

**Junior Kindergarten Standards**

**Health and Physical Development**

**Course Overview:** This course encompasses emerging knowledge and practices related to health, safety and nutrition that promote physical well-being.  Physical development encompasses rate of growth and muscle control (motor development). Fine motor control, or small muscle movement, refers to such abilities as manipulation of materials and tools, hand dominance, and eye-hand coordination. Gross motor control, large-muscle movement, refers to such characteristics as balance, coordination, purposeful control, locomotion, and stability of body movements and functions. Sensory integration is the neurological process of organizing the information received from the three main sensory systems- tactile, proprioceptive, and vestibular.  The tactile sense provides information to the brain primarily through the surface of the skin about the texture, shape, and size of objects in the environment. The proprioceptive sense provides information to the brain from the joints, muscles, and ligaments about where the body is in space and what they are doing. The vestibular sense provides information through the inner ear about balance and movement. When the brain integrates or organizes sensory information efficiently a child learns to respond appropriately and automatically.

**Bold standards are essential standards that all students will learn as they complete the course.**

**Unit 1 Physical Health and Well Being (180 days)**

**Description:** Children will be physically active, physically healthy, and effectively care for their physical well- being.

**Standards**

TOPIC: Self-help

1. The students will use the bathroom independently and complete process by washing hands. I.A.EL.1c-3&4 1.A.EL.3-3
2. The students will eat independently at breakfast/snack/lunch time. I.A.EL.1d3&4
3. The students will use tissues appropriately and properly disposes of tissue. I.A.EL.3-3 II.C.EL.4-2
4. The students will pick up toys and belongings. II.C.EL.2-5
5. The students will take responsibility for the placement and care of backpacks, clothing and projects. II.C.EL.3-3

TOPIC: Safety

1. **The students will follow safety rules and directions. I.A.EL.2-3&4  
   TOPIC: Nutrition and Exercise**
2. **The students will begin to understand the importance of exercise. I.A.EL.3-3**
3. **The students will begin to understand the importance of a healthy diet. I.A.EL.3-4**

**Unit 2 Motor Development (180 days)**

**Description:** Children will effectively develop the use of small and gross motor skill to advance their learning and to achieve optimal physical health.

**Standards**

Topic: Fine Motor

1. The students will participate in sensory-motor play. (I.e. beads, clay, play dough, rice, corn).1.B.EL.2-3
2. The students will use an appropriate grasp to hold writing instrument. 1.B.EL.2-4
3. The students will participate in constructive play. (I.e. blocks, puzzles, art materials) 1.B.EL.2-4
4. The students will begin to print first name legibly using lower case letters. 1.B.EL.2.5, 1.C.EL.1-3
5. The students will copy simple shapes: cross, circle, and triangle.1.B.EL.2-5
6. The students will develop strength and dexterity needed to use tools. (I.e. stapler, paper punch, hammer, scissors, writing and art tools) 1.B.EL.2-5
7. The students will use manipulatives in a variety of activities to improve hand-eye coordination. (I.e. lacing, peg boards, puzzles, Legos, beads) 1.B.EL.2-5
8. The students will use scissors to cut simple shapes: curved line, circle and triangle.1. B.EL.2-5

Topic: Gross Motor  
**1. The students will show proficiency in: walking on a line, climbing stairs with alternating feet, running, jumping, hopping, galloping and marching. 1.B. EL1b-4, 1.B. EL1a-5**

**2. The students will demonstrate the ability to throw, catch, kick and bounce a ball.1.B.EL1b-5**  
Topic: Self Help

1. The students will put on and removes outerwear independently. (I.e. hat, coat, snow pants, shoes and boots)1.A.EL.1b-3
2. The students will begin to demonstrate independence with buttons, snaps and zippers.1.A.EL1b-4

**Unit 3 Sensory Organization (180 days)**

**Description:** Children will integrate input from all sensory systems and learn to respond appropriately and automatically within their environment.

**Standards**

1. The students will use senses to take in, experience, integrate, and regulate responses to the environment.1.C.EL.1-3
2. The students will put on and removes outerwear independently. (I.e. hat, coat, snow pants, shoes and boots)1.A.EL.1b-3
3. The students will begin to demonstrate independence with buttons, snaps and zippers.1.A.EL1b-4
4. **The students will show proficiency in: walking on a line, climbing stairs with alternating feet, running, jumping, hopping, galloping and marching.1. B. EL1b-4, 1.B. EL1a-5**
5. **The students will demonstrate the ability to throw, catch, kick and bounce a ball.1. B. EL1b-5**
6. The students will begin to print first name legibly using lower case letters. 1.B.EL.2.5, 1.C.EL.1-3
7. The students will participate in sensory-motor play. (I.e. beads, clay, play dough, rice, corn)1.B.EL.2-3
8. The students will use an appropriate grasp to hold writing instrument. 1.B.EL.2-4
9. The students will participate in constructive play. (I.e. blocks, puzzles, art materials)1.B.EL.2-4
10. The students will copy simple shapes: cross, circle, and triangle.1.B.EL.2-5
11. The students will develop strength and dexterity needed to use tools. (I.e. stapler, paper punch, hammer, scissors, writing and art tools)1.B.EL.2-5
12. The students will use manipulatives in a variety of activities to improve hand-eye coordination. (I.e. lacing, peg boards, puzzles, Legos, beads)1.B.EL.2-5
13. The students will use scissors to cut simple shapes: curved line, circle and triangle.1.B.EL.2-5
14. The students will use senses to take in, experience, integrate, and regulate responses to the environment.1.C.EL.1-3
15. The students will use the bathroom independently and complete process by washing hands. I.A.EL.1c-3&4 1.A.EL.3-3
16. The students will eat independently at breakfast/snack/lunch time. I.A.EL.1d3&4
17. **The students will follow safety rules and directions. I.A.EL.2-3&4**
18. **The students will begin to understand the importance of exercise. I.A.EL.3-3**
19. The students will use tissues appropriately and properly disposes of tissue. I.A.EL.3-3 II.C.EL.4-2
20. The students will begin to understand the importance of a healthy diet. I.A.EL.3-4
21. The students will pick up toys and belongings. II.C.EL.2-5
22. The students will take responsibility for the placement and care of backpacks, clothing and projects. II.C.EL.3-3
23. **The student will use Social Competence - engages in social problem solving behavior and learns to resolve conflict II.C.EL.4**