

GRADE LEVEL CONTENT EXPECTATIONS

HEALTH EDUCATION



.....

**Kindergarten**

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# Welcome to Michigan's Health Education Content Standards and Expectations for Kindergarten

## Why Develop Content Expectations for Health?

**Good health is necessary for academic success.** Like adults at work, students at school have difficulty being successful if they are depressed, tired, bullied, stressed, sick, using alcohol or other drugs, undernourished, or abused. Research shows that effective health education helps students increase their health knowledge and improve their health skills and behaviors, especially those behaviors that have the greatest effect on health.

The Centers for Disease Control and Prevention (CDC) has identified the risk behavior areas that have the greatest effect on the short-term and long-term health of young people. Patterns of unhealthy eating, physical inactivity, and tobacco use are often established in childhood and adolescence, and are by far the leading causes of death among adults. Injury and violence, including suicide and alcohol-related traffic crashes, are the leading causes of death among children and youth. Each year approximately one in four Michigan high school students reports having consumed five or more drinks in a row during the previous month. These behavioral areas should be emphasized in an effective elementary health education program: healthy eating, physical activity, alcohol, tobacco, and other drug prevention, and injury and violence prevention.

In its Policy on Comprehensive School Health Education, the State Board addresses these risks by making certain recommendations. The following are those intended for Kindergarten through Grade Three.

- Provide at least 50 hours of health at each grade, Prekindergarten through Grade Twelve, to give students adequate time to learn and practice health habits and skills for a lifetime.
- Focus on helping young people develop and practice personal and social skills, such as communication and decision making, in order to deal effectively with health-risk situations.
- Address social and media influences on student behaviors and help students identify healthy alternatives to specific high-risk behaviors.
- Emphasize critical knowledge and skills that students need in order to obtain, understand, and use basic health information and services in ways that enhance healthy living.
- Focus on behaviors that have the greatest effect on health, especially those related to nutrition; physical activity; violence and injury; alcohol and other drug use; and tobacco use.
- Build functional knowledge and skills, from year to year, that are developmentally appropriate.
- Include accurate and up-to-date information, and be appropriate to students' developmental levels, personal behaviors, and cultural backgrounds.

The content expectations contained in this document are intended to help schools address these recommendations.

## Overview of the Content Expectations

The Health Education Content Expectations reflect legal requirements, best practices, and current research in the teaching and learning of health education. They build from the Michigan Health Education Standards and Benchmarks (1996) and the State Board of Education's Policy on Comprehensive School Health Education (2004). These content expectations represent a vision for a relevant health education curriculum that addresses critical health knowledge and skills for successfully maintaining a healthy lifestyle during a child's school years and beyond.

The Health Education Content Standards and Expectations were developed with the input of work groups made up of health content experts and faculty from teacher preparation programs, focus groups of teachers and parents, and online reviews by grade level teachers. They are aligned with the 2006 National Health Education Standards; assessment items developed by the State Collaborative for Assessment and Student Standards, Health Education Project of the Council of Chief State School Officers; and the *Michigan Model for Health<sup>®</sup> Curriculum*. Students whose work is guided by these standards and expectations will be prepared for responsible and healthful living, at school, at home, and in the workplace.

### **Michigan Health Education Content Standards (2006)**

- 1. Core Concepts** All students will apply health promotion and disease prevention concepts and principles to personal, family, and community health issues.
- 2. Access Information** All students will access valid health information and appropriate health promoting products and services.
- 3. Health Behaviors** All students will practice health enhancing behaviors and avoid or reduce health risks.
- 4. Influences** All students will analyze the influence of family, peers, culture, media, and technology on health.
- 5. Goal Setting** All students will use goal setting skills to enhance health.
- 6. Decision Making** All students will use decision-making skills to enhance health.
- 7. Social Skills** All students will demonstrate effective interpersonal communication and other social skills which enhance health.
- 8. Advocacy** All students will demonstrate advocacy skills for enhanced personal, family, and community health.

