

# Health, Physical Education, Family and Consumer Sciences

## Learning Standards/Benchmarks Pre-K

### **Comprehensive Health**

#### **Strand I: Physical Health**

##### **Growth and Development**

- Identify body parts.
- Identify the five senses and the corresponding body part.
- Explain how the senses work together and separately.

##### **Physical Activity and Fitness**

- Identify the nonlocomotor skills of stretching, twisting, curling, bending, holding, lifting, swaying, swinging, pushing, and pulling.
- Demonstrate kicking with either foot.
- Demonstrate throwing and catching in combination with locomotor skills.
- Demonstrate throwing with either arm.
- Demonstrate throwing with two arms.
- Identify catching.
- Demonstrate striking with a short implement.
- Describe nonlocomotor and manipulative skills in combination.
- Introduce locomotor and manipulative skills in combination.
- Identify healthy activities.
- Recall the rules of responsible behavior in physical activity setting.
- Tell about the purpose of rules.
- List the rules for a particular activity.
- Recall positive behavior and language in a winning or losing situation.
- Demonstrate moving to various rhythms.
- Identify similar rhythms.
- Identify appropriate footwear/clothing for various activities.
- Identify proper safety equipment for participation in physical activities (i.e. mats).

##### **Nutrition**

- Describe personal hygiene and safety measures in preparing food.
- Explain the importance of washing hands.
- Explain the importance of washing utensils.
- Explain the importance of washing surfaces when preparing and serving food

#### **Strand II: Social and Emotional Health**

##### **Mental Health**

- Identify feelings expressed in pictures.
- List feeling words.
- Demonstrate kindness.
- Tell ways to recognize anger.
- Demonstrate how to express angry feelings in appropriate ways.

##### **Family Life**

- Describe different types of families.
- Describe the roles of the family members.
- Describe the function of a family.

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**Strand II: Social and Emotional Health (con't.)**

**Interpersonal Relationships**

- Tell school rules.
- Recall each other's names.

**Stand III: Safety and Prevention**

**Disease Prevention and Control**

- Describe the influence that rest has on physical functioning and recovering from fatigue.
- Describe the benefits of resting to restore energy.
- List the ways that doctors, dentists, and nurses help us.
- Identify people who are authorized to give children medicine.
- Demonstrate personal hygiene practices which stop the spread of illness and disease.
- Define the role of cleanliness and medicines (vaccines) in preventing and treating disease.
- Describe the proper handwashing techniques.

**Safety and Injury Prevention**

- Identify risks which threaten personal safety.
- Tell safety rules for seatbelt use.
- Tell safe and unsafe conditions on a playground.
- Name persons and community helpers who can be contacted to help with safety and injury prevention.
- Name trusted adults who can help in safety situations.
- Tell fire safety rules.
- Identify the firefighter.
- Identify a firefighter's clothes.
- Demonstrate what to do when a fire alarm sounds.
- Describe the sound of a smoke detector.
- Demonstrate what to do if there is smoke.
- Demonstrate how to cool a bum.
- Demonstrate the stop, drop, and roll procedure.
- Tell hot things which can hurt.
- Explain what to do if their clothes catch on fire.
- Demonstrate the procedure of reporting an emergency.

**Tobacco, Alcohol and Other Substance Use/Abuse Prevention Violence Prevention**

- Identify when it is important to go to an adult for help.

**Strand IV: Personal and Community Health Information**

**Consumer Health and Resource Management**

- Identify toys which are safe.
- Identify toys which are unsafe.

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## **Comprehensive Health**

### **Ecological Health**

### **Community and Public Health**

- Name community helpers that make our community a better and safer place to live.
- Develop a classroom community where students include one another and encourage one another.
- Create a classroom community where students do not discriminate against one another.
- List community helpers.
- Identify community helpers.
- Tell how to cooperate.