

**HEALTH AND WELLNESS STANDARDS  
KINDERGARTEN**



**CATALINA FOOTHILLS SCHOOL DISTRICT**

Approved by Governing Board on August 5, 2014

## **Introduction to the Health and Wellness Standards**

Health education is an integral component of a comprehensive program of study for all students in the Catalina Foothills School District (CFSD). A health education program that addresses the physical, intellectual/mental, emotional, and social aspects of health teaches students how to maintain and improve their health; prevent disease; reduce health-related risk behaviors; develop health knowledge, skills, and attitudes that foster academic performance at school; and become healthy, successful adults who are productive members of their communities.

### **MISSION**

*Inspiring others to pursue a healthy and physically active lifestyle!*

### **VISION**

A community of fit, skilled, and knowledgeable students, who value an active and healthy lifestyle, embody the spirit of teamwork and sportsmanship, and pursue physical activity for a lifetime.

### **CORE VALUES**

- Health and Physical Education are integral to the total educational program.
- Highly qualified educators are essential for delivering a standards-referenced physical education and health curriculum.
- Student safety is paramount.
- A sequential [developmental] program provides a continuum of movement skills/experiences and promotes optimal growth.
- A high quality program includes a balance of knowledge, skills, games, sports, fitness activities, and lifetime recreational experiences.
- A positive and safe learning environment builds confidence and success.
- The curriculum must be diverse enough to provide all students with the opportunity to participate in activities, which provide enjoyment and success.
- Focus is on total participation in an effort to grow and reach one's personal best.
- Participating in regular physical activity is necessary to achieve and maintain fitness and lifelong health.
- Assessment practices must guide and support the learning and growth of each student.
- An ongoing process of self-assessment and personal goal setting is integral to improvement.
- The ultimate goal is to inspire students to value healthy choices and daily physical activity in their lives.

## Overview of the Curriculum Framework

A district-wide curriculum revision process addresses the need for the continual improvement and/or updating of the schools' instructional programs through periodic reexamination of curriculum. The Health and Physical Education curriculums are aligned with national and state standards, but have been written to reflect the local needs, time, resources, and environment of the district. CFSD develops the standards and benchmarks for both Health and Physical Education concurrently. Although this clear connection is recognized, the district separates these content areas into different documents in order to emphasize the unique importance of each one.

The Health and Wellness standards and benchmarks are aligned to the Arizona Health Education Standards and the National Health Education Standards. The standards are the same for all grade levels, providing a comprehensive vision of what students need to know and be able to do. They are designed to help students develop and demonstrate increasingly sophisticated health-related knowledge, skills, and practices. Each of the eight standards is articulated by grade level with related benchmarks that serve as performance indicators. Knowledge of essential concepts and underlying principles of health promotion and disease prevention are included in Standard 1. Standards 2-8 identify key processes and skills that are applicable to healthy living.

The numbering system begins with the subject area of Health and Wellness (HW). The first numeral in the code indicates the grade level (K-8). For high school, the numbering systems begins with "9." The second numeral identifies the standard/measurement topic. The last numeral indicates the number of the benchmark. For example, HW.1.2.1 references Health and Wellness at Grade 1, Standard 2, Benchmark 1. The benchmarks with items indicated as "required" must be taught. "For example" is used to indicate possible examples for teaching content and skills within the benchmarks.

# STANDARDS FOR HEALTH AND WELLNESS: KINDERGARTEN

## CATALINA FOOTHILLS SCHOOL DISTRICT

### HEALTH CONCEPTS & FACTORS THAT INFLUENCE HEALTH

#### **Standard 1: Essential Health Concepts**

**Students will comprehend concepts related to health promotion and disease prevention to enhance health.**

HW.K.1.1 Recognize that a healthy person is healthy in body and mind (for example: a healthy person eats well and gets exercise; required: express emotions/feelings appropriately).

HW.K.1.2 Identify healthy behaviors (for example: eating habits – eating a good breakfast, good sleep patterns, personal hygiene: brushing teeth/flossing, bathing, eating healthy foods/snacks; required: sun safety practices – wearing sunscreen and hat).

HW.K.1.3 Describe ways to prevent communicable diseases (for example: appropriate steps to hand washing, food sharing, using/throwing away tissues, coughing/sneezing and covering mouth).

#### **Standard 2: Analyzing Influences**

**Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.**

HW.K.2.1 Describe how the family influences personal health practices and behaviors (for example: how a family member models food choices, eating habits, outdoor activities/play, going to the dentist).

HW.K.2.2 Identify ways that technology can influence personal health (for example: technology tools for medical testing, hearing, vision, tracking heart rate, vaccinations, allergies, asthma, epi-pen).

### HEALTH INFORMATION AND SERVICES

#### **Standard 3: Accessing Valid Information and Services**

**Demonstrate the ability to access valid information and products or services to enhance health.**

HW.K.3.1 Identify trusted adults and professionals who can help promote health (for example: parents, teachers, school counselor, school nurse, health care workers - doctors, dentists).

HW.K.3.2 Explain ways to identify trustworthy adults who can help with health-related issues or problem-solving.

### COMMUNICATION

#### **Standard 4: Interpersonal Communication**

**Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.**

HW.K.4.1 Demonstrate active listening skills (for example: not interrupting, body language – eye contact).  
[Connect to ELA Listening and Speaking standards]

HW.K.4.2 Demonstrate healthy ways to express needs, wants, and feelings (for example: taking turns, disagreeing with a friend, using simple problem solving strategies: words instead of hands, walking away or ignoring, saying how you feel - “I message”; required: show how to tell a trusted adult if feeling unsafe or threatened, stranger danger, bullying, saying “no” to an inappropriate touch). [Connect to Developmental Guidance.]

## **DECISION MAKING & GOAL SETTING**

### **Standard 5: Decision Making**

**Demonstrate the ability to use decision-making skills to enhance health.**

HW.K.5.1 Describe situations when a health-related decision is needed (for example: dangerous situations, when a stranger approaches you on the street; washing hands after using restroom, going to the nurse for a stomach ache, using a band-aid when bleeding, when to use a tissue, taking medications).

### **Standard 6: Goal Setting**

**Demonstrate the ability to use goal-setting skills to enhance health.**

HW.K.6.1 Identify a short-term personal health goal and take action toward achieving the goal (for example: setting times to brush teeth, eating healthy snacks, getting enough sleep, playing outdoors every day, increasing exercise/fitness activities, using sunscreen, drinking water). [Connect to Physical Education & Standard 7]

## **HEALTHY PRACTICES AND BEHAVIORS**

### **Standard 7: Practicing Health-Enhancing Behaviors**

**Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.**

HW.K.7.1 Demonstrate healthy practices and behaviors to maintain or improve personal health (for example: hand washing techniques, hygiene practices, following rules for safe play and safety routines – exiting the classroom properly during a fire drill to prevent injuries). [Connect to Standard 1 and Standard 6]

### **Standard 8: Health Promotion**

**Demonstrate the ability to advocate for personal, family, and community health.**

HW.K.8.1 Make requests to promote personal health (for example: writing rules for the school/classroom, making healthy food choices, asking parents to buy healthy snacks; required: stranger danger, bullying). [Connect to Standard 3]