

Kindergarten Health/Compass

Standard	Content	Skills	MLR	Delivered By
	Hygiene			
	The students will demonstrate healthy care habits including proper grooming and other hygiene skills	Discussion and demonstration of:	A1; C1	Teacher, Nurse or designee
		hand washing		
		brushing teeth/flossing		
		covering mouth and nose		
		sneezing/use of tissues		
		not sharing food and drink		
		care of hair		
		dressing for the weather		
		toileting		
	Nutrition			
	The students will demonstrate healthy nutritional practices	identifying/choosing:	C1	Teacher, Nurse support
		healthy foods		
		5-2-1-0 philosophy		
	Personal Body Safety			
	The students will demonstrate and practice skills to promote personal body safety	Identifying:	A6; C2; D1; B1	Guidance with Nurse support
		bus safety behaviors		
		playground safety		
		seatbelt/booster seat safety		
		stranger awareness		
		Always ask first		
		road safety		
		gun safety		
		fire safety		
		appropriate/inappropriate touching		

Kindergarten Health/Compass

Standard	Content	Skills	MLR	Delivered By
	Feelings/Communication			
	The students will be able to name their feelings and express them appropriately	Identify feelings - anger, anxiety, happiness, fear, worried, nervous, surprised, excited, etc.	C5;	Guidance with Teacher support Second Step
		Using I messages		
		How to ask for help		
		Practicing strategies for self-control		
	The students will be able to differentiate between Tattling vs. telling			Teacher and Guidance
	The students will be introduced to verbal/non-verbal communications	Brainstorming/role-playing, ways to communicate	E1	Guidance with Teacher support
	The students will be introduced to different relationships between family, friends and community	Describe what makes a family	E1	Guidance with teacher support
		Recognize that each family is unique		
		Describe what a friend is and how to treat them		

Grade 1 Health/Compass

Standard	Content	Skills	MLR	Delivered By	Resources
	Hygiene/Health Care Practices				
	Students will recognize health care practices	Discussion and demonstration of proper health habits	A1; C1	Teacher	
		physical activity			
		hand washing and bathing			
		brushing hair			
		covering sneeze and cough			
		brushing and flossing teeth/dental health			
		not sharing food or drink			
		healthy snacks/meals			
		5210 philosophy			
	The students will be introduced to the transmission and prevention of childhood communicable diseases	Recognize that germs spread some diseases (Hand washing techniques, covering sneezes, coughs, proper tissue use, not sharing food and drink)	A1,A3	Teacher	

Grade 1 Health/Compass

Standard	Content	Skills	MLR	Delivered By	Resources
	Feelings/Communication				
	Students will be able to recognize when they begin to feel excited, anxious, angry, or out of control and utilize coping skills	Recognize and Identify different feelings:	C3	Teacher with Guidance support	Second Step
		angry and or frustrated			
		excited			
		out of control			
		happy			
		unhappy			
		sad			
		anxious			
		stressed			
		Asking adults for help when they need it	B1		
		Practice using individual coping skills	C3		
	Students will express and demonstrate their feelings and thoughts appropriately to the school community	They will show respectful behavior towards others	A4	Teacher with Guidance support	Second Step
	The students will demonstrate and practice skills to promote personal body safety	Practice using the safety steps and knowing when to apply the Touching Rule	B1, C2	Guidance	
		Be able to recognize physical and sexual abuse			
	Students will be able to understand friendship	Define friendships and list the characteristics of a healthy friendship	E1	Teacher	

Grade 1 Health/Compass

Standard	Content	Skills	MLR	Delivered By	Resources
	Students will recognize the difference between tattling and reporting to an adult	Discuss the difference between tattling vs. telling		Teacher with Guidance support	
	Students will recognize bullying behavior and harassment	Practice various strategies for dealing with adults and peers that bully	A6,D1,E2,E1	Teacher with Guidance support	Second Step
Nutrition					
	The students will demonstrate healthy nutritional practices	Introduce Food Pyramid	C1	Teacher	
		Recognize healthy and unhealthy food choices			
		5210 philosophy			
		Discuss importance of nutritious meals and snacks			
Safety					
	Students will be able to explain the skills necessary for safe living	Recite name, address, telephone numbers	C2	Guidance with Teacher support	
		Discuss and draw fire safety exit plan, stop drop roll, not playing with matches			
		using seatbelt and booster seats			
		Stranger safety - always ask first			
		Bike safety - using a properly fitted helmet			

