**Diocese of Allentown Grade K Health Overview**

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| **Healthy Body/Healthy Mind** | **Nutrition**  | **Safety** |
| **Enduring Knowledge 1:***Understanding the concept of a healthy body*  | **Enduring Knowledge 6:***Understanding the concept of nutrition*  | **Enduring Knowledge 9:***Understanding the concept of personal health* |
| **Enduring Knowledge 2:***Identify the importance of healthy habits* | **Enduring Knowledge 7:***Identify the purpose of healthy eating choices*  | **Enduring Knowledge 10:** *Identify the purpose being physically safe*  |
| **Enduring Knowledge 3:***Identify the importance of proper personal hygiene*  | **Enduring Knowledge 8:***Identify the five food groups*  | **Enduring Knowledge 11:** *Identify the importance of stranger danger*  |
| **Enduring Knowledge 4:***Identify the concept of the five senses* |  | **Enduring Knowledge 12:***Identify the reason for household safety*  |
| **Enduring Knowledge 5:***Identify each of the five senses* |  |  |

Prepared for the Diocese of Allentown by the Health Curriculum Committee, 2017.

**Diocese of Allentown Grade 1 Health Overview**

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| **Healthy Body/Healthy Mind** | **Nutrition** | **Safety** |
| **Enduring Knowledge 1:***Understanding the concept of a healthy body*  | **Enduring Knowledge 5:***Understanding the concept of nutrition*  | **Enduring Knowledge 8:***Understanding the concept of personal health* |
| **Enduring Knowledge 2:***Identify the importance of healthy habits* | **Enduring Knowledge 6:***Identify the main purpose of food for fuel* | **Enduring Knowledge 9:** *Identify the reason for wise decisions*  |
| **Enduring Knowledge 3:***Identify the concepts of the five senses* | **Enduring Knowledge 7:***Identify portion sizes*  | **Enduring Knowledge 10:** *Identify the purpose of good decisions making skills* |
| **Enduring Knowledge 4:***Identify the purpose of senses relating to sight, sound, taste* |  |  |
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**Diocese of Allentown Grade 2 Health Overview**

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| **Healthy Body/Healthy Mind** | **Body Function/Body Systems** | **Social Interaction**  |
| **Enduring Knowledge 1:***Understanding the concept of a healthy body*  | **Enduring Knowledge 3:***Understanding the concept of body systems*  | **Enduring Knowledge 5:***Understanding the concept of social interaction* |
| **Enduring Knowledge 2:***Identify the importance of healthy habits (hair, teeth, grooming, bathing)* | **Enduring Knowledge 4:***Identify the main purpose of the body systems (skeletal, muscular, respiratory, cardiovascular)*  | **Enduring Knowledge 6:** *Identify the purpose of resolving conflicts* |
|  |  | **Enduring Knowledge 7:** *Identify the positive outcomes of sharing*  |
|  |  | **Enduring Knowledge 8:***Identify the social aspects of good manners* |
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**Diocese of Allentown Grade 3 Health Overview**

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| **Body Systems** | **Nutrition** | **Good Character** |
| **Enduring Knowledge 1:***Understanding the concept of body systems*  | **Enduring Knowledge 5:***Understanding the concept of nutrition*  | **Enduring Knowledge 8:***Identify the six concept of good character traits* |
| **Enduring Knowledge 2:***Identify the main systems in the body* | **Enduring Knowledge 6:***Identify the concept of proper food choices (fats, sugars, salts)* | **Enduring Knowledge 9:** *Understanding the importance of each good character traits* |
| **Enduring Knowledge 3:***Identify the main function of the systems in the body*  | **Enduring Knowledge 7:***Identify healthy portion sizes*  | **Enduring Knowledge 10:** *Determine the reasons for making good decisions* |
| **Enduring Knowledge 4:***Understanding how healthy concepts to keep the body systems working*  |  |  |
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**Diocese of Allentown Grade 4 Health Overview**

