

COMPARISON: HEAD START CHILD OUTCOMES FRAMEWORK, MARYLAND MODEL FOR SCHOOL READINESS, AND MARYLAND GUIDELINES FOR HEALTHY CHILD DEVELOPMENT AND CARE

<p align="center">MARYLAND GUIDELINES FOR HEALTHY CHILD DEVELOPMENT AND CARE (MDHCD) Age 3</p>	<p align="center">HEAD START CHILD OUTCOMES FRAMEWORK (HS) For exiting Head Start children</p>	<p align="center">Maryland Model for School Readiness (MMSR) For exiting pre-kindergarten children</p>
<p align="center">Physical Development and Health</p>	<p align="center">Physical Development and Health</p>	<p align="center">Physical Development and Health</p>
	<p align="center">Health Status and Practices</p> <ul style="list-style-type: none"> • Progresses in physical growth, strength, stamina, and flexibility 	<p>1.0 Exercise Physiology – Students will demonstrate the ability to use scientific principles to design and participate in regular, moderate to vigorous physical activity program that contributes to personal health and enhances cognitive and physical performance on a variety of academic, recreational and life tasks.</p> <p align="center">Exercise Physiology</p> <ol style="list-style-type: none"> 1. Identify and demonstrate the effects of physical activity on the body systems <ol style="list-style-type: none"> a. Locate the heartbeat after vigorous exercise 2. Explore the components of the frequency, intensity, type, and time (FITT) principle using physical activity <ol style="list-style-type: none"> a. Explore various movements through play 3. Explore and identify the components that relate to fitness activities <ol style="list-style-type: none"> a. Explore and identify a variety of physical activities 4. Investigate the benefits of physical activity <ol style="list-style-type: none"> a. Identify physical benefits of exercise

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		<p>2.0 Biochemical Principles – Students will demonstrate an ability to use the principles of biomechanics to generate and control force to improve their movement effectiveness and safety.</p> <p style="text-align: center;">Biomechanical Principles</p> <ol style="list-style-type: none"> 1. Experience movement through play <ol style="list-style-type: none"> a. Shows various forms of movement during play 2. Experience the concept of balance through play <ol style="list-style-type: none"> a. Show how to balance <p>3.0 Social Psychological Principles – Students will demonstrate the ability to use skills essential for developing self-efficacy, fostering a sense of community, and working effectively with others in physical activity settings.</p> <p style="text-align: center;">Social Psychological Principles</p> <ol style="list-style-type: none"> 1. Develops an understanding of effort and improvement <ol style="list-style-type: none"> a. Participates in a variety of activities in order to experience continued success through practice b. Experiences continued success through practice 2. Work effectively with others in physical activity settings <ol style="list-style-type: none"> a. Experiences collaborative effort by imitating socially acceptable behaviors Cooperation, Respect (self, space, others); Responsibility; Sportsmanship 3. Build relationships to develop a sense of community within the class <ol style="list-style-type: none"> a. Identifies the meaning of the word caring

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<p>Use Large Mule Coordination to Move and Play</p> <p>Moves with confidence and stability, coordinating movements to accomplish simple tasks</p> <ul style="list-style-type: none"> • Climbs stairs on the climber with alternating feet without holding on • Pushes his feet and bends his knees to make the see - saw work • Walks forward on the wide balance beam • Hops across to the other side when playing Red Rover • Makes the big wheel toy spin around • Goes over, under, around and through on an obstacle course • Begins to “pump” on the swings after someone has gotten him started • Stands and hops on one foot for a few seconds 	<p>Physical Health Gross Motor Skills</p> <ul style="list-style-type: none"> • Shows increasing levels of proficiency, control, and balance in walking, climbing, running, jumping, hopping, skipping, marching and galloping • Demonstrates increasing abilities to coordinate movements in throwing, catching, kicking, bouncing balls, and using the slide and swing. 	<p>4.0 Motor Learning Principles – Students will demonstrate the ability to use motor skill principles to learn and develop proficiency through frequent practice opportunities in which skills are repeatedly performed correctly in a variety of situations.</p> <p>Motor Learning</p> <ol style="list-style-type: none"> 1. Experiences a variety of play situations <ol style="list-style-type: none"> a. Experiences a variety of age appropriate activities that include walking, hoping, jumping, etc. 2. Improve performance through positive feedback <ol style="list-style-type: none"> a. Use verbal and visual cues to improve personal performance
	<p>Health Status</p> <ul style="list-style-type: none"> • Participates actively in games, outdoor play, and other forms of exercise that enhances physical fitness 	<p>5.0 Physical Activity – Students will demonstrate the ability to use the principles of exercise physiology, social psychology, and biomechanics to design and adhere to a regular, personalized, purposeful program of physical activity consistent with their health, performance, and fitness goals in order to gain health and cognitive/academic benefits.</p> <p>Physical Activity*</p> <p><small>*Relates to prekindergarten-grad 8 Voluntary State Curriculum</small></p>

