Health (HLTH)

Safety 1

1 Safety 1

Child shows increasing awareness of safety and increasingly demonstrates knowledge of safety skills

Responding

- E Reacts to unpleasant events (e.g.,sounds, touch) EARLIER
- L Responds to situations that feel unsafe LATER

Exploring

- E Seeks a familiar adult in situations that feel unsafe EARLIER
- L Follows adults' guidance about basic safety practices LATER

Building

- E Follows basic safety practices in familiar situations with adult supervision EARLIER
- M Follows basic safety practices, on own, in familiar situations, with occasional adult reminders MIDDLE
- L Anticipates the need to follow basic safety practices in various situations LATER

Integrating

- E Demonstrates understanding of the primary features of some safety practices EARLIER
- M Demonstrates understanding of potentially safe and unsafe situations MIDDLE
- M Demonstrates safe behaviors MIDDLE
- L Communicates detailed strategies for staying safe LATER

Understanding of Health and Wellness 2

2 Understanding of Health and Wellness 2

Child shows increasing knowledge of health and the ability to respond effectively to internal cues from their body to support wellness

Exploring

- L Indicates awareness of some internal cues from the body (e.g., hunger, fatigue) LATER

Building

- E Communicates about some internal cues from the body EARLIER
- M Demonstrates some understanding of their own feelings of wellness MIDDLE

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L Takes steps to address cues from the body, including seeking adult support, some ofthe time LATER

Integrating

E Demonstrates curiosity about behaviors related to health and wellness EARLIER

M Communicates understanding about causes of health and wellness, including knowledge of healthful foods MIDDLE

L Initiates wellness activities based on internal cues from the body or knowledge of classroom routines LATER

Personal Care Routines: Hygiene 3

3 Personal Care Routines: Hygiene 3

Child increasingly responds to and initiates personal care routines that support hygiene

Responding

E Responds in basic ways during personal care routines that involve hygiene EARLIER

L Responds in ways that demonstrate awareness of a hygiene routine LATER

Exploring

E Anticipates one or two steps of a hygiene routine EARLIER

L Participates in own hygiene routines, with an adult LATER

Building

E Carries out some steps of own hygiene routines, with specificadult guidance or demonstration EARLIER

M Carries out most steps of familiar hygiene routines, with occasional reminders of when or how to do them MIDDLE

L Initiates and carries out most steps of familiar hygiene routines on own LATER

Integrating

E Initiates and completes familiar hygiene routines on own EARLIER

Personal Care Routines: Feeding 4

4 Personal Care Routines: Feeding 4

Child responds to feeding and feeds self with increasing proficiency

Responding

E Responds in basic ways during feeding EARLIER

L Engages in the process of being fed LATER

Exploring

E Feeds self some food items using fingers or hands EARLIER

L Explores the use of tools when feeding self, sometimes with adult support LATER

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Building

E Feeds self different types of foods, some of which may involve the use of tools EARLIER

L Serves self or others by opening packages orscooping or pouring from containers LATER

Integrating

E Prepares simple foods to serve to self or others EARLIER

Personal Care Routines: Self-Dressing 5

5 Personal Care Routines: Self-Dressing 5

Child develops and refines ability to participate in and take responsibility for dressing self

Responding

E Responds in basic ways during dressing EARLIER

L Responds in ways that demonstrate awareness ofa dressing routine LATER

Exploring

E Anticipates one or two steps of a dressing routine EARLIER

L Participates with adult in dressing self LATER

Building

E Puts on clothing that is simple to manipulate, sometimes with adult assistance EARLIER

L Dresses self, but still needs assistance with parts of clothing that are particularly challenging (e.g., buttons, fasteners, zippers) LATER

Integrating

E Dresses self, including clothing with parts that are particularly challenging (e.g., buttons, fasteners, zippers) EARLIER