South Dakota Early Learning Guidelines and Head Start Child Development and Early Learning Framework

HEALTH AND PHYSICAL DEVELOPMENT

South Dakota Early Learning Guidelines	Head Start Child Development and Early Learning Framework
STANDARD 1 — Health and Safety Children demonstrate healthy habits and safe practices.	**Domain: Physical Development & Health** **Domain Elements:** **Health Knowledge & Practice:** The understanding of healthy and safe habits and practicing healthy habits. **Physical Health Status:** The maintenance of healthy and age appropriate physical well-being.
Benchmarks	**Examples**
1. Recognize and identify nutritious foods.	Distinguishes food on a continuum from most healthy to less healthy. *(Health Knowledge & Practice)*
2. Independently practice personal care and self-help skills, including washing hands brushing teeth, toileting, dressing, and eating.	Completes personal care tasks, such as dressing, brushing teeth, toileting, and washing hands independently from adults. *(Health Knowledge & Practice)*
3. Know how and when to alert adults to dangerous situations.	Communicates an understanding of the importance of health and safety routines and rules. *(Health Knowledge & Practice) ** Follows basic health and safety rules and responds appropriately to harmful or unsafe situations. *(Health Knowledge & Practice)**
4. Recognize basic safety symbols, including stop signs, red lights, and poison symbols.	Communicates an understanding of the importance of health and safety routines and rules. *(Health Knowledge & Practice)**
5. Follow street, vehicle, and bike safety rules, such as looking both ways before crossing and using car safety seats and bike helmets.	Follows basic health and safety rules and responds appropriately to harmful or unsafe situations. *(Health Knowledge & Practice)** Communicates an understanding of the importance of health and safety routines and rules. *(Health Knowledge & Practice)**

*H.S. Example is paired with more than one South Dakota Benchmark.
**Example is not appropriate content for South Dakota Benchmark.

6. Know how to respond safely in emergency situations, such as a fire or tornado, and in the presence of strangers or dangerous objects.	Follows basic health and safety rules and responds appropriately to harmful or unsafe situations. *(Health Knowledge & Practice)** Communicates an understanding of the importance of health and safety routines and rules. *(Health Knowledge & Practice)**
	Possesses good overall health, including oral, visual, and auditory health, and is free from communicable or preventable diseases. *(Physical Health Status)***
	Participates in prevention and management of chronic health conditions and avoids toxins, such as lead. *(Physical Health Status)*
	Maintains physical growth within the Centers for Disease Control and Prevention (CDC) recommended ranges for weight by height by age. *(Physical Health Status)***
	Gets sufficient rest and exercise to support healthy development. *(Physical Health Status)*
	Eats a variety of nutritious foods. *(Health Knowledge & Practice)*
	Recognizes the importance of doctor and dentist visits. *(Health Knowledge & Practice)*
	Cooperates during doctor and dentist visits and health and developmental screenings. *(Health Knowledge & Practice)*
STANDARD 2 — Gross Motor Children engage in play and movement to develop gross (large) motor skills.	**Domain: Physical Development & Health** **Domain Elements:** **Health Knowledge & Practice:** The understanding of healthy and safe habits and practicing healthy habits. **Gross Motor Skills:** The control of large muscles for movement, navigation, and balance.
Benchmarks	**Examples**
1. Participate in play and movement activities and describe how physical activity contributes to their overall health ("Exercise helps make me strong!").	Participates in structured and unstructured physical activities. *(Health Knowledge & Practice)*

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2. Demonstrate loco-motor skills by walking, running, hopping, galloping, marching, and climbing.	Develops motor control and balance for a range of physical activities, such as walking, propelling a wheelchair or mobility device, skipping, running, climbing, and hopping. *(Gross Motor Skills)*
3. Demonstrate stability, flexibility, and balance by standing on one foot, turning, stretching, bending, rolling, balancing, stopping, jumping, and twisting.	
4. Demonstrate increasing coordination when pedaling, throwing, catching, kicking, bouncing objects, and hitting objects with racquets or paddles.	Develops motor coordination and skill in using objects for a range of physical activities, such as pulling, throwing, catching, kicking, bouncing or hitting balls, and riding a tricycle. *(Gross Motor Skills)*
5. Demonstrate increasing body strength and endurance in play and movement experiences.	
	Understands movement concepts, such as control of the body, how the body moves (such as an awareness of space and directionality), and that the body can move independently or in coordination with other objects. *(Gross Motor Skills)*
STANDARD 3 — Fine Motor Children engage in play and interesting experiences to develop fine (small) motor skills.	**Domain: Physical Development & Health** **Domain Element:** **Fine Motor Skills:** The control of small muscles for such purposes as using utensils, self-care, building, and exploring.
Benchmarks	**Examples**
1. Participate in play and movement activities that enhance fine motor development.	Manipulates a range of objects, such as blocks or books. *(Fine Motor Skills)*
2. Demonstrate eye-hand coordination through activities such as stringing large beads and completing simple puzzles.	Develops eye-hand coordination to use everyday tools, such as pitchers for pouting or utensils for eating. *(Fine Motor Skills)*
3. Practice self-help skills, such as buttoning, zipping, and snapping.	
4. Display strength and control while using a variety of manipulative materials including scissors, pencils, crayons, small toys and connecting blocks.	Develops hand strength and dexterity. *(Fine Motor Skills)* Manipulates writing, drawing, and art tools. *(Fine Motor Skills)*

*H.S. Example is paired with more than one South Dakota Benchmark.
**Example is not appropriate content for South Dakota Benchmark.

