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| <p style="text-align: center;">KINDERGARTEN <i>Overview of the Health Standards</i></p> |
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A health education program for students in kindergarten through grade two involves students, school staff, families, and the community in working together to promote good health, prevent health problems when possible, and address them in a systematic way when they do occur. All students are engaged in activities that foster the development of each individual's optimal physical, mental, and emotional well-being, leading to healthy choices and lifelong good health. The health education *standards* address four unifying ideas for health literacy.

I. ACCEPTANCE OF PERSONAL RESPONSIBILITY

**II. RESPECT FOR AND PROMOTION OF
HEALTH OF OTHERS**

**III. AN UNDERSTANDING OF THE PROCESS OF
GROWTH AND DEVELOPMENT**

**III. INFORMED USE OF HEALTH-RELATED
INFORMATION, PRODUCTS, AND SERVICES**

KINDERGARTEN

Health Standards and Benchmark Proficiencies

I. ACCEPTANCE OF PERSONAL RESPONSIBILITY

I-A: Students in kindergarten will understand ways to enhance and maintain their own health and well-being.

| ST/B | P | ST/B: Standard/Benchmark P: Priority Benchmark Degree of Mastery: % of students at end of each Q: Quarter A= 75% or more B=about half C=fewer than 25% | Q 1 | Q 2 | Q 3 | Q 4 |
|-------|---|--|--------|--------|--------|--------|
| I-A-1 | | Practicing good personal hygiene, including caring for teeth, gums, eyes, ears, nose, skin, hair and nails | | | | |
| I-A-2 | | Participating regularly in active play and a variety of physical activities with a focus on the pleasure of being active | | | | |
| I-A-3 | | Developing and using effective communication skills to enhance social situations | | | | |
| I-A-4 | | Recognizing healthy food choices | | | | |

I-B: Students in kindergarten will understand ways to prevent disease and speed recovery from illness.

| ST/B | P | ST/B: Standard/Benchmark P: Priority Benchmark Degree of Mastery: % of students at end of each Q: Quarter A= 75% or more B=about half C=fewer than 25% | Q 1 | Q 2 | Q 3 | Q 4 |
|-------|---|--|--------|--------|--------|--------|
| I-B-1 | | Cooperating in regular health screenings, including dental and vision examinations | | | | |
| I-B-2 | | Describing how to take prescription or over-the-counter medications properly under the direction of parents or health care providers | | | | |

I-C: Students in kindergarten will understand ways to reduce the risk of becoming involved in potentially dangerous situations and react to situations in ways that help to protect their health.

| ST/B | P | ST/B: Standard/Benchmark Degree of Mastery: % of students at end of each Q: Quarter A= 75% or more B=about half C=fewer than 25% | P: Priority Benchmark | Q 1 | Q 2 | Q 3 | Q 4 |
|-------|---|--|-----------------------|--------|--------|--------|--------|
| I-C-1 | | Practicing safe behavior in or near motorized vehicles including crossing the street safely | | | | | |
| I-C-2 | | Using appropriate behavior when interacting with strangers, including how to avoid contact with strangers | | | | | |
| I-C-3 | | Demonstrating appropriate behavior during fire drills, earthquake drills, and other disaster drills | | | | | |
| I-C-4 | | Understanding the need for using protective equipment, such as a helmet when bicycling and shin guards when skating or playing soccer, or practicing behaviors to protect the body, such as fastening seat belts | | | | | |

II. RESPECT FOR AND PROMOTION OF HEALTH OF OTHERS

II-A: Students in kindergarten will know how to play a positive, active role in promoting the health of their families.

| ST/B. | P | ST/B: Standard/Benchmark Degree of Mastery: % of students at end of each Q: Quarter A= 75% or more B=about half C=fewer than 25% | P: Priority Benchmark | Q 1 | Q 2 | Q 3 | Q 4 |
|--------|---|--|-----------------------|--------|--------|--------|--------|
| II-A-1 | | Demonstrating polite ways to talk to each other | | | | | |
| II-A-2 | | Describing a family | | | | | |
| II-A-3 | | Describing family responsibilities | | | | | |

II-B: Students in kindergarten will know how to promote positive health practices within the school and community, including positive relationships with peers.

| ST/B. | P | ST/B: Standard/Benchmark Degree of Mastery: % of students at end of each Q: Quarter A= 75% or more B=about half C=fewer than 25% | P: Priority Benchmark | Q 1 | Q 2 | Q 3 | Q 4 |
|--------|---|--|-----------------------|--------|--------|--------|--------|
| II-B-1 | | Understanding and following school practices relating to health | | | | | |
| II-B-2 | | Identifying practices that are good for the environment | | | | | |

III. AN UNDERSTANDING OF THE PROCESS OF GROWTH AND DEVELOPMENT

III-A: Students in kindergarten will understand the variety of physical, mental, emotional, and social changes that occur throughout life.

| ST/B. | P | ST/B: Standard/Benchmark P: Priority Benchmark Degree of Mastery: % of students at end of each Q: Quarter A= 75% or more B=about half C=fewer than 25% | Q 1 | Q 2 | Q 3 | Q 4 |
|---------|---|--|--------|--------|--------|--------|
| III-A-1 | | Understanding that living things come from other living things and have life cycles | | | | |

IV. INFORMED USE OF HEALTH-RELATED INFORMATION, PRODUCTS, AND SERVICES

IV-A: Students in kindergarten will know how to identify products, services, and information that may be helpful or harmful to their health.

| ST/B. | P | ST/B: Standard/Benchmark P: Priority Benchmark Degree of Mastery: % of students at end of each Q: Quarter A= 75% or more B=about half C=fewer than 25% | Q 1 | Q 2 | Q 3 | Q 4 |
|--------|---|--|--------|--------|--------|--------|
| IV-A-1 | | Describing what health-care workers do | | | | |
| IV-A-2 | | Recognizing products that are harmful to their health | | | | |

IV-B: Students in kindergarten will understand individual differences in growth and development.

| ST/B. | P | ST/B: Standard/Benchmark P: Priority Benchmark Degree of Mastery: % of students at end of each Q: Quarter A= 75% or more B=about half C=fewer than 25% | Q 1 | Q 2 | Q 3 | Q 4 |
|--------|---|--|--------|--------|--------|--------|
| IV-B-1 | | Listing ways people are similar and ways they are different | | | | |
| IV-B-2 | | Describing their own physical characteristics | | | | |