

## RSU 54/MSAD 54 Health Curriculum

Content Area: Health & PE

MLR Span: 3-5

**MLR Content Standard:** 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><b>A1 Health Behaviors and Personal Health</b> Students explain the relationship between healthy behaviors and personal health.</p>	<p><b>Grade 3</b></p> <ol style="list-style-type: none"> <li>1. Explain how developing healthy habits can prevent diseases.</li> </ol> <p><b>Grade 4</b></p> <ol style="list-style-type: none"> <li>1. List factors that contribute to having a healthy appearance.</li> <li>2. Explain why eating nutrient rich food is essential for your health.</li> <li>3. Identify the benefits of physical fitness.</li> </ol>	<p>CSHE pages 507-508 Balloon-Toss Veggies</p> <p>See also C1 and C2</p> <p>CSHE pages 534-536 Mineral Match</p> <p>CSHE pages 537-539 The Benefits of Fitness</p>
<p><b>A2 Dimensions of Health</b> Students identify examples of physical, mental, emotional, and social health during childhood.</p>	<p><b>Grade 3</b></p> <ol style="list-style-type: none"> <li>1. What is the difference between physical, mental, emotional, and social health?</li> <li>2. What are some examples of pro-social behaviors and why are they important in school and at home? (Helping others, being respectful to others, listening, cooperation, consideration)</li> </ol>	<p>Students work in pairs to investigate a physical, mental, emotional, or social health topic. Students become the class expert on their topic and could present their findings in a headline news format.</p>
<p><b>A3 Diseases/Other Health Problems</b> Students describe ways to detect and treat common childhood diseases and other health</p>	<p><b>Grade 4</b></p> <ol style="list-style-type: none"> <li>1. Describe ways to prevent the spread of germs that cause infectious diseases.</li> <li>2. Describe the difference</li> </ol>	<p>CSHE pages 541-542 Wheel of Misfortune</p>

<p>problems.</p> <p><b>A4 Environmental and Personal Health</b> Students describe ways a safe and healthy school and community environment can promote personal health.</p> <p><b>A5 Growth and Development</b> Students identify the general characteristics of human growth and development.</p>	<p>between communicable and chronic diseases.</p> <p><b>Grade 3</b></p> <ol style="list-style-type: none"> <li>1. Describe ways one can protect the environment.</li> <li>2. Explain how protecting the environment can affect ones health.</li> </ol> <p><b>Grade 4</b></p> <ol style="list-style-type: none"> <li>1. Identify ways to make the environment a more healthful place to live.</li> </ol> <p><b>Grade 5</b></p> <ol style="list-style-type: none"> <li>1. Define terms related to the environment (pesticide, air pollution, ozone, etc.).</li> <li>2. Explain the significance of each term as it relates to ones personal health.</li> </ol> <p><b>Grade 4</b></p> <ol style="list-style-type: none"> <li>1. Understand the menstrual cycle (girls) and understand good hygiene routines (boys).</li> </ol> <p><b>Grade 5</b></p> <ol style="list-style-type: none"> <li>1. Identify the physical changes that happen to the body during puberty and why they occur.</li> <li>2. Identify emotional changes that occur during puberty.</li> </ol> <p><b>Grade 3</b></p> <ol style="list-style-type: none"> <li>1. Identify terms related to tobacco (nicotine, tar, stimulant, etc.)</li> <li>2. Explain the harmful effects of tobacco and how it can affect ones future and family.</li> </ol>	<p>CSHE pages 520-523 Go Fish</p> <p>CSHE page 545 Environmental Smash CD</p> <p>CSHE pages 571-572 Environmental Draw and Guess</p> <p>Nurses/Classroom Teachers/Guests</p> <p>The Puberty Workshop and Curriculum Nurses/Classroom Teachers/Guests</p> <p>CSHE pages 511-513 Cigarette Tips</p>
--	--	---

<p><b>A6 Basic Health Concepts</b>  Students define basic health concepts related to family life; nutrition; personal health; safety and injury prevention; and tobacco, alcohol, and other drug use prevention.</p>	<p><b>Grade 5</b></p> <ol style="list-style-type: none"> <li>1. Understand the effects illegal drug use has on the body.</li> <li>2. Explain how alcohol affects well-being.</li> <li>3. Identify tips for remaining alcohol free.</li> </ol>	<p>CSHE page 540  It's a Difficult Task</p> <p>CSHE pages 562-564  Trying to Think Straight</p>
--	---	---



