

**Desired Results Developmental Profile–Kindergarten (DRDP-K)
Correspondence to California Learning Standards:
Health (HLTH) and the Content Standards for California Public Schools–
Kindergarten**

The Health (HLTH) domain of the DRDP-K is aligned with major parts of the Health Education Content Standards for California Public Schools–Kindergarten, as well as to a number of Physical Education Content Standards for California Public Schools–Kindergarten. The alignment is substantive rather than organizational. In other words, rather than a simple, one-to-one correspondence between individual DRDP-K measures and individual Content Standards, alignment can be seen when looking across groups of measures and standards. The content of some individual measures corresponds to that of multiple standards, while in other cases several measures address the content of an individual standard.

In cases where there is a lack of alignment (specific instances are listed below the table), the HLTH DRDP-K measures do not cover concepts described in the Health Education Content Standards. Most of those concepts pertain to personal safety (e.g., identification of inappropriate touching, strangers, weapons, and sun safety strategies). See the correspondence table for the Physical Development domain of the DRDP-K for additional alignment to the Physical Education Content Standards.

**Correspondence between the DRDP-K Instrument and
the Content Standards for California Public Schools–Kindergarten**

DRDP-K Measure	Content Standards for California Public Schools–Kindergarten	Measure Corresponds with Content Standards in the Following Ways:
<p>HLTH 1: Safety</p> <p>Definition: Child shows awareness of safety and increasingly demonstrates knowledge of safety skills when participating in daily activities</p>	<p>Health Education Content Standards</p> <p><u>Injury Prevention and Safety</u></p> <p>Standard 1: Essential Concepts</p> <p>1.1.S Identify safety rules for the home, the school, and the community.</p> <p>1.2.S Identify emergency situations.</p> <p>1.3.S Explain ways to stay safe when riding in a bus or other vehicle.</p> <p>1.6.S Describe school rules about getting along with others.</p>	<p>Child demonstrates the ability to identify unsafe situations and communicate to others about how to stay safe (Standards 1.1.S–1.3.S, 1.6.S).</p>

DRDP-K Measure	Content Standards for California Public Schools–Kindergarten	Measure Corresponds with Content Standards in the Following Ways:
<p>HLTH 1: Safety (continued)</p> <p>Definition: Child shows awareness of safety and increasingly demonstrates knowledge of safety skills when participating in daily activities</p>	<p>Standard 1: Essential Concepts (continued)</p> <p>1.8.S Identify ways to stay safe when crossing streets, riding a bicycle, or playing.</p> <p>1.9.S Recognize that anything may be poisonous or cause harm if used unsafely.</p> <p>1.11.S Demonstrate how to ask trusted adults for help.</p> <p>Standard 7: Practicing Health-Enhancing Behaviors</p> <p>7.1.S Follow rules for safe play and safety routines.</p> <p>7.2.S Show how to cross the street safely.</p> <p><u>Mental, Emotional, and Social Health</u></p> <p>Standard 8: Health Promotion</p> <p>8.1.M Encourage others when they engage in safe and healthy behaviors.</p>	<p>Child demonstrates the ability to identify unsafe situations and communicate to others about how to stay safe (Standards 1.8.S, 1.9.S, 1.11.S).</p> <p>Child demonstrates an increasing ability to follow safety rules during play and routines (Standards 7.1.S, 7.2.S).</p> <p>Child develops the ability to communicate safety practices to others (Standard 8.1.M).</p>
<p>HLTH 2: Personal Care Routines</p> <p>Definition: Child understands, responds to, and initiates personal care routines and shows increasing knowledge and skills of how and when to apply them</p>	<p>Health Education Content Standards</p> <p><u>Mental, Emotional, and Social Health</u></p> <p>Standard 8: Health Promotion</p> <p>8.1.M Encourage others when they engage in safe and healthy behaviors.</p> <p><u>Personal and Community Health</u></p> <p>Standard 1: Essential Concepts</p> <p>1.1.P Identify effective dental and personal hygiene practices.</p> <p>1.3.P Define “germs.”</p> <p>1.4.P Explain why the transmission of germs may be harmful to health.</p>	<p>Child demonstrates to others how to carry out personal care routines (Standard 8.1.M).</p> <p>Child develops the ability to explain the importance of personal care routines for health, such as preventing the transmission of germs (Standards 1.1.P, 1.3.P, 1.4.P).</p>