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<p align="center">Small Muscle</p> <p>Develop finger skills through many forms of play</p> <ul style="list-style-type: none"> • Begin to grasp with a finger grasp, but revert to a whole fist grasp at times • Use the Duplo blocks to build more recognizable objects such as cars, and houses • Stack the Lincoln Logs to make a house after being shown how by a teacher • Fill and dump several cups of sand using a shove • Make a snowman out of play dough <p align="center">Care for More of His Own needs</p> <p>Accomplish self-help and housekeeping task with reminders</p> <ul style="list-style-type: none"> • Spreads icing on his gingerbread man with Popsicle stick • Sorts socks for mom, putting together the ones that match • Takes care of his own toileting needs • Puts on his own coat, hat and mitten 	<p align="center">Fine Motor</p> <ul style="list-style-type: none"> • Develops growing strength, dexterity, and control needed to use tools such as scissors, paper punch, stapler, and hammer • Grows in hand-eye coordination in building with blocks, putting together puzzles, reproducing shapes and patterns, stringing beads, and using scissors. • Progresses in abilities to use writing, drawing, and art tools including pencils, markers, chalk, paint brushes, and various types of technology. 	<p>6.0 Skillfulness – Students will demonstrate the ability to enhance their performance of a variety of physical skills by developing fundamental movement skills, creating original skills combinations, combing skills effectively in skill themes, and apply skills.</p> <p align="center">Skillfulness</p> <ol style="list-style-type: none"> 1. Explores and experiences fundamental movement skills <ol style="list-style-type: none"> a. Explores spatial awareness (general and self space, levels, directions, pathways) b. Explores a variety of locomotor skills such walking, galloping, running, skipping, hopping, sliding, jumping, and leaping 2. Develops creative movement skills <ol style="list-style-type: none"> a. Identifies body parts and explores how they move b. Explores shapes through movement (curved, twisted, narrow, and wide) 3. Explores and experiences skill themes <ol style="list-style-type: none"> a. Explore throwing a variety of levels b. Tracks a self thrown object c. Demonstrates striking a light weight objects with different body parts d. Explores balancing on a variety of body parts..

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		<p>1.0 Mental and Emotional Health 2.0 Alcohol, Tobacco, and other Drugs 3.0 Personal and Consumer Health 4.0 Family Life and Human Sexuality</p>
	<p align="center">Health Status and Practice</p> <ul style="list-style-type: none"> • Builds awareness and ability to follow basic health and safety rules such as fire safety, traffic and pedestrian safety, and responding appropriately to potentially harmful objects, substances, and activities 	<p>5.0 Safety and injury prevention – Student will demonstrate the ability to apply prevention and intervention knowledge, skills, and processes to promote safe living in the home, school, and community.</p> <p align="center">Safety and Injury Prevention</p> <p>1. Recognizes how to respond appropriately to emergency situations a. Identifies how to respond to an emergency (3.g. present different situation) tell an adult, call 911</p>
	<p align="center">Health Status and Practices</p> <ul style="list-style-type: none"> • Shows growing independence in hygiene, nutrition, and personal care when eating, dressing, washing hands, brushing teeth, and toileting. 	<p>6.0 Health Education – Students will demonstrate the ability to use nutrition and fitness knowledge, skills, and strategies to promote a healthy lifestyle</p> <p align="center">Nutrition and Fitness</p> <p>1. Students will identify the relationship between food and the senses a. Recognizes that foods have different tastes (sweet, sour, bitter, salty) 2. Tells the relationship between food and health a. Tells why the body needs food and health (growth).</p>

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