



# Health Kindergarten

## Understanding, Skills, Confidences (USC)

Outcome	1 – Little Evidence With help, I understand parts of the simpler ideas and do a few of the simpler skills.	2 – Partial Evidence I understand the simpler ideas and can do the simpler skills. I am working on the more complex ideas and skills.	3 – Sufficient Evidence I understand the more complex ideas and can master the complex skills that are taught in class. I <b>achieve the outcome.</b>	4- Extensive Evidence I have a deep understanding of the complex ideas, and I can use the skills I have learned in situations that were not taught in class.
<b>USCK.1</b> <b>Develop basic habits to establish healthy relationships with self, others, and the environment.</b>	<ul style="list-style-type: none"> <li>• <b>With help</b>, I can describe what healthy looks like, feels like <b>OR</b> sounds like (e.g. having energy, having a clean body, being happy).</li> </ul>	<ul style="list-style-type: none"> <li>• I can describe what healthy looks like, feels like <b>OR</b> sounds like (e.g. having energy, having a clean body, being happy).</li> </ul>	<ul style="list-style-type: none"> <li>• I can describe what <i>healthy</i> looks like, feels like, <b>AND</b> sounds like (e.g. having energy, having a clean body, being happy).</li> </ul>	<ul style="list-style-type: none"> <li>• I can <b>describe, in detail</b> what <i>healthy</i> looks like, feels like, <b>AND</b> sounds like (e.g. my smile looks healthy when I brush my teeth; I feel healthy when I eat right and exercise.)</li> </ul>
	<ul style="list-style-type: none"> <li>• <b>With help</b>, I can give a <b>few</b> examples of healthy behaviours at home <b>OR</b> at school.</li> </ul>	<ul style="list-style-type: none"> <li>• I can give a <b>few</b> examples of healthy behaviours at home <b>OR</b> at school.</li> </ul>	<ul style="list-style-type: none"> <li>• I can give examples of healthy behaviours (e.g. brushing teeth, washing hands) at home <b>AND</b> at school.</li> </ul>	<ul style="list-style-type: none"> <li>• I can give <b>examples</b> of healthy behaviours in my life (at home <b>and</b> at school), <b>AND explain why they are important.</b></li> </ul>
	<ul style="list-style-type: none"> <li>• <b>With help</b>, I can represent why healthy habits are important. (physically, visually <b>OR</b> verbally).</li> </ul>	<ul style="list-style-type: none"> <li>• I can represent why healthy habits are important (physically, visually <b>OR</b> verbally).</li> </ul>	<ul style="list-style-type: none"> <li>• I can represent why healthy habits are important (physically, visually <b>AND</b> verbally).</li> </ul>	<ul style="list-style-type: none"> <li>• I can represent why healthy habits are important (physically, visually <b>AND</b> verbally) and can <b>demonstrate</b> healthy habits in my life.</li> </ul>
	<ul style="list-style-type: none"> <li>• <b>With help</b>, I can name a <b>few</b> positive and negative behaviours <b>OR</b> feelings.</li> </ul>	<ul style="list-style-type: none"> <li>• I can name a <b>few</b> positive and negative behaviours <b>OR</b> feelings.</li> </ul>	<ul style="list-style-type: none"> <li>• I can name <b>several</b> positive and negative behaviours <b>AND</b> feelings.</li> </ul>	<ul style="list-style-type: none"> <li>• I can name and <b>describe</b> positive and negative behaviours <b>AND</b> feelings.</li> </ul>
Comments				



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



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Comments



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<b>Outcome</b>	<b>1 – Little Evidence</b> With help, I understand parts of the simpler ideas and do a few of the simpler skills.	<b>2 – Partial Evidence</b> I understand the simpler ideas and can do the simpler skills. I am working on the more complex ideas and skills.	<b>3 – Sufficient Evidence</b> I understand the more complex ideas and can master the complex skills that are taught in class. I <b>achieve the outcome.</b>	<b>4- Extensive Evidence</b> I have a deep understanding of the complex ideas, and I can use the skills I have learned in situations that were not taught in class.
<b>USCK.3</b> <b>Explore that who I am includes more than my physical self.</b>	<ul style="list-style-type: none"> <li>• <b>With help,</b> I can describe how I am similar to <b>OR</b> different from others.</li> </ul>	<ul style="list-style-type: none"> <li>• I can describe how I am similar to <b>OR</b> different from others.</li> </ul>	<ul style="list-style-type: none"> <li>• I can describe how I am similar to <b>AND</b> different from others.</li> </ul>	<ul style="list-style-type: none"> <li>• I can <b>describe, in detail,</b> how I am similar to <b>and</b> different from others.</li> </ul>
	<ul style="list-style-type: none"> <li>• <b>With prompting,</b> I can describe some parts of myself, including my physical, mental, <b>OR</b> emotional sides.</li> </ul>	<ul style="list-style-type: none"> <li>• I can describe some parts of myself, including my physical, mental, <b>OR</b> emotional sides.</li> </ul>	<ul style="list-style-type: none"> <li>• I can describe myself, including my physical, mental, <b>AND</b> emotional sides.</li> </ul>	<ul style="list-style-type: none"> <li>• I can describe myself <b>in detail,</b> including my physical, mental, <b>AND</b> emotional sides.</li> </ul>
	<ul style="list-style-type: none"> <li>• <b>With help,</b> I can describe a <b>few</b> parts of my inner self (e.g. emotions, likes, dislikes).</li> </ul>	<ul style="list-style-type: none"> <li>• I can describe a <b>few</b> parts of my inner self (e.g. emotions, likes, dislikes).</li> </ul>	<ul style="list-style-type: none"> <li>• I can give a complete description of my “inner self” (e.g. emotions, likes, dislikes).</li> </ul>	<ul style="list-style-type: none"> <li>• I can describe how my <b>“inner self” relates to my “outer self”</b> (e.g. how emotions can affect how we act).</li> </ul>
	<ul style="list-style-type: none"> <li>• <b>With help,</b> I can identify a <b>few</b> of my personal strengths.</li> </ul>	<ul style="list-style-type: none"> <li>• I can <b>describe a few</b> of my personal strengths.</li> </ul>	<ul style="list-style-type: none"> <li>• I can <b>describe several</b> of my personal strengths.</li> </ul>	<ul style="list-style-type: none"> <li>• I can <b>describe</b> my personal strengths <b>AND weaknesses.</b></li> </ul>
Comments				



