

Note: items highlighted below were identified through data analysis as areas of concern for Bethel students and we have made an effort to address these concerns at multiple points throughout the curriculum.

ELEMENTARY HEALTH CURRICULUM 2017-18

Bethel's elementary health curriculum is built around six skills-based units for each grade level, which align with the National Health Education Standards. Content and self-management standards (NHES 1 and 7) are embedded within each unit and the units are also aligned with Vermont's elementary health proficiencies. This curriculum chart represents the first year of a two year cycle for each grade cluster.

Unit 1			
PreK-K	1/2	3/4	5/6
<i>Helping & being helped</i>	<i>What my body does for me & what I do for my body</i>	<i>My body, my health</i>	<i>Identity and Dimensions of health</i>
<u>Decision Making</u> <u>Nutrition</u> Identifying foods MyPlate Trying nutritious foods Healthy snacking <u>Safety/Inj Prev</u> Fire safety Poisons Household safety	<u>Decision Making</u> <u>Nutrition</u> Identifying foods MyPlate Trying nutritious foods Eating breakfast <u>Safety/Inj Prev</u> Fire safety Poisons Household safety	<u>Decision Making/ Communication</u> Menu Project <u>Nutrition</u> MyPlate review Nutritional value of foods Eating out/fast food Menu design <u>Social Health</u> Conflict management Communicating with peers	<u>Accessing Info</u> <u>Nutrition</u> Label reading Food marketing Harmful effects of food Breakfast <u>Illness/Dis Prev</u> Comm/non comm diseases Prevention & treatment <u>Consumer/ Enviro Health</u> Marketing
NHES Performance Indicators: 1.2.1, 1.2.4, 1.2.5, 5.2.1, 5.2.2, 7.2.1, 7.2.2	NHES Performance Indicators: 1.2.1, 1.2.4, 1.2.5, 5.2.1, 5.2.2, 7.2.1, 7.2.2	NHES Performance Indicators: 1.5.1, 5.5.1, 5.5.2, 5.5.3, 5.5.4 5.5.5.	NHES Performance Indicators: 1.5.1, 1.5.2, 3.5.1, 3.5.2 VT Proficiencies:

VT Proficiencies: N/A	VT Proficiencies: N/A	VT Proficiencies: 5.a	3.b
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Unit 2			
PreK-K	1/2	3/4	5/6
<i>Helping & being helped</i>	<i>What my body does for me & what I do for my body</i>	<i>My body, my health</i>	<i>Identity and Dimensions of health</i>
<u>Accessing Info</u> <u>Safety/Inj Prev</u> Family safety rules Health helpers Getting help/911 <u>Illness/Dis Prev</u> Hand wash review Cold/flu prevention Common illnesses Medication	<u>Accessing Info</u> <u>Illness/Dis Prev</u> Hand wash review Cold/flu prevention Common illnesses Medication How/when to get help <u>ATOD</u> Tobacco-types, effects, second hand smoke What's a drug? Caffeine	<u>Decision Making/ Communication</u> <u>Nutrition</u> MyPlate review Nutritional value of foods Eating out/fast food Menu design <u>Social Health</u> Conflict management Communicating with peers	<u>Decision Making</u> <u>Phys. Activity</u> Phys. & mental benefits Components of fitness <u>Safety/Inj Prev:</u> First aid Safety home alone Sports safety Electronic safety <u>Personal Health</u> Time management Tech. Management Stress management
NHES Performance Indicators: 1.2.1, 1.2.3, 1.2.4, 1.2.5, 3.2.1, 3.2.2 VT Proficiencies: 3.b	NHES Performance Indicators: 1.2.1, 1.2.2, 1.2.3, 1.2.4, 1.2.5, 3.2.1, 3.2.2 VT Proficiencies: 3.b	NHES Performance Indicators: 1.5.1, 4.5.1, 4.5.2, 4.5.3, 7.5.1 VT Proficiencies: 4.a, 4.b, 4.c, 4.d	NHES Performance Indicators: 1.5.1, 1.5.3, 1.5.4, 1.5.5, 5.5.1, 5.5.3, 5.5.4, 5.5.5, 5.5.6, 7.5.1, 7.5.3 VT Proficiencies: 5.a, 5.b