**RSU 54/MSAD 54 Health Curriculum**

Content Area: Health & PE

MLR Span: 3-5

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

<b>Performance Indicators and Descriptor(s)</b>	<b>Grade Level/ Objectives</b>	<b>Instructional Resources/ Activities/Assessments</b>
<p><b>C1 Healthy Practices and Behaviors</b>                      Students demonstrate age-appropriate healthy practices and/or behaviors to maintain or improve personal health.</p> <ul style="list-style-type: none"> <li>a. Design healthy menus</li> <li>b. Demonstrate basic care of the human body.</li> </ul>	<p><b>Grade 3</b></p> <ul style="list-style-type: none"> <li>1. Identify heart healthy exercises.</li> <li>2. Develop an exercise log.</li> </ul> <p><b>Grade 5</b></p> <ul style="list-style-type: none"> <li>1. Assess personal health practices.</li> <li>2. Establish short-term goals for improving personal health practices such as brushing and flossing teeth daily, washing hands regularly, handling and storing food safely, wearing sun protection, and avoiding loud sounds, including amplified music.</li> </ul> <p><b>Grade 3</b></p> <ul style="list-style-type: none"> <li>1. Explain the concept of eating in moderation.</li> <li>2. Name the food groups and a variety of nutritious food choices for each food group.</li> <li>3. Use the nutrition information on food labels to compare products.</li> <li>4. Plan a nutritious meal based on the food groups.</li> </ul>	<p>CSHE pages 509-510 0 Two My C02</p> <p>CSHE pages 514-516 Steady Flow</p> <p>CSHE pages 558-561 Medical and Dental Checkups</p> <p>See also B2 and F2</p> <p>See Also A1 and E2</p> <p><a href="http://www.kidshealth.org">www.kidshealth.org</a>  <a href="http://www.myplate.gov">www.myplate.gov</a>  <a href="http://www.fda.gov/Food/LabelingNutrition/ConsumerInformation/">www.fda.gov/Food/LabelingNutrition/ConsumerInformation/</a></p>

<p><b>C2 Avoiding/Reducing Health Risk Factors</b>  Students demonstrate a variety of behaviors to avoid or reduce personal health risks.</p> <ol style="list-style-type: none"> <li>a. Demonstrate healthy and safe ways to recognize, deal with, or avoid threatening situations.</li> <li>b. Develop injury prevention and safety strategies for personal health.</li> </ol>	<p><b>Grade 3</b></p> <ol style="list-style-type: none"> <li>1. Explain rules for biking safely.</li> </ol> <p><b>Grade 5</b></p> <ol style="list-style-type: none"> <li>1. Discover how to say “No!” in a threatening or at-risk situation involving smoking, drinking, and drugs.</li> <li>2. Tell why it is more important to protect yourself than it is to go along with peer and/or adult pressure to take drugs.</li> <li>3. Evaluate the dangers of giving in to pressure to use tobacco, alcohol, or other drugs.</li> <li>4. Practice using refusal skills in a variety of scenarios.</li> </ol> <p><b>Grade 4</b></p> <ol style="list-style-type: none"> <li>1. Identify the short-term and long-term effects of tobacco use.</li> <li>2. Demonstrate how smoking decreases lung volume.</li> <li>3. Identify the reasons people use tobacco products.</li> <li>4. Discuss how tobacco advertising attempts to influence youth to buy their products.</li> </ol> <p><b>Grade 4</b></p>	<p>CSHE pages 524-526  Biking Safely</p> <p>Maine Safe Routes to School Program  Bicycle Coalition of Maine</p> <p>Life Skills Training  Assertiveness</p> <p>Tar Wars  Redington-Fairview General Hospital</p>
---	---	---

