

ELKHART COMMUNITY SCHOOLS

**KINDERGARTEN
HEALTH CURRICULUM GUIDE**

**KINDERGARTEN
HEALTH EDUCATION CURRICULUM GUIDE**

HEALTH

Standard 1: Students will comprehend concepts related to health promotion and disease prevention.			
Indicator	Example	Instructional/Assessment Strategy	Resource
K.1.1 Identify responsible health behaviors.	Identifies not using tobacco is a responsible health behavior.		- HealthWorks: “Brendan’s World” - School Nurse
K.1.2 Explain relationship between personal health behaviors and individual well-being.	Explains that eating a healthy breakfast gives them energy to play and learn, pay attention in school, and not feel grouchy.	<u>Good Food Book</u> Jane Brody <u>The Napping House</u>	- Health Department: “Healthy Heart” - www.mypyramid.gov
K.1.3 Describe the basic structure and functions of the human body.	Describes sight as a function of the eyes.		- Health Department: “Healthy Heart” - School Nurse - HealthWorks: “Come to Your Senses”
K.1.4 Describe how physical, social, and emotional environments influence personal health.	Describes how teasing hurts feelings.		- Health Department: “Bullying”
K.1.5 Describe ways in which a healthful school and community environment influences personal health.	Describes how playground safety rules prevent children from being injured.		- Health Department: “Wheel Safety” “Pedestrian Safety” - Police Department
K.1.6 Identify signs of illness in children.	Identifies a runny nose, coughing, sneezing, and fever as signs of illness in children.		- School Nurse

**KINDERGARTEN
HEALTH EDUCATION CURRICULUM GUIDE**

HEALTH:

Standard 1: Students will comprehend concepts related to health promotion and disease prevention.			
Indicator	Example	Instructional/Assessment Strategy	Resource
K.1.7 Explain how childhood injuries and illnesses can be prevented or treated.	Explains that the use of bicycle helmets helps prevent head injuries.		- Health Department: "Wheel Safety" "Pedestrian Safety" - Police Department
K.1.8 Explain basic health terms and concepts.	Explains that medicines are drugs that help people who are hurt or sick.		

**KINDERGARTEN
HEALTH EDUCATION CURRICULUM GUIDE**

HEALTH

Standard 2: Students will demonstrate the ability to access and evaluate health information, products, and services.			
Indicator	Example	Instructional/Assessment Strategy	Resource
K.2.1 Identify resources from home, school, and community that provide valid health information.	Identifies parents, teachers, and doctors as people who provide valid health information.		- Dr. Losch - Elkhart General Hospital
K.2.2 Explain that media influences the selection of health products.	Explains that television advertisements encourage children to want to eat specific brands of breakfast cereals.		
K.2.3 Demonstrate the ability to locate school and community health helpers.	Demonstrates the ability to call 911 in an emergency.		- Police Department - Elkhart General Hospital
K.2.4 Explain the meaning of basic signs, symbols, and warning labels.	Explains that a poison symbol on a container means that there is poison in the container.		- Poison Information Center 1-800-222-1222

**KINDERGARTEN
HEALTH EDUCATION CURRICULUM GUIDE**

HEALTH

Standard 3: Students will demonstrate the ability to apply self-management skills to enhance health.			
Indicator	Example	Instructional/Assessment Strategy	Resource
K.3.1 Demonstrate how to apply skills to manage stress.	Demonstrates how to use play as a way to deal with stress.	<u>The Kissing Hand</u> Audrey Penn	
K.3.2 Demonstrate how to apply coping strategies when feeling anxious, upset, angry, too excited, or out of control.	Demonstrates how to tell friend or trusted adult their feelings when upset.	<u>Little Bear Goes to Kindergarten</u> Jutta Langreuter	
K.3.3 Demonstrate ways to avoid trouble and how to seek help in threatening situations.	Demonstrates how to yell no and seek help from a trusted adult when asked to go with a stranger or when someone makes you feel uncomfortable.	<u>It's My Body</u> Lory Freeman <u>The Right Touch</u> Sandy Klever <u>Your Body Belongs to You</u> Cornelia Spelman	
K.3.4 Demonstrate the ability to assess personal health perceptions and behaviors.	Identifies fruits that one enjoys eating.	- Exercise pyramid	- www.mypyramid.gov
K.3.5 Demonstrate personal hygiene skills.	Demonstrates how to correctly wash one's hands.		- HealthWorks: "Crazy Clean" - School Nurse
K.3.6 Demonstrate safety skills needed to avoid injury.	Demonstrates how to stop, drop, and roll to put out a clothing fire.	<u>Stitches</u> Harriet Ziefert <u>Dinosaurs Beware! A Safety Guide</u> Marc Brown and Stephan Drensky	