Grade 2 Health/Compass

Standard	Content	Skills	MLR	Delivered By	Resources
	Hygiene/Health Care Practices				
	The students will be introduced to the transmission and prevention of childhood communicable diseases	Recognize that germs spread some diseases (Hand washing techniques, covering sneezes, coughs, proper tissue use, not sharing food and drink)	A1,A3	Teacher	
		Recognizes some illnesses that are communicable			
		Practice healthy bathroom habits			
	Feelings/Communication				
	Student will be able to recognize the rights and responsibilities of being a family member	Discuss what makes a family and how all families are different and their roles	A6	Teacher	
	The student will recognize the characteristics of a healthy friendship	List qualities to look for in a friend	E1	Teacher	
		Discuss positive ways to communicate with friends			
	The students will demonstrate and practice skills to promote personal body safety	Practice using the safety steps and knowing when to apply the Touching Rule	B1,C2	Guidance	
	Students will identify feelings associated with conflict	Discuss what causes conflict. Recognize positive ways to resolve conflict. Discuss feelings associated with conflict	C3	Teacher with Guidance support	
	The students will be able to identify ways to communicate both verbally and non-verbally	Role play effective non-verbal and verbal communication.	E1	Teacher	Second Step
		Eye contact - show students the difference between looking someone in the eye and looking at the ground			

Grade 2 Health/Compass

Standard	Content	Skills	MLR	Delivered By	Resources
		Firm voice - a firm voice is not a yelling voice			
		I statements - Using an I statement is less likely to provoke a reaction			
		Body language - To reinforce No message with appropriate body language is by standing straight and tall			
Nutrition					
	The students will demonstrate healthy nutritional practices	Draw and diagram healthy food choices using the Food Pyramid	C1	Teacher	
		Recognize healthy and unhealthy food choices			
		5210 philosophy			
		Discuss importance of nutritious meals and snacks			
		Discuss daily servings and serving sizes			
Safety					
	Students will be able to explain the skills necessary for safe living	Recite name, address, telephone numbers	C2	Teacher with Guidance support	
		Discuss and draw fire safety exit plan, stop drop roll, not playing with matches			
		using seatbelt and booster seats			
		Stranger safety - always ask first			
		Bike safety - using a properly fitted helmet			
		Walking safety			

Grade 3 Health/Compass

Standard	Content	Skills	MLR	Delivered By	Resources
	Feelings/Communication				
	The students will understand the three components of health. The students will understand that the three components of health are influenced by our behaviors.	Discuss how habits improve health and apply health habits:	A2	Guidance	
		Hand washing			
		Brushing/flossing teeth			
		Use of tissues/proper sneezing techniques			
		Bathing and grooming			
		Not sharing food and drink			
		Adequate clothing			
		Adequate sleep			
	Physical Fitness				
	Physical fitness and disease prevention	Adequate exercise – importance of being fit			
	Mental/Emotional	Managing stress			
	Stress management, self-esteem, nutrition, decision making and values	Positive self- esteem			
		Healthy nutrition			
		Positive communication and the ability to communicate needs			
	Social				
	Social communication, families and friends	Healthy relationships with family and friends/friendship skills			
		Dental Health - speaker			

Grade 3 Health/Compass

Standard	Content	Skills	MLR	Delivered By	Resources
	Decision Making				
	The students will recognize community influences that impact their decisions.	Students will brainstorm how family, teachers and peers influence health decisions.	A4,A6, B1,D1, F1	Teacher	
	Students will explain how media influences health decisions.	Discuss positive influences on health of family and school – teachers, nurse, cafeteria worker, bus driver, guidance, school secretary			
		Healthy eating			
		Grooming – hand washing, proper sneezing and coughing technique, brushing, flossing, bathing			
		Exercise			
		Self-esteem			
		Bike, auto, home, bus, pedestrian, stranger, recreational, playground safety			
		Discuss negative influences on health			
		Consumerism – advertising food, toys, clothing, body image, gender stereotypes, peer pressure			
		Discuss how ads influence students to purchase products - Fast food restaurants/ snack foods			