South Dakota Early Learning Guidelines and K-2 Standards for Health and Physical Education

HEALTH AND PHYSICAL DEVELOPMENT

South Dakota Early Learning Guidelines	K-2 State Standards for Health and Physical Education
STANDARD 1 — Health and Safety Children demonstrate healthy habits and safe practices.	**Health Education Standard 1-** Students will comprehend concepts related to health promotion and disease prevention to enhance health. **Health Education Standard 2-** Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors. **Health Education Standard 3-** Students will demonstrate the ability to access valid information, products and services to enhance health. **Health Education Standard 4-** Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. **Health Education Standard 5-** Students will demonstrate the ability to use decision-making skills to enhance health. **Health Education Standard 6-** Students will demonstrate the ability to use goal-setting skills to enhance health. **Health Education Standard 7-** Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. **Health Education Standard 8-** Students will demonstrate the ability to advocate for personal, family and community health.

Benchmarks	Grade-Specific Standards
1. Recognize and identify nutritious foods.	
2. Independently practice personal care and self-help skills, including washing hands brushing teeth, toileting, dressing, and eating.	7.2.1 Demonstrate healthy practices and behaviors to maintain or improve personal health. *(Health Education Standard 7)*
3. Know how and when to alert adults to dangerous situations.	4.2.4 Demonstrate ways to tell a trusted adult if threatening or harmful behaviors affect self or others. *(Health Education Standard 4)*
4. Recognize basic safety symbols, including stop signs, red lights, and poison symbols.	
5. Follow street, vehicle, and bike safety rules, such as looking both ways before crossing and using car safety seats and bike helmets.	1.2.4 List ways to prevent common childhood injuries. *(Health Education Standard 1)* 7.2.2 Demonstrate behaviors that avoid or reduce health risks. *(Health Education Standard 7)*
6. Know how to respond safely in emergency situations, such as a fire or tornado, and in the presence of strangers or dangerous objects.	4.2.3 Demonstrate ways to respond to an unwanted, threatening or dangerous situation. *(Health Education Standard 4)*
	1.2.1 Identify that healthy behaviors affect personal health. *(Health Education Standard 1)*
	1.2.2 Identify the multiple dimensions of health. *(Health Education Standard 1)*
	1.2.3 Describe ways to prevent communicable diseases. *(Health Education Standard 1)*
	1.2.5 Describe why it is important to seek health care. *(Health Education Standard 1)*
	2.2.1 Identify how the family influences personal health practices and behaviors. *(Health Education Standard 2)*
	2.2.2 Identify what the school can do to support personal health practices and behaviors. *(Health Education Standard 2)*
	2.2.3 Describe how the media can influence health behaviors. *(Health Education Standard 2)*

	3.2.1 Identify trusted adults and professionals who can help promote health. *(Health Education Standard 3)*
	3.2.2 Identify ways to locate school and community health helpers. *(Health Education Standard 3)*
	3.2.3 Explain the type of help provided by school and community health helpers. *(Health Education Standard 3)*
	4.2.1 Demonstrate healthy ways to express needs, wants, and feelings. *(Health Education Standard 4)*
	4.2.2 Demonstrate listening skills to enhance health. *(Health Education Standard 4)*
	5.2.1 Identify situations when a health-related decision is needed. *(Health Education Standard 5)*
	5.2.2 Differentiate between situations when a health-related decision can be made independently or when assistance is needed. *(Health Education Standard 5)*
	5.2.3 Describe potential consequences of health related decisions. *(Health Education Standard 5)*
	6.2.1 Identify a short-term personal health goal and take action toward achieving the goal. *(Health Education Standard 6)*
	6.2.2 Identify who can help when assistance is needed to achieve a personal health goal. *(Health Education Standard 6)*
	8.2.1 Make requests to promote personal health. *(Health Education Standard 8)*
	8.2.2 Encourage others to make positive health choices. *(Health Education Standard 8)*

