

Health, Wellness, and Physical Development – Learning About My Body

Concepts of Health 10.1

B INTERACTION OF BODY SYSTEMS

B Identify and locate body parts. 10.1 PK.B

- 1 Participate in body identification games and songs (e.g., Hokey Pokey) . 10.1 PK.B.1
- 2 Point to specific body parts when asked . 10.1 PK.B.2
- 3 Draw pictures that include some body parts . 10.1 PK.B.3
- 4 Participate in discussions about the functions of specific body parts . 10.1 PK.B.4

C NUTRITION

C Identify foods that keep our body healthy. 10.1 PK.C

- 1 Identify healthy and unhealthy foods . 10.1 PK.C.1
- 2 Classify foods by their food groups (e.g., fruits, vegetables, dairy) . 10.1 PK.C.2
- 3 Make healthy food choices . 10.1 PK.C.3

D ALCOHOL, TOBACCO, AND CHEMICAL SUBSTANCES

D Identify and discuss the purposes of medicine. 10.1 PK.D

- 1 Identify that medicine can be used to stay healthy . 10.1 PK.D.1
- 2 Discuss times when medicine may be needed . 10.1 PK.D.2
- 3 Discuss safety practices related to proper medicine use 10.1 PK.D.3

E HEALTH PROBLEMS AND DISEASE PREVENTION

E Identify and discuss common health problems. 10.1 PK.E

- 1 Participate in discussions about infectious (e.g., colds, flu, chicken pox, pink eye) and non-infectious illnesses (e.g., asthma, allergies) . 10.1 PK.E.1
- 2 Discuss the concept of “germs.” 10.1 PK.E.2
- 3 Participate in activities that exemplify the spread of germs . 10.1 PK.E.3

Healthful Living 10.2

A HEALTH PRACTICES, PRODUCTS, AND SERVICES

- A** Identify fundamental practices for good health. 10.2 PK.A
- 1 Practice basic hygiene routines with adult reminders (e.g., hand washing, tooth brushing, cover nose and mouth when sneezing) . 10.2 PK.A.1
 - 2 Explain that we need to eat well, get rest, and exercise to stay healthy . 10.2 PK.A.2
 - 3 Identify people that help keep us healthy (e.g., doctor, nurse, or dentist; gym teacher) . 10.2 PK.A.3
 - 4 Identify specific practices that support body development and function (e.g., exercise, good nutrition, rest) . 10.2 PK.A.4
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E HEALTH AND THE ENVIRONMENT

- E** Identify environmental factors that affect health. 10.2 PK.E
- 1 Discuss plants, insects, and animals that could be harmful; share personal experiences when relevant . 10.2 PK.E.1
 - 2 Identify harmful substances . 10.2 PK.E.2
 - 3 Discuss how we protect our bodies in different seasons (e.g., use sunscreen in summer, wear warm clothing in winter) . 10.2 PK.E.3
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Safety and Injury Prevention 10.3

A SAFE AND UNSAFE PRACTICES

- A** Recognize safe and unsafe practices. 10.3 PK.A
- 1 Identify and follow basic safety rules (e.g., on playground, in classroom, on field trip, crossing street) . 10.3 PK.A.1
 - 2 Identify the consequence of an unsafe behavior . 10.3 PK.A.2
 - 3 Identify and avoid unsafe practices (e.g., playing with matches, talking to strangers) . 10.3 PK.A.3
 - 4 Explain how community helpers (e.g., firefighters, police officers) can keep us safe . 10.3 PK.A.4
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B EMERGENCY RESPONSES

- B** Recognize emergency situations and discuss appropriate responses. 10.3 PK.B
- 1 Identify procedures for a variety of emergencies (e.g., fire, tornado, intruder, medical emergency) . 10.3 PK.B.1
 - 2 Participate in discussions that differentiate between emergencies and non-emergencies . 10.3 PK.B.2
 - 3 Practice emergency procedures . 10.3 PK.B.3
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Physical Activity – Gross Motor Coordination 10.4

A CONTROL AND COORDINATION

- A** Demonstrate coordination of body movements in active play. 10.4 PK.A
- 1 Combine large motor movements with the use of equipment (e.g., ride a tricycle, using feet to pedal; catch a ball; throw a beanbag or ball overhand with aim; kick a ball). 10.4 PK.A.1
 - 2 Move and stop with control. 10.4 PK.A.2
 - 3 Use outdoor gross motor equipment. 10.4 PK.A.3
 - 4 Run with control and direction. 10.4 PK.A.4
 - 5 Engage in gross motor games (e.g., Hokey Pokey, London Bridge, Simon Says). 10.4 PK.A.5
 - 6 Perform a variety of movement alongside and with a partner. 10.4 PK.A.6
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B BALANCE AND STRENGTH

- B** Exhibit balance while moving on the ground or using equipment. 10.4 PK.B
- 1 Engage in large motor activities that require strength and balance (e.g., marching, hopping, running, jumping, dancing, walking tip-toe). 10.4 PK.B.1
 - 2 Walk on a balance beam. 10.4 PK.B.2
 - 3 Climb stairs using alternating feet. 10.4 PK.B.3
 - 4 Participate in an obstacle course going through tunnels, over or under equipment. 10.4 PK.B.4
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**Concepts, Principles,
and Strategies of
Movement – Fine Motor
Development** 10.5

A STRENGTH, COORDINATION, AND MUSCLE CONTROL

- A** Use hands, fingers, and wrists to manipulate objects. 10.5 PK.A
- 1 Practice manual self-help skills (e.g., zipping, snapping, buttoning). 10.5 PK.A.1
 - 2 Practice using scissors. 10.5 PK.A.2
 - 3 Use tongs or tweezers to pick up objects. 10.5 PK.A.3
 - 4 Manipulate smaller objects (e.g., pegs into a pegboard, puzzle pieces, stringing beads). 10.5 PK.A.4
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B EYE/HAND COORDINATION

- B** Coordinate eye and hand movements to perform a task. 10.5 PK.B
- 1 Act out finger plays with hands and fingers. 10.5 PK.B.1
 - 2 Use scissors to cut on a straight line. 10.5 PK.B.2
 - 3 Complete self-help skills such as zip, snap, or button. 10.5 PK.B.3
 - 4 Manipulate smaller objects (e.g., pegs into a pegboard, puzzle pieces, stringing beads). 10.5 PK.B.4
 - 5 Use tools to pour (e.g., funnels, basters, and pitchers). 10.5 PK.B.5
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C USE OF TOOLS

C Use tools that require use of fingers, hands, and/or wrists to accomplish a task.

10.5 PK.C

- 1** Use writing and drawing implements with functional grasp (pincer grasp) . 10.5 PK.C.1
- 2** Use a variety of art tools (e.g., glue sticks, paintbrushes, scissors) for a specific purpose . 10.5 PK.C.2
- 3** Use tools (e.g., broom, dust pan brush, gardening tools) to complete classroom jobs . 10.5 PK.C.3
- 4** Use utensils for eating appropriately . 10.5 PK.C.4
- 5** Use cup or glass for drinking . 10.5 PK.C.5