

Model Curriculum

Grade K-2 Units

Grades K-2 Unit Overview

Comprehensive Health Education Overview for the Model Curriculum Units

The grades K-2 Comprehensive Health Education Units are a cohesive set of four units that will scaffold instruction from one grade level to the next. The units are made up of a blended set of standards and cumulative progress indicators that fully encapsulate the major ideas and themes behind the unit. The incorporation of different standards through major, supporting and additional concepts provide a greater opportunity for comprehensive health instruction in each unit. Students will begin the year with a Wellness unit that blends general health skills involving topics such as hygiene, nutrition and physical activity. Units will then progress to develop decision making skills which will be applied in various situations in later units involving physical activity, alcohol, tobacco, drugs, relationships, interpersonal communication, and character development.

Unit I Wellness

Unit II Alcohol, Tobacco, and other Drugs

Unit III Family Life

Unit IV Community Health Skills

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Unit 1: Personal Growth/Wellness

2.1.P.A Developing self-help skills and personal hygiene skills promotes healthy habits.	2.1.P.A.1	Develop an awareness of healthy habits (e.g., use clean tissues, wash hands, handle food hygienically, brush teeth, and dress appropriately for the weather).
	2.1.P.A.2	Demonstrate emerging self-help skills (e.g., develop independence when pouring, serving, and using utensils and when dressing and brushing teeth).
2.1.2.A Health-enhancing behaviors contribute to wellness.	2.1.2.A.1	Explain what being “well” means and identify self-care practices that support wellness.
	2.1.2.A.2	Use correct terminology to identify body parts, and explain how body parts work together to support wellness.
2.1.P.B Developing the knowledge and skills necessary to make nutritious food choices promotes healthy habits.	2.1.P.B.1	Explore foods and food groups (e.g., compare and contrast foods representative of various cultures by taste, color, texture, smell, and shape).
	2.1.P.B.2	Develop awareness of nutritious food choices (e.g., participate in classroom cooking activities, hold conversations with knowledgeable adults about daily nutritious meal and snack offerings).
2.1.2.B Choosing a balanced variety of nutritious foods contributes to wellness.	2.1.2.B.1	Explain why some foods are healthier to eat than others.
	2.1.2.B.2	Explain how foods in the food pyramid differ in nutritional content and value.
	2.1.2.B.3	Summarize information about food found on product labels
2.1.2.C Knowledge about diseases and disease prevention promotes health-enhancing	2.1.2.C.1	Summarize symptoms of common diseases and health conditions.

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behaviors.	2.1.2.C.2	Summarize strategies to prevent the spread of common diseases and health conditions.
	2.1.2.C.3	Determine how personal feelings can affect one's wellness.
2.6.2.A Appropriate types and amounts of physical activity enhance personal health.	2.6.2.A.1*	Explain the role of regular physical activity in relation to personal health.1

Major Supporting Additional .

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Unit 2: Alcohol, Tobacco and Drugs

2.3.2. A Medicines come in a variety of forms (prescription medicines, over-the-counter medicines, medicinal supplements), are used for numerous reasons, and should be taken as directed in order to be safe and effective.	2.3.2.A.1	Explain what medicines are and when some types of medicines are used.
	2.3.2.A.2	Explain why medicines should be administered as directed.
2.3.2.B Use of drugs in unsafe ways is dangerous and harmful.	2.3.2.B.1*	Identify ways that drugs can be abused.
	2.3.2.B.2*	Explain effects of tobacco use on personal hygiene, health, and safety.
	2.3.2.B.3*	Explain why tobacco smoke is harmful to nonsmokers.
	2.3.2.B.4*	Identify products that contain alcohol.
	2.3.2.B.5*	List substances that should never be inhaled and explain why.
2.3.2.C. Substance abuse is caused by a variety of factors.	2.3.2.C.1	Recognize that some people may have difficulty controlling their use of alcohol, tobacco, and other drugs.
2.3.2.C There are many ways to obtain help for treatment of alcohol, tobacco, and other substance abuse problems.	2.3.2.C.2	Explain that people who abuse alcohol, tobacco, and other drugs can get help.
2.2.2.B Effective decision-making skills foster healthier lifestyle choices.	2.2.2.B.1	Explain what a decision is and why it is advantageous to think before acting.
	2.2.2.B.2	Relate decision-making by self and others to one's health.
2.2.2.E Knowing how to locate health professionals in the home, at school, and in the community assists in addressing health emergencies and obtaining reliable information.	2.2.E.1	Determine where to access home, school, and community health professionals.

