

RSU 54/MSAD 54 Health Curriculum

Content Area: Health & PE

MLR Span: K-2

MLR Content Standard: A. Health Concepts: Students comprehend concepts related to health promotion and disease prevention to enhance health.

Performance Indicators and Descriptor(s)	Grade Level/ Objectives	Instructional Resources/ Activities/Assessments
<p>A1 Healthy Behaviors and Personal Health</p> <p>Students recognize that healthy behaviors impact personal health.</p>	<p>Grade K</p> <ol style="list-style-type: none"> 1. Identify a variety of healthy snack and beverage choices and explain how they contribute to our personal health. 2. Explain why hygiene is important to good health. 3. Explain daily routines for keeping clean. 4. Explain how to avoid getting and spreading the common cold. 5. Explain how sleep and rest are important for proper growth and good health. 6. Explain safe behaviors when getting on, off and riding a school bus. 7. Explain the importance of using a safety belt and safety seats while riding in a motor vehicle. 8. State how you become a safe pedestrian, including avoiding strangers. 	<p>CSHE pages 421-424 Healthful Foods Help Me Grow</p> <p>See also C1</p> <p>CSHE pages 431-433 Your Germs are Spreading</p> <p>Glow Bag (from nurse)</p> <p>CHSE pages 425-427 A Restful Experience</p> <p>DVD <i>I'm Safe! Walk With Me</i></p> <p>CSHE pages 439-441 Avoid That Car</p>

<p>A2 Dimensions of Health</p> <p>Students recognize that there are multiple dimensions of health.</p>	<p>Grade 2</p> <ol style="list-style-type: none"> 1. Describe what it means to be healthy (physical, mental, emotional, and social). 	<p>CSHE pages 472-474 Physical Stress</p> <p>See also C3</p>
<p>A3 Diseases/Other Health Problems</p> <p>Students describe the transmission and prevention of common childhood communicable diseases.</p>	<p>Grade 2</p> <ol style="list-style-type: none"> 2. Name at least two different kinds of germs. 3. Explain routines for healthy living that make it harder for germs to spread. 4. Explain how proper hand washing affects personal health. 	<p>CHSE pages 490-491 Your Handshake is Glittering</p> <p>Glow Bag (from Nurse)</p>
<p>A4 Environment and Personal Health</p> <p>Students describe ways a safe and healthy school environment can promote personal health.</p>	<p>Grade 1</p> <ol style="list-style-type: none"> 1. Explain ways to be a good friend. 	<p>CSHE pages 445-446 One, Two, a Friend for You</p>
<p>A6 Basic Health Concepts</p> <p>Students identify basic health terms related to family life; nutrition; personal health; safety and injury prevention; and, tobacco, alcohol, and other drug use prevention.</p>	<p>Grade 1</p> <ol style="list-style-type: none"> 1. Explain ways to keep our earth clean and why it is important to take care of our earth. 	<p>CSHE pages 467-468 Messy Things</p>
<p>A6 Basic Health Concepts</p> <p>Students identify basic health terms related to family life; nutrition; personal health; safety and injury prevention; and, tobacco, alcohol, and other drug use prevention.</p>	<p>Grade 2</p> <ol style="list-style-type: none"> 1. Describe how to be more environmentally friendly. 	<p>CSHE pages 495-496 That's a Litter Bit Better</p>
<p>A6 Basic Health Concepts</p> <p>Students identify basic health terms related to family life; nutrition; personal health; safety and injury prevention; and, tobacco, alcohol, and other drug use prevention.</p>	<p>Grade 2</p> <ol style="list-style-type: none"> 1. Classify foods using MyPlate. 2. Demonstrate appropriate serving sizes. 	<p>CSHE pages 480-482 MyPlate Relay</p>

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MLR Content Standard: B. Health Information, Products and Services: Students demonstrate the ability to access valid health information, services, and products to enhance health.

