

PHYSICAL DEVELOPMENT AND HEALTH CURRICULUM PROJECT

GOAL 22: Understand principles of health promotion and the prevention and treatment of illness and injury.

Standard A: Explain the basic principles of health promotion, illness prevention and safety.

CATHOLIC IDENTITY

Standard A: Explain the principles of health promotion, illness prevention and safety emphasizing mind, body and spirit.

As a result of their schooling students will be able to...

EARLY ELEMENTARY (PREK-2)	LATE ELEMENTARY (3-5)	MIDDLE/JUNIOR HIGH SCHOOL (6-8)
<p>22.A.1a Identify general signs and symptoms of illness (e.g., fever, rashes, coughs, congestion).</p> <p>22.A.1b Identify methods of health promotion and illness prevention (e.g., obtaining immunizations, hand washing, brushing and flossing teeth, eating practices, sleep, cleanliness).</p> <p>22.A.1c Identify dangerous situations and safety methods to reduce risks (e.g., traffic, improper use of medicine and poisons, strangers).</p> <ol style="list-style-type: none"> 1. Recognize signs and symptoms of sickness. 2. Cover mouth and nose when coughing and sneezing. 3. Wash hands with soap and water. 4. Practice proper hygiene. 5. Learn about “touching safety”, bicycle safety, sport safety, etc. 6. Demonstrate proper procedures and techniques used during tornado drills, fire drills, etc. 7. <u>Understand and use information learned in Religion, Safe Environment (“touching safety”) and other community safety programs.</u> 	<p>22.A.2a Describe benefits of early detection and treatment of illness.</p> <p>22.A.2b Demonstrate strategies for the prevention and reduction of communicable and non-communicable disease (e.g., practicing cleanliness, making healthy food choices, understanding the importance of immunizations and regular health screenings).</p> <p>22.A.2c Describe and compare health and safety methods that reduce the risks associated with dangerous situations (e.g., wearing seat belts and helmets, using sunscreen).</p> <ol style="list-style-type: none"> 1. Recognize symptoms of illness. 2. Describe symptoms of common childhood illnesses. 3. Discuss the benefits of early detection and treatment of illness. 4. Discuss the importance of wearing of sunscreen during outdoor activities. 5. Discuss hygiene: shower daily after physical activity and use deodorant. 6. Know basic first aid and how to seek help for injury. 7. <u>Review and use information learned in Religion, Safe Environment (“touching safety”) and other community safety programs.</u> 	<p>22.A.3a Identify and describe ways to reduce health risks common to adolescents (e.g., exercise, diet, refusal of harmful substances).</p> <p>22.A.3b Identify how positive health practices and relevant health care can help reduce health risks (e.g., proper diet and exercise reduce risks of cancer and heart disease).</p> <p>22.A.3c Explain routine safety precautions in practical situations (e.g., in motor vehicles, on bicycles, in and near water, as a pedestrian).</p> <p>22.A.3d Identify various careers involved in health promotion, health care and injury prevention.</p> <ol style="list-style-type: none"> 1. Describe emergency procedures. 2. Describe different types of stress. 3. Distinguish between communicable and non-communicable diseases. 4. Practice personal hygiene. 5. Know basic first aid and life saving practices. 6. Recognize abusive behaviors. 7. Practice methods to be followed when abusive behavior is suspected or discovered. 8. <u>Apply information learned in Religion, Safe Environment (“touching safety”) and other community safety programs.</u>

Why Goal 22 Is Important: Nutrition, exercise, rest, hygiene and safety are the bases for personal, family and occupational health. From an early age, students can recognize healthy habits and understand why they are important. As students become more sophisticated in their understanding, they learn and can adopt a variety of ways to minimize illness and enhance health. Learners will be able to apply the effects of health-related actions to success in the workplace. Students who develop an effective understanding of basic health promotion can establish the foundation for achieving and maintaining personal health and well-being by making informed wellness decisions now and throughout their lives.

PHYSICAL DEVELOPMENT AND HEALTH CURRICULUM PROJECT

GOAL 22: Understand principles of health promotion and the prevention and treatment of illness and injury.
Standard B: Describe and explain the factors that influence health among individuals, groups and communities.

CATHOLIC IDENTITY

Standard B: Describe, explain and advocate factors that influence health among individuals, groups and world communities.

As a result of their schooling students will be able to...

EARLY ELEMENTARY (PREK-2)	LATE ELEMENTARY (3-5)	MIDDLE/JUNIOR HIGH SCHOOL (6-8)
<p>22.B.1 Encourage and support others in making positive health choices (e.g., eating practices, cleanliness, safety practices).</p> <ol style="list-style-type: none"> 1. List personal hygiene behaviors/choices that will improve health and safety. 2. Recognize skills necessary to ensure safety and cleanliness. 3. Encourage others to use skills and make choices that will help prevent the spread of infectious diseases. 4. <u>Describe ways to make healthy choices and help others make healthy choices.</u> 	<p>22.B.2 Describe how individuals and groups influence the health of individuals (e.g., peer pressure, media and advertising).</p> <ol style="list-style-type: none"> 1. Discuss importance of proper hygiene. 2. Discuss how to avoid dangers within the school and community. 3. Give examples of how the media influences health-related behaviors, choices and skills. 4. <u>Explain the importance of making healthy choices and ways to encourage others to do the same.</u> 	<p>22.B.3 Describe how the individual influences the health and well-being of the workplace and the community (e.g., volunteerism, disaster preparedness, proper care to prevent the spread of illness).</p> <ol style="list-style-type: none"> 1. Discuss importance of proper hygiene. 2. Formulate a plan for making the school a safer place. 3. Discuss how peers influence health-related choices/behaviors. 4. Discuss how to evaluate health-related information. 5. <u>Advocate ways to help others through Christian service.</u>

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PHYSICAL DEVELOPMENT AND HEALTH CURRICULUM PROJECT

GOAL 22: Understand principles of health promotion and the prevention and treatment of illness and injury.
 Standard C: Explain how the environment can affect health.

CATHOLIC IDENTITY

Standard C: Explain how being a steward of the environment makes us a steward of our own health.

As a result of their schooling students will be able to...

EARLY ELEMENTARY (PREK-2)	LATE ELEMENTARY (3-5)	MIDDLE/JUNIOR HIGH SCHOOL (6-8)
<p>22.C.1 Identify sources and causes of environmental health risks (e.g., air, soil, sun, water, noise, food, chemicals).</p> <ol style="list-style-type: none"> List things that pollute the environment. Explain what it means to recycle. <u>Explain the importance of taking care of God's good earth.</u> 	<p>22.C.2 Explain interrelationships between the environment and individual health (e.g., pollution and respiratory problems, sun and skin cancer).</p> <ol style="list-style-type: none"> Name items that pollute the environment. Identify ways that pollution can be a health risk. Compare healthy environments and healthy people to unhealthy environments and unhealthy people. <u>Identify ways to take care of the environment and the people God created.</u> 	<p>22.C.3a Identify potential environmental conditions that may affect the health of the local community (e.g., pollution, land fill, lead-based paint).</p> <p>22.C.3b Develop potential solutions to address environmental problems that affect the local community's health.</p> <ol style="list-style-type: none"> Recognize possible sources of pollution in specific environments (your home, your school, your community). Research waste disposal and how it may affect the environment and future generations. Describe how elements of the environment affect personal health. <u>Identify ways to take care of the environment God created (e.g., reduce, reuse, recycle).</u> <u>Act as stewards of the earth as described in Scripture.</u>

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