



## Health Curriculum

	<b>Early Childhood 3-6 years</b>	<b>Lower Elementary 6-9 years</b>	<b>Upper Elementary 9-12 years</b>	<b>Middle School 12-14 years</b>
<p><b>Hygiene and Nutrition:</b></p> <p><i>Child has a respect for their body, and is mindful of how to protect his/herself.</i></p> <p><i>Child understands the relationship between food and their own health.</i></p>	<p>Child is taught to carefully wash hands, take care of running nose with tissue, cough and sneeze into elbow, avoid sharing combs, brushes and hats through extensive practical life area works.</p> <p>Child taught importance of healthy care of teeth and gums.</p> <p>Regular lessons given on care of skin, with sunscreen, hats and sunglasses.</p> <p>Introduced to a balanced plate.</p> <p>Child understands where food comes from. Has some experience in the Learning Garden.</p> <p>Child studies what a healthy body needs to grow - proper food, water and exercise using human body models, puzzles, and many matching works.</p> <p>Child plays outside every day, except in case of extreme weather.</p>	<p>Child is taught to carefully wash hands, take care of running nose with tissue, cough and sneeze into elbow, avoid sharing combs, brushes and hats as part of regular presentations and class meetings.</p> <p>Practical awareness of care of skin, with sunscreen, hats and sunglasses.</p> <p>Child understands food groups and preparing a balanced meal.</p> <p>Child plants seeds and grows plants. Child visits our school garden learning about growing own food.</p> <p>Child plays outside every day, except in case of extreme weather.</p>	<p>Child is taught to carefully wash hands, take care of running nose with tissue, cough and sneeze into elbow, avoid sharing combs, brushes and hats.</p> <p>Child shops for, cooks and eats a variety of foods investigating various aspects of food and eating: dairy, gluten, vegan, etc.</p> <p>Children plant seeds and do botany experiments in classroom. Child visits our school garden learning about growing own food.</p> <p>Child plays outside every day, except in case of extreme weather.</p>	<p>In natural world study of six kingdoms of living things, students study bacteria with two investigations:</p> <ul style="list-style-type: none"> <li>• With glo- germ activity students see bacteria on hands under ultraviolet light, and the reduction of bacteria on those same hands after gentle and rigorous hand-washing.</li> <li>• In a second investigation, students examine the conditions and experiment with factors under which bacteria grow.</li> </ul> <p>Students menu plan for outdoor education trips, and community service projects focusing on components of food: vitamins, balanced menu planning, reduction of processed foods, and fruit and vegetable snacks.</p>



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<p><b>Body Awareness and Safety:</b></p> <p><i>Child understands the functioning of their own body and how to keep themselves safe.</i></p>	<p>Child is taught to protect ears and eyes (practiced prior to and at tornado drills).</p> <p>Child is taught proper names of all body parts, male and female through models and matching works.</p> <p>Child is clearly taught what kind of touch is appropriate and what is not.</p> <p>Child is able to identify healthy relationships with adults and peers.</p>	<p>Child is taught to protect ears and eyes (practiced prior to and at tornado drills).</p> <p>Child learns importance of sleep to overall health.</p> <p>Child is taught proper names of all body parts, male and female through models and matching works. Follow up discussions at class meetings.</p> <p>Child is clearly taught what kind of touch is appropriate and what is not.</p> <p>Child is able to identify healthy relationships with adults and peers. Class constitution, Peace council and class meetings are used regularly.</p> <p>Child understands how to express worries and feeling and how to avoid unhealthy secrets. Through peace table, peace council and ongoing discussion.</p> <p>Child can define bullying and has clear options for action and how to get help. School Psychologist works with classroom teachers to prepare three class workshop, more if needed.</p>	<p>Child is taught to protect ears and eyes (practiced prior to and at tornado drills).</p> <p>Child learns importance of sleep to overall health and how it affects brain function.</p> <p>Child learns the Montessori Great River presentations about the human body.</p> <p>Child is clearly taught what kind of touch is appropriate and what is not.</p> <p>Child is able to identify healthy relationships with adults and peers.</p> <p>Class constitution and class meetings are used regularly.</p> <p>Child understands how to express worries and feeling and how to avoid unhealthy secrets. Through peace table, peace council and ongoing discussion.</p> <p>Child can define bullying and has clear options for action and how to get help. School Psychologist works with classroom teachers as needed to address social dynamics.</p>	<p>Students are assigned to read and reflect on contemporary articles based on social health, physical health, emotional health and spiritual health.</p> <p>Students participate in activities based on a YWCA program, Building Healthy Relationships, a violence prevention programming for youth.</p>