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Knowing how to locate health professionals in the home, at school, and in the community assists in addressing health emergencies and obtaining reliable information.	2. E.1	Determine where to access home, school, and community health professionals.
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Major Supporting Additional

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Unit 3: Family Life

2.4.2.A The family unit encompasses the diversity of family forms in contemporary society.	2.4.2.A.1	Compare and contrast different kinds of families locally and globally.
	2.4.2.A.2	Distinguish the roles and responsibilities of different family members.
	2.4.2.A.3	Determine the factors that contribute to healthy relationships.
2.4.2.B Gender-specific similarities and differences exist between males and females.	2.4.2.B.1	Compare and contrast the physical differences and similarities of the genders.
2.4.2.C The health of the birth mother impacts the development of the fetus.	2.4.2.C.1	Explain the factors that contribute to a mother having a healthy baby.
2.2.2.B Effective decision-making skills foster healthier lifestyle choices.	2.2.2.B.1*	Explain what a decision is and why it is advantageous to think before acting.
	2.2.2.B.2*	Relate decision-making by self and others to one's health.
	2.2.2.B.3*	Determine ways parents, peers, technology, culture, and the media influence health decisions

Major Supporting Additional

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Unit 4: Community Health Skills

2.2.2.A Effective communication may be a determining factor in the outcome of health- and safety-related situations	2.2.2.A.1	Express needs, wants, and feelings in health- and safety-related situations.
2.2.2.B Effective decision-making skills foster healthier lifestyle choices.	2.2.2.B.1*	Explain what a decision is and why it is advantageous to think before acting.
	2.2.2.B.2*	Relate decision-making by self and others to one's health.
	2.2.2.B.3	Determine ways parents, peers, technology, culture, and the media influence health decisions.
	2.2.2.B.4	Select a personal health goal and explain why setting a goal is important.
2.2.2.C Character traits are often evident in behaviors exhibited by individuals when interacting with others.	2.2.2.C.1	Explain the meaning of character and how it is reflected in the thoughts, feelings, and actions of oneself and others.
	2.2.2.C.2	Identify types of disabilities and demonstrate appropriate behavior when interacting with people with disabilities.
2.2.2.D Service projects provide an opportunity to have a positive impact on the lives of self and others.	2.2.2.D.1	Determine the benefits for oneself and others of participating in a class or school service activity.
2.2.P.E Developing an awareness of potential hazards in the environment impacts personal health and safety.	2.2.P.E.1	Identify community helpers who assist in maintaining a safe environment.
2.2.P.E Knowing how to locate health professionals in the home, at school, and in the community assists in addressing health emergencies and obtaining reliable information.	2.2.2.E.1*	Determine where to access home, school, and community health professionals.

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2.1.P.D Developing an awareness of potential hazards in the environment impacts personal health and safety.	2.1.P.D.1	Use safe practices indoors and out (e.g., wear bike helmets, walk in the classroom, understand how to participate in emergency drills, and understand why car seats and seat belts are used).
	2.1.P.D.2	Develop an awareness of warning symbols and their meaning (e.g., red light, stop sign, poison symbol, etc.).
	2.1.P.D.3	Identify community helpers who assist in maintaining a safe environment.
	2.1.P.D.4	Know how to dial 911 for help.
2.1.2.D Using personal safety strategies reduces the number of injuries to self and others.	2.1.2.D.1	Identify ways to prevent injuries at home, school, and in the community (e.g., fire safety, poison safety, accident prevention).
	2.1.2.D.2	Differentiate among the characteristics of strangers, acquaintances, and trusted adults and describe safe and appropriate behaviors/touches.
	2.1.2.D.3	Identify procedures associated with pedestrian, bicycle, and traffic safety.
2.1.2.E Many factors at home, school, and in the community impact social and emotional health.	2.1.2.E.1	Identify basic social and emotional needs of all people.
	2.1.2.E.2	Determine possible causes of conflict between people and appropriate ways to prevent and resolve them.
	2.1.2.E.3	Explain healthy ways of coping with common stressful situations experienced by children.

Major Supporting Additional