# Health Kindergarten

## Decision-Making (DM)

Outcome	<b>1 – Little Evidence</b> With help, I understand parts of the simpler ideas and do a few of the simpler skills.	<b>2 – Partial Evidence</b> I understand the simpler ideas and can do the simpler skills. I am working on the more complex ideas and skills.	<b>3 – Sufficient Evidence</b> I understand the more complex ideas and can master the complex skills that are taught in class. I <b>achieve the outcome.</b>	<b>4- Extensive Evidence</b> I have a deep understanding of the complex ideas, and I can use the skills I have learned in situations that were not taught in class.
<b>DMK.1</b> 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"> <li>• <b>With help</b>, I can represent what I know about <b>some</b> the following areas:                             <ul style="list-style-type: none"> <li>○ myself</li> <li>○ healthy habits</li> <li>○ safety</li> <li>○ healthy relationships</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• I can represent what I know about <b>some</b> of the following areas:                             <ul style="list-style-type: none"> <li>○ myself</li> <li>○ healthy habits</li> <li>○ safety</li> <li>○ healthy relationships</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• I can represent (draw, tell, record) what I know about <b>most</b> of the following areas:                             <ul style="list-style-type: none"> <li>○ myself</li> <li>○ healthy habits</li> <li>○ safety</li> <li>○ healthy relationships</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• I can represent what I know about the following areas:                             <ul style="list-style-type: none"> <li>○ myself</li> <li>○ healthy habits</li> <li>○ safety</li> <li>○ healthy relationships</li> <li>○ and explain my representations.</li> </ul> </li> </ul>
	<ul style="list-style-type: none"> <li>• <b>With help</b>, I can <b>list some</b> effects related to:                             <ul style="list-style-type: none"> <li>○ healthy habits</li> <li>○ safety</li> <li>○ responding to more than the physical self of others.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• I can <b>list some</b> effects related to:                             <ul style="list-style-type: none"> <li>○ healthy habits</li> <li>○ safety</li> <li>○ responding to more than the physical self of others.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• I can <b>explain some</b> effects related to:                             <ul style="list-style-type: none"> <li>○ healthy habits</li> <li>○ safety</li> <li>○ responding to more than the physical self of others.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• I can <b>explain</b> effects related to:                             <ul style="list-style-type: none"> <li>○ healthy habits</li> <li>○ safety</li> <li>○ responding to more than the physical self of others.</li> </ul> </li> </ul>
	<ul style="list-style-type: none"> <li>• <b>With help</b>, I can provide evidence of healthy choices I make related to <b>some</b> of the following areas:                             <ul style="list-style-type: none"> <li>○ myself</li> <li>○ healthy habits</li> <li>○ safety</li> <li>○ healthy relationships.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• I can provide evidence of healthy choices I make related to <b>some</b> of the following areas:                             <ul style="list-style-type: none"> <li>○ myself</li> <li>○ healthy habits</li> <li>○ safety</li> <li>○ healthy relationships.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• I can <b>provide evidence of healthy choices</b> I make related to <b>most</b> of the following areas:                             <ul style="list-style-type: none"> <li>○ myself</li> <li>○ healthy habits</li> <li>○ safety</li> <li>○ healthy relationships.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• I can provide evidence of healthy choices I make related to <b>ALL</b> of the following areas:                             <ul style="list-style-type: none"> <li>○ myself</li> <li>○ healthy habits</li> <li>○ safety</li> <li>○ healthy relationships</li> <li><b>AND</b> explain my reasons.</li> </ul> </li> </ul>



# Health Kindergarten

Comments

## Action Planning

<b>Outcome</b>	<b>1 – Little Evidence</b> With help, I understand parts of the simpler ideas and do a few of the simpler skills.	<b>2 – Partial Evidence</b> I understand the simpler ideas and can do the simpler skills. I am working on the more complex ideas and skills.	<b>3 – Sufficient Evidence</b> I understand the more complex ideas and can master the complex skills that are taught in class. <b>I achieve the outcome.</b>	<b>4- Extensive Evidence</b> I have a deep understanding of the complex ideas, and I can use the skills I have learned in situations that were not taught in class.
<b>APK.1</b> <b>Demonstrate, with guidance, initial steps for developing basic health habits, establishing healthy relationships, supporting safety, and exploring “self”.</b>	<ul style="list-style-type: none"> <li>• <b>With help</b>, I can <b>list some</b> of the steps of “Stop, Think, Do” for making healthy choices.</li> </ul>	<ul style="list-style-type: none"> <li>• I can <b>list the</b> steps of “Stop, Think, Do” for making healthy choices.</li> </ul>	<ul style="list-style-type: none"> <li>• I can <b>describe</b> the steps of “Stop, Think, Do” for making healthy choices <b>in a specific situation.</b></li> </ul>	<ul style="list-style-type: none"> <li>• I <b>include the steps of “Stop, Think, Do” in daily play.</b></li> </ul>

Comments