

Health Kindergarten

Understanding, Skills, Confidences (USC)

Outcome	1 – Beginning The student is having difficulty demonstrating an understanding of the concept.	2 – Approaching The student is developing an understanding of the concept.	3 – Meeting The student consistently demonstrates an understanding of the concept or has achieved the concept.	4- Exemplary The student independently demonstrates an in-depth understanding of the concept, and consistently applies this knowledge to new situations.
USCK.1 Develop basic habits to establish healthy relationships with self, others, and the environment.	<ul style="list-style-type: none"> • With help, I can describe what healthy looks like, feels like OR sounds like (e.g. having energy, having a clean body, being happy). 	<ul style="list-style-type: none"> • I can describe what healthy looks like, feels like OR sounds like (e.g. having energy, having a clean body, being happy). 	<ul style="list-style-type: none"> • I can describe what <i>healthy</i> looks like, feels like, AND sounds like (e.g. having energy, having a clean body, being happy). 	<ul style="list-style-type: none"> • I can describe, in detail what <i>healthy</i> looks like, feels like, AND sounds like (e.g. my smile looks healthy when I brush my teeth; I feel healthy when I eat right and exercise.)
	<ul style="list-style-type: none"> • With help, I can give a few examples of healthy behaviours at home OR at school. 	<ul style="list-style-type: none"> • I can give a few examples of healthy behaviours at home OR at school. 	<ul style="list-style-type: none"> • I can give examples of healthy behaviours (e.g. brushing teeth, washing hands) at home AND at school. 	<ul style="list-style-type: none"> • I can give examples of healthy behaviours in my life (at home and at school), AND explain why they are important.
	<ul style="list-style-type: none"> • With help, I can represent why healthy habits are important. (physically, visually OR verbally). 	<ul style="list-style-type: none"> • I can represent why healthy habits are important (physically, visually OR verbally). 	<ul style="list-style-type: none"> • I can represent why healthy habits are important (physically, visually AND verbally). 	<ul style="list-style-type: none"> • I can represent why healthy habits are important (physically, visually AND verbally) and can demonstrate healthy habits in my life.
	<ul style="list-style-type: none"> • With help, I can name a few positive and negative behaviours OR feelings. 	<ul style="list-style-type: none"> • I can name a few positive and negative behaviours OR feelings. 	<ul style="list-style-type: none"> • I can name several positive and negative behaviours AND feelings. 	<ul style="list-style-type: none"> • I can name and describe positive and negative behaviours AND feelings.
Comments				

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USCK.2 Establish behaviours that support safety of self and others (including safety at school and at home).	<ul style="list-style-type: none"> • With help, I can describe a few safe OR unsafe behaviors. 	<ul style="list-style-type: none"> • I can describe a few safe OR unsafe behaviors. 	<ul style="list-style-type: none"> • I can describe safe AND unsafe behaviors. 	<ul style="list-style-type: none"> • I can describe, in detail, safe AND unsafe behaviours.
	<ul style="list-style-type: none"> • I can help create rules that keep me safe at school. 	<ul style="list-style-type: none"> • I can name a few rules that keep me safe at school OR at home. 	<ul style="list-style-type: none"> • I can name rules that keep me safe at school AND at home. 	<ul style="list-style-type: none"> • I can name rules that keep me safe at school AND at home, AND explain why they are needed.
	<ul style="list-style-type: none"> • With help, I can tell about OR demonstrate safety procedures at school OR at home. 	<ul style="list-style-type: none"> • I can tell about OR demonstrate safety procedures at school OR at home. 	<ul style="list-style-type: none"> • I can tell about AND demonstrate safety procedures at school AND at home. 	<ul style="list-style-type: none"> • I can describe in detail AND demonstrate safety procedures at school AND at home.
	<ul style="list-style-type: none"> • With help, I can name a few challenges to being safe at school OR at home. 	<ul style="list-style-type: none"> • I can name a few challenges to being safe at school OR at home. 	<ul style="list-style-type: none"> • I can name several challenges to being safe at school AND at home. 	<ul style="list-style-type: none"> • I can name challenges to being safe at school and at home, and I can come up with solutions to the challenges.
	<ul style="list-style-type: none"> • With help, I can identify if someone is not safe OR if a situation is not safe. 	<ul style="list-style-type: none"> • I can identify if someone is not safe AND if a situation is not safe. 	<ul style="list-style-type: none"> • I can explain what to do if someone is not safe AND if a situation is not safe (e.g. tell an adult, leave). 	<ul style="list-style-type: none"> • I can explain what to do if someone is not safe AND if a situation is not safe, and I can provide examples of how they can be safe.
Comments				