Performance Indicators and Descriptor(s)	Grade Level/ Objectives	Instructional Resources/ Activities/Assessments
<p>B1 Validity of Resources</p> <p>Students identify trusted adults and professional who can help promote health.</p>	<p>Grade K</p> <ol style="list-style-type: none"> 1. Identify trusted adults (safety helpers) that you can get help from when sick or hurt. (<i>i.e., firefighters, school nurse, dental professional, teachers, parents, etc.</i>) 	<p>CSHE pages 434-435 Protectors</p>
<p>B2 Locating Health Resources</p> <p>Students identify ways to locate school and community health helpers</p>	<p>Grade 1</p> <ol style="list-style-type: none"> 1. Practice asking for help (911) by saying your name, address and phone number. 2. Explain procedures for fire safety. 	<p>CSHE pages 469-470 Staying Below the Smoke Line</p> <p>Local Fire Department</p> <p>See also C2</p>

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MLR Content Standard: C. Health Promotion and Risk Reduction: Students demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Performance Indicators and Descriptor(s)	Grade Level/ Objectives	Instructional Resources/ Activities/Assessments
<p>C1 Health Practices and Behaviors</p> <p>Students demonstrate age-appropriate healthy practices to maintain or improve personal health.</p> <ul style="list-style-type: none"> a. Choose healthy foods b. Demonstrate personal hygiene skills, including hand washing. 	<p>Grade K</p> <p>A</p> <ul style="list-style-type: none"> 1. Identify and distinguish between healthful and less healthful foods. 2. Explain how healthful food plays a role in developing and maintaining a healthy body and mind. <p>Grade 1</p> <p>A</p> <ul style="list-style-type: none"> 1. List a variety of healthful and less healthful foods, and their effects upon the body. 2. Describe body signals that tell people when they are hungry and when they are full. 3. Identify the benefits of drinking plenty of water. <p>B</p> <ul style="list-style-type: none"> 1. Describe the proper steps for daily brushing and flossing teeth. 	<p>CSHE pages 421-424 Healthful Foods Help Me Grow</p> <p>See also A1</p> <p>CSHE pages 450-453 Healthful Food Grab Bag</p> <p>Students can combine data on what they drink during the week to make a graph. Students can identify the healthy vs. unhealthy drinks.</p> <p>CSHE pages 454-457 Teeth with a Bite</p> <p>CSHE pages 464-466 Don't Forget to Floss</p> <p>Dental Health Curriculum (from nurses)</p>

<p>C2 Avoiding/Reducing Health Risks</p> <p>Students demonstrate behaviors to avoid or reduce personal health risks.</p> <ol style="list-style-type: none"> a. Demonstrate a variety of safety skills for different situations. b. Differentiate between safe and harmful substances found at home and school. c. Recognize basic signs, symbols, and warning labels for health and safety. 	<p>Grade K</p> <p>A</p> <ol style="list-style-type: none"> 1. Describe how injuries can be prevented at home and at school. 2. Use decision-making steps to decide what to do in different situations. 3. Explain how making wise choices is important for being your best. <p>B/C</p> <ol style="list-style-type: none"> 1. Identify what is and what is not medicine. <p>Grade 1</p> <p>A</p> <ol style="list-style-type: none"> 1. Identify the dangers of fire, ways to prevent fires, and what to do in case of fire. 2. Explain the importance of protecting others. 3. Create a fire escape/safety plan. 4. Predict what could happen if children play with fire. <p>B</p> <ol style="list-style-type: none"> 1. Identify positive activities one can do instead of using tobacco. 2. Give three reasons why it is very important to always say “No!” to tobacco. <p>Grade 2</p> <p>B/C</p> <ol style="list-style-type: none"> 1. State how to safely take medications. 	<p>CHSE pages 411-414 My Choices</p> <p>CSHE pages 415-417 My Family</p> <p>CSHE pages 428-430 Which is Which?</p> <p>CSHE pages 469-471 Staying Below the Smoke Line</p> <p>Local Fire Department</p> <p>See also B2</p> <p>CSHE pages 458-460 Bagged Lungs</p> <p>CSHE pages 486-489 Medicine Safety</p>
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<p>C3 Self Management</p> <p>Students demonstrate coping strategies to use when feeling too excited, anxious, upset, angry, or out of control.</p>	<p>Grade 2</p> <ol style="list-style-type: none"> 1. Practice using conflict resolution and problem solving skills for avoiding fights and arguments. 2. Demonstrate the ability to use self-control when angry. 3. Identify what is stress and what are some stressors. 4. Demonstrate techniques to manage stress. 	<p>CSHE pages 475-477 Peaceful Flakes</p> <p>CSHE pages 472-473 Physical Stress</p> <p>See Also A2</p>
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MLR Content Standard: D. Influences on Health: Students analyze the ability of family, peers, culture, media, technology, and other factors to enhance health.