STANDARD 2 — Gross Motor Children engage in play and movement to develop gross (large) motor skills.	**Physical Education Standards** **Standard/Goal One:** Students will develop competency in all fundamental movement skills and proficiency in some movement forms. **Standard/Goal Two:** Students will analyze scientific concepts and principles to understand, evaluate, and enhance movement skill acquisition and performance. **Standard Three:** Students will participate in physical activity to achieve and maintain a health enhancing level of physical fitness. **Standard Four:** Students will develop responsible and respectful personal and social behavior in physical activity settings. **Standard Five:** Students will understand that physical activity provides opportunities for enjoyment, challenge, self-expression, social interaction, and employment.
Benchmarks	**Grade-Specific Standard**
1. Participate in play and movement activities and describe how physical activity contributes to their overall health ("Exercise helps make me strong!").	a. identify components used to determine health-related fitness. *(Standard 3, Indicator 1)* b. recognize physiological indicators related to each health-related fitness component. *(Standard 3, Indicator 1)* c. recognize the difference between moderate and vigorous activity. *(Standard 3, Indicator 1)* a. understand that positive results are gained from on-going physical activity. *(Standard 3, Indicator 2)* b. recognize the healthful benefits of a specific physical activity. *(Standard 3, Indicator 2)*

	b. identify various fitness activities that contribute to personal health. *(Standard 3, Indicator 3)*
2. Demonstrate loco-motor skills by walking, running, hopping, galloping, marching, and climbing.	a. perform fundamental locomotor skills within rudimentary movement patterns. *(Standard 1, Indicator 1& 2)* b. transfer fundamental locomotor skills into simple activities and/or games. *(Standard 1, Indicator 1& 2)* c. determine the appropriateness of fundamental locomotor skills transferred into activities and/or games. *(Standard 1, Indicator 1 & 2)*
3. Demonstrate stability, flexibility, and balance by standing on one foot, turning, stretching, bending, rolling, balancing, stopping, jumping, and twisting.	a. maintain control in weight-bearing and balance activities. *(Standard 1, Indicator 3)* b. adjust body position to maintain equilibrium during simple physical activities and/or games. *(Standard 1, Indicator 3)* c. determine the appropriateness of kinesthetic adjustments made during simple movement patterns. *(Standard 1, Indicator 3)*
4. Demonstrate increasing coordination when pedaling, throwing, catching, kicking, bouncing objects, and hitting objects with racquets or paddles.	
5. Demonstrate increasing body strength and endurance in play and movement experiences.	c. participate in sustained moderate to vigorous physical activity on a routine basis. *(Standard 3, Indicator 3)*
	a. recognize that scientific principles affect movement skills. *(Standard 2, Indicator 1)* b. use scientific principles when performing movement skills. *(Standard 2, Indicator 1)* c. recognize when a desired outcome is achieved. *(Standard 2, Indicator 1)*
	a. recognize that physical, emotional, and cognitive factors affect performance. *(Standard 2, Indicator 2)* b. identify training practices that promote skill acquisition and performance. *(Standard 2, Indicator 2)* c. engage in training practices that promote skill acquisition. *(Standard 2, Indicator 2)*
	a. identify basic performance strategies used in physical activity. *(Standard 2, Indicator 3)*

	b. use basic performance strategies in various situations. *(Standard 2, Indicator 3)* c. recognize effective performance strategies within physical activity. *(Standard 2, Indicator 3)*
	c. identify and use safe, beneficial techniques in physical activity. *(Standard 3, Indicator 2)*
	a. identify school/community health-related facilities and programs. *(Standard 3, Indicator 3)*
	a. understand the importance of personal responsibility for safety in physical activity. *(Standard 4, Indicator 1)* b. recognize acceptable sportsmanship in physical activity settings. *(Standard 4, Indicator 1)* c. resolve conflicts in socially acceptable ways. *(Standard 4, Indicator 1)*
	a. understand the purposes of different roles in group activities. *(Standard 4, Indicator 2)* b. encourage one another's positive efforts in physical activity settings. *(Standard 4, Indicator 2)* c. understand the importance of being a positive leader in group settings. *(Standard 4, Indicator 2)*
	a. understand the existence of individual uniqueness in physical activity settings. *(Standard 4, Indicator 3)* b. understand why all students should be included in physical activity settings. *(Standard 4, Indicator 3)* c. recognize various aspects of diversity in physical activity settings. *(Standard 4, Indicator 3)*
	a. recognize that physical activity provides personal enjoyment. *(Standard 5, Indicator 1)* b. recognize appropriate social interaction in various physical activities. *(Standard 5, Indicator 1)* c. describe the positive feelings experienced from participating in physical activity. *(Standard 5, Indicator 1)*
	a. express feelings associated with success derived from repetition of physical activity. *(Standard 5, Indicator 2)* b. recognize the emotional, physical, and social factors associated with

	participation in physical activity. *(Standard 5, Indicator 2)* c. engage in new and challenging physical activities. *(Standard 5, Indicator 2)*
	a. identify various physical education/fitness careers in the community. *(Standard 5, Indicator 3)* b. identify skills needed to work in a physical education/fitness career. *(Standard 5, Indicator 3)* c. recognize ways people in physical education/fitness careers work with people in other jobs. *(Standard 5, Indicator 3)*
STANDARD 3 — Fine Motor Children engage in play and interesting experiences to develop fine (small) motor skills.	
Benchmarks	**Grade-Specific Standards**
1. Participate in play and movement activities that enhance fine motor development.	
2. Demonstrate eye-hand coordination through activities such as stringing large beads and completing simple puzzles.	
3. Practice self-help skills, such as buttoning, zipping, and snapping.	
4. Display strength and control while using a variety of manipulative materials including scissors, pencils, crayons, small toys and connecting blocks.	