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USCK.3 Explore that who I am includes more than my physical self.	<ul style="list-style-type: none"> • With help, I can describe how I am similar to OR different from others. 	<ul style="list-style-type: none"> • I can describe how I am similar to OR different from others. 	<ul style="list-style-type: none"> • I can describe how I am similar to AND different from others. 	<ul style="list-style-type: none"> • I can describe, in detail, how I am similar to and different from others.
	<ul style="list-style-type: none"> • With prompting, I can describe some parts of myself, including my physical, mental, OR emotional sides. 	<ul style="list-style-type: none"> • I can describe some parts of myself, including my physical, mental, OR emotional sides. 	<ul style="list-style-type: none"> • I can describe myself, including my physical, mental, AND emotional sides. 	<ul style="list-style-type: none"> • I can describe myself in detail, including my physical, mental, AND emotional sides.
	<ul style="list-style-type: none"> • With help, I can describe a few parts of my inner self (e.g. emotions, likes, dislikes). 	<ul style="list-style-type: none"> • I can describe a few parts of my inner self (e.g. emotions, likes, dislikes). 	<ul style="list-style-type: none"> • I can give a complete description of my “inner self” (e.g. emotions, likes, dislikes). 	<ul style="list-style-type: none"> • I can describe how my “inner self” relates to my “outer self” (e.g. how emotions can affect how we act).
	<ul style="list-style-type: none"> • With help, I can identify a few of my personal strengths. 	<ul style="list-style-type: none"> • I can describe a few of my personal strengths. 	<ul style="list-style-type: none"> • I can describe several of my personal strengths. 	<ul style="list-style-type: none"> • I can describe my personal strengths AND weaknesses.
Comments				

Health Kindergarten

Decision-Making (DM)

Outcome	1 – Beginning The student is having difficulty demonstrating an understanding of the concept.	2 – Approaching The student is developing an understanding of the concept.	3 – Meeting The student consistently demonstrates an understanding of the concept or has achieved the concept.	4- Exemplary The student independently demonstrates an in-depth understanding of the concept, and consistently applies this knowledge to new situations.
DMK.1 Establish that being curious about health and well-being is important for developing healthy habits, establishing healthy relationships, supporting safety, and exploring “self”.	<ul style="list-style-type: none"> • With help, I can represent what I know about some the following areas: <ul style="list-style-type: none"> ○ myself ○ healthy habits ○ safety ○ healthy relationships 	<ul style="list-style-type: none"> • I can represent what I know about some of the following areas: <ul style="list-style-type: none"> ○ myself ○ healthy habits ○ safety ○ healthy relationships 	<ul style="list-style-type: none"> • I can represent (draw, tell, record) what I know about most of the following areas: <ul style="list-style-type: none"> ○ myself ○ healthy habits ○ safety ○ healthy relationships 	<ul style="list-style-type: none"> • I can represent what I know about the following areas: <ul style="list-style-type: none"> ○ myself ○ healthy habits ○ safety ○ healthy relationships ○ and explain my representations.
	<ul style="list-style-type: none"> • With help, I can list some effects related to: <ul style="list-style-type: none"> ○ healthy habits ○ safety ○ responding to more than the physical self of others. 	<ul style="list-style-type: none"> • I can list some effects related to: <ul style="list-style-type: none"> ○ healthy habits ○ safety ○ responding to more than the physical self of others. 	<ul style="list-style-type: none"> • I can explain some effects related to: <ul style="list-style-type: none"> ○ healthy habits ○ safety ○ responding to more than the physical self of others. 	<ul style="list-style-type: none"> • I can explain effects related to: <ul style="list-style-type: none"> ○ healthy habits ○ safety ○ responding to more than the physical self of others.
	<ul style="list-style-type: none"> • With help, I can provide evidence of healthy choices I make related to some of the following areas: <ul style="list-style-type: none"> ○ myself ○ healthy habits ○ safety ○ healthy relationships. 	<ul style="list-style-type: none"> • I can provide evidence of healthy choices I make related to some of the following areas: <ul style="list-style-type: none"> ○ myself ○ healthy habits ○ safety ○ healthy relationships. 	<ul style="list-style-type: none"> • I can provide evidence of healthy choices I make related to most of the following areas: <ul style="list-style-type: none"> ○ myself ○ healthy habits ○ safety ○ healthy relationships. 	<ul style="list-style-type: none"> • I can provide evidence of healthy choices I make related to ALL of the following areas: <ul style="list-style-type: none"> ○ myself ○ healthy habits ○ safety ○ healthy relationships AND explain my reasons.
Comments				

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Action Planning

Outcome	1 – Beginning The student is having difficulty demonstrating an understanding of the concept.	2 – Approaching The student is developing an understanding of the concept.	3 – Meeting The student consistently demonstrates an understanding of the concept or has achieved the concept.	4- Exemplary The student independently demonstrates an in-depth understanding of the concept, and consistently applies this knowledge to new situations.
APK.1 Demonstrate, with guidance, initial steps for developing basic health habits, establishing healthy relationships, supporting safety, and exploring “self”.	<ul style="list-style-type: none"> • With help, I can list some of the steps of “Stop, Think, Do” for making healthy choices. 	<ul style="list-style-type: none"> • I can list the steps of “Stop, Think, Do” for making healthy choices. 	<ul style="list-style-type: none"> • I can describe the steps of “Stop, Think, Do” for making healthy choices in a specific situation. 	<ul style="list-style-type: none"> • I include the steps of “Stop, Think, Do” in daily play.
Comments				