Havre Public Schools HPE Kindergarten

Course Information:
Grade Level: Grade K Health Enhancement
Length: All Year
Class Sessions: Mon-Thurs 20 minutes, 3 times per week

Essential Understanding:
Health enhancement combines the disciplines of "health education" and "physical education" into a curriculum with its focus on health-related outcomes. Concepts learned in the classroom are reinforced in the gymnasium and vice versa. Health is essential to well-being and leads directly to improved learning. Health enhancement develops the skills and behaviors necessary for students to become healthy, productive citizens who take personal responsibility for their own well-being as well as a social responsibility for the health of their community. Early initiation of healthy behaviors is a predictor of enhanced school performance as well as less risk for morbidity and premature mortality in adulthood. Health enhancement is a critical component of the educational process. *(Montana Standards for Health Enhancement Model Curriculum Guide, p. 8)*

At Highland Park Early Primary School:
A well-developed health and physical education course is important because personal health and physical fitness are important factors that play an important role reducing the risks of some of the leading causes of illness and death in the United States.

As a result of students being engaged in health and physical education, they will understand that healthy choices and physical activity will lead to a healthier, happier life.

Student growth will be measured in the following ways:
- Teacher observation
- Student's ability to execute skills
- Student participation
- Student listening and following directions
- Student behavior

Student Objectives:
The health education content standards for kindergarten are that each student will:
- Identify healthy and unhealthy behaviors;
- Identify characteristics of physical, mental, and emotional health;
- Identify characteristics of family and social health, including those of contemporary and traditional American Indian cultures and practices;
- Identify ways germs are spread;
- Show ways to prevent the spread of germs;
- Identify environmental factors that can affect health;
- Identify safety practices at school and in the community;
- Identify common childhood injuries;
- Give examples of health care;
- Identify body parts and their function;
- Identify family practices that promote health;
- Identify healthy practices at school;

- Identify adults who help promote health;
- Identify school and community health and safety resources;
- Identify feelings and emotions;
- Understand that listening is a respectful and caring behavior;
- Use refusal skills in risk situations;
- Identify risky situations;
- Identify dangerous situations;
- Give examples of safe and healthy decisions;
- Identify persons who can assist with safety and health-related decisions;
- Identify ways to solve safety and health-related issues or problems;
- Identify possible consequences of choices when making safety and health-related decisions;
- Identify healthy habits;
- Identify ways family members model healthy behaviors;
- Identify healthy behaviors toward self and others;
- Identify personal health practices and behaviors;
- Identify behaviors that are harmful or risky to health;
- Identify ways to ask others to assist in promoting health;
- Identify positive health choices that can be made by peers and self; and
- Identify health-related messages.

The physical education content standards for kindergarten are that each student will:

- Perform basic locomotor, non-locomotor, and manipulative skills;
- Perform locomotor skills in response to teacher-led creative dance;
- Move in different pathways, general space with different speeds, and in personal space to a rhythm;
- Recognize that food provides energy for physical activity;
- Identify active play opportunities outside health enhancement class;
- Actively participate in health enhancement class;
- Recognize that physical activity causes physical changes;
- Practice warm-up and cool-down activities relative to vigorous physical activity;
- Follow directions in group settings (e.g., safe behaviors, following rules, taking turns);
- Acknowledge responsibility for behavior when prompted;
- Follow instruction and direction when prompted;
- Recognize the established protocol for class activities;
- Share equipment and space with others;
- Recognize differences in ideas, cultures, and body types;
- Follow teacher directions for safe participation and proper use of equipment with minimal reminders;
- Understand that physical activity is important for good health;
- Acknowledge that some physical activities are challenging or difficult; and
- Identify physical activities that result in a positive personal experience while playing with friends.

Montana Content Standard, Performance Indicators, and Grade Level Outcomes

The Montana Standards and Performance Indicators for Health Education are written expectations for what students should know and be able to do by grades 2, 5, 8, and 12 to promote personal, family, and community health.

The National Health Education Standards (NHES) have provided a framework for the adoption of standards by most states, including Montana. The standards provide a framework for curriculum development and selection, instruction, and student assessment in health education. Importantly, the

standards provide students, families and communities with concrete expectations for health education.

