

OAHPERD Health Education Model Curriculum

Grade Band: 3-5

Topic: Health Eating (HE)

Standards and Benchmarks (Standard.Benchmark.Grade Band):

Standard 1: Functional Knowledge (3,4,5)

Students will comprehend concepts related to health promotion and disease prevention to enhance health.

- 1.1.5 Students will comprehend developmentally appropriate, functional health information to help them adopt healthy behaviors in healthy eating.

Standard 2: Analyzing Influences (4)

Students will analyze the influences of family, peers, culture, media, technology and other factors on health behaviors.

- 2.1.5 Identify relevant influences of culture on health practices and behaviors.
- 2.2.5 Identify relevant influences of peers on health practices and behaviors.
- 2.3.5 Identify relevant influences of community on health practices and behaviors.
- 2.4.5 Describe how relevant influences of family and culture affect personal health practices and behaviors.
- 2.5.5 Describe how relevant influences of school and community affect personal health practices and behaviors.
- 2.6.5 Describe how relevant influences of media and technology affect personal health practices and behaviors.
- 2.7.5 Describe how relevant influences of peers affect personal health practices and behaviors.

Standard 3: Accessing Valid Resources (4)

Students will demonstrate the ability to access valid information, products, and services to enhance health.

- 3.1.5 Describe characteristics of accurate health information.
- 3.2.5 Describe characteristics of appropriate and reliable health products.
- 3.3.5 Describe characteristics of appropriate and trustworthy health services
- 3.4.5 Demonstrate how to locate sources of accurate health information.

Standard 6: Goal Setting Skill (5)

Students will demonstrate the ability to use goal-setting skills to enhance health.

- 6.1.5 Set a realistic personal health goal.
- 6.2.5 Track progress toward achieving a personal health goal.
- 6.3.5 Identify resources that can help achieve a personal health goal.

Standard 7: Practicing Healthy Behaviors (3,4)

Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

- 7.1.5 Describe practices and behaviors that reduce or prevent health risks.
- 7.2.5 Demonstrate healthy practices and behaviors.
- 7.3.5 Make a commitment to practice healthy behaviors.

Indicators (Standard.Benchmark.Topic.Indicator.Grade):

- 1.1.HE.1.3 Name the food groups and variety of nutritious food choices for each food group.
- 1.1.HE.2.3 Identify the amount of food from each food group that a child needs daily.
- 1.1.HE.3.3 Describe the benefits of eating plenty of fruits and vegetables.
- 1.1.HE.4.3 Explain the importance of eating a variety of foods from all the food groups.
- 7.1.HE.1.3 Describe practices and behaviors that reduce or prevent unhealthy eating behaviors.
- 7.3.HE.2.3 Make a commitment to practice healthy eating behaviors.

- 1.1.HE.1.4 Describe the benefits of drinking plenty of water.
- 1.1.HE.2.4 Identify alternate sources of fat (e.g., unsaturated fats and oils).
- 1.1.HE.3.4 Identify foods that are high in added sugars.
- 1.1.HE.4.4 Identify foods that are high in sodium.
- 1.1.HE.5.4 Describe the benefits of limiting the consumption of solid fat, added sugar, and sodium.
- 2.4 HE 1.4 Describe how relevant influences of family, peers and culture affect personal food choices and other eating practices and behaviors
- 3.1.HE.1.4 Describe characteristics of accurate nutrition information (e.g., *food nutrition labels*).
- 3.4.HE.2.4 Describe characteristics of appropriate and reliable nutrition information (e.g. *identify validity [truthfulness]; locate resources; analyze for validity {Is source truthful?}*).
- 7.2.HE.1.4 Design and justify a healthy lunch and dinner using MyPlate guidelines and food label information.

