

## Grade K Health and Physical Education

**A. Health Concepts: Students comprehend concepts related to health promotion and disease prevention to enhance health.**

### **A1 Healthy Behaviors and Personal Health**

**Students recognize that healthy behaviors impact personal health.**

### **A2 Dimensions of Health**

**Students recognize that there are multiple *dimensions of health*.**

### **A3 Diseases/Other Health Problems**

**Students describe the transmission and prevention of common childhood communicable diseases.**

### **A4 Environment and Personal Health**

**Students describe ways a safe and healthy school *environment* can promote personal health.**

### **A5 Growth and Development**

**No performance indicator.**

### **A6 Basic Health Concepts**

**Students identify basic health terms related to family life; nutrition; personal health; safety and injury prevention; and tobacco, alcohol, and other drug use prevention.**

**B. Health Information, Products and Services: Students demonstrate the ability to access valid health information, services, and products to enhance health.**

### **B1 Validity of Resources**

**Students identify trusted adults and professionals who can help promote health.**

### **B2 Locating Health Resources**

**Students identify ways to locate school and community health helpers.**

**C. Health Promotion and Risk Reduction: Students demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.**

**C1 Healthy Practices and Behaviors**

**Students demonstrate age-appropriate healthy practices to maintain or improve personal health.**

- a. Choose healthy foods.
- b. Demonstrate personal hygiene skills, including hand-washing.

**C2 Avoiding/Reducing Health Risks**

**Students demonstrate behaviors to avoid or reduce personal health risks.**

- a. Demonstrate a variety of safety skills for different situations.
- b. Differentiate between safe and harmful substances found at home and school. Recognize basic signs, symbols, and warning labels for health and safety.

**C3 Self-Management**

**Students demonstrate coping strategies to use when feeling too excited, anxious, upset, angry, or out of control.**

**D. Influences on Health: Students analyze the ability of family, peers, culture, media, technology, and other factors to enhance health.**

**D1 Influences on Health Practices/Behaviors**

**Students identify influences on personal health practices and behaviors.**

- a. Identify family influences on personal health practices and behaviors.
- b. Identify what the school can do to support personal health practices and behaviors.
- c. Describe how the media can influence health behaviors.

**D2 Technology and Health**

**No performance indicator.**

**D3 Compound Effect of Risk Behavior**

**No performance indicator.**

**E. Communication and Advocacy Skills: Students demonstrate the ability to use interpersonal communication and advocacy skills to enhance personal, family, and community health.**

### **E1 Interpersonal Communication Skills**

**Students demonstrate healthy ways to communicate.**

- a. Demonstrate healthy ways to express needs, wants, and feelings.
- b. Distinguish between verbal and nonverbal communication.
- c. Make requests to promote personal health.
- d. Demonstrate listening skills to enhance health.
- e. Demonstrate ways to respond to an unwanted, threatening, or dangerous situation including telling a trusted adult if threatened or harmed.

### **E2 Advocacy Skills**

**Students encourage peers to make positive health choices.**

**F. Decision-Making and Goal-Setting Skills: Students demonstrate the ability to make decisions and set goals to enhance health.**

### **F1 Decision-Making**

**Students identify situations where a health-related decision is needed.**

- a. Differentiate between situations when health-related decisions can appropriately be made by the individual and when assistance is needed.

### **F2 Goal-Setting**

**Students identify a short-term personal health goal and take action toward achieving the goal.**

### **F3 Long-Term Health Plan**

**No performance indicator.**

**G. Movement/Motor Skills and Knowledge: Students demonstrate the *fundamental and specialized movement skills* and apply *principles of movement* for improved performance.**

### **G1 Stability and Force**

**Students demonstrate positions that create stability and force.**

- a. Show how base of support changes during *static balances*.
- b. Demonstrate how body position can be adapted to pushing and pulling forces.
- c. Demonstrate how to lift objects to prevent injuries.

## **G2 Movement Skills**

**Students demonstrate a variety of *locomotor skills*.**

- a. Demonstrate correct technique for a variety of *locomotor skills*.
- b. Demonstrate a *locomotor skill* applying changes in direction, level, and/or pathway.
- c. Demonstrate combinations of *locomotor skills*.

## **G3 Skill-Related Fitness Components**

**Students identify the skill-related fitness components of balance and coordination.**

## **G4 Skill Improvement**

**No performance indicator.**

Although no performance indicator is stated, students are expected to have instructional experiences that help them to understand the importance of practice..

**H. Physical Fitness Activities and Knowledge: Students demonstrate and apply fitness concepts.**

## **H1 Fitness Assessment**

**No performance indicator.**

## **H2 Health-Related Fitness Plan**

Students identify components of health-related fitness.

## **H3 Fitness Activity**

**Students participate in physical activities to introduce the *health-related fitness components of flexibility, cardiovascular endurance, muscular endurance, and muscular strength*.**

## **H4 Physical Activity Benefits**

**Students identify the physical benefits and bodily responses related to physical activities.**

**I. Personal and Social Skills and Knowledge: Students demonstrate and explain responsible personal behavior and responsible social behavior in physical activity settings.**

**I1 Cooperative Skills**

**Students demonstrate taking turns and sharing while participating in physical activities.**

**I2 Responsible Behavior**

**Students follow procedures for safe behaviors, including maintaining appropriate personal space, while participating in physical activities.**

**I3 Safety Rules and Rules of Play**

**Students identify safety rules and rule of play for games/physical activities.**