Performance Indicators And Grade Level Outcomes: Kindergarten

Performance indicators: The performance indicators articulate specifically what students should know or be able to do in support of each standard by the conclusion of each of the following four grade spans: K-2, 3-5, 6-8, and 9-12. The performance indicators serve as a blueprint for organizing student assessment.

Health Education Standard 1

Comprehend concepts related to personal health promotion and disease prevention to enhance health.

Rationale: The acquisition of basic health concepts and functional health knowledge provides a foundation for promoting health enhancing behaviors. This standard includes essential concepts that are based on established health behavior theories and models.

- Identify and explain how health behaviors affect personal health.
    - Identifies healthy food choices, e.g. apple versus candy bar
    - Names healthful food groups.
    - Identifies MyPlate daily food amounts.
    - Explains why brushing/flossing teeth and getting the proper amount of sleep are healthy habits, e.g., prevent tooth decay, not grumpy.
    - Identifies that a healthy person exercises, eats well, sleeps adequately and goes to the doctor/dentist.
    - Names healthy behaviors, e.g., using a seat belt, not smoking.
- Recognize that there are multiple dimensions of health such as physical, mental, and emotional, as well as family and social health, including those of traditional and contemporary American Indian cultures and practices.
- Physical, Mental/Emotional, Family/Social
    - Names body parts and their functions
    - Names and describes the five senses
    - Names ways you grow and change
    - Names various feelings, e.g. happy/sad, worried/excited, hot/cold, brave/scared
    - Describes the effect of stress body, e.g. worry (bad), excitement (good)
    - Discusses ways to cope with feelings.
    - Describes ways people are different and alike.
    - Names rules for the games you play.
    - Describes what being a good sport is.
    - Names ways of being helpful to others.
- Describe some ways to prevent childhood communicable and chronic diseases.
    - Defines germ
    - Names ways germs are spread.
    - Practices:
        - Covering a cough
        - Sneezing into sleeve
        - Proper hand washing.
    - Understands importance of regular exercise (prevent heart disease) and healthy nutrition (prevent diabetes)
- Describe common environmental factors that can affect health.
    - Name things that make it hard for people with allergies/asthma to breathe
- Give examples of how to be safe at school and in the community.
    - Observes safety rules on playground.
- Identify ways to prevent and treat common childhood injuries.
    - Knows how to bandage own scrapes

    - Names ways to prevent/ protect from injury, e.g., bicycle helmet, sunscreen.
- Describe why it is important to seek health care.
    - Names what a dentist, doctor or nurse does.
    - Knows that an annual check- up can detect non-communicable diseases, e.g., diabetes.
    - Knows that dental checkups can detect cavities, tooth problems.
- Identify basic body systems and their function such as the circulatory, respiratory, cardiovascular, skeletal, muscular, digestive, and nervous.

Health Education Standard 2

Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.
Rationale: Health is affected by a variety of positive and negative influences within society. This standard focuses on identifying and understanding the diverse internal and external factors that influence health practices and behaviors, including personal values, beliefs, and perceived norms.

- Identify how the family and culture influence personal health practices and behaviors.
    - Names physical activities that the family can do together, e.g. hiking, biking, going for a walk, ice skating, skiing.
    - Names family practices that promote health and safety, e.g., snack on fruits or vegetables, wash hands before meals, brush teeth after each meal, use seat belts, eat breakfast, eats meals together.
    - Describe family and influence of culture, e.g., adopted, live with grandparents, uncle/aunt or other guardian, biological parents, two moms or dads, a single parent and/or two households.
- Identify ways that peers influence behavior.
    - Gives examples of good (positive) pressure and bad (negative) pressure.
- Identify what the school can do to support personal health practices and behaviors.
    - Identifies healthy foods that are served by the school lunch program.
- Describe how the media can influence health behaviors.
    - Names food ads that influence food choices, e.g., foods that promise friends, cereal and milk = grain and protein/healthy nutrition.
    - Tells what an ad is and is not.
    - Tells what healthful entertainment is.
- Give examples of school or community policies that promote health and safety.
    - Names rules and purpose for rules on the school playground, in the cafeteria, in the hallways, in the classroom, on buses.

