



Health Curriculum – Grade K – 2

Rvsd. October 07

11/15/071.0 Hygiene personal grooming				Promote the importance of daily
	1.0	1.02 -	1.03	1.04
<b>Kindergarten</b> The student will:	Discuss proper care of health, skin and teeth	Explain and demonstrate proper brushing, hand washing, coughing, sneezing hygiene	Explain the need for exercise, rest and sleep	Explain proper care for scrape bruises
<b>First Grade</b> The student will:	Discuss proper care of health, skin and teeth	Demonstrate how to avoid problems that can be caused by germs	Describe ways disease can be communicated (saliva, touch, breath, blood, urine, feces).	
<b>Second Grade</b> The student will:	Review habits of personal grooming and effects on physical health	Identify diseases that are communicable and those that are non-communicable	Describe ways to avoid contact with blood and body fluids.	Demonstrate how to handle nosebleeds and wounds, and recognize infected wounds


2.0 Nutrition		Food pyramid		
	2.01	2.02	2.03	2.04
<b>Kindergarten</b> The student will:	Discuss the origin of foods	Discuss healthy eating habits and the need for breakfast	Discuss the need why all living things need food	
<b>First Grade</b> <i>Expand on the levels of the food pyramid.</i>  The student will:	Identify levels of the food pyramid <ul style="list-style-type: none"> <li>a. Classify foods by type</li> <li>b. Compare healthy and unhealthy food choices</li> <li>c. Identify healthy foods or breakfast and snacks.</li> </ul>	Discuss healthy eating habits in relation to the food pyramid	Know ways to exercise. Know about connection between bones, muscles and what the benefits of exercising are.	
<b>Second Grade</b> <i>Promote an awareness of healthy eating.</i>  The student will:	Review the food pyramid	Identify food sources	Identify foods that promote good dental and physical health	Discuss healthy eating habits relation to food pyramid.



<b>3.0 Prevention</b>		<b>Safety and Accident</b>					
	3.01	3.02	3.3	3.04	3.05	3.06	3.07
<b>Kindergarten</b> <i>Recognize emergency situations in which help would be required.</i> The student will:	Identify appropriate people to contact in case of emergency and know who is a safe person in their community at home and at school.	Demonstrate proper use of the telephone to report 911 emergencies	Discuss important of refusing rides, gifts and treats from strangers	Discuss rules & safety for home. Demonstrate techniques and procedures in case of fire (Stop, Drop, & Roll; fire escape procedures).	Discuss rules & safety for home. Identify poison and poison warning signals (such as signs of dangerous substances).	List rules & safety for home. Describe how to respond to bullying and threats from others.	
<b>First Grade</b> <i>Recognize emergency situations in which help would be required</i> The student will:	Identify appropriate people to contact in case of emergency and know who is a safe person in their community at home and at school.	Discuss or review the importance of refusing rides and or/gifts from strangers	Report violence and bullying to adults.				
<b>Second Grade</b> <i>List safety rules and procedures for school and home</i> The Student will	Demonstrate techniques and procedures in case of fire (Stop, Drop, & Roll; fire escape procedures). Have students make an exit and escape plan for their home.	Encourage conducting exit drills at home	Identify safety rules for recreational use where helmets and kneepads are used. (Bikes; rollerblading, skiing, etc.)	Show a smoke alarm and proper placement	Identify weapons and explain to how to respond of weapons are seen or heard.		