DRDP-K Measure	Content Standards for California Public Schools–Kindergarten	Measure Corresponds with Content Standards in the Following Ways:
<p>HLTH 2: Personal Care Routines (continued)</p> <p>Definition: Child understands, responds to, and initiates personal care routines and shows increasing knowledge and skills of how and when to apply them</p>	<p>Standard 7: Practicing Health-Enhancing Behaviors</p> <p>7.1.P Show effective dental and personal hygiene practices.</p> <p>7.2.P Demonstrate ways to prevent the transmission of germs (e.g., washing hands, using tissues).</p>	<p>Child completes personal care routines in ways that prevent transmission of germs (Standards 7.1.P, 7.2.P).</p>
<p>HLTH 3: Active Physical Play</p> <p>Definition: Child engages in physical activities with increasing endurance and intensity</p>	<p>Health Education Content Standards</p> <p><u>Nutrition and Physical Activity</u></p> <p>Standard 1: Essential Concepts</p> <p>1.3.N Describe the benefits of being physically active.</p> <p>Standard 5: Decision Making</p> <p>5.1.N Describe ways to participate regularly in active play and enjoyable physical activities.</p>	<p>Child demonstrates an understanding of the health benefits gained from physical activity (Standard 1.3.N).</p> <p>Child describes ways to engage in active play (Standard 5.1.N).</p>

DRDP-K Measure	Content Standards for California Public Schools–Kindergarten	Measure Corresponds with Content Standards in the Following Ways:
<p>HLTH 3: Active Physical Play (continued)</p> <p>Definition: Child engages in physical activities with increasing endurance and intensity</p>	<p>Physical Education Content Standards</p> <p>Standard 3: Students assess and maintain a level of physical fitness to improve health and performance.</p> <p><i>Fitness Concepts</i></p> <p>3.1 Participate in physical activities that are enjoyable and challenging.</p> <p><i>Aerobic Capacity</i></p> <p>3.2 Participate three to four days each week in moderate to vigorous physical activities that increase breathing and heart rate.</p> <p><i>Muscular Strength/Endurance</i></p> <p>3.3 Hang from overhead bars for increasing periods of time.</p> <p>3.4 Climb a ladder, jungle gym, or apparatus.</p> <p><i>Body Composition</i></p> <p>3.6 Sustain continuous movement for increasing periods of time while participating in moderate to vigorous physical activity.</p> <p><i>Assessment</i></p> <p>3.7 Identify indicators of increased capacity to participate in vigorous physical activity.</p>	<p>Child regularly engages in active physical play, with increasing endurance and muscular strength (Standards 3.1–3.4, 3.6–3.7).</p>

DRDP-K Measure	Content Standards for California Public Schools–Kindergarten	Measure Corresponds with Content Standards in the Following Ways:
<p>HLTH 3: Active Physical Play (continued)</p> <p>Definition: Child engages in physical activities with increasing endurance and intensity</p>	<p>Standard 4: Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.</p> <p><i>Fitness Concepts</i></p> <p>4.1 Identify physical activities that are enjoyable and challenging.</p> <p><i>Aerobic Capacity</i></p> <p>4.5 Explain that physical activity increases the heart rate.</p> <p>Standard 5: Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.</p> <p><i>Self-Responsibility</i></p> <p>5.2 Participate willingly in physical activities.</p> <p><i>Social Interaction</i></p> <p>5.3 Demonstrate the characteristics of sharing in a physical activity.</p> <p><i>Group Dynamics</i></p> <p>5.5 Participate as a leader and a follower during physical activities.</p>	<p>Child communicates an understanding of the benefits of active physical play (Standards 4.1, 4.5).</p> <p>Child participates in active physical play with others (Standards 5.2, 5.3, 5.5).</p>

<p>DRDP-K Measure</p>	<p>Content Standards for California Public Schools–Kindergarten</p>	<p>Measure Corresponds with Content Standards in the Following Ways:</p>
<p>HLTH 4: Nutrition</p> <p>Definition: Child demonstrates increasing knowledge about nutrition and healthful food choices</p>	<p>Health Education Content Standards</p> <p><u>Nutrition and Physical Activity</u></p> <p>Standard 1: Essential Concepts</p> <p>1.1.N Name a variety of healthy foods and explain why they are necessary for good health.</p> <p>1.2.N Identify a variety of healthy snacks.</p> <p>1.4.N Recognize the importance of a healthy breakfast.</p> <p>Standard 2: Analyzing Influences</p> <p>2.1.N Recognize that not all products advertised or sold are good for them.</p> <p>Standard 7: Practicing Health-Enhancing Behaviors</p> <p>7.1.N Select nutritious snacks.</p> <p>7.2.N Plan a nutritious breakfast.</p> <p>7.3.N Choose healthy foods in a variety of settings.</p> <p>Physical Education Content Standards</p> <p>Standard 4: Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.</p> <p><i>Fitness Concepts</i></p> <p>4.2 Describe the role of water as an essential nutrient for the body.</p> <p>4.3 Explain that nutritious food provides energy for physical activity.</p>	<p>Child communicates understanding of the healthfulness of various foods and the importance of eating a balanced diet (Standards 1.1.N, 1.2.N, 1.4.N).</p> <p>Child communicates understanding of the healthfulness of different food choices (Standard 2.1.N).</p> <p>Child communicates the importance of eating healthful foods (Standards 7.1.N–7.3.N).</p> <p>Child communicates understanding of the importance of diet and nutrients for health (Standards 4.2–4.3).</p>