Health Education Standard 3

Demonstrate the ability to access valid information, products, and services to enhance health.
Rationale: Access to valid health information and health-promoting products and services is critical in the prevention, early detection, and treatment of health problems. This standard focuses on how to identify and access valid health resources and to reject unproven sources.

- Identify trusted adults and professionals who can help promote health.
    - Describes the role of a variety of heath care professionals in promoting health, e.g.: dentist, eye doctor, counselor
    - Explains ways the school nurse promotes health.
    - Explains why medical and dental checkups are needed.
    - Explains how the school nutrition staff helps students eat healthy.
    - Points to the food label on various foods.
    - Names types of medicine (over-the-counter vs. pharmaceutical).
    - Explains ways medicine can help people.
    - Names rules for taking medicine safely.

    - Names adults who can give medicine.
    - Names adults to tell if someone is using drugs in an unsafe way.
    - Names ways to find health facts.
    - Names safe and healthful products.
    - Recognizes the difference between an emergency and non-emergency situation.
    - Identifies how to call 911 in an emergency.
- Identify ways to locate school and community health and safety resources.
    - Tells which community helpers can help promote health, e.g., business partner, ear/nose/throat doctor, eye doctor, weatherman, counselor, faith leader, policeman, fireman.
    - Identifies school and community members who can help with safety procedures.
    - Identifies school and community members who could help when someone is being bullied.
    - Identifies three people to ask for help in an emergency situation at school.
    - Identifies three people to ask for help in an emergency situation at home.

Health Education Standard 4

Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Rationale: Effective communication enhances personal, family, and community health. This standard focuses on how responsible individuals use verbal and non-verbal skills to develop and maintain healthy personal relationships.

- Identify healthy ways to express needs, wants, and feelings.
    - Defines feelings and emotions.
    - Name feelings.
    - Describes ways to express feelings in healthy ways.
    - Knows how to express feelings so as to not be hurtful.
    - Gives examples of how the body/face shows different emotions.
    - Describes ways to have friends, e.g., sharing, ask someone to join in a game.
    - Explains social skills and cooperation, e.g., takes turns.
    - Tells ways to show respect for friends.
    - Understands emotions and how they affect self and others.
    - Explains ways to be a responsible family member.
    - Name different kinds of families.
    - Name family changes and feelings that may go along with these changes.
    - Define conflict.
- Use listening skills to enhance health.
    - Understands that listening is a respectful and caring behavior.
    - Understands listening can help prevent getting in trouble.
- Exhibit ways to respond in an unwanted, threatening, or dangerous situation.
    - Demonstrates how to say ‘no’ in a wrong situation.
    - Describes how to avoid second hand smoke.
    - Understands various types of refusal skills.
    - Recognizes abusive situations and how to get help, e.g., good touch vs. bad touch.
    - Identifies risky situations and how to get help while at school, e.g., sees someone being bullying and asks an adult for help.
    - Understands what alcohol is and does to the mind and body.
    - Understands that tobacco use harms health.
- Express ways to tell a trusted adult if threatened or harmed.
    - Names adults who can help you say ‘no.’

- Identifies dangerous situations when an adult should be notified.

Health Education Standard 5

Demonstrate the ability to use decision making skills to enhance health.

Rationale: Decision making skills are needed to identify, implement, and sustain health-enhancing behaviors. This standard includes the essential steps that are needed to make healthy, safe and informed decisions.

- Identify situations when a safety and health-related decision is needed.
  - Give examples of decisions
  - Tells what a wise decision is
  - Gives examples of potential risky health situations at school, e.g., playground rules being broken
  - Name situations in which conflicts occur with classmates.
  - Recognizes that honesty is important when talking to a trusted adult.
- Differentiate between situations when a safety and health-related decision can be made individually or when assistance is needed.
  - Identifies who to ask for help when ill at school.
  - Explains when someone should call 911
- Describe ways to solve safety and health-related issues or problems.
  - Identifies problems or challenges
  - Identifies unsafe playground behavior.
  - Uses proper sneezing, coughing and hand washing technique to prevent germs from spreading.
- Describe possible consequences of choices when making safety and health-related decisions.
  - Understands that winter clothing protects from frost-bite.
  - Understands that sunscreen protects from sunburn.

