Health

Understanding Health and Wellness

Body and Health Awareness

1.1 Identifying and Naming Body Parts

Early (3 to 4½ years)

1. Identify and correctly name a few external body parts (for example, elbow, head, private body parts) and a few internal body parts (for example, bones, brain, heart) and demonstrate limited knowledge of their functions. 1.1

Later (4 to 5½ years)

1. Identify and correctly name several external body parts (for example, elbow, head, private body parts) and internal body parts (for example, bones, brain, heart) and demonstrate more detailed knowledge of their functions. 1.1

1.2 Communicating About Health Needs

Early (3 to 4½ years)

2. Communicate to an adult, with varying specificity and accuracy, about feeling uncomfortable, not feeling well, or a special health need. 1.2

Later (4 to 5½ years)

2. Consistently communicate to an adult about feeling uncomfortable, not feeling well, or a special health need and can identify a solution. 1.2

1.3 Understanding the Role of Health Care Providers

Early (3 to 4½ years)

3. Communicate their basic understanding that health care providers keep people well and help them when they are not well. 1.3

Later (4 to 5½ years)

3. Communicate more specific knowledge on how health care providers keep people well and help them when they are not well. 1.3

Body and Safety Boundaries

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1.4 Recognizing and Communicating About Body Boundaries

Early (3 to 4½ years)

4. Recognize and communicate, with adult support, about body boundaries, including wanted touches (for example, hug from a peer, high five with a teacher) and unwanted touches (for example, hitting, pushing, inappropriate touches). Tend to follow trusted adults' guidance about body boundaries. 1.4

Later (4 to 5½ years)

4. Demonstrate an ability to recognize and communicate about body boundaries, including wanted touches (for example, hug from a peer, high five with a teacher) and unwanted touches (for example, hitting, pushing, inappropriate touches). More consistently and independently follow and use trusted adults' guidance about body boundaries. 1.4

Nutrition

1.5 Identifying Foods

Early (3 to 4½ years)

5. Identify a few specific foods. 1.5

Later (4 to 5½ years)

5. Identify a larger variety of foods and know some of the related food groups. 1.5

1.6 Communicating Fullness and Hunger

Early (3 to 4½ years)

6. Demonstrate an emerging ability to communicate their own fullness and hunger to an adult. Anticipate mealtime routines but show a limited capacity to wait for the next meal. 1.6

Later (4 to 5½ years)

6. Communicate more consistently their fullness and hunger to an adult. Anticipate mealtime routines and wait a little longer for a meal. 1.6

1.7 Understanding a Variety of Foods

Early (3 to 4½ years)

7. Demonstrate an emerging understanding that eating a variety of food helps them grow and feel good. Choose familiar foods, including familial and cultural foods, although occasionally are open to trying new foods. 1.7

Later (4 to 5½ years)

7. Demonstrate an understanding that eating a variety of food helps the body grow and feel good. Choose from a greater variety of foods at mealtimes, including familial and cultural foods. 1.7

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1.8 Recognizing the Body's Response to Physical Activity

Early (3 to 4½ years)

8. Recognize, with adult support, the body's response to physical activity (for example, heart beating fast, sweating, needing water) and indicate the need to be physically active outdoors or indoors. 1.8

Later (4 to 5½ years)

8. Recognize, with less or limited adult support, the body's response to physical activity (for example, heart beating fast, sweating, needing water) and demonstrate an emerging understanding that being active is healthy. More consistently and with less adult support indicate the need to be physically active outdoors or indoors. 1.8

Sleep

1.9 Recognizing and Indicating When Tired

Early (3 to 4½ years)

9. Recognize, with adult support, when they are tired and express tiredness with a range of behaviors. Demonstrate limited ability to follow sleep routines consistently. 1.9

Later (4 to 5½ years)

9. Indicate when they are tired with a range of behaviors and demonstrate an emerging ability to understand that sleep and rest are part of keeping their bodies healthy. Follow sleep and rest routines more consistently. 1.9

Health and Safety Habits

Basic Hygiene

2.1 Handwashing

Early (3 to 4½ years)

1. Demonstrate knowledge of some steps in the handwashing routine. 2.1

Later (4 to 5½ years)

1. Demonstrate knowledge of most or all steps in the handwashing routine. 2.1

2.2 Preventing Infectious Diseases

Early (3 to 4½ years)

2. Practice health habits that prevent infectious diseases and infestations (for example, lice) with adult instruction and modeling. 2.2

Later (4 to 5½ years)

2. Practice health habits that prevent infectious diseases and infestations (for example, lice) with limited adult instruction and modeling. 2.2

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2.3 Toothbrushing

Early (3 to 4½ years)

3. Demonstrate knowledge and follow some steps of the toothbrushing routine with adult supervision and instruction. 2.3

Later (4 to 5½ years)

3. Demonstrate knowledge and follow more steps of the toothbrushing routine and demonstrate knowledge of when toothbrushing should be done with limited adult supervision and instruction. 2.3

Sun Safety

2.4 Practicing Sun Safety

Early (3 to 4½ years)

4. Practice some sun-safe actions (for example, wearing sunscreen, drinking water) with adult support and guidance. 2.4

Later (4 to 5½ years)

4. Practice sun-safe actions (for example, wearing sunscreen, drinking water) with less adult support and guidance. 2.4

Injury Prevention

2.5 Following Safety Rules

Early (3 to 4½ years)

5. Follow indoor and outdoor safety rules (that is, any rules that protect children from danger, risk, or injury) with adult support and prompting. 2.5

Later (4 to 5½ years)

5. Follow indoor and outdoor safety rules (that is, any rules that protect children from danger, risk, or injury) with less adult support and guidance. 2.5

2.6 Following Emergency Routines

Early (3 to 4½ years)

6. Demonstrate an ability to follow emergency routines (for example, fire drill, earthquake drill) after instruction and practice with adult support and guidance. 2.6

Later (4 to 5½ years)

6. Demonstrate increased independent ability to follow emergency routines (for example, fire drill, earthquake drill) after instruction and practice with some adult guidance. 2.6

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2.7 Following Transportation and Pedestrian Safety Rules

Early (3 to 4½ years)

7. Show an emerging ability to follow transportation and pedestrian safety rules with adult instruction and supervision (for example, look both ways before crossing the street, help buckle the harness straps in a car seat). 2.7

Later (4 to 5½ years)

7. Show increased ability to follow and understand transportation and pedestrian safety rules with adult support and supervision (for example, look both ways before crossing the street, help buckle the harness straps in a car seat). 2.7