

Grades Pre-K, K

Adopted 2006

Core Concepts

1. List personal health behaviors (e.g. hand washing, teeth brushing, independent toileting, use of tissues, explaining feelings, making healthy food choices, daily physical activity) [P.1.1](#)
2. Describe similarities and differences between self and others and understand that the body is good and special [P.1.2](#)
3. Identify and describe functions of body parts (e.g. stomach, feet, hands, ears, eyes, mouth) [P.1.3](#)
4. Identify how families can influence personal health [P.1.4](#)
5. Describe a healthy and safe environment [P.1.5](#)
6. Identify health and safety problems that can be treated early [P.1.6](#)
7. Identify ways injuries can be prevented [P.1.7](#)
8. Identify and practice ways to prevent disease and other health problems [P.1.8](#)
9. Discuss germs and their connection to illness [P.1.9](#)

Accessing Health Information and Resources

1. Demonstrate the ability to seek health information from trusted adults (e.g. common health and safety concerns, roles and responsibilities of community helpers) [P.2.1](#)
2. Demonstrate the ability to seek help from trusted adults (e.g. dial 911, ask for help from firefighters or police officers) [P.2.2](#)
3. Identify characteristics of a trusted adult [P.2.3](#)

Self-management of Healthy Behaviors

1. Identify healthy behaviors (e.g. wearing seatbelts, hand washing) [P.3.1](#)
2. Identify personal behaviors that are healthenhancing [P.3.2](#)
3. Identify personal health behaviors that need to be changed [P.3.3](#)
4. Demonstrate good hygiene practices to improve and maintain personal health [P.3.4](#)

	5. Understand and follow rules and routines P.3.5
	6. Identify ways to self-regulate stress (e.g. take a break from playing hard, quiet time) P.3.6
Analyzing Internal and External Influences	1. Discuss their roles in the family and the roles of their parents/guardians P.4.1
	2. Recognize how media and technology can influence their lives P.4.2
	3. Discuss how families and school influence personal health P.4.3
Communication Skills	1. Practice using words to communicate as a means of enhancing health P.5.1
	2. Describe characteristics of a responsible individual P.5.2
	3. Practice using words to identify emotions P.5.3
	4. Identify healthy ways to express needs, wants and feelings P.5.4
	5. Demonstrate caring and empathy for others P.5.5
	6. Demonstrate the ability to listen and speak in turn P.5.6
	7. Identify ways to deal with conflict P.5.7
	8. List examples of conflict P.5.8
	9. Engage in developing solutions to resolve conflicts and seek help when necessary P.5.9
Decision-Making Skills	1. Discuss choices that enhance health P.6.1
	2. Identify adults who can assist in making health-related decisions P.6.2
	3. Discuss reasons to make and results of making healthy choices P.6.3
Goal-Setting Skills	1. Define a healthy goal P.7.1
Advocacy	1. Use language to convey healthy behaviors P.8.1
	2. Use language to express opinions about health topics P.8.2
	3. Name trusted adults at home, in school and in the community P.8.3
	4. Identify ways to encourage others to make positive health choices P.8.4
	5. Participate in small and large group activities, interacting cooperatively with one or more children P.8.5

6. Discuss positive ways to show care, consideration and concern for others P.8.6

Motor Skill Performance

- 1. Demonstrate coordination in gross motor and fine motor tasks using control, balance, strength and coordination; and demonstrate progress toward the mature form of selected fundamental motor skills** P.9.1
 - 2. Demonstrate the ability to stop and start on a signal; combine sequences of several motor skills in an organized way; and move through an environment with body control** P.9.2
 - 3. Apply problemsolving skills in movementrelated activities by solving simple movement challenges involving body parts in isolation or in combination** P.9.3
 - 4. Acquire initial grossand fine-motor skills needed for engagement in developmentally appropriate tasks, activities, creative movement, dance and play** P.9.4
 - 5. Respond to cues and problem-solve as well as use whole self in personal and general space** P.9.5
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Applying Concepts and Strategies

- 1. Demonstrate an understanding of body awareness concepts by identifying large and small body parts; show understanding of quality of movement concepts and apply them to psychomotor skills (e.g., demonstrating momentary stillness in balance activities, distinguishing when to kick a ball softly or with force); and show understanding of space concepts by identifying and demonstrating personal and general space** P.10.1
 - 2. Recognize that some movements, activities and noises are appropriate for indoors/small spaces, and some for outdoors/large spaces** P.10.2
 - 3. Follow safety and age-appropriate classroom and playground rules and procedures** P.10.3
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Engaging in Physical Activity

- 1. Engage in physical activities when presented with opportunities and with teacher encouragement. Engage in a wide variety of gross-motor activities that are child-selected and teacher-initiated** P.11.1
 - 2. Demonstrate understanding that different movements are performed by different body parts, singly and in combination (e.g., kicking with foot, throwing with hand)** P.11.2
 - 3. Combine a sequence of several motor skills in an organized way** P.11.3
 - 4. Participate in healthy physical activity, and demonstrate understanding that physical activity is beneficial to good health** P.11.4
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Physical Fitness

- 1. Demonstrate understanding that different physical activities have different effects on the body (e.g., running, walking and sitting cause heartbeat and**

breathing to be faster, not as fast, and slow, respectively) [P.12.1](#)

2. Developmentally appropriate recognition of the effects of physical activity and exercise [P.12.2](#)

3. Use words, symbols and other media to express feelings and sensations about physical activity [P.12.3](#)

4. Collect, describe and record feelings and observations about physical activity and its effects on the body and on how one feels during and after exercise, and before, during and after eating [P.12.4](#)

Responsible Behavior

1. Demonstrate safe behavior for self and toward others by following established class rules, procedures and safe practices with teacher guidance and reinforcement [P.13.1](#)

2. Interact appropriately with peers and familiar adults (e.g., sharing, taking turns, following rules) with teacher guidance and reinforcement; stay on task for short periods with teacher supervision; listen quietly without interruption for short periods with teacher reinforcement; and exhibit self-control in group situations [P.13.2](#)

3. Demonstrate willingness to play with any child in the class; and recognize similarities and appreciate differences in people [P.13.3](#)

4. Use ageappropriate conflict resolution strategies; seek help from adults or peers when conflict arises; and engage in developing solutions and work to resolve conflicts [P.13.4](#)

Benefits of Physical Activity

1. Use words to express feelings and emotions; begin to develop positive feelings about being physically active; and with teacher encouragement, make connections between physical activity and fun [P.14.1](#)

2. Participate in creative movement and dance; identify several activities that are personally enjoyable; and use a variety of means for self-expression [P.14.2](#)

3. Demonstrate appropriate social interactions with peers during physical activity (e.g., sharing, taking turns, following rules, playing cooperatively) with teacher guidance and reinforcement [P.14.3](#)

4. Demonstrate recognition that physical activity is beneficial to good health [P.14.4](#)

5. Recognize the difference between physical activity levels in different children's tasks (e.g., sitting at sand table compared to playing tag) [P.14.5](#)

6. Develop individual success and confidence by attempting movement skills and activities with teacher guidance [P.14.6](#)