Grade 3 Health/Compass

Standard	Content	Skills	MLR	Delivered By	Resources
	Nutrition				
	The students will understand how eating habits affect health. It helps them think clearly and improve attention.	Review food pyramid with students, including serving sizes, fats, carbohydrates and protein	A1,A6, C1,F1	Teacher	
	The students will identify healthy and unhealthy food choices.	Discuss balanced meals and snacks with appropriate amounts/servings from each food group.			
		5-2-1-0 philosophy			
	Safety				
	The students will compare safe behavior with unsafe behavior in different situations	Students will plan a list of safety precautions for different situations.	A1,A6, C2,	Guidance	Scholastic News
	• Stranger danger				
	• Weapon				
	• Medicine				
	• Home alone				
	• Fire				
	• Poison				
		Students will discuss appropriate behavior when they are home alone.			
	The students will discuss and demonstrate when it is appropriate to call 911 for assistance.	Demonstrate how to respond to the 911 operator.			

Grade 3 Health/Compass

Standard	Content	Skills	MLR	Delivered By	Resources
	Conflict Resolution				
	The students will be able to describe how their attitudes affect their health.	Role-play positive ways to resolve conflict	A1,A4, C2, C3,D1	Guidance with Teacher support	
	The students will identify bullying behaviors and appropriate responses	"I" statements – I feel when you because ...			
		Listening skills			
		Eye contact – show students the difference between looking someone in the eye and looking at the ground.			
		Firm voice – a firm voice is not a yelling voice, but it is not a meek voice either.			
		Body language – To reinforce 'no' message with appropriate body language is by standing straight and tall. This may also mean moving away from the situation.			
		Discuss 'using words' vs. 'using hands' to resolve conflict			

Grade 4 Health/Compass

Standard	Content	Skills	MLR	Delivered By	Resources
	Bullying				
	The students will understand how to reduce their health risks through healthy behaviors.	Brainstorm/Record behaviors that would be considered safe versus those that would be thought of as risky or harmful. (class discussion)	A6,D1,E2,E1	Guidance	
	The students will recognize there are successful approaches to avoiding threatening and/ or stressful situations.				
	• Refusal skills	Practice refusal skills			
	• Conflict resolution	Role-play			
	Communication				
	The student will examine factors that play a role in bullying and violence.	Create personal oaths regarding bullying, school violence and personal behaviors.	A4,C3,D1,E1	Guidance	
	Self-esteem				
	Self-control	Analyze school policies and state laws regarding bullying, safety and violence.			
	Communication				
	Teasing				
	The student will analyze and apply strategies for avoiding violence.				
	The student will identify actions that individuals, schools and communities can use to reduce violence.				
	Communication styles				
	School policy/Maine Law				

Grade 4 Health/Compass

Standard	Content	Skills	MLR	Delivered By	Resources
	The students will understand that there are healthful ways to resolve conflicts.	Have students describe instances where people show respect for one another in their daily activities. Afterward, ask how it feels when someone fails to consider their feelings or to respect them.	A1,A4,E1	Guidance with Teacher support	
	The students will understand that sometimes conflicts are so difficult that outside assistance is needed.	Have students relate how their friends and families deal with disagreements in peaceful ways. Discuss the need to resolve minor differences before they grow into major conflicts.			
	Students will analyze influences on behavior and develop conflict resolution strategies.				
	Role playing, situational dialogue and teacher modeling.	Have students prepare lists of questions about common conflicts they have experienced or observed at school or off campus. Invite the school counselor to class. Have students ask questions from their lists and get advice from the counselor.			
	Students will understand that health is the combination of physical, mental, emotional and social well being.	Ask students to complete the following statement:	A2,C1	Guidance	
		<i>"When you have good health you have..."</i>			
		<i>"Good health depends on..."</i>			
		<i>"A physically healthy person is...", "A mentally/emotionally healthy person is..."</i>			
		<i>"A socially healthy person is..."</i>			

