

# IDAHO CONTENT STANDARDS

## HEALTH EDUCATION

### Kindergarten

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**Standard 1** including the following core concepts:

*Nutrition & Physical Activity, Injury Prevention and Safety, Mental, Emotional and Social Health, Prevention and Control of Disease*

**Standards 4, 5 & 7**

#### **Standard 1: Comprehend Core Concepts**

Core Concepts of Health Education for K-Grade 2 are defined below:

##### **Alcohol, Tobacco & Other Drugs**

The use of alcohol, tobacco, and other drugs has major implications in the lifelong health of individuals. Implications include the effects, influences, and prevention of the use of alcohol, tobacco products, and other types of drugs on the body.

##### **Nutrition & Physical Activity**

To be ready to learn and to achieve their fullest potential, children need to be well nourished and physically active. In order to enhance physical, mental, emotional, and social health, students need to acquire the knowledge and skills to make healthy food choices and engage in lifelong physical activity.

##### **Injury Prevention & Safety**

Unintentional and intentional injuries rank among the greatest threats to the health of children and young adults. Knowledge about prevention through safe living habits, healthy decisions, violence prevention, emergency response and an understanding of the consequences of one's decisions will help to prevent many injuries.

##### **Mental, Emotional & Social Health**

Mental, emotional and social well-being is a foundation for building good health which includes a sense of security, identity, belonging, purpose and competence in order to strive toward a healthy and productive life.

## **Prevention & Control of Disease**

Individuals can have a considerable measure of control over their own health and the chances of contracting most illnesses. Health-related choices and decisions regarding prevention of communicable and non-communicable diseases can include recognizing risk factors, identifying methods of contraction and transmission, as well as the prevention and treatment of disease. Information should be factual, medically accurate, objective and developmentally appropriate.

## **Consumer & Community Health**

Consumers need to understand how health care services are provided as well as how individuals can take an active role in deciding on the use of health related services and products. Community health may include recognizing appropriate health professionals and products.

## **Growth, Development & Family Life**

A healthy family unit is vital to the well-being and successful development of children and youth. Growth and development includes the stages of life, and changes in relationships with others that accompany social development and the aging process. Information should be factual, medically accurate, objective and developmentally appropriate.

## **Environmental Health**

Individuals need to be aware of the impact of environmental issues and hazards on personal health. Environmental health may include precautions and behaviors to safeguard personal health, and practices that will reverse or slow down environmental pollution and related problems.

**Goal 1.1:** Students will comprehend core concepts related to health promotion and disease prevention to enhance health including: Alcohol, Tobacco and Other Drugs; Nutrition and Physical Activity, Injury Prevention and Safety; Mental, Emotional and Social Health; Prevention and Control of Disease; Consumer and Community Health; Growth, Development and Family Life; and Environmental Health.

### **Objective(s): By the end of Second Grade, the student will be able to:**

K-2.H.1.1.1. Identify that healthy behaviors affect personal health.

K-2.H.1.1.2. Recognize that there are multiple dimensions (i.e. emotional, intellectual, physical and social) of health.

K-2.H.1.1.3. Describe ways to prevent communicable diseases.

K-2.H.1.1.4. List ways to prevent common childhood injuries.

K-2.H.1.1.5. Describe why it is important to seek health care.

K-2.H.1.1.6. Identify body systems.

## **Standard 2: Analyzing Influences**

**Goal 1.1:** Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behavior.

**Objective(s): By the end of Second Grade, the student will be able to:**

K-2.H.2.1.1 Identify how the family influences personal health practices and behaviors.

K-2.H.2.1.2 Identify what the school can do to support personal health practices and behaviors.

K-2.H.2.1.3 Describe how the media can influence health behaviors.

## **Standard 3: Accessing Information**

**Goal 1.1.** Students will demonstrate the ability to access valid information and products and services to enhance health.

**Objective(s): By the end of Second Grade, the student will be able to:**

K-2.H.3.1.1. Identify trusted adults and professionals who can help promote health.

K-2.H.3.1.2. Identify ways to locate school and community health helpers.

## **Standard 4: Interpersonal Communication**

**Goal 1.1:** Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

**Objective(s): By the end of Second Grade, the student will be able to:**

K-2.H.4.1.1. Demonstrate healthy ways to express needs, wants, and feelings.

K-2.H.4.1.2 Demonstrate listening skills to enhance health.

K-2.H.4.1.3 Demonstrate ways to respond when in an unwanted, threatening, or dangerous situation.

## **Standard 5: Decision Making**

**Goal 1.1:** Students will demonstrate the ability to use decision-making skills to enhance health.

**Objective(s): By the end of Second Grade, the student will be able to:**

K-2.H.5.1.1 Identify situations when a health-related decision is needed.

K-2.H.5.1.2 Differentiate between situations when a health-related decision can be made individually or when assistance is needed.

## **Standard 6: Goal Setting**

**Goal 1.1** Students will demonstrate the ability to use goal-setting skills to enhance health.

**Objective(s): By the end of Second Grade, the student will be able to:**

K-2.H.6.1.1. Identify a short-term personal health goal and take action towards achieving the goal.

K-2.H.6.1.2. Identify who can help when assistance is needed to achieve a personal health goal.

## **Standard 7: Practice Healthy Behavior**

**Goal 1.1.** Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

**Objective(s): By the end of Second Grade, the student will be able to:**

K-2.H.7.1.1. Demonstrate healthy practices and behaviors to maintain or improve personal health.

