transition to middle school by becoming independent and a self-advocate</li></ul>	<b>Counselor</b>	
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