Grade 4 Health/Compass

Standard	Content	Skills	MLR	Delivered By	Resources
	Nutrition/Food Choices				
	Information on food labels can be used to make decisions about food.	Copy your school's weekly lunch menus and examine each day's options. List the most healthful food choices available each day. Set a goal to eat healthful school lunches for the next week.	A1,C1,D 1	Teacher	
	Food labels contain important nutritional information.	5-2-1-0 philosophy			
	Safety				
	The students will compare safe behavior with unsafe behavior in different situations	Students will plan a list of safety precautions for different situations.	A1,A6,C 2	Teacher	
	· Weather/disaster				
	· Bicycle safety				
	· Electrical safety				

Grade 5 Health/Compass

Standard	Content	Skills	MLR	Who Delivers	Resources
	Human Growth and Development				
	Students will discuss healthy weight management as well as the relationship between healthy eating behaviors and the prevention of illness and disease.	Outline steps to maintain a healthy weight. Discuss how to determine this.	A1, C1	Teacher	
		Identify behaviors that might indicate an eating disorder and discuss the impact on the body.			
	Hygiene				
	Students will recognize the importance of assuming personal responsibility for their own hygiene?	Explain how you can prevent body odor?	A1	Teacher	
		Discuss common hygiene issues and deal with them.			
	Conflict Resolution				
	Students will demonstrate healthy conflict resolution skills when faced with harassment issues.	Role plays	C3,E1	Guidance	
		Brainstorm steps to be taken when negotiating.			

Grade 5 Health/Compass

Standard	Content	Skills	MLR	Who Delivers	Resources
	Decision Making				
	Students will examine media messages and appraise their impact on student health behaviors, beliefs, and actions	Students will use a variety of teen magazines to find media messages and make a collage. Or they can make a video collage from short clips.	D1	DARE	
		Critique these messages and examine their impact on student impact on student purchases as well as beliefs.			
		Create their own ads depicting their own beliefs about alcohol and tobacco.			
	Students will examine the effects of drugs and alcohol (including tobacco) on the body.	DARE activities	A1,A6	DARE	
	Students will compare the response time and amount of control a driver has when sober versus under the influence of a substance.				
	Students will be able to demonstrate refusal skills when placed in a dangerous situation.	List decision making steps:	F1,D1		
		1. State the situation			
		2. List options			
		3. Weigh the outcomes			
		4. Consider values			
		5. Decide and act			
		6. Evaluate decision			
	Students will examine how others influence their decision to use/not use substances.	Life Skills unit on decision-making.			
		List reasons for/against use of substances and then evaluate the influences for each argument.			

Grade 5 Health/Compass

Standard	Content	Skills	MLR	Who Delivers	Resources
	Human Growth and Development Students will review the physical, emotional, social and emotional changes of puberty	Hormonal changes review changing bodies	A5	Teacher	

Grade 6 Health/Compass

Topics	Content	Skills	MLR	Delivered By:	Resource
Health Triangle					
	Students will describe the relationship among the four facets of health.	Analyze stressful scenarios (skits/video clips or written descriptions) for the interrelationship between the four factors of health.	A2,B2, C1,C3, D1,E1		
	Physical Health	Class discussion of the various stress management techniques and their effects on total health.			
	- Healthy habits				
	- Hygiene	Discuss age appropriate hygiene habits			
	Mental/Emotional				
	-self-esteem				
	- decision making				
	stress management				
	Social Health				
	- Healthy relationships				
	- Family life				
	- Communication skills				
Nutrition					
	Explain the food pyramid and interpret food labels		A6		
	Students will be able to recognize nutritional facts				
Fitness					
	Students will acquire the knowledge needed to be physically fit and also take part in healthful physical activity on a regular basis.		C1		
	- cardiovascular				
	- muscular strength and endurance				
	- flexibility				

Grade 6 Health/Compass

Topics	Content	Skills	MLR	Delivered By:	Resource
At risk Behaviors					
	Students will identify harmful substances - tobacco/alcohol		C2		
	Analyze the affects of the use/abuse of substances				
Human Growth and development					
	Students will review the physical, social and emotional changes of puberty		A5		
	Students will identify factors that contribute to perception of body images				
	Students will label and explain the reproductive anatomy				

Grade 7 Health/Compass

Topic	Content	Skills	GLE	Assessment	Resource
Health Triangle					
	The student will identify ways in which peers affect their self-esteem and behavior and the possible consequences.		A1, A2, E1, D2		
	The student will recognize and list how peers influence attitudes and behavior.				
	The student will analyze how messages from the media influence health behaviors.				
	The student will predict ways in which technology can affect overall safety.				
Diseases					
	The student will understand and be able to name the causes and effects of common communicable and non-communicable diseases.		D1, A3, A4		
	The student will be able to associate life style behaviors with the development of common communicable and non-communicable diseases.				
	The student will be able to describe methods of prevention and management of diseases.				
Safety					
	The student will be able to demonstrate basic first aid care.		D3, C2		
	The student will examine the consequences of making unsafe choices about safety issues (risk prevention).				
	The student will identify safety rules and laws.				

