

## Health Curriculum - Kindergarten

### High Priority Standards

#### National Health Standard 2: (Analyzing Influences)

*Student will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.*

#### **Learning Goal**

The student will be able to 'develop an understanding of what influences are and how they can affect choices'. (Benes & Alperin, 2016, pg. 89)

#### **Proficiency Scale**

4: Student demonstrates innovation, in depth inference(s), or advanced application(s) with the learning goal.

3: Student demonstrates evidence of the learning goal by

- identifying different family types.
- recognizing their personal family type.
- identifying people in their lives who care about them.

2: Student demonstrates overall proficiency with the objectives and essential vocabulary such as

- family structures (parent, step-parent, grandparents, brothers, sisters, aunts, uncles, and other relatives).
- people in school who influence (principal, teacher, counselor).
- people in the community who influence (store owner, neighbor, police).

1: Student demonstrates limited proficiency with the objectives and essential vocabulary.

#### **Learning Targets**

Student will be able to:

##### Growth and Development

- name and describe different family types (size, living situation, structure, etc.)

##### Mental, Emotional, and Social Health & Personal and Community Health

- identify people in their lives who care about them.
  - *Who* influences me...
  - I know they influence me because...

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- *What* influences me...
- I know it influences me because...(Benes & Alperin, 2016, pg. 89)

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## High Priority Standards

### National Health Standard 3: (Accessing Information)

*Student will demonstrate the ability to access valid information and products, and service to enhance health.*

#### Learning Goal

The student will be able to 'identify people and places that can help with health needs'.  
( Benes & Alperin, 2016, pg. 68)

#### Proficiency Scale

4: Student demonstrates innovation, in depth inference(s), or advanced application(s) with the learning goal.

3: Student demonstrates evidence of the learning goal by

- identifying person in school to go to when you feel sick (nurse).
- locating people and places in the community that can be trusted for health needs.
- understanding the different food groups and what constitutes a healthy meal.
- understanding rules and identifying trusted adults who will keep them safe.

2: Student demonstrates overall proficiency with the objectives and essential vocabulary such as

- clinic, nurse, police, fire fighter, fire alarm, safety drills.

1: Student demonstrates limited proficiency with the objectives and essential vocabulary.

#### Learning Targets

Student will be able to:

##### Nutrition and Physical Activity

- understand that MyPlate is a resource to identify 5 food groups and colors, and sort foods into groups.

##### Drug Awareness & Injury Prevention and Safety

- understand which people and places can explain why medicines are used, and explain how medicines can be helpful or harmful.

##### Injury Prevention and Safety

- identify emergency situations.

##### Mental, Emotional, and Social Health

- describe school rules about getting along with others.
  - People

*What- What do I need help with?*

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*Who-* Who are the people I trust and can help me?

*How-* How do I find the person? How do I ask for the help I need?

- Places

*What-*What do I need help with?

*Where-*Where should I go to get help?

*How-*How can I get to the place I need?(Benes & Alperin, 2016, pg. 68)

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### High Priority Standards

#### National Health Standard 4: (Interpersonal Communication)

*Student will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.*

#### Learning Goal

The student will be able to 'listen and express feelings'. (Benes & Alperin, 2016, pg. 104)

#### Proficiency Scale

4: Student demonstrates innovation, in depth inference(s), or advanced application(s) with the learning goal.

3: Student demonstrates evidence of the learning goal by

- describing personal feelings.
- recognizing the feelings of others.
- respecting differences and personal space.
- understanding rules and identifying trusted adults who will keep them safe.
- describing ways to talk about healthy food choices.

2: Student demonstrates overall proficiency with the objectives and essential vocabulary such as

- sad, happy, angry, body language, tone of voice, personal space, safe space.

1: Student demonstrates limited proficiency with the objectives and essential vocabulary.

#### Learning Targets

Student will be able to:

##### Growth and Development

- show ways to respect different kinds of families.
- appreciate personal space.

##### Nutrition and Physical Activity

- explain how to ask family members for food options that keep them healthy.

##### Mental, Emotional, and Social Health

- describe their own physical characteristics as they relate to how they feel (sportsmanship, emotions, uniqueness).
- name ways in which people are similar and ways in which they are different.

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- express feelings in a healthy way.
- use effective communication:
  - I TELL**
    - Identify feelings (thoughts, ideas)
    - Tell feelings (thoughts, ideas)
    - Express using I-statements
    - Look at the person you are talking to
    - Listen to the response
  - use active listening:
    - HEAR**
      - Heads up, voices off
      - Eyes on speaker, Ears open
      - Ask questions if you don't understand
      - Relax bodies (hands and feet still) (Benes & Alperin, 2016, pp. 104-105)

### Injury Prevention and Safety

- name safety rules, and safety helpers at home and away from home.

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## High Priority Standards

### National Health Standard 5: (Decision Making)

*Student will demonstrate the ability to use decision-making skills to enhance health.*

#### Learning Goal

The student will be able to 'determine whether they can make the decision themselves or whether they need help'.  
(Benes & Alperin, 2016, pg 119)

#### Proficiency Scale

4: Student demonstrates innovation, in depth inference(s), or advanced application(s) with the learning goal.

3: Student demonstrates evidence of the learning goal by

- identifying safe independent activities and activities that require adult help.
- identifying whether a healthy snack can be chosen/prepared independently.
- recognizing when they can make safety decisions independently and when adult help is needed (substance awareness, trusted adults).

2: Student demonstrates overall proficiency with the objectives and essential vocabulary such as

- stranger, exercise, fruits, vegetables, tobacco.

1: Student demonstrates limited proficiency with the objectives and essential vocabulary.

