

Health

CANTON PUBLIC SCHOOLS K-5 CURRICULUM OVERVIEW

Topics																
Standard	Social/Emotional		Alcohol & Other Drugs		Personal Health/Wellness		Puberty		Nutrition		Body Systems		Safety & Injury Prevention		Total	
	K-2	3-5	K, 1	3-5	K, 2	3	K-2	4, 5	K-2	3-5	1, 2	4, 5	K-2	3	K-2	3-5
1															6	7
2															3	6
3															3	5
4															5	6
5															6	7
6															2	2
7															6	7
8															6	7

Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Standard 2: Student will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

Standard 3: Students will demonstrate the ability to access valid information and products and services to enhance health.

Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.

Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.

Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.

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3rd Grade Health Unit: ATOD

Teacher:

School:

Class Essential Questions: To what extent does wellness have an impact on my quality of life? How do my choices and actions impact my overall wellness?

How do I achieve overall wellness?

Standards for Success:

Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

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Topics in this Unit

- Medicine
- Tobacco
- Alcohol

What critical life skills will I learn?

1. How to safely take medicine.
2. How to refuse dangerous activities such as smoking tobacco and drinking alcohol.

Objectives for each topic:

Medicine:

- Students will discuss and identify types of medicines and the harmful consequences of experimenting with them.

Tobacco:

- Students will identify the health problems associated with smoking and how to refuse it.

Alcohol:

- Students will determine who influences them and who they influence when it comes to risky activities like drinking.

3rd Grade Health Unit: Nutrition

Teacher:

School:

Class Essential Questions: To what extent does wellness have an impact on my quality of life? How do my choices and actions impact my overall wellness?

How do I achieve overall wellness?

Standards for Success:

Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Standard 2: Student will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

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Topics in this Unit

- Food labels
- Healthy Snacking
 - Breakfast
 - Lunch

What critical life skills will I learn?

1. How to wash their hands.
2. How to wash their bodies.
3. How to brush their teeth.

Objectives for each topic:

Germs:

- Explore how germs affect people in terms of transmission, symptoms, treatment, and prevention.

Handwashing:

- Practice and perform the basic steps of handwashing.

Personal Hygiene:

- Identify the proper steps and methods to keeping their bodies clean.

Dental Hygiene:

- Learn the importance of dental health, how to brush their teeth, and what foods can harm their teeth.

3rd Grade Health Unit: Personal Health

Class Essential Questions: To what extent does wellness have an impact on my quality of life? How do my choices and actions impact my overall wellness?

How do I achieve overall wellness?

Standards for Success:

Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Standard 2: Student will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

Standard 3: Students will demonstrate the ability to access valid information and products and services to enhance health.

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Teacher:

School:

Topics in this Unit

- Germs
- Handwashing
- Personal Hygiene
- Dental Hygiene

What critical life skills will I learn?

1. How to wash their hands.
2. How to wash their bodies.
3. How to brush their teeth.

Objectives for each topic:

Germs:

- Explore how germs affect people in terms of transmission, symptoms, treatment, and prevention.

Handwashing:

- Practice and perform the basic steps of handwashing.

Personal Hygiene:

- Identify the proper steps and methods to keeping their bodies clean.

Dental Hygiene:

- Learn the importance of dental health, how to brush their teeth, and what foods can harm their teeth.

3rd Grade Health Unit: Social/Emotional

Teacher:

School:

Class Essential Questions: To what extent does wellness have an impact on my quality of life? How do my choices and actions impact my overall wellness?

How do I achieve overall wellness?

Standards for Success:

Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

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Topics in this Unit

- Conflict Resolution
 - Empathy
 - Peer Pressure
 - Self-Esteem

What critical life skills will I learn?

1. How to handle conflicts and understand how another person feels in a given situation.
2. How self-esteem can affect their daily lives both positively and negatively.

Objectives for each topic:

Conflict Resolution:

- Students will identify strategies for managing and resolving conflict.

Empathy:

- Students will explore possible positive/negative outcomes after “putting themselves in someone else’s shoes.”

Peer Pressure:

- Students will discuss how peer pressure can influence their decision making.

Self-Esteem:

- Students will distinguish between interests and achievements and identify how both contribute to self-esteem.

3rd Grade Health Unit: Safety/Injury Prevention

Teacher:

School:

Class Essential Questions: To what extent does wellness have an impact on my quality of life? How do my choices and actions impact my overall wellness?

How do I achieve overall wellness?

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Topics in this Unit

- Online Safety
- Bike Safety
- Water Safety
- Sun Safety

What critical life skills will I learn?

1. How to protect yourself and remain safe while on the internet.
2. How to stay safe during different outdoor activities.

Objectives for each topic:

Online Safety:

- Students will examine decision-making skills about online activity while identifying potential internet dangers.

Bike Safety:

- Students will design a safety book that will include tips for a safe bike riding experience.

Water Safety:

- Students will describe rules to promote safe swimming in different environments such as a pool, ocean, or pond.

Sun Safety:

- Students will identify ways in which they can protect their skin and eyes from the danger of the sun.

