

Standards for K-3 Social, Emotional and Intellectual Habits

SUBJECT AREA CONNECTION: Health Education DATE: December 2014 AUTHOR: Dr. Jean Mee

Reference: [Healthy and Balanced Living Curriculum Framework for Health Education](#) (CSDE, 2006) [under revision 2015]

The Framework provides the blueprint for districts to address the health and energy balance of students and guide them toward becoming well-informed, health literate individuals, as well as competent, confident and joyful movers.

The standards were developed by applying the following characteristics of a literate person within the context of health and fitness: critical thinker and problem solver; responsible, productive citizen; self-directed learner; and effective communicator.

Domain: Social & Intellectual Habits		By Kindergarten		By Grade 4	
Learning experiences will support children to:		This is evident, for example, when children:	Health Education Content Standard	This is evident, for example, when children:	Health Education Content Standard
Develop a positive self-concept	Self-Awareness	P.1.2. Describe similarities and differences between self and others and understand that the body is good and special	Core Concepts P1.2	E.1.1. Describe relationships between personal health behaviors and individual well-being  E.1.2. Describe the interrelationship of mental, emotional, social and physical health during childhood; develop an appreciation of one's own body  E.4.4. Identify and explain how the media may influence messages one may receive about body image	Core Concepts E1.1 E1.2 Analyzing Internal and External Influences E4.4

	Sense of self as competent and capable				
Develop a positive attitude toward learning	Sense of self as a learner			<p>E.2.1. Demonstrate the ability to locate valid health information, products and services</p> <p>E.2.2. Demonstrate the ability to locate resources from home, school and community that provide valid health information</p> <p>E.3.1. Identify responsible health behaviors</p>	<p>Accessing Health Information</p> <p>E2.1</p> <p>E2.2</p> <p>Self-Management of Healthy Behaviors</p> <p>E3.1</p>
	Curiosity and initiative				
	Cooperation during learning experiences	P.8.5. Participate in small and large group activities, interacting cooperatively with one or more children	Advocacy Skills P8.5	E.8.5. Identify ways to work cooperatively in small groups when advocating for healthy individuals, families and schools	Advocacy Skills E8.5
Identify and understand emotions of self and others	Identifying and understanding emotions	<p>P.5.3. Practice using words to identify emotions</p> <p>P.5.4. Identify healthy ways to express needs, wants and feelings</p>	<p>Communication Skills</p> <p>P5.3</p> <p>P5.4</p>	<p>E.5.1. Practice verbal and nonverbal communication as a means of enhancing health</p> <p>E.5.3. Describe emotions and how they can affect an individual's behavior</p>	<p>Communication Skills</p> <p>E5.1</p> <p>E5.3</p> <p>E5.4</p>

				E.5.4. Identify and demonstrate healthy ways to express needs, wants and feelings	
	Empathy	<p>P.5.5. Demonstrate caring and empathy for others</p> <p>P.8.6. Discuss positive ways to show care, consideration and concern for others</p>	<p>Communication Skills</p> <p>P5.5</p> <p>Advocacy Skills</p> <p>P8.6</p>	<p>E.5.5. Identify, discuss and demonstrate ways to communicate care, consideration and respect for themselves and others without bias, abuse, discrimination or harassment based on, but not limited to, race, color, sex, religion, national origin, sexual orientation, ancestry, marital status, mental retardation, mental disorder and learning and/or physical disability</p> <p>E.8.6. Demonstrate positive ways to show care, consideration and concern for others (e.g. persons living with HIV/AIDS, diabetes, cancer)</p>	<p>Communication Skills</p> <p>E5.5</p> <p>Advocacy Skills</p> <p>E8.6</p>
Develop positive interpersonal relationships	Social awareness and interpersonal skills	<p>P.5.1. Practice using words to communicate as a means of enhancing health</p> <p>P.5.3. Practice using words to identify emotions</p>	<p>Communication Skills</p> <p>P5.1</p> <p>P5.3</p> <p>P5.4</p> <p>P5.5</p> <p>Advocacy Skills</p>	<p>E.5.2. Demonstrate characteristics needed to be a responsible individual within their group, school, family and community</p> <p>E.5.6. Demonstrate active</p>	<p>Communication Skills</p> <p>E5.2</p> <p>E5.6</p> <p>Advocacy Skills</p> <p>E8.7</p>

		<p>P.5.4. Identify healthy ways to express needs, wants and feelings</p> <p>P.5.5. Demonstrate caring and empathy for others</p> <p>P.8.4. Identify ways to encourage others to make positive health choices</p>	P8.4	<p>listening skills to build and maintain healthy relationships with peers and family members</p> <p>E.8.7. Promote positive, healthy interpersonal relationships with respect and appreciation for each other</p>	
	Responsible decision making and social problem solving	<p>P.6.1. Discuss choices that enhance health</p> <p>P.6.2. Identify adults who can assist in making health-related decisions</p> <p>P.6.3. Discuss reasons to make and results of making healthy choices</p>	<p>Decision-Making Skills</p> <p>P6.1</p> <p>P6.2</p> <p>P6.3</p>	<p>E.6.1. Demonstrate the ability to apply a decision-making process to enhance health</p> <p>E.6.2. Explain when to ask for assistance in making health related decisions</p> <p>E.6.3. Predict outcomes of positive health decisions</p> <p>E.8.4. Describe ways to encourage and support others in making positive health choices</p>	<p>Decision-Making Skills</p> <p>E6.1</p> <p>E6.2</p> <p>E6.3</p> <p>Advocacy Skills</p> <p>E8.4</p>
	Conflict resolution	<p>P.5.7. Identify ways to deal with conflict</p> <p>P.5.8. List examples of conflict</p>	<p>Communication Skills</p> <p>P5.7</p> <p>P5.8</p> <p>P5.9</p>	<p>E.5.8. Identify possible causes of conflict</p> <p>E.5.9. Demonstrate family, peer, school and community strategies to prevent, manage and resolve conflicts and</p>	<p>Communication Skills</p> <p>E5.8</p> <p>E5.9</p>

