


Health Curriculum – Grades 3 – 5

Rvsd. October 2007

| 1.0 Hygiene | | Promote the importance of daily personal grooming. | | |
|---|---|---|---|--|
| | 1.0 | 1.02 - | 1.03 | 1.04 |
| Third Grade The student will: | Review habits of personal grooming and their effects on physical health | Explain some characteristics of bacteria | Explain some ways the immune system fights off disease | |
| Fourth Grade The student will: | Review habits of personal grooming and their effects on physical health | Compare and contrast, congenital, communicable, and other diseases. | | |
| Fifth Grade <i>Physical Health</i> The student will: | Personal Health – Healthy Bodies Cultural expectations for grooming, cleanliness, and physical appearance | Personal Health – Healthy Bodies Explain how to practice proper care of eyes, skin, teeth, and whole body | Personal Health – Healthy Bodies Identify the importance of medical, dental, and vision check-ups | Personal Health – Healthy Bodies Identify the importance of physical exercise as a daily routine |

| 2.0 Nutrition | | Food Pyramid | | | | |
|--|--|---|--|---|--|---|
| | 2.01 | 2.02 | 2.03 | 2.04 | 2.05 | 2.06 |
| Third Grade <i>Identify healthy eating habits in relation to the food pyramid</i> The student will: | Introduce concepts of nutrients in food and specific body needs. | Discuss consequences of different types of nutritional choices. | Develop an awareness of media influences on nutritional choices. | Give examples of sedentary activities and lifestyle, which promote good health. | Predict outcomes of positive health decisions about sleep and rest | Apply understanding of food types and serving portions to describe meals that comply with the USDA recommend Food Guide |
| Fourth Grade The student will: | Identify nutritional components for each food group represented in the food pyramid. | Identify how the body assimilates minerals and nutrients | Demonstrate techniques for developing strong muscles, heart, and lungs and increasing endurance and flexibility. | Explain why water is so important. | Examine personal eating habits and set healthy eating goals. |  |
| Fifth Grade The student will: | Identify the importance of carbohydrates, fats, and sugars in a daily diet | Define “calories” and metabolism and discuss the importance of calories in your daily diet. | Compare calories in various foods by reading nutritional facts on food labels | Identify the various convenience and fast foods and compare the nutritional value by reading facts on food labels | Describe healthy eating habits by identifying the contents of the food pyramid and the Alaska food pyramid | |

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| 3.0 Physical and Mental Well-Being | | | | | | | |
|---|---|---|--|--|---|--|--|
| | 3.01 | 3.02 | 3.03 | 3.04 | 3.05 | 3.06 | 3.07 |
| Third Grade Mental Health The student will: | Self Awareness Discuss the importance of one's own uniqueness and develop a healthy self- image | Self Awareness Discuss moods and emotions and how they affect you and others. | Self Awareness Identify behaviors that build self-esteem | Self Awareness Practice making responsible decisions and choosing safe and healthy behaviors with others | Personal Well-Being Discuss what a child can do if someone makes them feel uncomfortable, physically ad/or emotionally. | Personal Well-Being Identify members of a child's support system and encourage communication. | |
| Fourth Grade Mental Health The Student will: | Self-Awareness Discuss importance of one's own uniqueness and developing a healthy self-image | Self-Awareness Discuss moods and emotions and how they affect you and others | Personal Well-being Discuss what a child can do if someone makes them feel uncomfortable, physically or emotionally. | Personal Well-being Identify members of a child's support system and encourage communication | Personal Well-being Recognize the symptoms of stress and explain ways to deal with stress | Personal Well-being Identify peer pressure situations and practice refusal skills to enhance health. | Personal Well-beir Recognize and resq appropriately to gro clique, and gang be health. |
| Fifth Grade <i>Social and Emotional Health</i> The student will: | Identify ways to monitor, manage and control one's own behavior | Develop and practice behaviors that promote self-esteem | Identify and practice skills for avoiding and responding to situations that are unhealthy. | Describe social, emotional and physical problems associated with puberty. | Describe the influences that hormones have in the development of mental health. | | |

