

# Kindergarten

**Instructional Focus One: Students will comprehend concepts related to health promotion and disease prevention to enhance health.** The acquisition of basic health concepts and functional health knowledge provides a foundation for promoting health-enhancing behaviors among youth. This instructional focus includes essential, standards-based concepts addressing established health behavior theories and models. Concepts that focus on both health promotion and risk reduction are included in the performance indicators. *Key- N=National Standard, A= Alaska State Standard, L= Local Standard*

Standard	Objective	Topic	Examples
N 1.2.3 Describe ways to prevent communicable diseases.	Students will: <ul style="list-style-type: none"> <li>Recognize ways germs are spread and apply practices to reduce spread in the home and learning communities</li> </ul>	Personal Health and Wellness	<ul style="list-style-type: none"> <li>Proper hand washing before eating, after using the bathroom, and after blowing your nose</li> <li>List ways to prevent transfer of germs including not touching items on the floor, not touching others' food or drink</li> <li>Cleaning fruits and vegetables to reduce disease transmission</li> </ul>
A.2 Understand how the human body is affected by behaviors related to personal hygiene.	Students will: <ul style="list-style-type: none"> <li>Identify personal responsibility for hygiene that promotes health and wellbeing</li> </ul>	Personal Health and Wellness	<ul style="list-style-type: none"> <li>Proper hand washing</li> <li>Dental care</li> <li>Proper skin care</li> <li>Brushing teeth</li> <li>Protocol for sneezing and coughing</li> </ul>
A.2 Understand how the human body is affected by behaviors related to eating habits.	Students will: <ul style="list-style-type: none"> <li>Name a variety of healthy foods and explain why they are necessary for good health</li> </ul>	Nutrition and Physical Activity	<ul style="list-style-type: none"> <li><a href="#">Choose My Plate</a></li> </ul>
L Understand the importance of making healthy food choices in a variety of settings.	Students will: <ul style="list-style-type: none"> <li>Recognize and choose healthy foods at home, school, and restaurants</li> </ul>	Nutrition and Physical Activity	<ul style="list-style-type: none"> <li><a href="#">Choose My Plate</a></li> </ul>
L Understand how physically activity helps a person stay healthy.	Students will: <ul style="list-style-type: none"> <li>Identify and give examples of how physical activity helps a person stay healthy</li> </ul>	Nutrition and Physical Activity	<ul style="list-style-type: none"> <li><a href="#">Choose My Plate</a></li> </ul>

**Instructional Focus Three: Students will demonstrate the ability to access valid information, products, and services to enhance health.** Access to valid health information and health-promoting products and services is critical in the prevention, early detection, and treatment of health problems. This instructional focus focuses on how to identify and access valid health resources and to reject unproven sources. Application of the skills of analysis, comparison, and evaluation of health resources empowers students to achieve health literacy. *Key- N=National Standard, A= Alaska State Standard, L= Local Standard*

N.3.2.2 Identify ways to locate school and community health helpers.	Students will: <ul style="list-style-type: none"> <li>Identify and locate school and community health helpers</li> </ul>	Safety and Prevention	<ul style="list-style-type: none"> <li>School: nurse</li> <li>Home: parents and/or supervising adults</li> <li>Community: 911 and proper use - fire, police, ambulance</li> </ul>
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**Instructional Focus Four: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.** Effective communication enhances personal, family, and community health. This instructional focus focuses on how responsible individuals use verbal and non-verbal skills to develop and maintain healthy personal relationships. The ability to organize and to convey information and feelings is the basis for strengthening interpersonal interactions and reducing or avoiding conflict.

N.4.2.1 Demonstrate healthy ways to express needs, wants and feelings.	Students will: <ul style="list-style-type: none"> <li>Identify appropriate ways of expressing feelings, wants, and needs using verbal and nonverbal cues</li> </ul>	Emotional, Mental, and Social Health	<ul style="list-style-type: none"> <li>Practice verbalization and nonverbal expression of corresponding emotions and feelings, such as: hunger, help, thirst, happy, sad, mad, afraid, please, thankful, etc.</li> </ul>
N.4.2.2 Demonstrate listening skills to enhance health.	Students will: <ul style="list-style-type: none"> <li>Practice active listening skills in response to role playing and scenarios</li> </ul>	Emotional, Mental and Social Health	Role-playing emergency scenarios: <ul style="list-style-type: none"> <li>Communicating with your nurse or doctor</li> <li>Emergency vs. non-emergency</li> </ul>
N.4.2.3 Demonstrate ways to respond in an unwanted, threatening, or dangerous situation.	Students will: <ul style="list-style-type: none"> <li>Demonstrate various ways to be assertive in unwanted, threatening, and/or dangerous situations</li> </ul>	Safety and Prevention	<ul style="list-style-type: none"> <li>Say "no"</li> <li>Stranger Danger</li> <li>Bullying</li> <li>Good touch/bad touch</li> <li>AK Safe Children's Act</li> <li>Identify trusted adults</li> </ul>
N.4.2.4 Demonstrate ways to tell a trusted adult if threatened or harmed.	Students will: <ul style="list-style-type: none"> <li>Discuss and practice ways to tell a trusted adult about feeling threatened or being harmed</li> </ul>	Safety and Prevention	Role-play examples of how to tell an adult of threatening or harmful situations: <ul style="list-style-type: none"> <li>"I need help."</li> <li>"I don't know what to do."</li> </ul>

**Instructional Focus Five: Students will demonstrate the ability to use decision-making skills to enhance health.** Decision-making skills are needed to identify, implement, and sustain health-enhancing behaviors. This instructional focus includes the essential steps that are needed to make healthy decisions as prescribed in the performance indicators. When applied to health issues, the decision-making process enables individuals to collaborate with others to improve their quality of life.  
*Key- N=National Standard, A= Alaska State Standard, L= Local Standard*

N.5.2.1 Identify situations when a health-related decision is needed.	Students will: <ul style="list-style-type: none"> <li>Identify situations when a health-related decision is needed</li> </ul>	Emotional, Mental and Social Health	<ul style="list-style-type: none"> <li>Getting enough sleep</li> <li>Having a balanced diet</li> <li>Being physically active everyday</li> </ul>
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**Instructional Focus Seven: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.** Research confirms that practicing health-enhancing behaviors can contribute to a positive quality of life. In addition, many diseases and injuries can be prevented by reducing harmful and risk-taking behaviors. This instructional focus promotes the acceptance of personal responsibility for health and encourages the practice of healthy behaviors.  
*Key- N=National Standard, A= Alaska State Standard, L= Local Standard*

N.7.2.2 Demonstrate behaviors that avoid or reduce health risks.	Students will: <ul style="list-style-type: none"> <li>Identify, learn about, and practice healthy and hygienic behaviors to avoid or reduce a variety of health risks</li> </ul>	Personal Health and Wellness	<ul style="list-style-type: none"> <li>Hand washing</li> <li>Blowing nose in tissue</li> <li>Covering mouth when sneezing</li> <li>Brushing teeth</li> <li>Poison safety: Mr. Yuk</li> <li>Locations: classroom, bike, bus, car, home</li> </ul>
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