

## West Linn-Wilsonville School District Primary School (Grades K-5) Health Curriculum Topic Map

TOPIC	Kindergarten	Grade 1	Grade 2
Healthy and Fit Body	<ul style="list-style-type: none"> <li>Sort and categorize foods by group</li> <li>Senses</li> </ul>	<ul style="list-style-type: none"> <li>Food pyramid, categorize foods by groups – value</li> </ul>	<ul style="list-style-type: none"> <li>Nutritional requirements</li> <li>Healthy body requirements (nutrition, exercise and rest)</li> </ul>
Controllable Health Risks	<ul style="list-style-type: none"> <li>Head lice, hand washing, use of tissues, body fluid spills</li> </ul>	<ul style="list-style-type: none"> <li>Personal hygiene</li> <li>Dental care</li> </ul>	<ul style="list-style-type: none"> <li>Communicable diseases: bacterial and viral germs, infections; colds and flu</li> </ul>
Safe and Healthy Environment	<ul style="list-style-type: none"> <li>Personal Safety: safe touches, phone and door, seat belt, strangers, 911/emergency</li> <li>Fire, earthquake, bus, pedestrian and playground safety</li> <li>Circles of support (getting help for personal safety)</li> </ul>	<ul style="list-style-type: none"> <li>Protective gear and/or procedures. Identify safe and healthy choices: bike helmets and safety, safety belts, wrist guards/kneepads, lifejackets/personal floatation devices</li> <li>Fire, earthquake, bus, pedestrian and playground safety</li> <li>Home fire action plans</li> <li>Personal Safety: safe touches, phone and door, seat belt, strangers, 911/emergency</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate ways to treat simple injuries: scratches, cuts, bruises</li> <li>Personal Safety: safe touches, phone and door, seat belt, strangers, 911/emergency</li> <li>Identify hazardous environmental factors: OTC drugs, poison, electricity, gas, pollution</li> </ul>
Informed Consumer	<ul style="list-style-type: none"> <li>Questioning strategies</li> <li>Examine difference between needs and wants</li> </ul>	<ul style="list-style-type: none"> <li>Questioning strategies</li> </ul>	<ul style="list-style-type: none"> <li>Questioning strategies</li> <li>Identify how media and advertisers seek to influence thoughts, feelings and behaviors such as: cereals, snack foods, clothing, tobacco, toys</li> </ul>

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TOPIC	Grade 3	Grade 4	Grade 5
Healthy and Fit Body  * See Science Curriculum - Foss	<ul style="list-style-type: none"> <li>• Able to describe how active daily physical activity enhances the way we feel</li> <li>• Make wise food choices</li> </ul>	<ul style="list-style-type: none"> <li>• Food labels, meal planning, serving sizes, nutrients, connection between diet/wellness, exercise, diet analysis</li> </ul>	<ul style="list-style-type: none"> <li>• Relationship between fitness and mental and physical health</li> <li>• Identify foods/choices that promote physical and mental well being</li> </ul>
		<ul style="list-style-type: none"> <li>• Puberty – body changes, odor, hair washing, bathing</li> </ul>	<ul style="list-style-type: none"> <li>• Puberty – change in personal health habits</li> </ul>
	<ul style="list-style-type: none"> <li>• Bones and muscles *</li> </ul>	<ul style="list-style-type: none"> <li>• Central nervous systems *</li> </ul>	<ul style="list-style-type: none"> <li>• Systems: respiratory, circulatory, digestive *</li> </ul>
Controllable Health Risks	<ul style="list-style-type: none"> <li>• Identify stressors and how they effect well being: peer pressure, refusal skills</li> <li>• Identify safe and healthy choices and identify how good healthy practices contribute to prevention of chronic and communicable diseases</li> <li>• Identify and compare behaviors that are safe or risky</li> </ul>	<ul style="list-style-type: none"> <li>• Stress management; substance abuse: tobacco, alcohol, other drugs, refusal skills/peer pressure, seeking help</li> <li>• Identify chronic diseases and lifestyles that contribute to them: heart disease/smoking, diet, liver disease/drinking</li> <li>• Communicable diseases: TB, AIDS/HIV, colds, flu</li> </ul>	<ul style="list-style-type: none"> <li>• Describe immediate effects of stressors on physical and emotional health</li> <li>• Strategies to feel better when feeling “down”</li> </ul>
Safe and Healthy Environment	<ul style="list-style-type: none"> <li>• Conflict resolution skills that can prevent escalation of violence/conflict</li> <li>• Creating and keeping friends</li> <li>• Protective gear and/or procedures; identify safe and healthy choices: bike helmets and safety, safety belts, wrist guards/kneepads, life jackets/pfds</li> <li>• Personal safety: safe touches, phone and door, seat belt, strangers, 911/emergency</li> </ul>	<ul style="list-style-type: none"> <li>• Conflict resolution skills that can prevent escalation of violence/conflict</li> <li>• Creating and keeping friends</li> <li>• Respond appropriately to common emergencies, e.g. bleeding, choking, cuts, etc.</li> <li>• Identify hazardous environmental factors: OTC drugs, poison, electricity, gas, pollution</li> </ul>	<ul style="list-style-type: none"> <li>• Conflict resolution skills that can prevent escalation of violence/conflict</li> <li>• Creating and keeping friends</li> </ul>
Informed Consumer		<ul style="list-style-type: none"> <li>• Locating valid heath information</li> <li>• Identify career opportunities in health</li> </ul>	<ul style="list-style-type: none"> <li>• Identify media and advertising persuasion</li> </ul>