K-2.H.7.1.2. Demonstrate behaviors that avoid or reduce health risks.

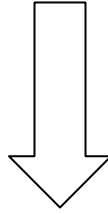
## **Standard 8: Advocacy**

**Goal 1.1.** Students will demonstrate the ability to advocate for personal, family, and community health.

**Objective(s): By the end of Second Grade, the student will be able to:**

K-2.H.8.1.1. Make requests to promote personal health.

K-2.H.8.1.2. Encourage peers and family to make positive health choices.



Many of these standards are interrelated and will be addressed throughout each grade level; however, there are specific standards that should be included within the portfolio each year. All standards must be addressed by the end of 2<sup>nd</sup> grade.

### **1<sup>st</sup> Grade**

Standard 1 including all of the core concepts.

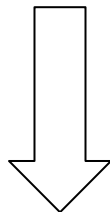
Standards 2, 4 & 6

### **2<sup>nd</sup> Grade**

Standard 1 including all of the core concepts.

Standards 3, 7 & 8

**\*\*See Health Portfolio guide for suggestions regarding how to meet each standard.**



# IDAHO CONTENT STANDARDS

## PHYSICAL EDUCATION

### GRADE K

#### **Standard 1: Skilled Movement**

**Goal 1.1:** Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.

**Objective(s):** By the end of grade 2, students will:

**PE.1.1.1** Achieve mature forms in the basic locomotor skills (e.g., walking, running, skipping, etc.) and vary the manner in which these skills are performed during changing conditions and expectations (e.g. levels, speeds, pathways, relationships, and effort).

**PE.1.1.2** Demonstrate smooth transitions between sequential locomotor, non-locomotor and manipulative skills.

**PE.1.1.3** Achieve mature form in the less complex manipulative skills (e.g. underhand throw, catching, rolling, etc.) and show progress toward achieving mature form in the more complex manipulative skills (e.g., foot dribble, overhand throw, kicking, etc.).

**PE.1.1.4** Demonstrate control in non-locomotor skills (e.g., twisting, bending, weight-transfer, etc.) as well as weight-bearing and balancing on a variety of body parts (e.g. symmetrical/asymmetrical, stork stand, partner balances, etc.).

## **Standard 2: Movement Knowledge**

**Goal 2.1:** Demonstrate understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities.

**Objective(s): By the end of grade 2, students will:**

**PE.2.1.1** Identify simple biomechanical principles (e.g., opposition, weight transfer, wide base of support for stability, etc.).

**PE.2.1.2** Identify and apply critical cues and concepts of body, space, effort, and relationships that vary the quality of movement (e.g., side to target, move in personal space, throw hard for distance, name different pathways, etc.).

## **Standard 3: Valuing a Physically Active Lifestyle**

**Goal 3.1:** Participate daily in physical activity for health, enjoyment and/or satisfaction, challenge, self-expression and/or social interaction.

**Objective(s): By the end of grade 2, students will:**

**PE.3.1.1** Participate in developmentally appropriate moderate to vigorous physical activity a minimum of 33% of the lesson time (e.g., time assessment, pedometer = 1800 steps in a 30 minute class or 60 steps per minute, etc.).

**PE.3.1.2** Participate daily in moderate to vigorous physical activity during

and outside of class as recommended by NASPE, CDC, and USDHHS of at least 60 minutes or more per day (e.g., activity logs, step count of at least 12000 steps per day, activity breaks, etc.).

**PE.3.1.3** Express feelings about participation appropriately during physical activity (e.g., use of emoticons like smiley faces and thumb up/down, etc.).

## **Standard 4: Personal Fitness**

**Goal 4.1:** Achieve and maintain a health-enhancing level of physical fitness.

**Objective(s): By the end of grade 2, students will:**

**PE.4.1.1** Engage in a variety of activities that promote health-related physical fitness (e.g., jumping rope, riding a bicycle, animal walks, climbing rope, chasing and fleeing games, tumbling activities, dance skills, etc.).

**PE.4.1.2** Know and demonstrate basic knowledge of health-related fitness including cardio respiratory endurance, muscular strength and endurance, flexibility, and body composition (e.g., identify various activities that demonstrate each health-related component, etc.).

**PE.4.1.3** Recognize physiological signs associated with participation in moderate-to-vigorous physical activity (e.g., sweating, fast heart rate, heavy breathing, etc.).

## **Standard 5: Personal and Social Responsibility**

**Goal 5.1:** Exhibit responsible and social behavior that respects self and others in physical activity settings.

**Objective(s):** By the end of grade 2, students will:

**PE.5.1.1** Apply physical education class rules, procedures, and safe practices (e.g., listen/respond to teacher and peers, personal space, follow directions, etc).

**PE.5.1.2** Interact cooperatively using interpersonal communication during partner and small group activities (taking turns, sharing equipment, helping others, etc).

**PE.5.1.3** Work together to problem solve, complete a task, and/or tackle a challenge (e.g. rock/paper/scissors, sharing, partner games, etc).

**Daily physical activity, weekly activities related to various sports, and discussion regarding fitness and/or the effectiveness of setting fitness and activity goals, will address these PE standards simultaneously. Standards 1-4 should be represented in the portfolio each year. Standard 5 should be included by the end of 2<sup>nd</sup> grade.**

**\*\*See PE Portfolio guide for suggestions regarding how to meet each standard.**