Health Education Standard 6

Demonstrate the ability to use goal-setting skills to enhance health.

Rationale: Goal-setting skills are essential to help students identify, adopt, and maintain healthy behaviors. This standard includes the critical steps that are needed to achieve both short-term and long-term health goals.

- Identify short-term personal health goals and take action towards achieving goals.
  - Show how to make wise decisions with friends
  - Name different ways to learn.
  - Names healthy habits.
  - Sets a goal to brush teeth three times a day.
  - Names ways to care for and keep body parts healthy.
  - Name and describe the five senses.
  - Tell ways to keep the brain healthy, e.g., proper sleep, exercise.
  - Tells what Dietary Guidelines are.
  - Sets a healthy food goal, e.g., snack on fruits and veggies.
  - Explains difference between sleep and rest.
  - Tells what secondhand smoke is.
  - Sets a goal to stay away from secondhand smoke.
  - Makes a health plan to not spread germs.
  - Names ways to prevent heart disease.
  - Names ways to prevent cancer, e.g., sunscreen.
  - Understands what noise pollution is.
  - Names ways to save energy and water.

    - Understands recycling.
    - Recognizes how home activities can influence fitness and healthy living.
- Identify who can help when assistance is needed to achieve a personal health goal.
    - Describes how a family member can be a role model by eating healthy foods or exercising daily.
    - Tells ways parents help remind children to practice healthy behaviors.

Health Education Standard 7

Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Rationale: Research confirms that practicing health-enhancing behaviors can contribute to a positive quality of life. This standard promotes the acceptance of personal responsibility for health and encourages the practice of healthy behaviors.

- Exhibit healthy behaviors toward self and others.
    - Demonstrates ways of listening to others with respect.
    - Identifies ways in which people are different and unique
- Exhibit healthy practices and behaviors to maintain or improve personal health.
    - Names parts of health- physical, mental/emotional, and family/social.
    - Names ways to show good character.
    - Shows ways to be fair toward others.
    - Identifies what stress feels like to the body, e.g., worry or excitement.
    - Identifies ways to manage stress.
    - Names adults who can help with hard times.
    - Demonstrates correct technique for healthy practices, e.g., hand washing, brushing teeth.
    - Demonstrates healthy behaviors that prevent injuries, e.g., crossing a street safely, basic first-aid for bandaging a scrape.
    - Explains how to be a responsible family member.
    - Makes a plan that shows care for a family member.
    - Names foods for healthy meals and snacks.
    - Names good table manners.
    - Names ways to be neat and clean.
    - Shows correct posture.
    - Shows how to brush and floss teeth.
    - Understands the difference between sleep and rest.
    - Names exercises that help improve health
    - Names ways exercise helps health.
    - Shows exercises to warm up and cool down.
    - Tells of safe ways to exercise.
    - Lists sports safety equipment.
- Discuss behaviors that avoid or reduce health risks.
    - Tells what eating foods high in fat and sugar might do to weight.
    - Explains how germs get into food.
    - Defines what litter is.
    - Names ways to prevent littering.
    - Names ways to protect hearing from loud noises.
    - States safety rules for the school environment and community.
    - Understands what bullying is.
    - Names illegal drugs.
    - Shows how to say ‘no’ to alcohol, tobacco and other drugs.
    - States safety rules for home.
    - Understands what safety signs and symbols mean.

- Names and shows fire safety rules, e.g., Stop, Drop and Roll.
- Shows how to answer the phone in a safe way
- Names ways to keep from being injured when you play.
- Explain how to stay safe when playing in/near water.
- Explain how to stay safe around animals.
- Shows how to cross street safely.
- Names safety rules for riding in a car or bus.
- Wears a seat belt.
- Names safety rules for bad weather.
- Names ways to stay safe around strangers.
- Tells what to do if a gun is found

Health Education Standard 8

Demonstrate the ability to advocate for personal, family, and community health.

