

## **Kindergarten Health Standards**

### **Nutrition and Physical Activity**

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

1.1.N Name a variety of healthy foods and explain why they are necessary for good health.

1.2.N Identify a variety of healthy snacks.

1.3.N Describe the benefits of being physically active.

1.4.N Recognize the importance of a healthy breakfast.

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

4.1.N Explain how to ask family members for healthy food options.

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

5.1.N Describe ways to participate regularly in active play and enjoyable physical activities.

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

7.1.N Select nutritious snacks.

7.2.N Plan a nutritious breakfast.

7.3.N Choose healthy foods in a variety of settings.

## **Growth and Development**

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

1.1.G Explain that living things grow and mature.

1.2.G Describe their own physical characteristics.

1.3.G Name ways in which people are similar and ways in which they are different.

1.5.G Name body parts and their functions.

1.6.G Name and describe the five senses.

## **Personal and Community Health**

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

1.1.P Identify effective dental and personal hygiene practices.

1.2.P Describe sun-safety practices.

1.3.P Define “germs.”

1.4.P Explain why the transmission of germs may be harmful to health.

1.5.P Identify practices that are good for the environment, such as turning off lights and

water, recycling, and picking up trash.

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

7.1.P Show effective dental and personal hygiene practices.

7.2.P Demonstrate ways to prevent the transmission of germs (e.g., washing hands, using tissues).

*k-4<sup>th</sup>*

### ***Science in Personal and Social Perspectives***

#### **Content Standard F**

**As a result of activities in grades K-4, all students should develop understanding of**

- Personal health
- Characteristics and changes in populations
- Types of resources
- Changes in environments
- Science and technology in local challenges

#### **Developing Student Understanding**

Students in elementary school should have a variety of experiences that provide initial understandings for various science-related personal and societal challenges. Central ideas related to health, populations, resources, and environments provide the foundations for students' eventual understandings

## **Grade Kindergarten**

### ***Standards Arranged by Disciplinary Core Ideas***

California Common Core State Standards Connections:

ELA/Literacy –

RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. (K–2-ETS1-1)

W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. (K–2-ETS1-1),(K–2-ETS1-3)

W.2.8 Recall information from experiences or gather information from provided sources to answer a question. (K–2-ETS1-1),(K–2-ETS1-3)

SL.2.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. (K–2-ETS1-2)

Mathematics –

MP.2 Reason abstractly and quantitatively. (K–2-ETS1-1),(K–2-ETS1-3)

MP.4 Model with mathematics. (K–2-ETS1-1),(K–2-ETS1-3)

MP.5 Use appropriate tools strategically. (K–2-ETS1-1),(K–2-ETS1-3)

**Next Generation Science Standards for California Public Schools, Kindergarten  
K-LS1 From Molecules to Organisms: Structures and Processes**

Students who demonstrate understanding can:

**K-LS1-1.**

**Use observations to describe patterns of what plants and animals (including humans) need to survive.** [Clarification Statement: Examples of patterns could include that animals need to take in food but plants do not; the different kinds of food needed by different types of animals; the requirement of plants to have light; and, that all living things need water.]