

TIMOTHY LUTHERAN SCHOOL
Teaching Objectives/Learner Outcomes

Subject: Health

Grade	Objective
Kindergarten	<p>The students will be able to:</p> <p>I. <u>Nutrition</u></p> <ul style="list-style-type: none"> • Identify and practice personal health habits that help individuals stay healthy • Identify types of foods that help the body grow and stay healthy • Develop a willingness to taste new foods • Understand that different foods help the body stay healthy in different ways • Understand the importance of “being clean and being careful” when working with foods <p>II. <u>Health</u></p> <ul style="list-style-type: none"> • Identify and practice personal health habits that help individuals stay healthy • Demonstrate how to seek the help of parents/guardians and other trusted adults in making decisions and solving problems • Recognize and describe individual differences and communicate appropriately with all individuals • Name major body parts and their functions • Identify the purpose of protective equipment • Name the five senses • Name and identify people who can provide helpful information • Discuss basic parts of the body’s defense system against germs • Describe how weather affects individual health • Explain practices used to control the spread of germs • Identify ways to avoid harming oneself or another person • Identify and use refusal skills to avoid unsafe behavior situations • Demonstrate procedures for responding to emergencies • Recognize and explain the importance of manners and rules for healthy communication

Grade 1	<p>The students will be able to:</p> <p>I. <u>Nutrition</u></p> <ol style="list-style-type: none">1. Recognize that food is needed for good health, growth, and development.2. Classify foods according to the Five Food Groups.3. Describe food in a balanced diet.4. Plan healthy meals and snacks. <p>II. <u>Health</u></p> <ol style="list-style-type: none">1. Demonstrate basic knowledge of disease prevention and personal hygiene.2. Demonstrate basic responsibility for personal safety and risky behavior that can lead to disease or injury.3. Demonstrate knowledge of basic first aid and injury prevention in the physical activity setting.4. Demonstrate knowledge of body systems and how disease and exercise affect those body systems.
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Grade 2	<p>The students will be able to:</p> <p>I. <u>Nutrition</u></p> <ol style="list-style-type: none">1. Classify foods according to the Five Food Groups.2. Recognize that food is needed for good health, growth, and development.3. Describe food in a balanced meal.4. Plan healthy snacks and meals. <p>II. <u>Health</u></p> <ol style="list-style-type: none">1. Demonstrate knowledge of the cardiovascular, respiratory, and digestive systems and identify diseases that affect these systems. Also, identify how exercise and nutrition affect these body systems.2. Identify risky behaviors that lead to disease, conflict, and injury.3. Identify strategies to avoid conflict with peers, family, and others.
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Grade 3

The students will be able to...

HEALTH

1. Identify the importance of taking personal responsibility for developing and maintaining a personal health plan, such as fitness, nutrition, stress management, and personal safety.
2. Explain strategies for maintaining a personal health plan.
3. Describe how health behaviors affect body systems.
4. Describe the function of major body systems.
5. Identify the use and abuse of prescription and non-prescription medication.
6. Describe the short-term and long-term effects of tobacco, alcohol, and other substances.
7. Identify ways to avoid drugs and list alternatives for the use of drugs.
8. Identify strategies for avoiding deliberate and accidental injuries.
9. Set personal health goals for preventing illness.
10. Identify different pathogens and explain how the body protects itself from pathogens.
11. Relate how protecting the environment promotes individual and community health.
12. Explain the influence of peer pressure.
13. Explain the steps in conflict resolution.
14. Describe steps in decision-making and problem solving.
15. Gather data to help make informed health choices.

NUTRITION

1. Identify the benefits of six major nutrients in food.
2. Describe food combinations in a balanced diet.
3. Identify information on menus and food labels.
4. Classify foods according to the Five Food Groups.

Grade 4

The students will be able to:

HEALTH

- **Identify basic body systems (nervous, muscular, cardio/circulatory)**
- **Demonstrate how the body systems function (nervous, muscular, cardio/circulatory)**
- **Recognize hereditary factors that affect growth and development**
- **Identify healthy practices for the prevention of non-communicable diseases (heart disease, Type II diabetes, cancer).**
- **Identify the practices that reduce risk factors for non-communicable disease (smoking)**
- **Demonstrate appropriate use of personal space**
- **Define appropriate and inappropriate touch**
- **Recognize the right for the refusal of unsafe activity**
- **Identify the various aspects of harassment (bullying, teasing, threatening)**
- **Describe appropriate responses to harassment**
- **Identify safe and risky behaviors at home, school, and in the community**
- **Identify injury prevention behaviors (fire, water, bike)**
- **Identify terms/definitions related to abuse and risky situations**
- **Illustrate the decision-making model (Is it safe? Is it legal? Would your parents approve?) in a script, skit or dialogue**
- **Dramatize conflict and anger management situations (role playing, discuss and evaluate)**
- **Describe getting/giving reliable help (peers, teachers, parents, emergency personnel...sheriff, fire, 911, poison control, neighbor, self)**
- **Know and define vocabulary: crisis, emergency situations, simple or immediate first aid (bee stings, burns, choking, poison, nose bleed)**
- **Compare definitions of stress (eustress and distress)**
- **Identify signals of stress**
- **Select appropriate help (who, when, how)**
- **Demonstrate skills involved in avoiding risky situations (including refusal skills).**
- **Recognize the consequences of alcohol, tobacco, and other drug use (legal, health risks, parents)**
- **List criteria for judging reliable sources of health information (parents, medical information, community agencies, etc.)**
- **Apply research skills: fact vs. myth, fiction vs. non-fiction,**