<p><b>C3 Self-Management</b> Students demonstrate strategies that can be used to manage stress, anger, or grief.</p>	<ol style="list-style-type: none"> <li>1. Describe appropriate ways to express and deal with emotions and feelings.</li> <li>2. Describe non-violent ways to manage anger.</li> <li>3. Describe the importance of being aware of one's own feelings and of being sensitive to the feelings of others.</li> <li>4. List healthy ways to express affection, love, friendship, and concern.</li> <li>5. Explain that getting help for mental and emotional health problems is appropriate and sometimes necessary.</li> </ol> <p><b>Grade 5</b></p> <ol style="list-style-type: none"> <li>1. Define stress and related terms.</li> <li>2. Describe how using drugs increases stress rather than relieving stress.</li> <li>3. Create a stress management plan.</li> </ol>	<p><a href="http://www.bam.gov">www.bam.gov</a></p> <p>CSHE pages 548-550 Stress Test</p> <p>Life Skills Training Dealing With Stress</p>
--	---	---

--	--	--

**RSU 54/MSAD 54 Curriculum**

Content Area: Health & PE

MLR Span: 3-5

**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><b>D1 Influences on Health Practices/Behaviors</b> Students describe how family, school, and community influence and support personal health practices and behaviors.</p> <ul style="list-style-type: none"> <li>a. Describe how family, school, and community influence and support personal health practices and behaviors.</li> <li>b. Describe how peers and culture can influence health practices and behaviors.</li> <li>c. Explain how media influences thoughts, feelings, and health behaviors.</li> </ul> <p><b>D2 Technology and Health</b> Students describe ways technology can influence personal health.</p>	<p><b>Grade 4</b></p> <ol style="list-style-type: none"> <li>1. List people and other things in your life that influence your behavior.</li> <li>2. Classify the pressures that influence your behavior as positive or negative and be able to support your conclusions.</li> <li>3. Identify how the media influences the selection of personal health care products.</li> <li>4. Identify how the media can influence mental and emotional health.</li> <li>5. Describe how culture, media and others influence what we think about attractiveness and relationships.</li> </ol>	<p>CSHE pages 543-544 Quack, Quack, Quack</p> <p>CSHE pages 586-570 Before I Buy</p> <p><a href="http://www.pbskids.org/dontbuyit">www.pbskids.org/dontbuyit</a></p> <p>See Also B1</p>



**E2 Advocacy Skills**

Students encourage others to make positive health choices.

- a. Express opinions about health issues.
- b. Give accurate information about health issues.

**Grade 3**

- 1. Explain the importance of eating a variety of foods from all the food groups.
- 2. Summarize the benefits of healthy eating.
- 3. Summarize the benefits of drinking plenty of water.

Students work in small groups to create a rap, poem, or song that sends a personal message for healthy eating.

See Also A1 and C2

--	--	--

**RSU 54/MSAD 54 Health Curriculum**

Content Area: Health & PE

MLR Span: 3-5

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

<b>Performance Indicators and Descriptor(s)</b>	<b>Grade Level/ Objectives</b>	<b>Instructional Resources/ Activities/Assessments</b>
<p><b>F1 Decision-Making</b> Students apply decision-making steps to enhance health.</p> <ul style="list-style-type: none"> <li>a. Identify health-related situations that might require a thoughtful decision.</li> <li>b. List healthy options to health related issues or problems and predict the potential outcomes of each option when making a health-related decision.</li> <li>c. Choose a healthy option when making a decision.</li> <li>d. Describe the outcome of a health-related decision.</li> </ul> <p><b>F2 Goal-Setting</b> Students utilize goal-setting skills to implement a short-term personal health goal.</p> <ul style="list-style-type: none"> <li>a. Set a short-term personal health goal.</li> <li>b. Identify resources to assist in achieving the health goal.</li> <li>c. Track progress toward</li> </ul>	<p><b>Grade 5</b></p> <ul style="list-style-type: none"> <li>1. Explain the importance of making decisions based upon one’s future and not just the present.</li> <li>2. Describe healthful ways to handle difficult decisions.</li> </ul> <p><b>Grade 5</b></p> <ul style="list-style-type: none"> <li>1. Identify personal short-term health goals.</li> <li>2. Explain the value of decision-making skills when reaching a goal.</li> </ul>	<p>CSHE pages 551-552 My Relationships, My Future</p> <p>Life Skills Training Decision-Making</p> <p>Students talk in groups about a personal health goal they’d like to achieve. The goals should be SMART (Specific, Measurable, Attainable, Realistic and Timely). Students get input from their families and track progress with the class.</p>

achieving the goal.		See Also B2 and C1
---------------------	--	--------------------