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| **Intro Body Systems** | **Body Systems** | **Nutrition**  |
| **Enduring Knowledge 1:***Understanding the concept of body systems*  | **Enduring Knowledge 5:** *Identify the function of each body system (skeletal, muscular, skin, digestive, circulatory, respiratory, nervous, urinary, immune)*  | **Enduring Knowledge 8:***Understanding how healthy concepts keep the body systems working*  |
| **Enduring Knowledge 2:***Identify the main systems in the body (by name)* | **Enduring Knowledge 6:***Identify how the body systems work together*  | **Enduring Knowledge 9:** *Identify how healthy choices keep the body’s systems working properly function*  |
| **Enduring Knowledge 3:***Identify the purpose of each body system*  | **Enduring Knowledge 7:***Identify the possible risk factors when the body is not working properly* | **Enduring Knowledge 10:** *Identify healthy portion sizes* |
| **Enduring Knowledge 4:***Identify the importance of healthy bones, muscles, skin, heart, digestion, nerves* |  |  |
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**Diocese of Allentown Grade 5 Health Overview**

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| **Personal Hygiene** | **Nutrition**  | **Emotions** |
| **Enduring Knowledge 1:***Understanding what personal hygiene is and its affects*  | **Enduring Knowledge 4:***Understanding the importance of physical health* | **Enduring Knowledge 7:***Understanding the importance of good social health*  |
| **Enduring Knowledge 2:***Identify the main concepts of personal hygiene*  | **Enduring Knowledge 5:***Identify the main concepts of good nutrition*  | **Enduring Knowledge 8:** *Identify the concept of positive emotions*  |
| **Enduring Knowledge 3:***Identify good personal hygiene techniques*  | **Enduring Knowledge 6:** *Identify how nutrition helps body system function*  | **Enduring Knowledge 9:** *Identify the concept of negative emotions*  |
|  |  | **Enduring Knowledge 10:***Determine ways to appropriately express motions properly* |
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**Diocese of Allentown Grade 5 Health Overview**

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| **Self Esteem** | **Good Character** | **Body Systems** |
| **Enduring Knowledge 11:***Understanding the importance of good social health*  | **Enduring Knowledge 15:***Understanding the importance of good social health* | **Enduring Knowledge 18:***Identify the purpose of each body system* |
| **Enduring Knowledge 12:***Identify the concept of positive self esteem*  | **Enduring Knowledge 16:***Identify the main concepts of good character traits*  |  **Enduring Knowledge 19:** *Understand the how being active promotes healthy bones* |
| **Enduring Knowledge 13:***Identify the concept of negative self esteem*  | **Enduring Knowledge 17:** *Understanding how to develop aspects of good character* |  **Enduring Knowledge 20:** *Identify the main function of the skeletal system* |
| **Enduring Knowledge 14:***Determine ways to develop/improve coping mechanism for good emotional health* |  |  |
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**Diocese of Allentown Grade 6 Health Overview**

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| **Bullying** | **Peer Pressure** | **Social Understanding** |
| **Enduring Knowledge 1:***Understanding the concept of bullying*  | **Enduring Knowledge 5:***Understanding the concept of peer pressure* | **Enduring Knowledge 9:***Understanding the concept of social health* |
| **Enduring Knowledge 2:***Identify the difference between bullying and peer pressure* | **Enduring Knowledge 6:***Identify how peer pressure occurs* | **Enduring Knowledge 10:** *Identify the difference between cliks and crushes* |
| **Enduring Knowledge 3:***Identify the different types of bullying* | **Enduring Knowledge 7:** *Identify how peer pressure is used* | **Enduring Knowledge 10:** *Identify the negative concepts of cliks* |
| **Enduring Knowledge 4:***Understand how to stand up to/prevent bullying* | **Enduring Knowledge 8:***Understand how to stand up to/prevent peer pressure* | **Enduring Knowledge 11:***Understanding the natural emotion relating to crushes*  |
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**Diocese of Allentown Grade 6 Health Overview**