Grade 7 Health/Compass

Topic	Content	Skills	GLE	Assessment	Resource
Human Growth and Development					
	The student will recognize the influence of media on sexual values and morals.		A5, A3		
	The student will examine the consequences of making safe and unsafe decisions regarding sexual behavior.				
	The student will understand the promotion and disease prevention of STD/STIs.				
	The student will identify parts of the human body (anatomy)				
Substance Abuse					
	The student will demonstrate healthful and safe ways to deal with or avoid situations related to substances.		F1, F2, F3, D1		
	The student will analyze the effects that risky behaviors have on personal health.				
	The students will explain the influence peers have on the use/abuse of substances.				

Grade 8 Health/Compass

Topic	Content	Skills	GLE	Assessment	Resource
Consumer Health					
	The student will locate family, school and community resources providing valid health information and services.		B1,B2		
	The student will analyze health-related activities in terms of cost, quality and reliability.				
	The student will identify consumer rights, responsibilities and fraud.				
Environmental Health					
	The student will identify ways the environment impacts health.		A4,E2		
	The student will understand the overall importance of air and water quality as it effects the population.				
Human Growth and Development					
	The student will be able to recognize that sexual health is the responsibility of each individual (value clarification).		A5,C1		
	The student will identify STDs, STIs, including HIV, and the effects these have on personal health.				
	The student will identify behaviors and strategies the enhance sexual safety.				
	The student will examine the various methods to prevent pregnancy.				
	The student will identify the behaviors that involve sexual harassment.				
	The student will be able to differentiate between healthy and unhealthy relationships.				
Substance Use/Abuse/ Prevention					
	The student will recognize the effects that alcohol use/abuse can have on the body in present and future life situations.		D3,C1,C2,C3		

Compass 9 Health

Time Frame	Content	Skills	GLE	Assessment	Resource
10 Classes	Personal Health and Wellness				
		Students will:			
		Predict how behaviors can impact health status.	A1,A2, A3, C1, C2, C3, D3, E1, E2, F1	Create role play demonstrations of decision making. Design and pursue personal health plan.	Role play and constructed story lines.
		Analyze the interrelationship of physical, mental/emotional, and social health.	A2, A4, C1, C3, D1		
		Determine the interrelationship between the environment and other factors and personal health.	A4, C2		
		Demonstrate a variety of behaviors to avoid or reduce risks to self and others.	C2		
		Analyze and evaluate influences in health and health behaviors.	D1, C2		
		Utilize skills for communicating effectively with family, peers, and others to enhance health.	E1, E2		
		Apply decision making process to enhance health.	F1		
	Develop and analyze a plan to achieve a personal health goal.	F2			

Compass 9 Health

Time Frame	Content	Skills	GLE	Assessment	Resource
5 Classes	Consumer Health and Validity of Health Resources				
		Students will:			
		Evaluate the validity and accessibility of health information, products, and resources.	B1, B2	Create comparative Poster/ PowerPoint presentation that appraises health resources and products.	On-line and print resources, media, and other sources.
		Access valid and reliable health information, products, and services.	B1, B2		
5 Classes	Risk Behavior/ Injury & Disease Prevention				
		Students will:			
		Explain common diseases, disorders, and other health problems and propose ways to reduce, prevent, or to treat them.	B2, F2, F3	Written exam, role play and advocacy/self advocacy demonstrations.	
		Demonstrate healthy practices and/or behaviors to maintain or improve the health of self and others in each of the following areas: personal hygiene, healthy eating, physical activity, tobacco, alcohol, and other drug use prevention.	C1,		
	Demonstrate a variety of behaviors to avoid or reduce health risks to self and others.	C2			