4th Grade Health Unit: ATOD

Teacher:

School:

Class Essential Questions: To what extent does wellness have an impact on my quality of life? How do my choices and actions impact my overall wellness?

How do I achieve overall wellness?

Standards for Success:

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Topics in this Unit

- Medicine
- Poisons
- Tobacco
- Alcohol

What critical life skills will I learn?

1. How to read a drug facts label and safely take medication.
2. How to tell the difference between poisons and safe items.
3. The negative effects tobacco and alcohol have on the body and mind.

Objectives for each topic:

Medicine:

- Students will explain the difference between prescription medicines and over-the-counter medicines.
- Students will identify and describe the different sections of a drug facts label on over-the-counter medicines.

Poisons:

- Students will differentiate between poisons and non-poisons.

Tobacco:

- Students will describe how smoking and cigarette smoke affect other people.

Alcohol:

- Students will describe how too much alcohol can affect the major organs of the body.

4th Grade Health Unit: Body Systems

Teacher:

School:

Class Essential Questions: To what extent does wellness have an impact on my quality of life? How do my choices and actions impact my overall wellness?

How do I achieve overall wellness?

Standards for Success:

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Standard 2: Student will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

Standard 3: Students will demonstrate the ability to access valid information and products and services to enhance health.

Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

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Topics in this Unit

- Skeletal System
- Muscular System
- Circulatory System
- Respiratory System

What critical life skills will I learn?

1. The reasons we have certain body systems.
2. How different systems in the body work together to achieve overall physical wellness.

Objectives for each topic:

Skeletal System:

- Students will explain the four major purposes of bones and how to keep bones healthy.

Muscular System:

- Students will explain the two main reasons we have muscles and how to keep muscles healthy.

Circulatory System:

- Students will describe how the heart pumps blood throughout the body.

Respiratory System:

- Students will explain how oxygen gets from our nose or mouth and into our lungs where it is exchanged for carbon dioxide.

4th Grade Health Unit: Nutrition

Teacher:

School:

Class Essential Questions: To what extent does wellness have an impact on my quality of life? How do my choices and actions impact my overall wellness?

How do I achieve overall wellness?

Standards for Success:

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Standard 2: Student will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

Standard 3: Students will demonstrate the ability to access valid information and products and services to enhance health.

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Topics in this Unit

- MyPlate
- Serving Sizes
- Food Labels
- Sugar

What critical life skills will I learn?

1. How to eat healthy.
2. How foods can effect your overall health including energy, weight, etc.

Objectives for each topic:

MyPlate:

- Students will examine each of the five food groups and determine what makes a food fit into each one.

Serving Sizes:

- Students will design a daily meal plan focusing on having each day contain the proper serving size of each food group.

Food Labels:

- Students will analyze food nutrition labels and differentiate between each aspect of the label.

Sugar:

- Students will investigate the negative effects sugar can have on the body and mind.

4th Grade Health Unit: Puberty /Personal Health

Teacher:

School:

Class Essential Questions: To what extent does wellness have an impact on my quality of life? How do my choices and actions impact my overall wellness?

How do I achieve overall wellness?

Standards for Success:

Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

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Topics in this Unit

- Guidelines and Introduction
 - Communication
- Social/Emotional Changes
 - Personal Hygiene

What critical life skills will I learn?

1. The ability to understand the physical and emotional changes experienced during puberty.
2. How to have a positive mindset and confidence about yourself and your growing body.

Objectives for each topic:

Guidelines and Introduction:

- Students will discuss the expectations of a respectful classroom.

Communication:

- Students will identify trusted adults with whom they can talk to while going through puberty.

Social/Emotional Changes:

- Students will identify social and emotional changes occurring during puberty.
- Students will describe normal variations in individual rates of change during puberty.
- Students will develop a plan on how to respect all peers who may be going through an stage of puberty.

Personal Hygiene:

- Students will demonstrate the intent to implement personal hygiene and healthy habits.

4th Grade Health Unit: Social/Emotional

Teacher:

School:

Class Essential Questions: To what extent does wellness have an impact on my quality of life? How do my choices and actions impact my overall wellness?

How do I achieve overall wellness?

Standards for Success:

Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Standard 2: Student will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

Standard 3: Students will demonstrate the ability to access valid information and products and services to enhance health.

Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

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Topics in this Unit

- Communication
- Conflict Resolution
 - Bullying
 - Stress Relief

What critical life skills will I learn?

1. How to communicate with others in a healthy and respectful way.
2. How to properly identify emotions and how to react to stressors in life.
3. How bullying affects people.

Objectives for each topic:

Communication:

- Students will differentiate between passive, assertive, and aggressive communication.
- Students will demonstrate proper verbal and non-verbal communication techniques.

Conflict Resolution:

- Students will critique various conflict resolution techniques.

Bullying:

- Students will describe the negative effects of bullying for victims, bystanders, and bullies.

Navigating Emotions:

- Students will develop a plan to identify their emotions.

Stress Relief:

- Students will formulate and demonstrate effective stress-reducing techniques.

5th Grade Health Unit: ATOD

Teacher:

School:

Class Essential Questions: To what extent does wellness have an impact on my quality of life? How do my choices and actions impact my overall wellness?