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| **Alcohol** | **Tobacco**  |  |
| **Enduring Knowledge 12:***Understanding the concept alcohol*  | **Enduring Knowledge 17:***Understanding the concept of tobacco* |  |
| **Enduring Knowledge 13:***Identify the positive aspects of how alcohol can be used* | **Enduring Knowledge 18:** *Identify the difference between smoking tobacco and smokeless tobacco* |  |
| **Enduring Knowledge 14:***Identify the negative aspects of alcohol use* | **Enduring Knowledge 19:** *Identify the negative aspects of tobacco use* |  |
| **Enduring Knowledge 15:***Understanding the health and social consequences of using alcohol*  | **Enduring Knowledge 20:***Understand the health, social, economic consequences of using tobacco* |  |
| **Enduring Knowledge 16:***Identify how body systems are altered with alcohol use* | **Enduring Knowledge 21:***Identify how body systems are altered with tobacco use* |  |

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**Diocese of Allentown Grade 7 Health Overview**

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| **Disease Prevention/Vaccinations** | **Noncommunicable Diseases** | **Drugs** |
| **Enduring Knowledge 1:***Understanding what vaccines are and how they prevent diseases.* | **Enduring Knowledge 5:***Identify the difference between communicable and noncommunicable diseases* | **Enduring Knowledge 9:***Understanding the difference between medication and drugs*  |
| **Enduring Knowledge 2:***Identify the four different types of pathogens that cause diseases*  | **Enduring Knowledge 6:***Identify basic noncommunicable diseases (such as cancer, diabetes, cardiovascular disease)* | **Enduring Knowledge 10:** *Identify how drug addiction occurs (cycle of addiction)* |
| **Enduring Knowledge 3:***Understanding how diseases are transmitted from person to person* | **Enduring Knowledge 7:** *Identify the health consequences related to noncommunicable diseases* | **Enduring Knowledge 11:** *Identify the different types of drugs and their effects on the body* |
| **Enduring Knowledge 4:***Understand the appropriate ways to treat diseases*  | **Enduring Knowledge 8:***Identify appropriate ways to prevent and treat noncommunicable diseases* | **Enduring Knowledge 12:***Identify the health consequences of using drugs*  |
|  |  | **Enduring Knowledge 13:***Identify the social consequences of using drugs*  |

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**Diocese of Allentown Grade 8 Health Overview**

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| **Stress** | **Anger Management** | **Body Image** |
| **Enduring Knowledge 1:***Understanding what stress is and the difference between good stress and bad stress* | **Enduring Knowledge 5:***Understanding what anger is and what are the differences between ager and stress* | **Enduring Knowledge 10:***Understanding how we are different and how we are the same.*  |
| **Enduring Knowledge 2:***Understanding the effects stress can have on a person’s mental health ad their physical health*  | **Enduring Knowledge 6:***Identify reasons a person may choose to get angry* | **Enduring Knowledge 11:** *Personal acceptance is* *important* |
| **Enduring Knowledge 3:***Understanding appropriate ways to deal with stress and stressful situations* | **Enduring Knowledge 7:** *Identify the different ways a person expresses their anger* | **Enduring Knowledge 12:***Understanding the role that media plays in body image* |
|  | **Enduring Knowledge 8:***Identify appropriate ways to cope with anger* | **Enduring Knowledge 13:** *Identify healthy ways to make changes* |
|  | **Enduring Knowledge 9:***Explore relaxation methods that can be used to help with stress and anger management* |  |

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**Diocese of Allentown Grade 8 Health Overview**

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| **Risky Behavior** | **HIV/AIDS** |  |
| **Enduring Knowledge 14:***Identify the differences between risky situations and risky behaviors* | **Enduring Knowledge 19:***Identify HIV and AIDS (by name and stages)* |  |
| **Enduring Knowledge 15:***Identify consequences of risky behaviors (STD’s)*  | **Enduring Knowledge 20:***Identify how HIV/AIDS is transmitted* |  |
| **Enduring Knowledge 16:***Identify sexually transmitted diseases (by name and their health risks)* | **Enduring Knowledge 21:** *Identify health consequences related to HIV/AIDS* |  |
| **Enduring Knowledge 17:***Determining possible treatments for STD’s* | **Enduring Knowledge 22:***Identify possible treatments for HIV/AIDS* |  |
| **Enduring Knowledge 18:***Clear concepts of prevention through abstinence* | **Enduring Knowledge 23:***Clear concepts to prevention through abstinence* |  |

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