DRDP-K Measure	Content Standards for California Public Schools–Kindergarten	Measure Corresponds with Content Standards in the Following Ways:
<p>HLTH 5: Knowledge of Wellness</p> <p>Definition: Child shows and communicates increasing knowledge of the body and ways to take care of it</p>	<p>Health Education Content Standards</p> <p><u>Injury Prevention and Safety</u></p> <p>Standard 3: Accessing Valid Information</p> <p>3.1.S Identify trusted adults who can help in emergency situations.</p> <p><u>Personal and Community Health</u></p> <p>Standard 3: Accessing Valid Information</p> <p>3.1.P Identify health care workers who can help promote healthy practices.</p> <p>Standard 4: Interpersonal Communication</p> <p>4.1.P Demonstrate how to ask for assistance with a health-related problem.</p>	<p>Child recognizes that adults can help in the event of a physical problem (Standard 3.1.S).</p> <p>Child shows understanding of how adults, including health professionals, promote children’s health (Standard 3.1.P).</p> <p>Child communicates about health problems and possible causes of them (Standard 4.1.P).</p>

DRDP-K Measure	Content Standards for California Public Schools–Kindergarten	Measure Corresponds with Content Standards in the Following Ways:
<p>HLTH 5: Knowledge of Wellness (continued)</p> <p>Definition: Child shows and communicates increasing knowledge of the body and ways to take care of it</p>	<p>Physical Education Content Standards</p> <p>Standard 4: Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.</p> <p><i>Aerobic Capacity</i></p> <p>4.4 Identify the location of the heart and explain that it is a muscle.</p> <p>4.6 Identify the location of the lungs and explain the role of the lungs in the collection of oxygen.</p> <p><i>Muscular Strength/Endurance</i></p> <p>4.7 Explain that strong muscles help the body to climb, hang, push, and pull.</p> <p>4.8 Describe the role of muscles in moving the bones.</p> <p><i>Body Composition</i></p> <p>4.10 Explain that the body is composed of bones, organs, fat, and other tissues.</p>	<p>Child communicates understanding of internal body parts and functions in relation to health (Standards 4.4, 4.6–4.8, 4.10).</p>

Health Education Content Standards not addressed by DRDP-K (2015) HLTH domain

- **Nutrition and Physical Activity, Standard 4: Interpersonal Communication**
 - 4.1.N Explain how to ask family members for healthy food options.
- **Growth and Development, Standard 1: Essential Concepts**
 - 1.1.G Explain that living things grow and mature. (see COG: SCI 4)
 - 1.2.G Describe their own physical characteristics. (see SED 1)
 - 1.3.G Name ways in which people are similar and ways in which they are different. (see SED 1)
 - 1.4.G Identify trusted adults who promote healthy growth and development (e.g., physicians, nurses, dentists, and optometrists).
 - 1.5.G Name body parts and their functions.
 - 1.6.G Name and describe the five senses.

- **Injury Prevention and Safety, Standard 1: Essential Concepts**
 - 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.
 - 1.7.S Recognize the characteristics of bullying.
 - 1.10.S Identify people who are strangers and how to avoid contact with strangers.
 - 1.12.S Define and explain the dangers of weapons.
 - 1.13.S Explain the importance of telling a trusted adult if you see or hear about someone having a weapon.
- **Injury Prevention and Safety, Standard 4: Interpersonal Communication**
 - 4.1.S Demonstrate how to ask a trusted adult for help or call 9-1-1.
 - 4.2.S Show how to answer the phone in a safe way.
- **Injury Prevention and Safety, Standard 5: Decision Making**
 - 5.1.S Identify situations when it is necessary to seek adult help or call 9-1-1.
 - 5.2.S Role-play what to do if a stranger at home, in a car, or on the street approaches you.
- **Injury Prevention and Safety, Standard 8: Health Promotion**
 - 8.1.S Show how to tell a trusted adult when you or a friend find a weapon.
- **Mental, Emotional, and Social Health, Standard 1: Essential Concepts**
 - 1.1.M Identify a variety of emotions. (see SED 1 and 2)
 - 1.2.M Describe the characteristics of families. (see SED 1 and HSS 1)
 - 1.3.M Identify trusted adults at home and at school.
 - 1.4.M Describe characteristics that make each individual unique. (see SED 1 and 2)
 - 1.5.M Describe and practice situations when it is appropriate to use “Please,” “Thank you,” “Excuse me,” and “I’m sorry.”
- **Mental, Emotional, and Social Health, Standard 2: Analyzing Influences**
 - 2.1.M Identify ways family and friends help promote well-being.
- **Mental, Emotional, and Social Health, Standard 3: Accessing Valid Information**
 - 3.1.M Identify trusted adults at home and at school who can help with mental and emotional health concerns.
- **Mental, Emotional, and Social Health, Standard 6: Goal Setting**
 - 6.1.M Make a plan to help family members at home.
- **Personal and Community Health, Standard 1: Essential Concepts**
 - 1.2.P Describe sun-safety practices.
 - 1.5.P Identify practices that are good for the environment, such as turning off lights and water, recycling, and picking up trash. (see HSS 3)