How do I achieve overall wellness?

Standards for Success:

Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Standard 2: Student will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

Standard 3: Students will demonstrate the ability to access valid information and products and services to enhance health.

Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

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Topics in this Unit

- Alcohol
- Tobacco
- Medicine
- Other Drugs

What critical life skills will I learn?

1. The ability to identify the hazard of the misuse of drugs and/or alcohol.

Objectives for each topic:

Alcohol:

- Students will describe the pathway alcohol travels in the body and explain how it affects each organ.

Tobacco:

- Students will describe the ingredients in a cigarette and explain their reasons for not smoking.

Medicine:

- Students will analyze a drug facts label and differentiate between prescriptions and over-the-counter medicines.

Other Drugs:

- Students will list the physical and mental affects of illegal drugs on the body.

5th Grade Health Unit: Body Systems

Teacher:

School:

Class Essential Questions: To what extent does wellness have an impact on my quality of life? How do my choices and actions impact my overall wellness?

How do I achieve overall wellness?

Standards for Success:

Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Standard 2: Student will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

Standard 3: Students will demonstrate the ability to access valid information and products and services to enhance health.

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Topics in this Unit

- Skeletal System
- Muscular System
- Circulatory System
- Respiratory System

What critical life skills will I learn?

1. The basic functions of the human body.
2. How different systems in the body work together to achieve overall physical wellness.

Objectives for each topic:

Skeletal System:

- Students will identify individual bones and the functions of the skeletal system.

Muscular System:

- Students will identify individual muscles and the functions of the muscular system.

Circulatory System:

- Students will describe the pathway of blood flow through the heart, lungs, and body.

Respiratory System:

- Students will explain how oxygen is exchanged through the lungs in connection with the circulatory system.

5th Grade Health Unit: Nutrition

Teacher:

School:

Class Essential Questions: To what extent does wellness have an impact on my quality of life? How do my choices and actions impact my overall wellness?

How do I achieve overall wellness?

Standards for Success:

Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Standard 2: Student will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

Standard 3: Students will demonstrate the ability to access valid information and products and services to enhance health.

Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

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Topics in this Unit

- MyPlate
- Eating Styles
- Food Labels
- Portion Size

What critical life skills will I learn?

1. How to eat healthy.
2. How foods can effect your overall health including energy, weight, etc.

Objectives for each topic:

MyPlate:

- Students will compare & contrast the benefits of each of the five food groups.

Eating Styles:

- Students will explain the difference between various eating styles (vegetarian, vegan, gluten-free, etc.).

Food Labels:

- Students will analyze food nutrition labels to determine the overall healthiness of an item.

Portion Size:

- Students will develop a meal with proper serving sizes while incorporating all five food groups.

5th Grade Health Unit: Puberty /Personal Health

Teacher:

School:

Class Essential Questions: To what extent does wellness have an impact on my quality of life? How do my choices and actions impact my overall wellness?

How do I achieve overall wellness?

Standards for Success:

Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Standard 2: Student will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

Standard 3: Students will demonstrate the ability to access valid information and products and services to enhance health.

Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

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Topics in this Unit

- Guidelines and Introduction
 - Communication
- Social/Emotional Changes
 - Personal Hygiene
 - Reproductive System

What critical life skills will I learn?

1. The ability to understand the physical and emotional changes experienced during puberty.
2. How to have a positive mindset and confidence about yourself and your growing body.

Objectives for each topic:

Guidelines and Introduction:

- Students will discuss the expectations of a respectful classroom.

Communication:

- Students will identify trusted adults with whom they can talk to while going through puberty.

Social/Emotional Changes:

- Students will identify social and emotional changes occurring during puberty.
- Students will describe normal variations in individual rates of change during puberty.
- Students will develop a plan on how to respect all peers who may be going through an awkward stage of puberty.

Personal Hygiene:

- Students will demonstrate the intent to implement personal hygiene and healthy habits.

Reproductive System:

- Students will define the structures and functions of the reproductive system along with changes that will occur during puberty.

5th Grade Health Unit: Social/Emotional

Teacher:

School:

Class Essential Questions: To what extent does wellness have an impact on my quality of life? How do my choices and actions impact my overall wellness?

How do I achieve overall wellness?

Standards for Success:

Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Standard 2: Student will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

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Topics in this Unit

- Positive Communication
 - Conflict Resolution
 - Bullying
- Navigating Emotions
 - Stress Relief

What critical life skills will I learn?

1. How to interact with peers and adults in a respectful and calm manner.
2. How to choose appropriate activities to effectively cope with stress and emotions.
3. How to be an upstander.

Objectives for each topic:

Positive Communication:

- Students will express feelings in a healthy and appropriate manner.

Conflict Resolution:

- Students will resolve conflicts in a respectful manner.

Bullying:

- Students will identify bullying behaviors.
- Students will differentiate between bystanding and upstanding.

Navigating Emotions:

- Students will recognize, explain, and control various positive and negative emotions.

Stress Relief:

- Students will demonstrate effective stress-reducing techniques.