***Please note that, while all the Content Standards are addressed in these Grade Level Content Expectations for Health Education as a whole, not all standards will be addressed in each strand.***



## STRAND 1: NUTRITION AND PHYSICAL ACTIVITY

### Standard 1: Core Concepts

- 1.1 Describe how consuming a variety of healthy foods and beverages helps a person stay healthy.
- 1.2 Describe how being physically active helps a person stay healthy.
- 1.3 Describe how drinking water helps a person stay healthy.

### Standard 3: Health Behaviors

- 1.4 Generate examples of physical activities that are personally enjoyable.
- 1.5 Select a variety of foods that can be eaten for healthy snacks.



## STRAND 2: ALCOHOL, TOBACCO, AND OTHER DRUGS

### Standard 1: Core Concepts

- 2.1 Identify household products that are harmful if touched, ingested, or inhaled.
- 2.2 Describe ways that over-the-counter and prescription medicines can be helpful or harmful.

### Standard 2: Access Information

- 2.3 Identify trustworthy sources of accurate information about potentially poisonous household products.

### Standard 3: Health Behaviors

- 2.4 Explain rules for handling household products and avoiding poisons.
- 2.5 Describe how to safely use medicines.



## STRAND 3: SAFETY

### Standard 1: Core Concepts

- 3.1 Describe pedestrian hazards and safe pedestrian behaviors.
- 3.2 Identify dangerous objects and weapons.
- 3.3 Describe the characteristics of appropriate touch and inappropriate touch.
- 3.4 Explain that a child is not at fault if someone touches him or her in an inappropriate way.

### Standard 2: Access Information

- 3.5 Demonstrate the procedure for calling 911 and explain when it is appropriate to do so.
- 3.6 Demonstrate how to ask trusted adults for help.

### Standard 3: Health Behaviors

- 3.7 Demonstrate safe pedestrian behaviors.
- 3.8 Describe dangerous and destructive situations that need to be reported to an adult.
- 3.9 Apply a rule and demonstrate actions to use in hypothetical situations when weapons may be present.
- 3.10 Generate examples of safe places one might go if feeling personally threatened.
- 3.11 Apply strategies to avoid personally unsafe situations.
- 3.12 Apply strategies to get away in hypothetical cases of inappropriate touching or abduction.



## **STRAND 4: SOCIAL AND EMOTIONAL HEALTH**

*(Note: Teaching these standards is central to the implementation of an effective Positive Behavior Support system.)*

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

4.1 Identify and describe different kinds of feelings.

### **Standard 2: Access Information**

4.2 Identify and locate people who can help at home and school.

### **Standard 3: Health Behaviors**

4.3 Describe and demonstrate ways to be responsible at home and school.

4.4 Demonstrate the ability to recognize and express a variety of feelings appropriately.

4.5 Identify and demonstrate strategies to manage strong feelings.

### **Standard 7: Social Skills**

4.6 Identify and practice strategies to make friends.

4.7 Demonstrate giving and accepting a compliment or statement of appreciation.

4.8 Describe situations when it is appropriate to use “please,” “thank you,” “excuse me,” and “I am sorry.”

4.9 Apply “please,” “thank you,” “excuse me,” and “I am sorry” to appropriate situations.



## **STRAND 5: PERSONAL HEALTH AND WELLNESS**

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

5.1 Explain the importance of taking care of teeth and having one’s own toothbrush to prevent disease.

5.2 Explain the importance of dental health cleanings and exams.

5.3 Explain the importance of proper hand washing to prevent disease.

### **Standard 3: Health Behaviors**

5.4 Demonstrate proper tooth brushing techniques.

5.5 Demonstrate proper hand washing to prevent the spread of germs.

### **Standard 8: Advocacy**

5.6 Encourage peers to make positive choices for personal health and wellness.

## Acknowledgements

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