

(a)

students in a positive manner to support the development of a healthy self-concept and responsible decision making. The standards will help students reinforce, foster, and apply positive character traits.

- (2) There are essential skills that repeat throughout the five strands and embody the interconnection of health literacy. These skills include decision making, problem solving, goal setting, maintaining healthy relationships with family and others, seeking help and support, and recognizing various influences on health such as social, environmental, media, and genetic. These skills, developed early on and reinforced throughout a student's education, will foster mastery of health concepts. Health class educators are encouraged to partner with school counselors where available to schedule time for them to deliver classroom guidance lessons to help teach these essential competencies.
- (3) In KindergartenGrade 3, students gain an understanding of health information and skills through five strands: physical health and hygiene; mental health and wellness; healthy eating and physical activity; injury and violence prevention and safety; and alcohol, tobacco, and other drugs.
  - (A) Physical health and hygiene education helps to prepare students for improved lifelong health outcomes. Learning about body systems lays the foundation for personal health and hygiene. Health literacy and preventative behaviors empower students to make informed choices to support self, family, and community.
  - (B) The mental health and wellness strand recognizes that the knowledge and skills necessary to manage emotions, reactions, and relationships are essential to reaching one's full potential. Students gain knowledge about social and emotional health, including developing a healthy self-concept, understanding



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- (A) describe the importance of individual health maintenance activities such as regular medical checkups, dental exams, and vision and hearing screenings;

Breakouts

- (i) describe the importance of individual health maintenance activities
- (B) explain actions an individual should take when not feeling well;

Breakouts

- (i) explain actions an individual should take when not feeling well
- (C) discuss the importance of practicing personal hygiene and health habits;

Breakouts

- (i) discuss the importance of practicing personal hygiene habits
  - (ii) discuss the importance of practicing personal health habits

(D)

- (ii) discuss the signs of illness that may occur after contact with biting insects, including mosquitos
  - (iii) discuss the symptoms of illness that may occur after contact with biting insects, including ticks
  - (iv) discuss the symptoms of illness that may occur after contact with biting insects, including mosquitos
- (3) Mental health and wellness social and emotional health. The student identifies and applies strategies to develop social, emotional health, selfregulation, and healthy relationships. The student is expected to:
- (A) communicate needs, wants, and emotions in healthy ways;  
Breakouts
    - (i) communicate needs in healthy ways
    - (ii) communicate wants in healthy ways
    - (iii) communicate emotions in healthy ways
  - (B) describe and practice calming and selfmanagement strategies;  
Breakouts
    - (i) describe calming strategies
    - (ii) describe selfmanagement strategies
    - (iii) practice calming strategies
    - (iv) practice selfmanagement strategies
  - (C) discuss and explain how thoughts and emotions are related;  
Breakouts
    - (i) discuss how thoughts and emotions are related
    - (ii) explain how thoughts and emotions are related
  - (D)

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(F) describe and demonstrate respectful ways to communicate with family

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(ii) identify areas for one's personal growth

(C)

(C) identify healthy and unhealthy choices within the food groups; and

Breakouts

- (i) identify healthy choices within the food groups
- (ii) identify unhealthy choices within the food groups

(D) identify the benefits of making healthy beverage choices, including water and milk, and limiting sweetened beverages such as soda and sports drinks.

Breakouts

- (i) identify the benefits of making healthy beverage choices, including water
- (ii) identify the benefits of making healthy beverage choices, including milk
- (iii) identify the benefits of limiting sweetened beverages

(7) Healthy eating and physical activity nutrition and physical activity literacy. The student obtains, processes, and understands basic physical activity and nutrition information needed to make health-promoting decisions. The student is expected to identify various media that provide health information and how media can influence an individual's health choices such as television advertisements for fast foods and breakfast cereals.

(A) identify various media that provide health information and how media can influence an individual's health choices such as television advertisements for fast foods and breakfast cereals.

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(9) Injury and violence prevention and safety



- (i) explain ways to avoid weapons
  - (ii) explain ways to report the presence of unsupervised weapons to a parent or another trusted adult
- (C) identify the hazards of unsupervised and improper handling of guns and other weapons; and

Breakouts

- (i) identify the hazards of unsupervised guns
  - (ii) identify the hazards of unsupervised other weapons
  - (iii) identify the hazards of improper handling of guns
  - (iv) identify the hazards of improper handling of other weapons
- (D) identify two trusted adults not part of the immediate family and recall their phone numbers as part of a personal safety plan.

Breakouts

- (i) identify two trusted adults not part of the immediate family
- (ii) recall phone numbers [of two trusted adults not part of the immediate family] as part of a personal safety plan

- (12) Injury and violence prevention and safety, digital citizenship and media. The student understands how to be a safe and responsible citizen in digital and online environments. The student is expected to:

- (A) identify unsafe requests made in a digital or online environment and how to take appropriate action;

Breakouts

- (i) identify unsafe requests made in a digital or online environment
- (ii) identify how to take appropriate action [in instances in which unsafe requests are made in a digital or online environment]

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- (i) identify ways to avoid unsafe situations related to alcohol
- (ii) identify ways to avoid unsafe situations related to tobacco
- (iii) identify ways to avoid unsafe situations related to other drugs
- (iv) demonstrate refusal skills [to avoid unsafe situations related to alcohol, tobacco, and other drugs]