web-based information

- **Identify the techniques used by media for persuasion (bandwagon and testimonial as associated with tobacco, alcohol, toy, and food products)**
- **Identify products, resources, and messages that promote health (wear seatbelts, bike helmets, video).**
- **Recognize hidden messages (*happier, richer, fit-in, join the crowd*) in advertising situations**
- **Demonstrate how to avoid risky situations.**
- **Demonstrate using appropriate social skills in all settings**
- **Develop strategies to choose appropriate emotional responses affecting relationships**
- **Use appropriate strategies to resolve emotional situations affecting self and others**
- **Illustrate (i.e., fitness log, portfolio, and journaling) the physical fitness components used to perform age-appropriate activities (chores, jobs, play).**
- **Use safety principles when performing age appropriate activities (i.e., chores, exercises, stretching, play).**
- **Evaluate and apply health and fitness practices as it impacts daily health to avoid disease (stress, diet, regular exercise)**

NUTRITION

- **List the key nutrients (carbohydrates, proteins, fats) in appropriate food groups**
- **Analyze caloric intake and expenditure.**
- **Identify how the various components of fitness relate to the activity pyramid.**
- **Recognize how dietary habits (food selection) affect overall health and growth/development**

Grade 5

The students will be able to:

HEALTH

- Identify basic body systems and their functions (reproductive, endocrine, immune, integument...skin)
- Describe how the physical, mental, and emotional changes that occur during growth affect one's health (i.e., puberty, hormonal, skeletal)
- Explain how hereditary factors affect growth and development
- Identify healthy practices for the prevention of non-communicable diseases (osteoporosis, alcoholism)
- Identify the practices that reduce risk factors for non-communicable disease (environmental).
- Explain and or demonstrate healthy practices for the prevention of communicable diseases (blood-borne pathogens)
- Demonstrate appropriate use of personal space
- Define appropriate and inappropriate touch
- Recognize the right for the refusal of unsafe activity
- Identify the various aspects of harassment (bullying, teasing, threatening)
- Describe appropriate responses to harassment.
- Identify safe and risky behaviors at home, school and in the community
- Identify injury prevention behaviors (fire, water, bike)
- Identify terms/definitions related to abuse and risky situations
- Illustrate the decision-making model (Is it safe? Is it legal? Would your parents approve?) in a script, skit or dialogue
- Dramatize conflict and anger management situations (role playing, discuss and evaluate)
- Describe getting/giving reliable help (peers, teachers, parents, emergency personnel...sheriff, fire, 911, poison control, neighbor, self)
- Know and define vocabulary: crisis, emergency situations, simple or immediate first aid (bee stings, burns, choking, poison, nose bleed)
- Compare definitions of stress (eustress and distress)
- Identify signals of stress
- Select appropriate help (who, when, how)
- Demonstrate skills involved in avoiding risky situations (including refusal skills).
- Recognize the consequences of alcohol, tobacco, and other drug use (legal, health risks, parents)

- List criteria for judging reliable sources of health information (parents, medical information, community agencies, etc.)
- Apply research skills: fact vs. myth, fiction vs. non-fiction, web-based information
- Identify the techniques used by media for persuasion (bandwagon and testimonial as associated with tobacco, alcohol, toy, and food products)
- Identify products, resources, and messages that promote health (wear seatbelts, bike helmets, video)
- Recognize hidden messages (*happier, richer, fit-in, join the crowd*) in advertising situations
- Recognize risky situations and describe how to avoid them (“I” messages, clear no statements, repeat no statements, suggest alternative, walk away)
- Resolve conflict respectfully through appropriate social skills
- Demonstrate problem solving strategies when emotions affect relationships
- Distinguish how emotions affect self and others when making decisions regarding healthy choices
- Demonstrate appropriate emotional-response strategies
- Administer and assess the physical fitness components to self and others
- Use safety principles when performing age appropriate activities (i.e., chores, exercises, stretching, play)
- Use fitness assessment results to set individual realistic goals and develop a plan to improve previous health-related fitness scores
- Evaluate and apply health and fitness practices as it impacts daily health (healthy diet, risky behaviors)

NUTRITION

Compare and contrast food labels for nutritional value. Explain the impact of healthy eating on physical performance and academic performance. Illustrate the activity pyramid and related to the components of fitness. Describe how dietary habits (food selection) affect overall health, and growth/development