

## HANDOUT 2

### Alignment Document

<b>Table 1.17</b> <b>Detailed View of the Alignment Between the Health Domain and the California Content Standards</b>		
<b>California Preschool Learning Foundations</b>		<b>California Content Standards Kindergarten</b>
<b>Domain: Health</b>		<b>Domain: Health Education</b>
<b>Strand: Health Habits</b>		<b>Personal and Community Health Growth and Development</b>
<b>1.0 Basic Hygiene</b>		<b>Personal and Community Health</b> <ul style="list-style-type: none"> <li>• <b>Standard 1: Essential Concepts</b></li> <li>• <b>Standard 7: Practicing Health-Enhancing Behaviors</b></li> </ul>
<b>At around 48 months</b>	<b>At around 60 months</b>	<b>By the end of kindergarten</b>
1.1 Demonstrate knowledge of some steps in the handwashing routine.	1.1 Demonstrate knowledge of more steps in the handwashing routine.	<b>Standard 1: Essential Concepts</b> 1.2 Identify effective dental and personal hygiene practices.  1.3. Define “germs.”  1.4. Explain why the transmission of germs may be harmful to health.
1.2 Practice health habits that prevent infectious diseases and infestations (such as lice) when appropriate, with adult support, instruction, and modeling.	1.2 Begin to independently practice health habits that prevent infectious disease and infestations (such as lice) when appropriate, with less adult support, instruction, and modeling.	<b>Standard 7: Practicing Health-Enhancing Behaviors</b> 7.1. Show effective dental and personal hygiene practices.  7.2. Demonstrate ways to prevent the transmission of germs (e.g., washing hands, using tissues).

<b>2.0 Oral Health</b>		<b>Personal and Community Health</b> <ul style="list-style-type: none"> <li>• <b>Standard 1: Essential Concepts</b></li> <li>• <b>Standard 7: Practicing Health-Enhancing Behaviors</b></li> </ul>
<b>At around 48 months</b>	<b>At around 60 months</b>	<b>By the end of kindergarten</b>
2.1 Demonstrate knowledge of some steps of the routine for brushing teeth, with adult supervision and instruction.	2.1 Demonstrate knowledge of more steps of the routine for brushing and when toothbrushing should be done, with less adult supervision.	<b>Standard 1: Essential Concepts</b> 1.1. P Identify effective dental and personal hygiene practices.  <b>Standard 7: Practicing Health-Enhancing Behaviors</b> 7.1.P Show effective dental and personal hygiene practices.
<b>3.0 Knowledge of Wellness</b>		<b>Growth and Development</b> <ul style="list-style-type: none"> <li>• <b>Standard 1: Essential Concepts</b></li> </ul> <b>Personal and Community Health</b> <ul style="list-style-type: none"> <li>• <b>Standard 3: Accessing Valid Information</b></li> <li>• <b>Standard 4: Interpersonal Communication</b></li> </ul>
<b>At around 48 months</b>	<b>At around 60 months</b>	<b>By the end of kindergarten</b>
3.1 Identify a few internal body parts (most commonly the bones, brain, and heart) but may not understand their basic function.	3.1 Identify several different internal body parts and demonstrate a basic, limited knowledge of some functions.	<b>Standard 1: Essential Concepts (Growth and Development)</b> 1.2.G Describe their own physical characteristics.  1.5.G Name body parts and their functions.  1.6.G Name and describe the five senses.
3.2 Begin to understand that health care providers try to keep people well and help them when they are not well.	3.2 Demonstrate greater understanding that health-care providers try to keep people well and help them when they are not well.	<b>Standard 1: Essential Concepts (Growth and Development)</b> 1.4.G Identify trusted adults who promote healthy growth and development (e.g., physicians, nurses, dentists, and optometrists).  <b>Standard 3: Accessing Valid Information (Personal and Community</b>

