



# School District of Marshfield Health Standards –

## KINDERGARTEN

<b>Wisconsin Standards for Health Education</b> <i>Specific knowledge and skills that students will know and be able to do by the end of Kindergarten</i>		<b>Marshfield Student Learning Target (“I can ...”)</b> <i>These learning targets could be taught in the context of whole group, mini lessons, small groups and conferences.            This is not an inclusive list of learning targets.</i>	
<b>Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.</b>			
<b>Learning Priority:</b> Develop age-appropriate cognitive understanding of health promotion concepts to improve health behaviors.			
<b>Describe healthy behaviors</b> <ul style="list-style-type: none"> <li>Identify ways to prevent common childhood accidents and injuries. <b>1:1:A1</b></li> <li>Describe healthy behaviors that impact personal health. <b>1:1:A2</b></li> </ul>		<b>Describe healthy behaviors</b> <ul style="list-style-type: none"> <li>I can identify ways to prevent accidents and injuries.</li> <li>I can describe healthy behaviors that impact my health.</li> </ul>	
<b>Apply knowledge of healthy behaviors</b> <ul style="list-style-type: none"> <li>Describe why it is important to participate in healthy behaviors. <b>1:1:B2</b></li> </ul>		<b>Apply knowledge of healthy behaviors</b> <ul style="list-style-type: none"> <li>I can describe why it’s important to practice healthy behaviors.</li> </ul>	
<b>Standard 3: Students will demonstrate the ability to access valid information and products and services to enhance health.</b>			
<b>Learning Priority:</b> Identify individuals who provide health information to enhance health behaviors.			
<b>Identify where to get help to promote health</b> <ul style="list-style-type: none"> <li>Identify trusted adults and professionals who can help promote health. <b>3:1:A1</b></li> </ul>		<b>Identify where to get help to promote health</b> <ul style="list-style-type: none"> <li>I can identify trusted adults and professionals who can help promote my health.</li> </ul>	
<b>Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.</b>			
<b>Learning Priority:</b> Know the parts of a personal health goal.			
<b>List personal health goals</b> <ul style="list-style-type: none"> <li>Identify a personal health goal. <b>6:1:A1</b></li> <li>Discuss a health goal with a family member or trusted adult. <b>6:1:A3</b></li> </ul>		<b>List personal health goals</b> <ul style="list-style-type: none"> <li>I can identify a personal health goal.</li> <li>I can discuss a health goal with a family member or trusted adult.</li> </ul>	
<b>Standard 7: Students will demonstrate the ability to use health-enhancing behaviors and avoid or reduce health risks.</b>			
<b>Learning Priority:</b> Demonstrate health-enhancing behaviors.			
<b>Demonstrate health-enhancing behaviors</b> <ul style="list-style-type: none"> <li>Demonstrate health-enhancing practices and behaviors. These may included but are not limited to: proper hygiene, physical activity, and healthy eating. <b>7:1:A1</b></li> </ul>		<b>Demonstrate health-enhancing behaviors</b> <ul style="list-style-type: none"> <li>I can demonstrate healthy behaviors including physical activity and healthy eating.</li> </ul>	
<b>Social and Emotional Learning Competencies</b> <i>Specific knowledge and skills that students will know and be able to do by the end of Kindergarten</i>		<b>Marshfield Student Learning Target (“I can ...”)</b> <i>These learning targets could be taught in the context of whole group, mini lessons, small groups and conferences.            This is not an inclusive list of learning targets.</i>	



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### Emotional Development

**Learning Priority:** Understand and manage one’s emotions.

#### **Self-Management**

- Learners will be able to, with adult guidance, use verbal and nonverbal language to demonstrate a variety of emotions. *WMELS Domain II A EL.1*

#### **Self-Management**

- I can identify basic emotions like sadness, happiness and fear.

#### **Focus Attention**

- Learners will be able to, with adult guidance and engaging activities, attend for longer periods of time and show preference for some activities. *WMELS IV.A.EL.1*

#### **Focus Attention**

- I can pay attention when others are speaking.

### Social Competence

**Learning Priority:** Establish and maintain positive relationships by respecting others, practicing social skills, and making responsible choices while recognizing and connecting to the community at large.

#### **Social Awareness**

- Learners will be able to, with adult guidance, begin to notice that other children and families do things differently. *WMELS Domain IV C EL.2*
- Learners will be able to follow simple group rules. *WMELS Domain II C EL.3*

#### **Social Awareness**

- I can notice others may do things differently.
- I can follow classroom rules.

#### **Relationship Skills**

- Learners will be able to engage in healthy and rewarding social interactions and play with peers. *WMELS Domain II C EL.2*
- Learners will be able to, with adult guidance, initiate conversations, listen attentively, respond to conversation, and stay on topic for multiple exchanges (especially with adults). *WMELS Domain III B EL.2C*
- Learners will be able to adapt behavior based on adult directives.
- Learners will be able to participate in cooperative play with peers. *WMELS Domain II C EL.2*

#### **Relationship Skills**

- I can share and take turns when playing with others.
- I can use polite language and pay attention when others are speaking.
- I can follow adult directions.
- I can share and take turns when playing.

#### **Decision Making**

- Learners will be able to, with adult guidance, recognize that they have choices in how to respond to situations.

#### **Decision Making**

- I can recognize I have choices in how to respond to situations.