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4.0 Health										Me
	4.01	4.02	4.03	4.04	4.05	4.06	4.07	4.08	4.09	4
<b>Kindergarten</b> The students will:	<b>Self Awareness</b> Identify by name, your own feelings	<b>Self Awareness</b> Discuss the importance of one's own uniqueness and develop a healthy self image and self confidence	<b>Relationships</b> Discuss and encourage importance of sharing	<b>Relationships</b> Develop an awareness of how student's actions, verbal and/on-verbal, affect the feelings of others	<b>Relationships</b> Describe bullying behavior and how to respond	<b>Relationships</b> Demonstrate problem solving, decision-making and understanding choices	<b>Personal Well-Being</b> Discuss what a child can do if someone makes them feel uncomfortable, physically or emotionally.	<b>Personal Well-Being</b> Identify Potential members of the child's support system.	<b>Personal Well-Being</b> Identify major body parts	<b>Personal Well-Being</b> Discuss bodies as we grow older
<b>First Grade</b> The students will:	<b>Self Awareness</b> Discuss acceptance of one's own feelings and the strategies for self-control	<b>Self Awareness</b> Discuss the importance of one's own uniqueness and develop a healthy self image and self confidence	<b>Personal Well-being</b> Discuss what a child can do if someone makes them feel uncomfortable, physically or emotionally.	<b>Personal Well-Being</b> Identify Potential members of the child's support system	<b>Relationships</b> Describe bullying behavior and how to respond					
<b>Second Grade</b> <i>Mental Health</i> The student will:	<b>Self Awareness</b> Discuss the importance of one's own uniqueness and develop a healthy self image	<b>Personal Well-being</b> Discuss what a child can do if someone makes them feel uncomfortable, physically or emotionally	<b>Exploring Strategies</b> Discuss alternative solutions to problems	<b>Exploring Strategies</b> Predict consequences (possible outcomes) of alternative solutions	<b>Exploring Strategies</b> Recognize that there may not be immediate solutions to the problem	<b>Exploring Strategies</b> Demonstrate positive ways to manage anger	<b>Exploring Strategies</b> Practice helping friends make good choices	<b>Second Grade</b> <i>Mental Health</i> The student will:	<b>Self Awareness</b> Discuss the importance of one's own uniqueness and develop a healthy self image	<b>Personal Well-being</b> Discuss a child if someone makes them feel uncomfortable, physically or emotionally

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5.0				Tobacco, Alcohol and other drugs						
	5.01	5.02	5.03							
<p>Kindergarten</p> <p>The student will:</p>	<p>Identify harmful substance and know the difference among foods, poisons, medicines and illicit drugs</p>	<p>Identify persons to whom one may go for help to ask questions</p>	<p>Practice in saying "no" to tobacco, alcohol and other drugs.</p>							
<p>First Grade</p> <p><i>Student will be able to recognize the harmful effects of tobacco, alcohol and other drugs</i></p> <p>The student will:</p>	<p>Describe the difference among foods, poisons, medicines and illicit drugs and who should administer medicine.</p>	<p>Describe how that prolonged exposure to cigarette smoke is harmful.</p>	<p>Identify non-responsible use of alcohol and how it can be harmful.</p>							
<p>Second Grade</p> <p><i>Student will be able to recognize the harmful effects of tobacco, alcohol and other drugs</i></p> <p>The student will:</p>	<p>Identify and explain the effects of tobacco and alcohol, secondhand smoke, and other drugs</p>	<p>Practice in saying "no" to unhealthy activities</p>	<p>Become aware that people can become dependent on alcohol, tobacco and other drugs</p>							

<p><b>Grains</b> Make half your grains whole</p> <p>Start smart with breakfast. Look for whole-grain cereals.</p> <p>Just because bread is brown doesn't mean it's whole-grain. Search the ingredients list to make sure the first word is "whole" (like "whole wheat").</p>	<p><b>Vegetables</b> Vary your veggies</p> <p>Color your plate with all kinds of great-tasting veggies.</p> <p>What's green and orange and tastes good? Veggies!</p> <p>Go dark green with broccoli and spinach, or try orange ones like carrots and sweet potatoes.</p>	<p><b>Fruits</b> Focus on fruits</p> <p>Fruits are nature's treats – sweet and delicious.</p> <p>Go easy on juice and make sure it's 100%.</p>	<p><b>Milk</b> Get your calcium-rich foods</p> <p>Move to the milk group to get your calcium. Calcium builds strong bones.</p> <p>Look at the carton or container to make sure your milk, yogurt, or cheese is lowfat or fat-free.</p>	<p><b>Meat &amp; Beans</b> Go lean with protein</p> <p>Eat lean or lowfat meat, chicken, turkey, and fish. Ask for it baked, broiled, or grilled – not fried.</p> <p>It's nutty, but true. Nuts, seeds, peas, and beans are all great sources of protein, too.</p>
<p><b>For an 1,800-calorie diet, you need the amounts below from each food group. To find the amounts that are right for you, go to <a href="http://MyPyramid.gov">MyPyramid.gov</a>.</b></p>	<p><b>Eat 2 1/2 cups every day</b></p>	<p><b>Eat 1 1/2 cups every day</b></p>	<p><b>Get 3 cups every day;</b> for kids: 2 to 3, if 2 cups</p>	<p><b>Eat 5 oz. every day</b></p>
<p><b>Oils</b> Oils are not a food group, but you need some for good health. Get your oils from fish, nuts, and liquid oils such as corn oil, soybean oil, and canola oil.</p>				