		P.5.9 Engage in developing solutions to resolve conflicts and seek help when necessary		identify adults who might assist, when appropriate	
Executive Function	Working memory and meta-cognition	<p>P.1.1. List personal health behaviors (e.g. hand washing, teeth brushing, independent toileting, use of tissues, explaining feelings, making healthy food choices, daily physical activity)</p> <p>P.1.2. Describe similarities and differences between self and others and understand that the body is good and special</p> <p>P.1.3. Identify and describe functions of body parts (e.g. stomach, feet, hands, ears, eyes, mouth)</p> <p>P.1.4. Identify how families can influence personal health</p> <p>P.1.5. Describe a healthy and safe environment</p> <p>P.1.6. Identify health and safety problems that can be treated early</p>	<p>Core Concepts</p> <p>P1.1</p> <p>P1.2</p> <p>P1.3</p> <p>P1.4</p> <p>P1.5</p> <p>P1.6</p> <p>P1.7</p> <p>P1.8</p> <p>P1.9</p>	<p>E.1.2. Describe the interrelationship of mental, emotional, social and physical health during childhood; develop an appreciation of one’s own body</p> <p>E.1.3. Describe the basic structure and functions of the human body systems using medically accurate terminology and specific functions of the body systems</p> <p>E.1.4. Explore how families can influence personal health</p> <p>E.1.5. Examine how physical, social and emotional environments influence personal health</p> <p>E.1.6. Identify health problems and illnesses that can be prevented or treated early</p> <p>E.1.7. Explain how childhood</p>	<p>Core Concepts</p> <p>E1.2</p> <p>E1.3</p> <p>E1.4</p> <p>E1.5</p> <p>E1.6</p> <p>E1.7</p> <p>E1.8</p> <p>E1.9</p> <p>E1.10</p>

		<p>P.1.7. Identify ways injuries can be prevented</p> <p>P.1.8. Identify and practice ways to prevent disease and other health problems</p> <p>P.1.9. Discuss germs and their connection to illness</p>		<p>injuries can be prevented or treated</p> <p>E.1.8. Recognize how family history, individual decisions, and other risk factors are related to cause and prevention of disease and other health problems</p> <p>E.1.9. Define the terms communicable (infectious) and non-communicable (noninfectious) diseases and identify ways to help prevent disease (e.g. HIV/AIDS, diabetes, cancer, heart disease)</p> <p>E. 1.10. Describe the physical and emotional changes that occur during puberty</p>	
	Cognitive flexibility				
	Self-regulation of impulses and emotional reaction	E.3.6. Identify and practice skills to manage stress	Self-Management of Healthy Behaviors P3.6	E.3.6. Identify and practice skills to manage stress	Self-Management of Healthy Behaviors E3.6
	Managing attention and behavior	E.3.5. Develop and practice safety techniques to avoid and reduce injury and disease	Self-Management of Healthy Behaviors P3.5		

Logic and reasoning	Critical and analytical thinking	<p>P.4.1. Discuss their roles in the family and the roles of their parents/guardians</p> <p>P.4.2. Recognize how media and technology can influence their lives</p> <p>P.4.3. Discuss how families and school influence personal health</p> <p>P.6.1. Discuss choices that enhance health</p> <p>P.6.3. Discuss reasons to make and results of making healthy choices</p>	<p>Analyzing Internal and External Influences</p> <p>P4.1</p> <p>P4.2</p> <p>P4.3</p> <p>Decision-Making Skills</p> <p>P6.1</p> <p>P6.3</p>	<p>E.1.1. Describe relationships between personal health behaviors and individual well-being</p> <p>E.1.2. Describe the interrelationship of mental, emotional, social and physical health during childhood; develop an appreciation of one's own body</p> <p>E.3.3. Compare behaviors that are safe to those that are risky or harmful</p> <p>E.3.4. Demonstrate strategies to improve or maintain personal health by examining influences and rules that affect decisions</p> <p>E.7.1. Demonstrate the ability to apply the goal setting process to enhance health</p>	<p>Core Concepts</p> <p>E1.1</p> <p>E1.2</p> <p>Self-Management of Healthy Behaviors</p> <p>E3.3</p> <p>E3.4</p> <p>Goal-Setting Skills</p> <p>E7.1</p>
	Applying known information to new experiences	P.7.1. Define a healthy goal	<p>Goal-Setting Skills</p> <p>P7.1</p>	E.7.1. Demonstrate the ability to apply the goal setting process to enhance health	<p>Goal-Setting Skills</p> <p>E7.1</p>
	Reasoning and problem solving	P.6.3. Discuss reasons to make and results of making healthy choices	<p>Decision-Making Skills</p> <p>P6.3</p>	E.7.1. Demonstrate the ability to apply the goal setting process to enhance health	<p>Goal-Setting Skills</p> <p>E7.1</p>

Symbolic representation	Symbolic representation				
	Pretend or symbolic play				