Rationale: Advocacy skills help students promote healthy norms and healthy behaviors. This standard helps students develop important skills to target their health-enhancing messages and to encourage others to adopt healthy behaviors.

- Make requests to promote personal health.
  - Seeks assistance when choosing healthy snacks.
  - Asks for help when being teased or bullied at school.
  - Asks someone to pick up their litter.
  - Learns what a health record is.
  - Names school and community health helpers.
  - Tells what first aid is.
  - Explains basic health situations, e.g., how to stop a nosebleed, how to bandage a cut or scrape.
- Identify ways to encourage others to make positive health choices.
  - Encourages classmates to ride safely in a car, e.g., use booster seat or wear a seat belt.
  - Reminds students to cover their cough and sneeze into their sleeve.
  - Names ways to stop pollution.
  - Defines what litter is.
  - Names ways to prevent littering.
  - Names ways to protect hearing from loud noises.
  - States safety rules for the school environment and community.
  - Understands what bullying is
  - Shows how to help others.
  - Names ways to protect the environment.
  - Names ways to keep neighborhood friendly.
- Describe health messages and communication techniques.
  - Names health-related ads from newspapers, magazines, radio or TV.
  - Shows (draws, cuts out) health-related ads
- Encourage peers to make positive health choices.

Standards for Physical Education- Kindergarten

http://montanateach.org/wp-content/uploads/2016/11/HE_ModelCurriculumGuide-accessible-18.pdf
PAGES 92-105

Elementary School Physical Education Outcomes By the end of grade 5, the learner will:

- Exhibit competency in fundamental motor skills and selected combinations of skills
- Combine locomotor skills in cultural as well as creative dances (self and group), including those of

traditional and contemporary American Indian cultures, with correct rhythm and pattern
- Use basic movement concepts in dance, gymnastics and small-sided practice tasks;
- Identify basic health-related fitness concepts;
- Exhibit acceptance of self and others in physical activities; and
- Identify the benefits of a physically active lifestyle.

Standard 1

Demonstrate competency in a variety of motor skills and movement patterns.

Benchmark	Kindergarten Expectation
Locomotor Hopping, galloping, running, sliding, skipping, leaping	Performs locomotor skills (hopping, galloping, running, sliding, skipping) while maintaining balance.
Locomotor Jogging, running	NA
Locomotor Jumping and landing, horizontal Locomotor Jumping and landing, vertical	Performs jumping/landing actions with balance
Locomotor Dance	Performs locomotor skills in response to teacher-led creative dance
Locomotor Combinations	NA
Non-Locomotor (Stability) Balance	Maintains momentary stillness on different bases of support. Forms wide, narrow, curled and twisted body shapes.
Non-Locomotor (Stability) Weight Transfer	NA
Non-Locomotor (Stability) Weight transfer, rolling	Rolls sideways in a narrow body shape
Non-Locomotor (Stability) Curling & Stretching, Twisting & bending	Contrasts the actions of curling and stretching
Non-Locomotor Combinations	NA
Non-Locomotor Balance and weight transfers	NA
Manipulative Underhand Throw	Throws underhand with opposite foot forward
Manipulative Overarm throw	NA
Manipulative Passing with hands	NA
Manipulative Catching	Drops a ball and catches it before it bounces twice.

	Catches a larger ball tossed by a skilled thrower.
Manipulative Dribbling/ball control with hands	Dribbles a ball with one hand, attempting the second contact
Manipulative Dribbling/ball control with feet	Taps a ball using the inside of the foot, sending it forward
Manipulative Passing and receiving with feet	NA
Manipulative Dribbling in combination	NA
Manipulative Kicking	Kicks a stationary ball from a stationary position, demonstrating two of the five elements of a ***mature kicking pattern***
Manipulative Volley, underhand	Volleys a lightweight object (balloon), sending it upward
Manipulative, Volley, overhead	NA
Manipulative Striking, short implement	Strikes a lightweight object with a paddle/short-handled racket.
Manipulative Striking, long implement	NA
Manipulative in combination with locomotor	NA
Manipulative Jumping Rope	Executes a single jump with self-turned rope. Jumps a long rope with teacher-assisted turning.
Movement Concepts Dance	NA
Movement Concepts Space	Differentiates between movement in personal (self-space) and general space. Moves in personal space to a rhythm.
Movement Concepts Pathways, shapes, levels	Travels in three different pathways

Standard 2

Apply knowledge of concepts, principles, strategies and tactics related to movement and performance.