#### Learning Targets

Student will be able to:

- recognize the decision that needs to be made:
  - Nutrition and Physical Activity
    - describe ways to participate in 60 minutes of activity on a regular day.
    - identify a variety of healthy snacks.
  - Drug Awareness
    - recognize that tobacco smoke is harmful to health and should be avoided.
  - Personal and Community Health/Injury Prevention and Safety
    - recognize safety at home and safety in the community.
- Injury Prevention and Safety
  - recognize who needs to help.
    - identify people who are trusted adults and how to be safe when in contact with other adults.

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## High Priority Standards

### National Health Standard 6: (Goal Setting)

*Student will demonstrate the ability to use goal-setting skills to enhance health.*

#### Learning Goal

The student will be able to 'set and work toward a goal with help'. (Benes & Alperin, 2016, pg 135)

#### Proficiency Scale

4: Student demonstrates innovation, in depth inference(s), or advanced application(s) with the learning goal.

3: Student demonstrates evidence of the learning goal by

- recognizing how to set goals.
- recognizing how to achieve/reach a goal.

2: Student demonstrates overall proficiency with the objectives and essential vocabulary such as

- goal setting, timeline.

1: Student demonstrates limited proficiency with the objectives and essential vocabulary.

#### Learning Targets

Student will be able to:

##### Nutrition and Physical Activity

- set a goal (screen free, drink water daily, 60 minutes daily activity)

##### Mental, Emotional, and Social Health

- work to achieve/reach goal set.

#### **GOALS**

- **Get** a plan.
- **One** step at a time.
- **Act** on the goal.
- **Learn** from the goal.
- **Start** again.

#### **SET GOALS**



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- **S**et a goal based on the results of a needs assessment.
- **E**xplain why it is important.
- **T**ell someone you trust and ask for help.
- **G**et a plan
- **O**ne step at a time.
- **A**ct on the goal.
- **L**earn from the goal. (Benes & Alperin, 2016, pg. 135)

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## High Priority Standards

### National Health Standard 7: (Self-Management)

*Student will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.*

#### Learning Goal

The student will be able to 'practice age-appropriate health-enhancing behaviors'.  
(Benes & Alperin, 2016, pg. 153)

#### Proficiency Scale

4: Student demonstrates innovation, in depth inference(s), or advanced application(s) with the learning goal.

3: Student demonstrates evidence of the learning goal by

- recognizing body parts and functions.
- respecting personal space.
- identifying healthy snacks.
- recognizing harmful products.
- understanding hygiene procedures.

2: Student demonstrates overall proficiency with the objectives and essential vocabulary such as

- personal space, private parts, hands, feet, teeth, cough, sneeze, harmful chemicals, sun safety.

1: Student demonstrates limited proficiency with the objectives and essential vocabulary.

#### Learning Targets

Student will be able to:

##### Growth and Development

- name body parts and their functions.
- tell others when they do not want to be touched and demonstrate how to respond when someone is touching them that makes them uncomfortable.
- identify effective dental and personal hygiene practices

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## Nutrition and Physical Activity

- name a variety of nutritious and healthy snacks and explain why they are necessary for good health.
- describe the benefits of being physically active.

## Drug Awareness & Injury Prevention and Safety

- recognize that anything may be poisonous or cause harm if used unsafely.

## Injury Prevention and Safety

- recognize that some household products are harmful if ingested or inhaled.
- define and explain the dangers of weapons.
- explain the importance of telling a trusted adult if you see or hear about someone having a weapon.
- describe sun-safety practices.
- define germs and explain why the transmission of germs may be harmful to one's health.

## Injury Prevention and Safety & Personal and Community Health

- identify safety rules for the home, the school, and the community.(riding on a bus, car, bicycle, crossing the street and playing)

## Mental, Emotional, and Social Health

- name and describe the five senses.

## Mental, Emotional, and Social Health & Personal and Community Health

"I AM healthy" is a motto for the unit to reinforce both skill cues and the goal for the unit.

### **I AM**

- Identify health behaviors that keep you healthy.
- **A**ct on health behaviors.
- **M**ake a list of what you do and how you feel. (Benes & Alperin, 2016, pg. 153)

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## High Priority Standards

### National Health Standard 8: (Advocacy)

*Student will demonstrate the ability to advocate for personal, family and community health.*

#### Learning Goal

The student will be able to 'promote personal health and begin to extend the skill to others'.  
(Benes & Alperin, 2016, pg. 166)

#### Proficiency Scale

4: Student demonstrates innovation, in depth inference(s), or advanced application(s) with the learning goal.

3: Student demonstrates evidence of the learning goal by

- establishing and maintaining healthy relationships.
- identifying actions - right from wrong.

2: Student demonstrates overall proficiency with the objectives and essential vocabulary such as

- physicians, nurses, dentists, optometrists, medicines, teasing, bullying.

1: Student demonstrates limited proficiency with the objectives and essential vocabulary.

#### Learning Targets

Student will be able to:

##### Growth and Development

- appreciate personal space.

##### Drug Awareness & Injury Prevention and Safety

- recognize that medicines should be taken only under the supervision of a trusted adult.

##### Mental, Emotional, and Social Health

- recognize the characteristics of bullying.

##### Mental, Emotional, and Social Health & Personal and Community Health

##### **I CARE**

- Identify personal health needs, wants, and desires.
- Can someone help you?
- Ask for guidance to promote personal health.
- Recognize positive health choices.

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- **Encourage** peers to make positive health choices. (Benes & Alperin, 2016, pg. 166)

### Personal and Community Health

- identify trusted adults who promote healthy growth and development (e.g., physicians, nurses, dentists, and optometrists)