COMPASS 10~ HEALTH (2 Quarters)

Standard	Subject Area	Skills and Concepts	Assessment
A1, A6, B1, B2, C1, C2, D1, D2,	Nutrition and Fitness Concepts		
		Introduction to The Food Pyramid	
		Nutrients and Dietary Needs	
		Food Log Monitoring	
		Reading Food Labels	
		Anorexia, Overeating, and other Eating Disorders	
A1, A2, A3, A4, A6, B1, B2, C1, C2, C3, D1, D3, E1, E2, F1, F2, F3	The Brain, Substance Abuse, and Addiction		
		Medicines vs. Abused Drugs, Including Medical Marijuana	
		Classifications of Drugs	
		Affects of Drugs on the Developing Brain and Addiction	
		Personal Advocacy, Modeling, and Staying Drug Free	

		The Debate Over Legalizing Marijuana	
A1, A2, A3, A4, A5, A6, B1, B2, C1, C2, C3, D1, D2, D3, F2	Diseases and Disorders		
		Non-Communicable vs. Communicable Diseases	
		Risk Factors for Non-Communicable Diseases and Disorders	
		Common NCD's	
		How Communicable Diseases Are Transmitted (Pathogens)	
		Common Communicable Diseases	
		The Immune System and The Body's Response to Disease	
A1, A2, A3, A4, A5,A6, B1, B2, C1, C2, C3, D1, D2, D3, E1, E2, F1, F2, F3,	Sexuality and Sexual Health		
		Sexuality, Gender, and Identity	
		Healthy Relationships	

		Abstinence	
		The Decision to Become Sexually Active	
		Protection from Sexually Transmitted Diseases	
		Birth Control Methods	
A1, A2, A4, A6, B1, B2, C1, C2, C3, D1, D2, D3, E1, E2, F1, F2,	Online Safety		
		Online Safety	
		Cyberbullying	
		Social Networking	
A3, A4, A6. C1, C2, C3,	First Aid and Emergency Response		
		Recognizing Emergencies and Evaluating Scene	

		Check, Call, and Care		
		Basic First Aid for Common Injuries and Sudden Illnesses		

Kindergarten Health/Compass

Standard	Content	Skills	MLR	Delivered By
Hygiene				
	The students will demonstrate healthy care habits including proper grooming and other hygiene skills	Discussion and demonstration of:	A1; C1	Teacher, Nurse or designee
		hand washing		
		brushing teeth/flossing		
		covering mouth and nose		
		sneezing/use of tissues		
		not sharing food and drink		
		care of hair		
		dressing for the weather		
		toileting		
Nutrition				
	The students will demonstrate healthy nutritional practices	identifying/choosing:	C1	Teacher, Nurse support
		healthy foods		
		5-2-1-0 philosophy		
Personal Body Safety				
	The students will demonstrate and practice skills to promote personal body safety	Identifying:	A6;C2;D1;B1	Guidance with Nurse support
		bus safety behaviors		
		playground safety		
		seatbelt/booster seat safety		
		stranger awareness		
		Always ask first		
		road safety		PE Teacher
		gun safety		
		fire safety		
		appropriate/inappropriate touching		

Kindergarten Health/Compass

Standard	Content	Skills	MLR	Delivered By
	Feelings/Communication			
	The students will be able to name their feelings and express them appropriately	Identify feelings - anger, anxiety, happiness, fear, worried, nervous, surprised, excited, etc.	C5;	Teacher
		Using I messages		
		How to ask for help		
		Practicing strategies for self-control		
	The students will be able to differentiate between Tattling vs. telling			Teacher and Guidance
	The students will be introduced to verbal/non-verbal communications	Brainstorming/role-playing, ways to communicate	E1	Guidance with Teacher support
	The students will be introduced to different relationships between family, friends and community	Describe what makes a family	E1	Guidance with teacher support
		Recognize that each family is unique		
		Describe what a friend is and how to treat them		