Unit 3			
PreK-K	1/2	3/4	5/6
<i>Helping & being helped</i>	<i>What my body does for me & what I do for my body</i>	<i>My body, my health</i>	<i>Identity and Dimensions of health</i>
<p><u>Analyzing Influences</u></p> <p><u>Nutrition</u> Family food rules School food rules Foods that hurt our bodies (salt, sugar, fat)</p> <p><u>Safety/Inj Prev</u> Family safety rules School safety rules</p> <p><u>Personal health</u> Family rules for sleep, teeth brushing Benefits of sleep Dental hygiene</p>	<p><u>Communication</u></p> <p><u>Anatomy</u> Overview of body systems Brain Vision Hearing</p> <p><u>Social Health</u> Siblings Friends Conflict management</p> <p><u>Personal Health</u> Stress Talking about feelings Calming techniques</p>	<p><u>Analyzing Influences</u></p> <p><u>Safety/Inj Prev</u> Household safety Safe home alone Bike safety Electronic safety</p> <p><u>Phys Activity</u> Benefits of exercise Anatomy review Screen time</p> <p><u>Personal Health</u> Hygiene Stress Management Sleep</p>	<p><u>Goal Setting</u></p> <p><u>Nutrition</u> Calories Whole & processed foods Sugar Tracking eating</p> <p><u>Personal Hlth:</u> Sleep goals Time goals</p> <p><u>Phys. Activity</u> Phys. & mental benefits Components of fitness</p>
<p>NHES Performance Indicators: 1.2.1, 2.2.1, 2.2.2, 7.2.1, 7.2.2</p> <p>VT Proficiencies: 3.2 (family)</p>	<p>NHES Performance Indicators: 1.2.1, 1.2.2, 4.2.1, 4.2.2, 4.2.3, 4.2.4, 7.2.1</p> <p>VT Proficiencies: 4.a, 4.b, 4.c, 4.d</p>	<p>NHES Performance Indicators: 1.5.1, 1.5.4, 2.5.1, 2.5.3, 2.5.4, 7.5.1</p> <p>VT Proficiencies: 2.a</p>	<p>NHES Performance Indicators: 1.5.1, 1.5.2, 6.5.1, 6.5.2, 7.5.1, 7.5.2</p> <p>VT Proficiencies: 5.c, 5.d</p>

Unit 4			
PreK-K	1/2	3/4	5/6
<i>Helping & being helped</i>	<i>What my body does for me & what I do for my body</i>	<i>My body, my health</i>	<i>Identity and Dimensions of health</i>
<p><u>Communication</u></p> <p><u>Anatomy</u> Overview of body systems Brain Vision Hearing</p> <p><u>Social Health</u> Siblings Friends Conflict management</p> <p><u>Personal Health</u> Stress Talking about feelings Calming techniques</p> <p><u>ATOD</u> Tobacco Caffeine</p>	<p><u>Analyzing Influences</u></p> <p><u>Phys Activity</u> Options for activity Benefits of activity</p> <p><u>Nutrition</u> Healthy snacking Effects of salt, sugar, fat</p>	<p><u>Goal Setting</u></p> <p><u>Personal Health</u> Dental hygiene Time management Stress management</p> <p><u>Phys Activity</u> Components of fitness Benefits of exercise</p>	<p><u>Analyzing Influences</u></p> <p><u>ATOD</u> Brain development Physical effects Caffeine Opiates Addiction Tobacco Ecigarettes Alcohol Marijuana</p> <p><u>Physical Activity</u> Types of activity Assessing personal activ. level Screen time</p> <p><u>Personal Health</u> Recognizing stress Stress management techniques Sleep habits Function of sleep</p>
<p>NHES Performance Indicators: 1.2.1, 4.2.1, 4.2.2, 7.2.1</p> <p>VT Proficiencies: 4.a, 4.b</p>	<p>NHES Performance Indicators: 1.2.1, 1.2.2, 2.2.1, 2.2.2, 7.2.1, 7.2.2</p> <p>VT Proficiencies: 3.a (family, peers)</p>	<p>NHES Performance Indicators: 1.5.1, 6.5.1, 6.5.2, 7.5.1, 7.5.2</p> <p>VT Proficiencies: 5.c, 5.d</p>	<p>NHES Performance Indicators: 1.5.1, 1.5.2, 2.5.1, 2.5.2, 2.5.3, 2.5.5, 2.5.6, 7.5.1</p> <p>VT Proficiencies: 2.a</p>