| 4.0 Safety and Accident Prevention | | | | | | |
|--|--|---|--|--|---|--|
| | 4.01 | 4.02 | 4.03 | 4.04 | 4.05 | |
| Third Grade Explain the importance of First Aid The Student will: | Demonstrate simple First aid procedures for minor injuries and choking | Introduce the concepts of blood-related diseases, (Aids, hepatitis, etc.) | Review Bike Safety, and for pedestrian safety | Choose behaviors to reduce injury and violence, including safe behavior around animals. | Devise a plan to protect yourself in potentially dangerous situations including fires. | |
| Fourth Grade <i>Recognize the possible sources of major injuries, how to avoid</i> | Identify potentially dangerous situations and blood-related diseases (aids, hepatitis, etc.) | Demonstrate correct responses to emergency situations. | Identify local sources for emergency situations. | Demonstrate concepts of cyber security and personal online safety and know about cyber bullying. | Review and analyze and demonstrate the rules for firearm safety, fire safety, and outdoor safety. | |

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| 6.0 Human Growth | | | | | | | | |
|---|---|---|--|---|--|--|--|--|
| | 6.1 | 6.2 | 6.3 | 6.4 | | | | |
| Third Grade | Identify names of major human body parts | | | | | | | |
| Fourth Grade | Identify functions of major human body parts. | | | | | | | |
| Fifth Grade The student will: | Describe the process of change during Puberty | Become familiar with the functions of the endocrine glands which influence the human growth and development | Compare asexual and sexual fertilization as they pertain it plants, animals and humans | Know and describe the developmental functions of the female and male reproductive systems | | | | |

| 7.0 Consumer and Environmental Health | | | | | | | | |
|---|---|--|---|--|---|--|--|--|
| | 7.1 | 7.2 | 7.3 | 7.4 | 7.5 | 7.6 | | |
| Fifth Grade <i>Consumer Health: What factors influence us as consumers?</i> <i>Environmental Health: How does human behavior create environmental change?</i> The student will: | Consumer Health Analyze media, advertising, and internet information for accuracy and relevance. | Consumer Health Examine the impact of media on body image | Consumer Health Identify the criteria for selecting a consumer product and evaluate the product's safety and health aspects. (Sexual content, violence and video games). | Consumer Health Analyze how health related decisions are influenced by community values and resource. | Environmental Health Explain why humans have an enormous effect on other living things | Environmental Health Describe the role of the E.P.A. and their agencies in establishing and monitoring quality standards related to use of soil, air and water. | | |

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| <p>Grains Make half your grains whole</p> | <p>Start smart with breakfast. Look for whole-grain cereals.</p> <p>Just because bread is brown doesn't mean it's whole-grain. Search the ingredients list to make sure the first word is "whole" (like "whole wheat").</p> | <p>Vegetables Vary your veggies</p> | <p>Color your plate with all kinds of great-tasting veggies.</p> <p>What's green and orange and tastes good? Veggies!</p> <p>Go dark green with broccoli and spinach, or try orange ones like carrots and sweet potatoes.</p> | <p>Fruits Focus on fruits</p> | <p>Fruits are nature's treats – sweet and delicious.</p> <p>Go easy on juice and make sure it's 100%.</p> | <p>Milk Get your calcium-rich foods</p> | <p>Move to the milk group to get your calcium. Calcium builds strong bones.</p> <p>Look at the carton or container to make sure your milk, yogurt, or cheese is lowfat or fat-free.</p> | <p>Meat & Beans Go lean with protein</p> | <p>Eat lean or lowfat meat, chicken, turkey, and fish. Ask for it baked, broiled, or grilled – not fried.</p> <p>It's nutty, but true. Nuts, seeds, peas, and beans are all great sources of protein, too.</p> |
| <p>For an 1,800-calorie diet, you need the amounts below from each food group. To find the amounts that are right for you, go to MyPyramid.gov.</p> | | <p>Eat 2 1/2 cups every day</p> | <p>Eat 1 1/2 cups every day</p> | <p>Get 3 cups every day; for kids ages 2 to 8, it's 2 cups</p> | <p>Eat 5 oz. every day</p> | | | | |

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