Grade 1 Health/Compass

Standard	Content	Skills	MLR	Delivered By	Resources
	Hygiene/Health Care Practices				
	Students will recognize health care practices	Discussion and demonstration of proper health habits	A1; C1	Teacher	
		physical activity			
		hand washing and bathing			
		brushing hair			
		covering sneeze and cough			
		brushing and flossing teeth/dental health		Nurse/outside sources	Nurse/outside sources. Disclosing rinse.
		not sharing food or drink			
		healthy snacks/meals			
		5210 philosophy		Teacher	
	The students will be introduced to the transmission and prevention of childhood communicable diseases	Recognize that germs spread some diseases (Hand washing techniques, covering sneezes, coughs, proper tissue use, not sharing food and drink)	A1,A3	Teacher/Nurse	Glow Germ

Grade 1 Health/Compass

Standard	Content	Skills	MLR	Delivered By	Resources
	Feelings/Communication				
	Students will be able to recognize when they begin to feel excited, anxious, angry, or out of control and utilize coping skills	Recognize and Identify different feelings:	C3	Teacher with Guidance support	Modified Second Step/children's literature
		angry and or frustrated			
		excited			
		out of control			
		happy			
		unhappy			
		sad			
		anxious			
		stressed			
		Asking adults for help when they need it	B1		
		Practice using individual coping skills	C3		
	Students will express and demonstrate their feelings and thoughts appropriately to the school community	They will show respectful behavior towards others	A4	Teacher with Guidance support	Modified Second Step/children's literature
	The students will demonstrate and practice skills to promote personal body safety	Practice using the safety steps and knowing when to apply the Touching Rule	B1, C2	Guidance	
		Be able to recognize physical and sexual abuse			
	Students will be able to understand friendship	Define friendships and list the characteristics of a healthy friendship	E1	Teacher	

Grade 1 Health/Compass

Standard	Content	Skills	MLR	Delivered By	Resources
	Students will recognize the difference between tattling and reporting to an adult	Discuss the difference between tattling vs. telling		Teacher with Guidance support	
	Students will recognize bullying behavior and harassment	Practice various strategies for dealing with adults and peers that bully	A6,D1,E2,E1	Teacher with Guidance support	Second Step
Nutrition					
	The students will demonstrate healthy nutritional practices	Introduce Food Pyramid	C1	Teacher	
		Recognize healthy and unhealthy food choices			
		5210 philosophy		Teacher and kitchen staff	
		Discuss importance of nutritious meals and snacks			
Safety					
	Students will be able to explain the skills necessary for safe living	Recite name, address, telephone numbers	C2	Teacher	Math unit
		Discuss and draw fire safety exit plan, stop drop roll, not playing with matches		Firefighters	Firestation Field Trip
		Using seat belts and booster seats		Guidance	Handout
		Stranger safety - always ask first			
		Bike safety - using a properly fitted helmet		Guidance	

Grade 2 Health/Compass

Standard	Content	Skills	MLR	Delivered By	Resources
	Hygiene/Health Care Practices				
	The students will be introduced to the transmission and prevention of childhood communicable diseases	Recognize that germs spread some diseases (Hand washing techniques, covering sneezes, coughs, proper tissue use, not sharing food and drink)	A1,A3	Teacher/Nurse	Petri Dish
		Dental hygiene		Teacher/Nurse	
		Recognizes some illnesses that are communicable			
		Practice healthy bathroom habits			
	Feelings/Communication				
	Student will be able to recognize the rights and responsibilities of being a family member	Discuss what makes a family and how all families are different and their roles	A6	Teacher	
	The student will recognize the characteristics of a healthy friendship	List qualities to look for in a friend	E1	Teacher	
		Discuss positive ways to communicate with friends			
	The students will demonstrate and practice skills to promote personal body safety	Practice using the safety steps and knowing when to apply the Touching Rule	B1,C2	Guidance	
	Students will identify feelings associated with conflict	Discuss what causes conflict. Recognize positive ways to resolve conflict. Discuss feelings associated with conflict	C3	Teacher with Guidance support	
	The students will be able to identify ways to communicate both verbally and non-verbally	Role play effective non-verbal and verbal communication.	E1	Teacher	Second Step
		Eye contact - show students the difference between looking someone in the eye and looking at the ground			