Unit 5			
PreK-K	1/2	3/4	5/6
<i>Helping & being helped</i>	<i>What my body does for me & what I do for my body</i>	<i>My body, my health</i>	<i>Identity and Dimensions of health</i>
<u>Goal Setting</u> <u>Personal Health</u> Teeth brushing Healthy sleep habits Hygiene <u>Phys Activity</u> Benefits Favorite activities <u>Nutrition</u> Trying nutritious foods Choosing healthy foods on my own Eating breakfast	<u>Goal Setting</u> <u>Personal Health</u> Teethbrushing Sleep <u>Phys Activity</u> Effect of activity on body systems Choosing activities <u>Nutrition</u> Fruits & Veggies Whole grains Lean Protein	<u>Accessing Info</u> <u>Illness/Dis Prev</u> Communicable/ Non comm diseases Prevention & Treatment Medicines vs. drugs <u>ATOD</u> Tobacco Secondhand smoke Caffeine What's a drug? <u>Consumer/ Enviro Hlth</u> how enviro health affects us (at school and around the earth)	<u>Communication</u> <u>ATOD</u> Refusal skills Riding with an impaired driver <u>Sexual Health</u> Puberty Reproductive anatomy <u>Mental Health</u> Depression anxiety <u>Social Health</u> Siblings Parents Conflict with peers
NHES Performance Indicators: 1.2.1, 6.2.1, 7.2.1, 7.2.2 VT Proficiencies: 5.c	NHES Performance Indicators: 1.2.1, 1.2.2, 6.2.1, 6.2.2, 7.2.1, 7.2.2 VT Proficiencies: 5.c	NHES Performance Indicators: 1.5.1, 1.5.3, 1.5.4, 1.5.5, 3.5.1 VT Proficiencies: 3.a	NHES Performance Indicators: 1.5.1, 1.5.2, 1.5.5, 4.5.1, 4.5.2, 4.5.3, 7.5.1, 7.5.2, 7.5.3 VT Proficiencies: 4.a, 4.b, 4.c, 4.d

Unit 6			
PreK-K	1/2	3/4	5/6
<i>Helping & being helped</i>	<i>What my body does for me & what I do for my body</i>	<i>My body, my health</i>	<i>Identity and Dimensions of health</i>
<p><u>Advocacy</u></p> <p><u>Consumer/ Enviro Health</u> How can we help our school to be healthy? How can we help the earth to be healthy?</p>	<p><u>Advocacy</u></p> <p><u>ATOD</u> Secondhand smoke</p> <p><u>Nutrition</u> Proud to be a healthy eater</p> <p><u>Consumer/ Enviro Health</u> Healthy, safe school Health of the earth</p>	<p><u>Advocacy</u></p> <p><u>ATOD</u> Tobacco Second Hand smoke</p> <p><u>Consumer/ Enviro Health</u> Building a healthy school Building a healthy world</p>	<p><u>Advocacy</u></p> <p><u>ATOD</u> Tobacco advocacy</p> <p><u>Consumer/ Enviro Health</u> Effect of enviro on health (earth and school) Building a healthy school</p>
<p>NHES Performance Indicators: 8.2.1, 8.2.2</p> <p>VT Proficiencies: 4.e, 4.f</p>	<p>NHES Performance Indicators: 8.2.1, 8.2.2</p> <p>VT Proficiencies: 4.e, 4.f</p>	<p>NHES Performance Indicators: 1.5.1, 1.5.3, 7.5.1, 8.5.1, 8.5.2</p> <p>VT Proficiencies: 4.e, 4.f</p>	<p>NHES Performance Indicators: 1.5.1, 1.5.3, 7.5.1, 8.5.1, 8.5.2</p> <p>VT Proficiencies: 4.e, 4.f</p>