

**PENINSULA SCHOOL DISTRICT**  
**Health & Fitness Curriculum**  
**Kindergarten**

**1. The student acquires the knowledge & skills necessary to maintain an active life: movement, physical fitness, and nutrition. (Essential Academic Learning Requirement)**

Benchmark 1 Kindergarten	A Peninsula Kindergarten Student will: from the Grade Level Expectations (GLEs)	Instructional Materials and Resources	Assessment Strategies and Resources
<b>1.1 Develop fundamental and complex movement skills, as developmentally appropriate</b>			
1.1.1 Demonstrate physical skills (locomotor, non-locomotor, and manipulative) that contribute to movement proficiency	<b>Demonstrate mature form in locomotor patterns and selected manipulative and non-locomotor skills</b> <ul style="list-style-type: none"> <li>• Demonstrate mature pattern: walk, run, gallop, hop, and jump</li> <li>• Demonstrate mature form: start/stop, bend, twist, and stretch</li> <li>• Move to simple rhythm patterns (dance, march, jump rope)</li> <li>• Demonstrate critical elements in a variety of manipulative skills: throwing, catching, kicking, rolling, and bouncing</li> <li>• Demonstrate spatial awareness</li> </ul>		
<b>1.2 Safely participate in a variety of developmentally appropriate physical activities</b>			
1.2.1 Follow rules and safety procedures while participating in a variety of physical activities	<b>Understand and apply safety rules and procedures in a variety of physical activities</b> <ul style="list-style-type: none"> <li>• Identify and demonstrate rules and safety procedures in grade appropriate activities (see EALR 1.1)</li> </ul>		
<b>1.3 Understand the concepts of health-related physical fitness and develop and monitor progress on personal fitness goals</b>			
1.3.1 Develop a fitness vocabulary and awareness of fitness concepts while participating regularly in a variety of physical activities for fitness and play	<b>Understand the basic vocabulary and concepts of physical fitness</b> <ul style="list-style-type: none"> <li>• Identify or describe the basic concepts of physical fitness: exercise, healthy workout</li> </ul>		
<b>1.4 Understand the relationship of nutrition and food nutrients to physical performance and body composition</b>			
1.4.1 Identify the nutrients provided by a variety of foods and describe how bodily function and physical performance are affected by food consumption	<b>Understand the connection between nutrition and physical well-being</b> <ul style="list-style-type: none"> <li>• Identify the foods that help promote a healthy body</li> </ul>		

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**2. The student acquires the knowledge and skills necessary to maintain a healthy life: recognize patterns of growth and development, reduce health risks, and live safely. (Essential Academic Learning Requirement)**

<b>Benchmark 1 Kindergarten</b>	<b>A Peninsula Kindergarten Student will: from the Grade Level Expectations (GLEs)</b>	<b>Instructional Materials and Resources</b>	<b>Assessment Strategies and Resources</b>
<b>2.1 Recognize patterns of growth and development</b>			
2.1.1a Describe the structure and function of human body systems  2.1.1b Describe the influence of nutrition on health and development	<b>Understand the basic structure and function of human body systems</b> <ul style="list-style-type: none"> <li>• Identify where the heart is located and its function</li> <li>• Recognize that muscles move and help in movement</li> <li>• Recognize that bones support the body and help in movement</li> </ul>	“All About Life” (F.L.A.S.H.) Curriculum <ul style="list-style-type: none"> <li>• Lesson 14, pg. 119</li> <li>• Lesson 12, pg. 105</li> </ul>	
<b>2.2 Understand the concept of control and prevention of disease</b>			
2.2.1 Identify and demonstrate skills that prevent and reduce the risk of contracting and transmitting communicable diseases	<b>Understand how to prevent or reduce the risk of contracting a Communicable Disease</b> <ul style="list-style-type: none"> <li>• Demonstrate basic hygiene techniques to reduce illness (i.e., washing your hands, covering your mouth when you cough, not sharing combs; prevention of tooth decay)</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson 13, pg. 111: Staying Healthy</li> </ul>	

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<b>2.3 Acquire skills to live safely and reduce health risks</b>			
<p>2.3.1a Explain one’s right to personal and physical safety</p> <p>2.3.1b Identify abuse and risky situations and demonstrate safe behaviors to prevent injury to self and others at home, school, and in the community</p> <p>2.3.1c Identify sources to ask for help in an emergency or crisis</p> <p>2.3.1d Identify physical, emotional, and legal consequences of using nicotine, alcohol, and other drugs, and apply skills to resist any harmful use of substances</p>	<p><b>Understand one’s right to personal and physical safety</b></p> <ul style="list-style-type: none"> <li>• Recognize the guidelines for personal and physical safety (i.e., appropriate/inappropriate physical contact, personal space)</li> </ul> <p><b>Understand what are abusive or risky situations and how to avoid them</b></p> <ul style="list-style-type: none"> <li>• Recognize what are risky situations and how they can be avoided while at school (i.e., teasing, bullying)</li> </ul> <p><b>Know appropriate sources of help in emergency and non-emergency situations</b></p> <ul style="list-style-type: none"> <li>• Show or tell how to call <b>911</b> in an emergency situation</li> <li>• Identify different people that you could ask for help in an emergency situation</li> </ul> <p><b>Understand the physical and legal consequences of using nicotine, alcohol, and other drugs, and apply skills to resist any harmful use of substances</b></p> <ul style="list-style-type: none"> <li>• Recognize that certain substances are bad for your health (i.e., tobacco, alcohol, medication)</li> <li>• Identify different ways to avoid dangerous substances that could be harmful</li> </ul>	<p>“All About Life” (F.L.A.S.H.) Curriculum</p> <ul style="list-style-type: none"> <li>• Lesson 7, pg. 57: Space</li> <li>• Lesson 8, pg. 65: Talk</li>   <li>• Lesson 9, pg. 85: Sexual Abuse</li> </ul>	

