

Kindergarten:

Standard 1: Essential Concepts

- 1.1.N Name a variety of healthy foods and explain why they are necessary for good health.
 - 1.2.N Identify a variety of healthy snacks.
 - 1.3.N Describe the benefits of being physically active.
 - 1.4.N Recognize the importance of a healthy breakfast.
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Standard 2: Analyzing Influences

- 2.1.N Recognize that not all products advertised or sold are good for them.
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Standard 4: Interpersonal Communication

- 4.1.N Explain how to ask family members for healthy food options.
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Standard 5: Decision Making

- 5.1.N Describe ways to participate regularly in active play and enjoyable physical activities.
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Standard 7: Practicing Health-Enhancing Behaviors

- 7.1.N Select nutritious snacks.
- 7.2.N Plan a nutritious breakfast.
- 7.3.N Choose healthy foods in a variety of settings.

Mental, Emotional, and Social Health

Standard 4: Interpersonal Communication

- 4.1.M Show how to express personal needs and wants appropriately.
 - 4.2.M Cooperate and share with others.
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Standard 7: Practicing Health-Enhancing Behaviors

7.1.M Express emotions appropriately.

7.2.M Describe positive ways to show care, consideration, and concern for others.

Standard 8: Health Promotion

8.1.M Encourage others when they engage in safe and healthy behaviors.

Grade One

Growth and Development

Standard 1: Essential Concepts

- 1.1.G Describe how living things grow and mature.
 - 1.2.G Identify anatomical names of major internal and external body parts.
 - 1.3.G Identify a variety of behaviors that promote healthy growth and development.
 - 1.4.G Describe how members of a family have various roles, responsibilities, and individual needs.
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Standard 2: Analyzing Influences

- 2.1.G Explain why sleep and rest are important for proper growth and good health.

Personal and Community Health

Standard 2: Analyzing Influences

- 2.1.P Explain how family and friends influence positive health practices.

Grade Two

Nutrition and Physical Activity

Standard 1: Essential Concepts

- 1.1.N Classify various foods into appropriate food groups.

- 1.2.N Identify the number of servings of food from each food group that a child needs daily.
 - 1.3.N Discuss the benefits of eating a nutritious breakfast every day.
 - 1.4.N List the benefits of healthy eating (including beverages and snacks).
 - 1.5.N Describe the benefits of drinking water in amounts consistent with current research-based health guidelines.
 - 1.6.N Describe how to keep food safe from harmful germs.
 - 1.7.N Identify a variety of healthy snacks.
 - 1.8.N Identify and explore opportunities outside of school for regular participation in physical activity.
 - 1.9.N Explain how both physical activity and eating habits can affect a person's health.
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Standard 2: Analyzing Influences

- 2.1.N Discuss how family, friends, and media influence food choices.
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Standard 3: Accessing Valid Information

- 3.1.N Identify resources for reliable information about healthy foods.
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Standard 4: Interpersonal Communication

- 4.1.N Demonstrate how to ask family members for healthy food options.
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Standard 5: Decision Making

- 5.1.N Use a decision-making process to select healthy foods.
 - 5.2.N Compare and contrast healthy and less-healthy food choices for a variety of settings.
 - 5.3.N Identify safe ways to increase physical activity.
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Standard 6: Goal Setting

- 6.1.N Set a short-term goal to choose healthy foods for snacks and meals.
- 6.2.N Set a short-term goal to participate daily in vigorous physical activity.

Standard 7: Practicing Health-Enhancing Behaviors

- 7.1.N Examine the importance of eating a nutritious breakfast every day.
 - 7.2.N Plan a nutritious meal.
 - 7.3.N Select healthy beverages.
 - 7.4.N Examine the criteria for choosing a nutritious snack.
 - 7.5.N Participate in physical activities with friends and family.
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Standard 8: Health Promotion

- 8.1.N Practice making healthy eating choices with friends and family.
- 8.2.N Explain to others what is enjoyable about physical activity.

Grade Three

Growth and Development

Standard 7: Practicing Health-Enhancing Behaviors

7.1.G Determine behaviors that promote healthy growth and development.

