

# COMMUNITY UNIT SCHOOL DISTRICT 200

## HEALTH CURRICULUM KINDERGARTEN

**Subject Expectation  
(State Goal 22)**      **The student will understand principles of health promotion and the prevention and treatment of illness and injury.**

<b>Essential Learning 1 (Learning Standard A)</b>	<b>Explain the basic principles of health promotion, illness prevention and safety</b>
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| Critical Content | 22.A.1b | a. identify methods of health promotion and illness prevention, <i>including</i> hand-washing, and covering your mouth when coughing and sneezing, and using a Kleenex through programs <i>such as</i> Scrubby Bear |
|                  | 22.A.1c | b. identify dangerous situations and safety methods <i>such as</i> bus evacuation, lock down, fire and severe weather drills  |
|                  | 22.A.1c | c. identify ways to keep yourself safe from strangers, <i>such as</i> the buddy system and knowing the people in your school or community you could go to for help  |

<b>Essential Learning 2 (Learning Standard B)</b>	<b>Describe and explain the factors that influence health among individuals, groups and communities</b>
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|  | 22.B.1 | a. recognize that each child is a responsible family member |
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<b>Essential Learning 3 (Learning Standard C)</b>	<b>Explain how the environment can affect health</b>
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<b>Essential Learning 4 *</b>	<b>Understand the health connection to other subjects <i>such as</i> social studies, science, physical education and the understanding of social emotional factors</b>
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Board Approved 5-25-05 Kindergarten Health Critical Content  
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**including** = a mandatory concept  
· = exceeds state standards  
· word = needs discussion/it's an addition

**Subject Expectation 2  
(State Goal 23)**

**The student will understand human body systems and factors that influence growth and development.**

<b>Essential Learning 1 (Learning Standard A)</b>	<b>Describe and explain the structure and functions of the human body systems and how they interrelate</b>
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| Critical Content | 23.A.1 | a. identify and locate various external body parts <i>including</i> arms, ears, eyes, legs, trunk, feet, hands, mouth, head, shoulders and knees                 |
|                  | 23.A.1 | b. compare the kinds of sensory information that the sense organs provide <i>including</i> ears-hearing, eyes-seeing, nose-smelling, hands-touch and mouth-taste |

<b>Essential Learning 2 (Learning Standard B)</b>	<b>Explain the effects of health related actions on the body systems</b>
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<b>Essential Learning 3 (Learning Standard C)</b>	<b>Describe factors that affect growth and development</b>
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| Critical Content | 23.C.1 | a. know that living things grow, change, and reproduce   |
|                  | 23.C.1 | b. identify physical characteristics of self <i>such as</i> eye color, hair color, height and weight |
|                  | *      | c. recognize that parents are a resource to consult with questions about reproduction                |

<b>Essential Learning 4 *</b>	<b>Understand the health connection to other subjects <i>such as</i> social studies, science, physical education and the understanding of social emotional factors</b>
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| Critical Content | 23.A.1 | a. relate functions of the human body <i>including</i> <ul style="list-style-type: none"><li>• the heart is the size of their fist</li><li>• the heart is a pump</li><li>• the blood flows in and out of the heart</li></ul> |
|                  | *      | b. identify individual differences in growth and development <i>including</i> egg to chick and seed to plant   |

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**Subject Expectation 3  
(State Goal 24)**

**The student will promote and enhance health and well being through the use of effective communication and decision-making.**

**Essential Learning 1  
(Learning Standard A)**

**Demonstrate procedures for communicating in positive ways, resolving differences and preventing conflicts**

- Critical Content      24.A.1a      a. differentiate between positive and negative behaviors *such as*
- waiting your turn vs. pushing in line
  - honesty versus lying

**Essential Learning 2  
(Learning Standard B)**

**Apply decision-making skills related to the protection and promotion of individual health**

**Essential Learning 3  
(Learning Standard C)**

**Demonstrate skills essential to enhancing health and avoiding dangerous situations**

**Essential Learning 4 \***

**Understand the health connection to other subjects *such as* social studies, science, physical education and the understanding of social emotional factors**

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