

Kindergarten Crosswalk – Virginia 2015 Health Standards of Learning

Kindergarten students recognize basic facts and concepts about their bodies and begin to acquire skills and practices that keep them safe and healthy. Students learn to seek help and advice from parents/guardians and other trusted adults and begin to learn how to seek reliable health information. They understand how to make good decisions about simple health issues, respect others, follow school safety rules, and be responsible.

Essential Health Concepts <i>What Students Should Know</i>		Healthy Decisions <i>What Students Should Understand</i>		Advocacy and Health Promotion <i>What Students Should be Able to Do to Advocate for Their Health and the Health of Others</i>	Lesson (Grade Topic-#)	
K.1 The student will identify and describe key health and safety concepts.	Lesson (Grade Topic-#)	K.2 The student will identify healthy decisions.	Lesson (Grade Topic-#)	K.3 The student will describe and demonstrate behaviors that promote health and prevent injury and disease	Lesson (Grade Topic-#)	
Body Systems	e) Describe the five senses (sight, hearing, smell, taste, touch) and major body parts (e.g., head, trunk, arms, legs, hands, and feet). K BOD-1 K BOD-2	d) Identify situations that require the use of each of the five senses. i) Recognize how the body’s parts work together.	K BOD-1 K BOD-2 K BOD-1 K BOD-2	e) Describe ways to protect the five senses.	K BOD-1 K BOD-2	
Health Promotion including Nutrition and Physical Activity	a) Recognize the importance of making healthy food choices (e.g., eating a variety of foods from all food groups, eating breakfast, choosing healthy snacks, eating at least five fruits and vegetables a day). b) Recognize the need for regular physical activity. c) Describe different types of physical activity. d) Recognize the importance of a regular bedtime routine and enough sleep. g) Identify adults that keep children healthy (e.g., parents/guardians, teachers, school counselors, nurses, doctors). h) Identify that hand washing reduces the chance of becoming sick.	K HP-1 K HP-2 K HP-1 K HP-3 K HP-1 K HP-3 K HP-1 K HP-3 K HP-1 K HP-3	a) Describe healthy meal choices that include all food groups. b) Identify positive physical activity options and the benefits of being physically active every day. c) Describe alternatives to television watching. f) Describe how germs (e.g., bacteria, viruses) may cause common diseases (e.g., cold, flu). g) Explain how hand washing helps remove bacteria and viruses that can make people sick, and describe situations where it is important to wash hands. h) Discuss the benefits of personal hygiene practices (e.g., tooth brushing,	K HP-1 K HP-2 K HP-1 K HP-3 K HP-1 K HP-3 K HP-1 K HP-1 K HP-1	a) Describe a variety of healthy snacks foods. b) Recognize that not all food products advertised or sold are healthy. c) Describe ways to participate regularly in physical activities inside and outside of school. d) Describe ways to calm down before bed to prepare for sleeping. f) Discuss why medicines should only be taken under the supervision of an adult. g) Demonstrate proper hand washing. h) Demonstrate how to brush and floss teeth correctly.	K HP-1 K HP-2 K HP-1 K HP-1 K BOD-1 K HP-1 K HP-3 K SAF-4 K HP-1 K HP-3 K HP-1

			flossing, hand washing, grooming).			
	i) Describe the function of the teeth and how to take care of them.	K HP-1 K HP-3				
Safety and Injury Prevention	j) Recognize ways to be safe (e.g., tying shoes, wearing a helmet, using a car safety seat and seat belt).	K SAF-1 K SAF-5				
			j) Identify the meaning of safety signs, symbols, and warning labels.	K SAF-4		
			e) Describe how medicine can be helpful or harmful, and recognize poison warning labels.	K SAF-4	f) Discuss why medicines should only be taken under the supervision of an adult.	K SAF-4
	k) Describe pedestrian safety, to include using sidewalks and crosswalks.	K SAF-2 K SAF-5	k) Identify safe choices when walking, riding in a car and bus, and riding a bike.	K SAF-1 K SAF-5	j) Describe common safety rules and practices for individuals, families, and communities.	K SAF-1 K SAF-4
					i) Describe how safety choices can prevent injuries (e.g., wearing helmets, tying shoelaces, using seat belts and safety seats, and sitting in the back seat of vehicles with airbags).	K SAF-1 K SAF-5
	l) Describe bus safety practices, to include where to cross in front of the bus and staying in the seat facing forward.	K SAF-2 K SAF-5	l) Describe sun safety practices.	K SAF-1 K SAF-8	k) Identify people who can help in an emergency or in a dangerous or frightening situation (e.g., family members, adults at school, health care professionals, and public safety officials).	K SAF-3 K SAF-7
	m) Describe emergency and nonemergency situations.	K SAF-3 K SAF-7	m) Compare emergency and nonemergency situations.	K SAF-3 K SAF-7	l) Describe why it is important to ask adults for help in an emergency and how to ask for help.	K SAF-3
	p) Identify household products that are harmful or poisonous.	K SAF-4 K SAF-6	q) Recognize that not all products advertised or sold are healthy or safe.		m) Demonstrate how to call 9-1-1.	K SAF-6 K SAF-7
	f) Identify medicine as a pill or liquid that can be taken to feel better when sick but can cause harm if misused.	K SAF-4 K SAF-6	r) Recognize that some household products are harmful if touched, ingested, or inhaled and the importance of asking adults before touching, ingesting, or inhaling unknown substances.	K SAF-6		
Social Emotional Health	n) Identify emotions (e.g., happiness, sadness, anger, fear, frustration).	K SE-1 K SE-2	n) Describe positive and negative emotions that affect physical health (e.g., anger, sadness, fear, frustration, happiness, pride).	K SE-1 K SE-2	n) Practice using words to identify emotions.	K SE-1 K SE-2
			o) Discuss how to express and handle	K SE-1		

			emotions appropriately.	K SE-2		
Violence Prevention and Healthy Relationships	o) Describe what it means to be a friend and to show consideration and concern for others.	K VP-1 K VP-2	p) Identify why friends are important and how to cooperate and share with others.	K VP-1 K VP-2	o) Identify strategies for making friends.	K SAF-4 K VP-1 K VP-2
					p) Demonstrate acceptable behavior in classrooms and during play, to include showing respect for the personal space of others.	K VP-1 K VP-3
					q) Apply strategies for establishing social and physical barriers, to include polite refusal skills, cooperation with others, and adaptation to change.	K SAF-4 K VP -1 K VP -3

BOD = Body Systems
 HP = Health Promotion
 SAF = Safety
 SE = Social Emotional
 VP = Violence Prevention