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<b>Human Growth and Development</b>		<p>Child uses nomenclature cards to understand the human growth cycle.</p>	<p>Child understands the human reproductive cycle.</p> <p>Child understands that sexual feelings and behaviors are normal.</p> <p>Child understands changes to human body during puberty: how males and females grow and differ, range of ages at which normal developmental changes begin, menstruation and how to care for one's self, nocturnal emissions, emotional changes.</p> <p>Child has appropriate language to communicate with peers and adults about feelings, changes, decisions, behavior and concerns.</p> <p>Child is aware that contraceptives exist.</p>	<p>Scaffolding is provided to guide students to use appropriate language to communicate with peers and adults about feelings, changes, decisions, behavior and concerns.</p> <p>Student is provided personal world curriculum, which includes: personal reflection assignments and personal reflection time.</p> <p>We incorporate the principles of the <i>Seven Habits of Highly Effective Teens</i>; it helps with the transition from childhood to adolescence and the journey to adulthood. Topics explored: belonging, friendships, adolescent development, stress management, self-esteem, peer pressure, drug education, sexuality, balanced living.</p> <p>Peace Council is a weekly meeting in which students have an opportunity to reflect on and share concerns about their community interactions.</p>



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				A structured conflict resolution process is utilized to help students negotiate through their relationships.

<p><b>Physical development and teamwork:</b></p> <p><i>Child understands the importance of personal physical health and how to work successfully in a group.</i></p>	<p>Child has Physical Activity five days per week: Playing outside 1-2 times per day, visiting Open Gym and as a Kinder having a formal PE class.</p> <p>Child is learning gross motor skills: climbing, throwing, running, skipping, pedaling, etc.</p>	<p>Child has Physical Activity five days per week: Playing outside each day, two 45 minute periods of PE each week. Indoor gym option for extreme weather.</p> <p>Child possesses gross motor skills (throwing, kicking, running, etc.)</p> <p>Child understands the processes of acquiring new skills (what the body practices the body gets good at).</p> <p>2-3 trips to study a local ecosystem: prairie, wetland, forest and/or lakefront.</p> <p>Team building activities in both drama and gym classes.</p> <p>Children use strategies taught in class meetings and practiced at peace council to resolve conflict.</p>	<p>Child has Physical Activity five days per week: Playing outside each day, two 45 minute periods of PE each week. Indoor gym option for extreme weather.</p> <p>Child possesses gross motor skills (throwing, kicking, running, etc.)</p> <p>Child understands the processes of acquiring new skills (what the body practices the body gets good at).</p> <p>Participates in outdoor education and Camp Timber-Lee to practice skills of teamwork and shared goals.</p> <p>Team building activities in both drama and gym lasses, culminating in a grade level play.</p> <p>Children use strategies taught in class meetings and practiced during role-play sessions to resolve conflict.</p>	<p>Students have PE two days per week for 45 minutes, health and movement once a week for 45 minutes and recess 2 days per week for 30 minutes.</p> <p>Students participate in outdoor education at Ronora, Nature’s Classroom, and Covenant Harbor in order to practice skills of teamwork and community building.</p>
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		Children refer to Class Constitution to show personal responsibility and respect, and take part in self-reflections through bi-weekly student-teacher conferences.	Children refer to Class Constitution to show personal responsibility and respect, and take part in self-reflections through bi-weekly student-teacher conferences.	



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<b>Anatomy and Physiology:</b>  <i>Child understands in detail the function of the body systems.</i>	As Kinders, children explore parts of the body: i.e. skeletal, brain, organs, etc.		Children understand the systems of the body and the relationship between body, system, organ, tissue, and cell.  Children understand the function of heredity.  Children understand how their choices affect the health of their body's systems.	In the natural world study of systems, children examine the body systems of vertebrates: circulation, digestion, respiration, nervous, skeletal, and muscular and reproduction systems.