

# ROBERTSON COUNTY SCHOOLS

## HEALTH

### MASTERY GUIDE

### KINDERGARTEN

#### FIRST NINE WEEKS

##### *Nutrition:*

Standard 4: The student will understand the relationship of nutrition to healthy living.

- 4.1 Identify the basic food groups and foods.
  - a. Name various foods.
  - b. Name the five basic food groups.
- 4.2 Identify food as a source of energy and growth.
- 4.3 Describe the importance of healthy meals and snacks.
  - a. Describe the importance of eating a variety of healthy foods.
  - b. Discuss the importance of food as fuel for the body.

##### *Injury Prevention and Safety:*

Standard 11: The student will understand attitudes and behaviors for preventing accidents and injuries.

- 11.1 Identify common causes of childhood accidents and injuries and methods of prevention.
  - a. Name the five senses and how they can contribute to personal safety. (e.g. hearing , smoke alarm, smelling smoke, seeing fire, etc.).
  - b. Identify behaviors that can lead to injury.
- 11.2 Describe the importance of safety rules.
  - a. Define poison.
  - b. Identify safety rules related to leisure time activities (e.g. helmet and pad safety, seat belt safety, bus safety, water safety, personal safety, etc.).

Standard 12: The student will understand appropriate care for injuries and sudden illnesses.

- 12.1 Name and describe situations that should be reported to a responsible caregiver.
  - a. Identify situations that should be reported to responsible caregivers.
- 12.2 Demonstrate basic first aid techniques.
  - a. Explain the purpose of the 911 telephone number.
  - b. Demonstrate how to dial 911.
  - c. List situations that require 911 assistance.
  - d. Describe first aid techniques for cuts, scrapes, nose bleeds, stings, animal bites, burns, and poisoning.

Standard 13: The student will understand the appropriate action to take when personal

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safety is threatened.

13.1 Identify situations that should be reported to a trusted adult.

a. Identify trusted individuals.

13.2 Demonstrate self-protection skills and identify appropriate resources for help.

a. Names persons to whom threatening situations need to be reported.

b. Describe difference between good touch and bad touch.

#### SECOND NINE WEEKS

##### *Disease Prevention and Control:*

Standard 10: The student will understand attitudes and behaviors for preventing and controlling disease.

10.1 Identify how germs are spread

a. Define germs

b. Describe how germs are transmitted

10.2 Identify habits that will promote disease prevention.

a. Explain why proper hand washing is important.

b. Describe the value of good health habits such as adequate sleep, exercise, water, and proper nutrition as related to disease control

c. Identify the importance of regular health screenings, as related to disease prevention. (medical, vision, hearing, and dental)

10.3 Identify chronic health problems.

a. Identify and describe common communicable diseases (e.g. HIV, hepatitis, flu, pink eye, and head lice)

b. Identify chronic diseases (e.g. asthma and diabetes)

##### *Personal Health and Wellness:*

Standard 1: The student will understand the role of personal hygiene practices as it relates to healthful living.

1.1 Demonstrate the concepts of personal hygiene in daily life.

a. Identify proper hygiene skills (e.g. Hand washing, shampooing, flossing, toothbrushing, and bathing).

b. Identify basic signs and symptoms of head lice.

1.2 Identify the effects of poor personal hygiene practices

a. Identify consequences of poor oral hygiene (e.g. cavities, gum disease, and tooth loss).

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b. Identify consequences of poor personal hygiene (e.g. body odor, illness, and poor self image).

Standard 2: The student will understand the role of body systems as related to healthful living.

2.1 Identify the basic body structure.

a. Name basic human body parts.

b. Identify the location of basic body parts.

2.2 Identify the functions of the human body systems.

a. Describe the functions of basic human organs (e.g. heart , lungs, brain, stomach, ribs).

b. Explain the structure and function of the skin.

2.3 Explain the importance of the basic body systems.

a. Evaluate the interaction of body systems.

Standard 3: The student will understand the relationship of physical activity to healthful living.

3.1 Explain the importance of physical activity to personal health.

a. Name different types of daily physical activities (e.g. walking, running, jumping, rollerblading, swimming, biking, dancing, climbing, sports).