Standard 8: Health Promotion

8.1.G Encourage peers to show respect for others regardless of differences in growth and development

Grade Four

Nutrition and Physical Activity

Standard 1: Essential Concepts

- 1.1.N Identify and define key nutrients and their functions.
 - 1.2.N State the recommended number of servings and serving sizes for different food groups.
 - 1.3.N Describe the relationship between food intake, physical activity, and good health.
 - 1.4.N Identify how to keep food safe through proper food preparation and storage.
 - 1.5.N Explain how food can contain germs that cause illness.
 - 1.6.N Explain the importance of drinking plenty of water, especially during vigorous physical activity.
 - 1.7.N Describe the benefits of moderate and vigorous physical activity.
 - 1.8.N Identify ways to increase and monitor physical activity.
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Standard 2: Analyzing Influences

- 2.1.N Identify internal and external influences that affect food choices.
 - 2.2.N Analyze advertising and marketing techniques used for food and beverages.
 - 2.3.N Identify internal and external influences that affect physical activity.
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Standard 3: Accessing Valid Information

- 3.1.N Identify resources for valid information about safe and healthy foods.
 - 3.2.N Use food labels to determine nutrient and sugar content.
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Standard 4: Interpersonal Communication

- 4.1.N Demonstrate effective communication skills to ask for healthy food choices.
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Standard 5: Decision Making

- 5.1.N Describe how to use a decision-making process to select nutritious foods and beverages.

5.2.N Describe how to use a decision-making process to select healthy options for physical activity.

Standard 6: Goal Setting

6.1.N Make a plan to choose healthy foods and beverages.

6.2.N Make a plan to choose physical activities at school and at home.

Standard 7: Practicing Health-Enhancing Behaviors

7.1.N Practice how to take personal responsibility for eating healthy foods.

7.2.N Practice how to take personal responsibility for limiting sugar consumption in foods, snacks, and beverages.

7.3.N Identify ways to establish and maintain healthy eating practices consistent with current research-based guidelines for a nutritionally balanced diet.

7.4.N Practice how to take personal responsibility for engaging in physical activity.

Standard 8: Health Promotion

8.1.N Support others in making positive food and physical activity choices.

Grade Five

Nutrition and Physical Activity

Standard 1: Essential Concepts

- 1.1.N Describe the food groups, including recommended portions to eat from each food group.
 - 1.2.N Identify key components of the “Nutrition Facts” labels.
 - 1.3.N Explain the relationship between the intake of nutrients and metabolism.
 - 1.4.N Explain why some food groups have a greater number of recommended portions than other food groups.
 - 1.5.N Describe safe food handling and preparation practices.
 - 1.6.N Differentiate between more-nutritious and less-nutritious beverages and snacks.
 - 1.7.N Explain the concept of eating in moderation.
 - 1.8.N Describe the benefits of eating a nutritionally balanced diet consistent with current research-based dietary guidelines.
 - 1.9.N Explain how good health is influenced by healthy eating and being physically active.
 - 1.10.N Describe how physical activity, rest, and sleep are related.
 - 1.11.N Identify physical, academic, mental, and social benefits of regular physical activity.
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Standard 2: Analyzing Influences

- 2.1.N Describe internal and external influences that affect food choices and physical activity.
 - 2.2.N Recognize that family and cultural influences affect food choices.
 - 2.3.N Describe the influence of advertising and marketing techniques on food and beverage choices.
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Standard 3: Accessing Valid Information

- 3.1.N Locate age-appropriate guidelines for eating and physical activity.
- 3.2.N Interpret information provided on food labels.

Standard 4: Interpersonal Communication

4.1.N Use communication skills to deal effectively with influences from peers and media regarding food choices and physical activity.

Standard 5: Decision Making

5.1.N Use a decision-making process to identify healthy foods for meals and snacks.

5.2.N Use a decision-making process to determine activities that increase physical fitness.

5.3.N Compare personal eating and physical activity patterns with current age-appropriate guidelines.

Standard 6: Goal Setting

6.1.N Monitor personal progress toward a nutritional goal.

6.2.N Monitor personal progress toward a physical activity goal.

Standard 7: Practicing Health-Enhancing Behaviors

7.1.N Identify ways to choose healthy snacks based on current research-based guidelines.

7.2.N Demonstrate how to prepare a healthy meal or snack using sanitary food preparation and storage practices.

7.3.N Demonstrate the ability to balance food intake and physical activity.

7.4.N Demonstrate the ability to assess personal physical activity levels.

Standard 8: Health Promotion

8.1.N Encourage and promote healthy eating and increased physical activity opportunities at school and in the community.

Grade Six