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**3. The student analyzes and evaluates the impact of real-life influences on health. (Essential Academic Learning Requirement)**

Benchmark 1 Kindergarten	A Peninsula Kindergarten Student will: from the Grade Level Expectations (GLEs)	Instructional Materials and Resources	Assessment Strategies and Resources
<b>3.1 Understand how environmental factors affect one's health</b>			
3.1.1 Identify environmental factors that affect health	<b>Understand how different environmental factors affect health</b> <ul style="list-style-type: none"> <li>• Recognize that air and water pollution is harmful to a healthy body</li> </ul>		
<b>3.2 Gather and analyze health information</b>			
3.2.1a Determine reliable sources of health information	<b>Understand reliable sources of health information</b> <ul style="list-style-type: none"> <li>• Recognize that there are both reliable and unreliable sources of health information</li> <li>• Identify three reliable sources of health information (i.e., doctor, nurse)</li> </ul>		
3.2.1b Identify messages about safe and unsafe behaviors	<b>Understand how media provides information related to safe or unsafe behaviors that impact overall health</b> <ul style="list-style-type: none"> <li>• Recognize how different advertisements give truthful and untruthful information about products (i.e., kid's cereal)</li> </ul>		
3.2.1c Demonstrate the ability to practice health enhancing behaviors and reduce risks	<b>Understand health enhancing behaviors and reduction of risk</b> <ul style="list-style-type: none"> <li>• Recognize different ways that you can be safe (i.e., wearing your helmet, car seats, seatbelts, cross walk)</li> <li>• Identify different healthy habits you have that keep you healthy (i.e., brushing your teeth, getting enough sleep)</li> <li>• Describe fire drill rules/earthquake drills</li> </ul>		

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<b>3.3 Use social skills to promote health and safety in a variety of situations</b>			
3.3.1a Express emotions constructively and form safe and respectful relationships  3.3.1b Recognize social skills to keep out of trouble and resist pressure from others	<b>Express emotions appropriately to form safe and respectful relationships</b> <ul style="list-style-type: none"> <li>• Recognize that we have different emotions and ways in which they can be expressed appropriately</li> <li>• Explain how “I” want to be treated with respect by others</li> </ul> <b>Recognize social skills to keep out of trouble and resist pressure from others</b> <ul style="list-style-type: none"> <li>• Choices: decision making, avoidance, peer pressure</li> </ul>	“All About Life” (F.L.A.S.H.) Curriculum (“Talking to Parents”) <ul style="list-style-type: none"> <li>• Lesson 2, pg. 11: Feelings</li>   <li>• Lesson 4, pg. 29: Friendship</li> <li>• Lesson 5, pg. 37: Disability</li> </ul>	
<b>3.4 Understand how emotions influence decision making</b>			
3.4.1a Recognize a variety of emotions and how they affect self and others and develop strategies about how to act in emotional situations	<b>Recognize a variety of emotions and how they affect self and others and develop strategies about how to act in emotional situations</b> <ul style="list-style-type: none"> <li>• Show various types of emotions (e.g., puppet sticks, collage, facial expressions) and tell how it affects self and others</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson 10, pg. 91: Anger</li> </ul>	

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**4. The student effectively analyzes health and safety information to develop health and fitness plans based on life goals. (Essential Academic Learning Requirement)**

Benchmark 1 Kindergarten	A Peninsula Kindergarten Student will: from the Grade Level Expectations (GLEs)	Instructional Materials and Resources	Assessment Strategies and Resources
<b>4.1 Analyze health and safety information</b>			
4.1.1 Identify how fitness and healthy living are important for life goals	<b>Understand the relationship between home activities and health and fitness</b> <ul style="list-style-type: none"> <li>• Identify and describe how home activities can influence health and fitness</li> </ul>		
<b>4.2. Develop a health and fitness plan and a monitoring system</b>			
4.2.1 Set daily goals for improving health and fitness practices	<b>Understand the relationship between fitness testing and goal setting</b> <ul style="list-style-type: none"> <li>• Participate in fitness testing</li> </ul>		