**KINDERGARTEN
HEALTH EDUCATION CURRICULUM GUIDE**

HEALTH

Standard 4: Students will demonstrate the ability to analyze the influence of family, culture, peers, community, media, and Technology on health and health behaviors.			
Indicator	Example	Instructional/Assessment Strategy	Resource
K.4.1 Describe how the family influences personal health behaviors.	Describes how parents encourage children to be physically active.	<u>Tiffany Dino Works Out</u> Marjorie Weinman Sharmat Video: What is Fitness Exercise?	
K.4.2 Explain that individuals have different cultural backgrounds that influence personal health behaviors.	Explains that one's cultural background influences the types of foods that one eats.	<u>How My Parents Learned to Eat</u> Ina R. Friedman <u>Who's Who in My Family</u> Loreen Leedy	
K.4.3 Explain that media influences thoughts, feelings, perceptions, and health behaviors.	Explains that television programs may encourage children to engage in healthy behaviors such as helping others.		

**KINDERGARTEN
HEALTH EDUCATION CURRICULUM GUIDE**

HEALTH

Standard 5: Students will demonstrate the ability to utilize interpersonal communication skills to enhance health.			
Indicator	Example	Instructional/Assessment Strategy	Resource
K.5.1 Describe verbal and non-verbal communication.	Explains that non-verbal communication includes the use of gestures and facial expressions.		- HealthWorks “Freeze”
K.5.2 Describe characteristics needed to be a responsible friend and family member.	Describes a responsible friend and family member as a person who helps, shares, and listens.		
K.5.3 Demonstrate healthy ways to express needs, wants, and feelings including I messages and assertive communication strategies.	Demonstrates how to ask for help in a positive and polite manner.		
K.5.4 Demonstrate ways to communicate care, consideration, and respect for self and others.	Demonstrates how to express concern for a friend or family member who has been hurt or has a problem.		
K.5.5 Demonstrate attentive listening skills to build and maintain healthy relationships.	Demonstrates how to not interrupt or talk when someone else is talking.		- HealthWorks “Freeze”

**KINDERGARTEN
HEALTH EDUCATION CURRICULUM GUIDE**

HEALTH

Standard 5: Students will demonstrate the ability to utilize interpersonal communication skills to enhance health.			
Indicator	Example	Instructional/Assessment Strategy	Resource
K.5.6 Demonstrate refusal skills to enhance health.	Demonstrates how to firmly say no and tell a trusted adult to avoid pressure to play with matches. Teaching kids to say no because "...your body belongs to you."	<u>Your Body Belongs to You</u> Cornelia Spelman <u>The Right Touch</u> Sandy Kleven <u>It's My Body</u> Lory Freeman	- Fire Department
K.5.7 Demonstrate positive ways to resolve conflict.	Demonstrates how to share and take turns when playing with classmates.		- HealthWorks "Freeze"

**KINDERGARTEN
HEALTH EDUCATION CURRICULUM GUIDE**

HEALTH

Standard 6: Students will demonstrate the ability to implement decision-making and goal setting skills to enhance health.			
Indicator	Example	Instructional/Assessment Strategy	Resource
K.6.1 Explain when to ask for assistance when making health related decisions and setting health goals.	Explains that one should ask a parent for help in making choices related to physical activity and sports participation.		
K.6.2 Demonstrate the ability to apply a decision making process to health issues and problems.	Demonstrates the ability to identify healthy choices when designing a meal.	<u>The Seven Silly Eaters</u> Mary Ann Hoberman <u>The Edible Pyramid</u> Loreen Leedy	- www.mypyramid.gov
K.6.3 Demonstrate the ability to set a short term personal health goal and monitor progress toward its achievement.	Demonstrates the ability to set a short term personal goal to brush one's teeth twice a day and use a chart to keep track of their tooth brushing behavior for one week.	<u>Barney Goes to the Dentist</u> Linda Cress Dowdy <u>Little Bear Brushed His Teeth</u> Jutta Langreuter and Vera Sobat <u>Trouble on the T-Ball Team</u> Eve Bunting	

**KINDERGARTEN
HEALTH EDUCATION CURRICULUM GUIDE**

HEALTH

Standard 7: Students will demonstrate the ability to advocate for personal, family, and community health.			
Indicator	Example	Instructional/Assessment Strategy	Resource
K.7.1 Demonstrate the ability to express information and ideas about health issues.	Demonstrates the ability to sing a song that expresses ideas about ways to be a good friend.		
K.7.2 Demonstrate the ability to influence and support others in making positive health choices.	Demonstrates the ability to create a picture to encourage others not to litter.		