

# Health (HLTH)

## Safety 1

Child shows increasing awareness of safety and increasingly demonstrates knowledge of safety skills

## 1 Safety 1

### Responding

- E Reacts to unpleasant events (e.g., sounds, touch) EARLIER
- L Responds to situations that feel unsafe LATER

### Exploring

- E Seeks a familiar adult in situations that feel unsafe EARLIER
- L Follows adults' guidance about basic safety practices LATER

### Building

- E Follows basic safety practices in familiar situations with adult supervision EARLIER
- M Follows basic safety practices, on own, in familiar situations, with occasional adult reminders MIDDLE
- L Anticipates the need to follow basic safety practices in various situations LATER

### Integrating

- E Demonstrates understanding of the primary features of some safety practices EARLIER
- M Demonstrates understanding of potentially safe and unsafe situations MIDDLE
- M Demonstrates safe behaviors MIDDLE
- L Communicates detailed strategies for staying safe LATER

## Understanding of Health and Wellness 2

Child shows increasing knowledge of health and the ability to respond effectively to internal cues from their body to support wellness

## 2 Understanding of Health and Wellness 2

### Exploring

- L Indicates awareness of some internal cues from the body (e.g., hunger, fatigue) LATER

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### Building

- E Communicates about some internal cues from the body **EARLIER**
  - M Demonstrates some understanding of their own feelings of wellness **MIDDLE**
  - L Takes steps to address cues from the body, including seeking adult support, some of the time **LATER**
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### Integrating

- E Demonstrates curiosity about behaviors related to health and wellness **EARLIER**
  - M Communicates understanding about causes of health and wellness, including knowledge of healthful foods **MIDDLE**
  - L Initiates wellness activities based on internal cues from the body or knowledge of classroom routines **LATER**
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## Personal Care Routines: Hygiene <sup>3</sup>

### 3 Personal Care Routines: Hygiene <sup>3</sup>

Child increasingly responds to and initiates personal care routines that support hygiene

### Responding

- E Responds in basic ways during personal care routines that involve hygiene **EARLIER**
  - L Responds in ways that demonstrate awareness of a hygiene routine **LATER**
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### Exploring

- E Anticipates one or two steps of a hygiene routine **EARLIER**
  - L Participates in own hygiene routines, with an adult **LATER**
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### Building

- E Carries out some steps of own hygiene routines, with specific adult guidance or demonstration **EARLIER**
  - M Carries out most steps of familiar hygiene routines, with occasional reminders of when or how to do them **MIDDLE**
  - L Initiates and carries out most steps of familiar hygiene routines on own **LATER**
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### Integrating

- E Initiates and completes familiar hygiene routines on own **EARLIER**
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## Personal Care Routines: Feeding <sup>4</sup>

### 4 Personal Care Routines: Feeding <sup>4</sup>

Child responds to feeding and feeds self with increasing proficiency

### Responding

- E Responds in basic ways during feeding **EARLIER**
- L Engages in the process of being fed **LATER**

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### Exploring

- E Feeds self some food items using fingers or hands **EARLIER**
  - L Explores the use of tools when feeding self, sometimes with adult support **LATER**
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### Building

- E Feeds self different types of foods, some of which may involve the use of tools **EARLIER**
  - L Serves self or others by opening packages or scooping or pouring from containers **LATER**
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### Integrating

- E Prepares simple foods to serve to self or others **EARLIER**
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## Personal Care Routines: Self-Dressing **5**

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**Child develops and refines ability to participate in and take responsibility for dressing self**

### Responding

- E Responds in basic ways during dressing **EARLIER**
  - L Responds in ways that demonstrate awareness of a dressing routine **LATER**
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### Exploring

- E Anticipates one or two steps of a dressing routine **EARLIER**
  - L Participates with adult in dressing self **LATER**
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### Building

- E Puts on clothing that is simple to manipulate, sometimes with adult assistance **EARLIER**
  - L Dresses self, but still needs assistance with parts of clothing that are particularly challenging (e.g., buttons, fasteners, zippers) **LATER**
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### Integrating

- E Dresses self, including clothing with parts that are particularly challenging (e.g., buttons, fasteners, zippers) **EARLIER**