Benchmark	Kindergarten Expectation

Movement Concepts Speed, direction, force	Travels in general space with different speeds
Movement Concepts Alignment and muscle tension	NA
Movement Concepts Strategies and Tactics	NA

Standard 3

Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Benchmark	Kindergarten Expectation
Physical activity knowledge	Identifies active play opportunities outside health enhancement class
Engages in physical activity	Actively participates in health enhancement class
Fitness knowledge	Recognizes that physical activity causes physical changes. Recognizes that when you move fast, your heart rate beats faster and you breathe faster. Practice warm-up and cool-down activities relative to vigorous physical activity
Assessment and program planning	NA
Nutrition	Recognizes that food provides energy for physical activity.

Standard 4

Exhibit responsible personal and social behavior that respects self and others.

Benchmark	Kindergarten Expectation
Personal responsibility	Follows directions in group settings (e.g., safe behaviors, following rules, taking turns). Acknowledges responsibility for behavior when prompted.
Accepting feedback	Follows instruction and direction when prompted.
Working with others	Shares equipment and space with others
Respecting others	Recognize differences in ideas, cultures, and body types.

Rules and etiquette	Recognizes the established protocol for class activities.
Safety	Follows teacher directions for safe participation and proper use of equipment with minimal reminders.

Standard 5

Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

Benchmark	Kindergarten Expectation
Health	Understands that physical activity is important for good health.
Challenge	Acknowledges that some physical activities are challenging or difficult
Self-expression/ Enjoyment	Identifies physical activities that are enjoyable. Discusses the enjoyment of playing with friends.
Social interaction	Identifies physical activities that result in a positive personal experience while playing with friends.

Montana Content Standards

The State of Montana Health Enhancement Content Standards are available at : http://montanateach.org/wp-content/uploads/2016/11/16HEStandards_byGrade-2018accessible.pdf

Serving Students With Special Needs

Adapted Physical Education (ADPE, APE): Adapted physical education is special education. It is a diversified program of developmental or remedial activities designed to enhance the gross motor abilities of students who have substantial medical, orthopedic, and/or neurological conditions that preclude the student from participating in the regular health enhancement/physical education program. Activities are generally adapted to meet the specific needs of the student and to allow him/her to participate as much as possible in the curriculum based on the student's IEP. The APE is to be implemented by a Physical Education Teacher, or a Special Education Teacher, but not by a physical therapist.

Resources

Montana Office of Public Instruction, www.opi.mt.gov

Adapted from NASPE. (2004). Moving into the future: National standards for physical education (2nd ed.). Reston, VA: Author, and Mandigo, J., Francis, N., Lodewyk, K., & Lopez, R. (2012). Physical literacy for physical educators. Physical Education and Health Journal, 75 (3), 27-30.

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NASPE. (2012). Instructional framework for fitness education in physical education [Guidance Document]. Reston, VA: Author. (p.14).

Textbook- Health & Wellness Grade K
Meeks, Linda., & Heit, Philip. Health & Wellness Grade K. 1st ed., McGraw-Hill, 2014

OPI guidance found in the OT/PT guide
https://opi.mt.gov/Educators/Teaching-Learning/K-12-Content-Standards/Health-Enhancement-Standards
2024 National Health Education Standards Educator Kit
(shapeamerica.org)https://opi.mt.gov/LinkClick.aspx?fileticket=5qMh6-fFgRQ%3d&portalid=182

Text: Glencoe- McGraw/Hill- Early student development Edition

https://opi.mt.gov/Educators/Teaching-Learning/K-12-Content-Standards/Health-Enhancement-Standards
2024 National Health Education Standards Educator Kit (shapeamerica.org)
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