		<b>Health)</b> 3.1.P Identify health care workers who can help promote healthy practices.
3.3 Communicate to an adult about not feeling well, feeling uncomfortable, or about a special health need, with varying specificity and reliability.	3.3 Communicate to an adult about not feeling well, feeling uncomfortable, or about a special health need, with more specificity and reliability.	<b>Standard 4: Interpersonal Communication (Personal and Community Health)</b> 4.1.P Demonstrate how to ask for assistance with a health-related problem.
<b>4.0 Sun Safety</b>		<b>Personal and Community Health</b> <ul style="list-style-type: none"> <li>• <b>Standard 1: Essential Concepts</b></li> </ul>
<b>At around 48 months</b>	<b>At around 60 months</b>	<b>By the end of kindergarten</b>
4.1 Begin to practice sun-safe actions, with adult support and guidance.	4.1 Practice sun-safe actions with decreasing adult support and guidance.	<b>Standard 1: Essential Concepts</b> 1.2 Describe sun-safety practices.
<b>Strand: Safety</b>		<b>Injury Prevention and Safety</b>
<b>1.0 Injury Prevention</b>		<b>Injury Prevention and Safety</b> <ul style="list-style-type: none"> <li>• <b>Standard 1: Essential Concepts</b></li> <li>• <b>Standard 3: Accessing Valid Information</b></li> <li>• <b>Standard 4: Interpersonal Communication</b></li> <li>• <b>Standard 5: Decision Making</b></li> <li>• <b>Standard 7: Practicing Health-Enhancing Behaviors</b></li> </ul>
<b>At around 48 months</b>	<b>At around 60 months</b>	<b>By the end of kindergarten</b>
1.1 Follow safety rules with adult support and prompting.	1.1 Follow safety rules more independently though may still need adult support and	<b>Standard 1: Essential Concepts</b> 1.1 Identify safety rules for the home, the school, and the community.

	prompting.	<b>Standard 7: Practicing Health-Enhancing Behaviors</b> 7.1 Follow rules for safe play and safety routines.
1.2 Begin to show ability to follow emergency routines, after instruction and practice (for example, a fire drill or earthquake drill).	1.2 Demonstrate increased ability to follow emergency routines, after instruction and practice.	<b>Standard 1: Essential Concepts</b> 1.2 Identify emergency situations.  <b>Standard 3: Accessing Valid Information</b> 3.1 Identify trusted adults who can help in emergency situations.  <b>Standard 4: Interpersonal Communication</b> 4.1 Demonstrate how to ask a trusted adult for help or call 9-1-1.  <b>Standard 5: Decision Making</b> 5.1 Identify situations when it is necessary to seek adult help or call 9-1-1.
1.3 Show beginning ability to follow transportation and pedestrian safety rules with adult instruction and supervision.	1.3 Show increased ability to follow transportation and pedestrian safety rules with adult support and supervision.	<b>Standard 1: Essential Concepts</b> 1.3.S Explain ways to stay safe when riding in a bus or other vehicle.  1.8.S Identify ways to stay safe when crossing streets, riding a bicycle, or playing.  <b>Standard 7: Practicing Health-Enhancing Behaviors</b> 7.2.S Show how to cross the street safely.
		Other areas covered under the health education content standards for kindergarten in Injury Prevention and Safety:  <b>Standard 1: Essential Concepts</b> 1.4.S Distinguish between appropriate and inappropriate touching.  1.5.S Explain that everyone has the right to tell others not to touch his or her body.

	<p>1.6.S Describe school rules about getting along with others.</p> <p>1.7.S Recognize the characteristics of bullying.</p> <p>1.9.S Recognize that anything may be poisonous or cause harm if used unsafely.</p> <p>1.10.S Identify people who are strangers and how to avoid contact with strangers.</p> <p>1.11.S Demonstrate how to ask trusted adults for help.</p> <p>1.12.S Define and explain the dangers of weapons.</p> <p>1.13.S Explain the importance of telling a trusted adult if you see or hear about someone having a weapon.</p> <p><b>Standard 4: Interpersonal Communication</b></p> <p>4.2.S Show how to answer the phone in a safe way.</p> <p><b>Standard 5: Decision Making</b></p> <p>5.2.S Role-play what to do if a stranger at home, in a car, or on the street approaches you.</p> <p><b>Standard 8: Health Promotion</b></p> <p>8.1.S Show how to tell a trusted adult when you or a friend find a weapon.*</p>
<b>Strand: Nutrition</b>	<b>Nutrition and Physical Activity</b>
<b>1.0 Nutrition Knowledge</b>	<b>Nutrition and Physical Activity</b> <ul style="list-style-type: none"> <li><b>Standard 1: Essential Concepts</b></li> </ul>

At around 48 months	At around 60 months	By the end of kindergarten
1.1 Identify different kinds of foods.	1.1 Identify a larger variety of foods and may know some of the related food groups.	<b>Standard 1: Essential Concepts</b> 1.1.N Name a variety of healthy foods and explain why they are necessary for good health.

\*The footnote that appears in the published version of this standard has been omitted so that the alignment can be highlighted.

Excerpted from pages 134-139 of *The Alignment of the California Preschool Learning Foundations with Key Early Education Resources: California Infant/Toddler Learning and Development Foundations, California Content Standards, the Common Core State Standards, and Head Start Child Development and Early Learning Framework* , ©2012 by the California Department of Education.