Grade 2 Health/Compass

Standard	Content	Skills	MLR	Delivered By	Resources
		Firm voice - a firm voice is not a yelling voice			
		I statements - Using an I statement is less likely to provoke a reaction			
		Body language - To reinforce No message with appropriate body language is by standing straight and tall			
	Nutrition				
	The students will demonstrate healthy nutritional practices	Draw and diagram healthy food choices using the Food Pyramid	C1	Teacher	
		Recognize healthy and unhealthy food choices			
		5210 philosophy			
		Discuss importance of nutritious meals and snacks			
		Discuss daily servings and serving sizes			
	Safety				
	Students will be able to explain the skills necessary for safe living	Recite name, address, telephone numbers	C2	Teacher with Guidance support	
		Discuss and draw fire safety exit plan, stop drop roll, not playing with matches			
		using seatbelt and booster seats			
		Stranger safety - always ask first			
		Bike safety - using a properly fitted helmet		Guest Sepaker	Maine Bike Coalition
		Walking safety			

Grade 3 Health/Compass

Standard	Content	Skills	MLR	Delivered By	Resources
	Feelings/Communication				
	The students will understand the three components of health. The students will understand that the three components of health are influenced by our behaviors.	Discuss how habits improve health and apply health habits:	A2	Guidance	
	Hygiene				
		Hand washing			
		Brushing/flossing teeth		Guest Speaker	
		Use of tissues/proper sneezing techniques			
		Bathing and grooming			
		Not sharing food and drink			
		Adequate clothing			
		Adequate sleep			
	Physical Fitness				
	Physical fitness and disease prevention	Adequate exercise – importance of being fit		PE Teacher	Activity Journal
	Mental/Emotional	Managing Stress			
	Stress management, self-esteem, nutrition, decision making and values	Positive self- esteem		Guidance/ Teacher	
		Positive communication and the ability to communicate needs		Teacher	

Grade 3 Health/Compass

Standard	Content	Skills	MLR	Delivered By	Resources
	Social				
	Social communication, families and friends	Healthy relationships with family and friends/friendship skills			
	Decision Making				
	The students will recognize community influences that impact their decisions.	Students will brainstorm how family, teachers and peers influence health decisions.	A4,A6, B1,D1, F1	Teacher	
		Discuss positive influences on health of family and school – teachers, nurse, cafeteria worker, bus driver, guidance, school secretary			
		Healthy eating			
		Grooming – hand washing, proper sneezing and coughing technique, brushing, flossing, bathing			
		Exercise			
		Self-esteem			
		Bike, auto, home, bus, pedestrian, stranger, recreational, playground safety			
		Discuss negative influences on health			

Grade 3 Health/Compass

Standard	Content	Skills	MLR	Delivered By	Resources
	Nutrition				
	The students will understand how eating habits affect health. It helps them think clearly and improve attention.	Review food pyramid with students, including serving sizes, fats, carbohydrates and protein	A1,A6, C1,F1	Teacher	
	The students will identify healthy and unhealthy food choices.	Discuss balanced meals and snacks with appropriate amounts/servings from each food group.			
		5-2-1-0 philosophy			
	Safety				
	The students will compare safe behavior with unsafe behavior in different situations	Students will plan a list of safety precautions for different situations.	A1,A6, C2,	Guidance	Scholastic News
	· Stranger danger				
	· Weapon				
	· Medicine				
	· Home alone				
	· Fire				
	· Poison				
	Age appropriate media.			Teacher	i-SAFE
		Students will discuss appropriate behavior when they are home alone.			
	The students will discuss and demonstrate when it is appropriate to call 911 for assistance.	Demonstrate how to respond to the 911 operator.		Teacher	

Grade 3 Health/Compass

Standard	Content	Skills	MLR	Delivered By	Resources
	Conflict Resolution				
	The students will be able to describe how their attitudes affect their health.	Role-play positive ways to resolve conflict	A1,A4, C2, C3,D1	Guidance with Teacher support	
	The students will identify bullying behaviors and appropriate responses	Strategies to prevent bullying			
		Listening skills			
		Eye contact – show students the difference between looking someone in the eye and looking at the ground.			
		Firm voice – a firm voice is not a yelling voice, but it is not a meek voice either.			
		Body language – To reinforce ‘no’ message with appropriate body language is by standing straight and tall. This may also mean moving away from the situation.			
		Discuss ‘using words’ vs. ‘using hands’ to resolve conflict			