3.2 Identify physical activities used in daily life that promote healthful living.

a. Describe the importance of adequate rest to healthful living.

#### **THIRD NINE WEEKS**

##### ***Substance Use and Abuse:***

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Standard 14: The student will understand appropriate and inappropriate uses of chemical substances for healthful living.

- 14.1 Describe the role of drugs and medicines in keeping people healthy.
  - a. Define medications.
  - b. Identify types of medications
- 14.2 Describe inappropriate use of drugs and medicines.
  - a. Explain why medications should only be taken when administered by an adult.

Standard 15: The student will understand the effects of substance use and abuse.

- 15.1 Identify the consequences of using tobacco products, alcohol, and drugs.
  - a. Describe the consequences of using tobacco, alcohol and drugs.
  - b. Describe how the use of tobacco can affect healthful living.
  - c. Describe how the use and abuse of alcohol and drugs can affect healthful living
- 15.2 Practice refusal skills to avoid harmful substances.
  - a. Define appropriate refusal skills to avoid harmful substances.

#### *Emotional, Social, and Mental Health:*

Standard 8: The student will understand the importance of positive self-concept and interpersonal relationships for healthful living.

- 8.1 Explain that feelings can be expressed in different way.
  - a. Identify feelings.
  - b. Identify methods of expression (e.g. laughing, crying, smiling, hugging and yelling).
- 8.2 Name and describe qualities and characteristics that make all individuals unique.
- 8.3 Identify the importance of developing and maintaining healthy relationships.

Standard 9: The student will understand how positive social, emotional, and mental health practices promote healthful living.

- 9.1 Identify how attitudes and behaviors relate to social health.
  - a. Define a rule of positive social living.
  - b. Identify the characteristics of a bully.
- 9.2 Describe healthy ways to deal with pleasant and unpleasant situations for emotional well-being.
  - a. Identify the characteristics of a bully.
  - b. Describe divorce and the ending of relationships
  - c. Define death.

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- 9.3 Describe how feelings and behaviors relate to personal mental health.
  - a. Express the importance of not feeling sad for long periods of time.

#### **FOURTH NINE WEEKS**

##### *Environmental and Community Health:*

Standard 16: The student will recognize environmental practices and products that affect personal and community health.

- 16.1 Describe different types of pollution and it's environmental affects.
  - a. Identify different types of environmental pollution(e.g. ground, noise, water, air)
- 16.2 Identify the importance of “reduce, reuse, recycle” practices.
  - a. Define the terms “reduce, reuse, recycle”.

##### *Consumer Health:*

Standard 18: The student will understand how the culture, media, and technology impact consumer decisions about healthful living.

- 18.1 Describe how cultural influences personal health behaviors.
  - a. Describe how personal diet, exercise, and hygiene is influenced by cultural lifestyles.
- 18.2 Explain how media influences thoughts, feelings, and behaviors related to personal health and community.
  - a. Identify different types of media (e.g. magazines, radio, TV, and billboards.
- 18.3 Describe ways technology can influence personal health.

##### *Family Life:*

Standard 5: The student will understand the contribution of family relationships to healthful living.

- 5.1 Describe the various types of family structures.

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- a. Describe his/her family.
- 5.2 Explain that family structures vary and can change.
  - a. Distinguish between the different types of families (e.g. two parents, single parents, blended, extended, foster, and adoptive).
- 5.3 Identify common goals and values found in family structures.
  - a. Describe the various basic family values (e.g. integrity, love, trust, and nurturing).

Standard 6: The student will understand the stages of human growth and development.

- 6.1 Identify human growth and development stages throughout the life cycle.
  - a. Name different stages of development (e.g. babies, children, teenagers, adults, and elderly).
- 6.2 Describe the important differences in the stages of human growth and development.
  - a. Describe how babies are different from children.
  - b. Describe how children are different from teenagers.
  - c. Describe how teenagers are different from adults.
  - d. Describe how adults are different from the elderly.

Standard 7: The student will understand the need and process of setting personal goals and standards for healthful living.

- 7.1 Identify personal goals and standards.
  - a. Define goals and standards.
- 7.2 Describe the importance of personal decision making to healthful living.
  - a. Identify appropriate healthy living behavior that would affect his/her future.