

	Knowledge Expectations Pre-K – 2nd Grade	Alaska Health Education Standards Skills for a Healthy Life
<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">Mental and Emotional Health</div>	<ul style="list-style-type: none"> • Identify different emotions. • Describe how different situations can influence feelings. • Describe the relationship between feelings, emotions, and behavior. • Identify appropriate ways to express needs, wants, emotions, and feelings. • Explain the importance of talking with parents and other trusted adults about feelings. • Identify a trusted parent, caregiver, or adult to talk with about feelings. • Identify characteristics that make people unique or special. • Describe what it means to be a good friend. • Identify healthy ways to express affection, love, friendship, and concern. • Identify relationships in family, school, and community that are caring. • Describe self-control. • Explain the importance of respecting the personal space and boundaries of others. • Describe the difference between bullying and teasing. • Explain why it is wrong to tease or bully others. 	<p style="text-align: center;">A</p> <p>A student should be able to acquire a core knowledge related to well-being.</p> <p>A student who meets the content standard should:</p> <ol style="list-style-type: none"> 1) understand that a person’s well-being is the integration of health knowledge, attitudes, and behaviors; 2) understand how the human body is affected by behaviors related to eating habits, physical fitness, personal hygiene, harmful substances, safety, and environmental conditions; 3) understand and identify the causes, preventions, and treatments for diseases, disorders, injuries, and addictions; 4) recognize patterns of abuse directed at self or others and understand how to break these patterns; 5) use knowledge and skills to promote the well-being of the family; 6) use knowledge and skills related to physical fitness, consumer health, independent living, and career choices to contribute to well-being; 7) understand the physical and behavioral characteristics of human sexual development and maturity; and 8) understand the ongoing life changes throughout the life span and healthful responses to these changes.
<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">Food and Nutrition</div>	<ul style="list-style-type: none"> • Explain the importance of trying new foods. • Explain the importance of choosing nutrient-dense foods and beverages that help people feel good. • Explain the importance of eating different foods from all the food groups. • Identify a variety of healthy, good tasting, nutrient-dense snacks. • Identify the benefits of drinking water. • Describe the types of foods and beverages that should be limited (e.g., sugary drinks). • Describe the benefits of eating breakfast every day. • Describe what it feels like to be hungry and full. 	<p style="text-align: center;">B</p> <p>A student should be able to demonstrate responsibility for the student’s well-being.</p> <ol style="list-style-type: none"> 1) demonstrate an ability to make responsible decisions by discriminating among risks and by identifying consequences; 2) demonstrate a variety of communication skills that contribute to well-being; 3) assess the effects of culture, heritage, and traditions on personal well-being; 4) develop an awareness of how personal life roles are affected by and contribute to the well-being of families, communities, and cultures; 5) evaluate what is viewed, read, and heard for its effect on personal well-being; and 6) understand how personal relationships, including those with family, friends, and co-workers, impact personal well-being.

STANDARDS COMPARISON WORKING DOCUMENT OF SCHOOL DISTRICTS IN ALASKA

(ASD, FNSBSD, JSD, MSBSD)

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Violence Prevention</p>	<ul style="list-style-type: none"> • Describe the difference between bullying and teasing. • Explain why it is wrong to tease or bully others. • Explain what to do if someone is being bullied. • Explain why it is important to be a good friend. • Describe examples of ways to be a good friend to others. • Describe the difference between “wanted” and “unwanted” touch. • Explain why unwanted or inappropriate touches should be reported to a trusted adult. • Explain that a child is not at fault if someone touches them in an unwanted or inappropriate way. • Explain why everyone has the right to tell others not to touch their body. 	<p style="text-align: center;">C</p> <p>A student should understand how well-being is affected by relationships with others.</p> <ol style="list-style-type: none"> 1) resolve conflicts responsibly; 2) communicate effectively within relationships; 3) evaluate how similarities and differences among individuals contribute to relationships; 4) understand how respect for the rights of self and others contributes to relationships; 5) understand how attitude and behavior affect the well-being of self and others; and 6) assess the effects of culture, heritage, and traditions on well-being.
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Safety</p>	<ul style="list-style-type: none"> • Identify how household products are harmful if ingested or inhaled. • Identify safety hazards in the community. • Identify people who can help when someone is injured or suddenly ill. • Identify ways to encourage others to stay safe. 	<p style="text-align: center;">D</p> <p>A student should be able to contribute to the well-being of families and communities.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Alcohol and Drug-Use Prevention</p>	<ul style="list-style-type: none"> • Describe how to use medications correctly. • Describe the importance of adult supervision of medication use. • Differentiate between helpful medications (e.g., acetaminophen, antibiotics) and harmful drugs (e.g., alcohol, nicotine). 	<ol style="list-style-type: none"> 1) make responsible decisions as a member of a family or community; 2) take responsible actions to create safe and healthy environments; 3) describe how public policy affects the well-being of families and communities; 4) identify and evaluate the roles and influences of public and private organizations that contribute to the well-being of communities; 5) describe how volunteer service at all ages can enhance community wellbeing; and 6) use various methods of communication to promote community well-being.
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Personal Health and Wellness</p>	<ul style="list-style-type: none"> • Explain why hygiene is important for good health. • Identify the benefits of personal health care practices such as washing hair and bathing regularly. • Explain the importance and steps of proper hand washing. • Identify different ways that disease-causing germs are transmitted. • Identify ways to prevent the spread of germs that cause common infectious diseases. • Identify ways to stay safe around chemicals used for cleaning and disinfection, including alcohol-based hand rubs and sanitizers. 	