Performance Indicators and Descriptor(s)	Grade Level/ Objectives	Instructional Resources/ Activities/Assessments
<p>D1 Influences on Health Practices and Behaviors</p> <p>Students identify influences on personal health practices and behaviors.</p> <ul style="list-style-type: none"> a. Identify family influences on personal health practices and behaviors. b. Identify what the school can do to support personal health practices and behaviors. c. Describe how the media can influence health behaviors. 	<p>Grade 1</p> <ul style="list-style-type: none"> 1. Describe how your family and school influence your food choices and healthy practices, including physical activity. 2. Describe how your peers influence your health practices and behaviors. <p>Grade 2</p> <ul style="list-style-type: none"> 1. Describe how magazine and television advertisements encourage children to eat specific brands of breakfast cereals, snacks, or drink. 2. Describe what is a “false claim” in advertising. 	<p>Students create a story about their families’ favorite physical activity/activities or favorite healthy family food/meal.</p> <p>CSHE pages 492-494 Don’t Fall for It</p>

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MLR Content Standard: E. Communication and Advocacy Skills: Students demonstrate the ability to use interpersonal communication and advocacy skills to enhance personal, family, and community health.

Performance Indicators and Descriptor(s)	Grade Level/ Objectives	Instructional Resources/ Activities/Assessments
<p>E1 Interpersonal Communication Skills</p> <p>Students demonstrate healthy ways to communicate.</p> <ol style="list-style-type: none"> a. Demonstrate healthy ways to express needs, wants, and feelings. b. Distinguish between verbal and nonverbal communication. c. Make requests to promote personal health. d. Demonstrate listening skills to enhance health. e. Demonstrate ways to respond to an unwanted, threatening, or dangerous situation including telling a trusted adult if threatened or harmed. <p>E2 Advocacy Skills</p> <p>Students encourage peers to make positive health choices.</p>	<p>Grade K</p> <ol style="list-style-type: none"> 1. Tell why every person is unique and special. 2. Demonstrate ways to show respect, consideration, and caring for classmates. <p>Grade 1</p> <ol style="list-style-type: none"> 1. List at least five ways that people can communicate with each other. 2. Identify techniques of effective listening. 3. Compare the way you talk when you are sad, mad, or glad. <p>Grade 2</p> <ol style="list-style-type: none"> 1. Object to teasing of peers. 2. Describe the importance of thinking about the effects of one's actions on other people. 3. Demonstrate pride in personal qualities and accomplishments. 4. Demonstrate empathy for others. <ol style="list-style-type: none"> 1. Advocate that others wash hands regularly. 2. Advocate for friends to brush and floss teeth daily. 3. Demonstrate ways to support friends and family who are trying to maintain or improve healthy practices. 	<p>CSHE pages 418-420 Being Sensitive Towards Others</p> <p>Role-play using a variety of verbal and non-verbal methods of communication.</p> <p>Use children's books to discuss empathy.</p> <p>Create posters or books promoting positive interactions.</p> <p>Role play</p> <p>Create flyers, commercials, or newspaper ads for a variety of hygiene routines.</p>

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MLR Content Standard: F. Decision-Making and Goal-Setting Skills: Students demonstrate the ability to make decisions and set goals to enhance health.

Performance Indicators and Descriptor(s)	Grade Level/ Objectives	Instructional Resources/ Activities/Assessments
<p>F1 Decision-Making Students identify situations where a health related decision is needed.</p> <ul style="list-style-type: none">a. Differentiate between situations when health-related decisions can appropriately be made by the individual and when assistance is needed. <p>F2 Goal Setting Students identify a short-term personal health goal and take action toward achieving the goal.</p>	<p>Grade 2</p> <ol style="list-style-type: none">1. Describe common emergencies and list steps to take in each case. <p>Grade 1</p> <ol style="list-style-type: none">1. Define the words “physically fit” and explain how good food, exercise, and sleep help you to be physically fit.2. Set a health goal that you can reach in one week.3. Predict the consequences of having a positive attitude while trying to reach a goal.	<p>Teachers can use magazine and story books to present scenarios where a child is facing a problem. Have the students decide whether the child can handle the situation on his/her own or should ask for help from an adult.</p> <p>Role Play</p> <p>Create individual health/fitness goals.</p>