- 1.1.HE.1.5 Describe the benefits of healthy eating.
- 1.1.HE.2.5 Describe the benefits of limiting the consumption of solid fat, added sugar, and sodium.
- 1.1.HE.3.5 Explain the benefits of eating breakfast every day.
- 1.1.HE.4.5 Describe methods to keep food safe from harmful germs (e.g. washing hands, washing fresh fruits and vegetables, no contamination of raw meats, no double dipping, etc.).
- 1.1.HE.5.5 Explain the concept of eating in moderation.
- 6.1.HE.1.5 Set a realistic personal goal related to improve healthy eating behaviors.
- 6.3.HE.2.5 Identify resources that can help achieve a personal goal to improve healthy eating behaviors (e.g., *who can help you; what you need to achieve the goal*).
- 6.2.HE.3.5 Track progress toward achieving a personal goal to improve healthy eating behaviors.

<p>Content Elaboration</p> <p><i>Previous Grade Band Progression Statement:</i> In grades K-2, students comprehended information related to healthy foods and healthy eating behaviors. The students identified and described influences on personal choices of healthy foods and healthy eating behaviors. Students demonstrated the ability to achieve a healthy eating goal. The students also identified, practiced and committed to healthy eating behaviors to enhance health. Upon completion of 2nd grade, students were equipped to advocate healthy eating behaviors with the know-how of making requests and demonstrating healthy food and beverage choices.</p> <p><i>Content Elaboration for 3-5 Grade Band:</i> In grades 3-5, students comprehend information related to the food groups. The students analyze nutrition information from various sources for appropriateness, accuracy, and reliability. Students describe, demonstrate, and make a commitment to healthy eating behaviors. Upon completion of 5th grade, students learn to set goals, track progress, and find resources for personal healthy eating behaviors.</p> <p><i>Next Grade Band Progression Statement:</i> In grades 6-8, students will comprehend specific healthy eating behaviors and nutrients in healthy eating. Students will learn to access and analyze reliable nutrition information. Upon completion of 8th grade, students will learn strategies to achieve a personal goal to improve healthy eating behaviors.</p>	<p>Functional Knowledge and Skills:</p> <ul style="list-style-type: none"> ● Name the food groups and identify foods in each group. ● Identify daily requirements of each food group that children need. ● Understand the benefits of eating healthy foods. ● Understand the benefits of healthy eating behaviors. ● Practice of healthy eating behaviors. ● Understand the risk of consuming foods high in solid fats, added sugars and sodium. ● Describe characteristics of accurate, appropriate and reliable nutrition information. ● Create a healthy meal using MyPlate and nutrition labels. ● Understand basic food safety methods. ● Achieve personal goals to improve healthy eating behaviors.
<p>Instructional Resources:</p> <ul style="list-style-type: none"> ● www.actionforhealthykids.org/tools-for-schools/find-challenges/classroom-challenges/1212-nutrition-education ● www.choosemyplate.gov/kids/ ● www.drink-milk.com/schools/tools-for-schools/nutrition-education/ 	<p>Connections:</p> <p><i>Skill Connections within Health Education</i></p> <ul style="list-style-type: none"> ● Understand the benefits of eating healthy foods. ● Understand the benefits of healthy eating behaviors. ● Practice of healthy eating behaviors. ● Understand the risk of consuming foods high in solid fats, added sugars and sodium. ● Identifying accurate, appropriate and reliable nutrition information.

- www.discoverundeniablydairy.com/curriculum
- www.DairyGood.com
- <https://www.eatright.org/for-kids>
- www.fns.usda.gov/get-involved/provide-nutrition-education
- www.fns.usda.gov/tn/nutrition-education-materials
- www.fueluptoplay60.com (Navigate to Playbook, Healthy Eating, Curriculum Connections)
- www.kidshealth.org (Navigate to Educators)
- www.who.int/nutrition/en/

- Practice using MyPlate and nutrition labels to create a meal.
- Achieve personal goals to improve healthy eating behaviors.

The above skills of understanding and practicing healthy eating behaviors, along with achieving personal goals to improve healthy eating, and identifying reliable nutrition information can be included and discussed with learning activities of Alcohol, Tobacco, and other drugs (ATOD), Healthy Relationships (HR), Mental and Emotional Health (MEH), Personal Health and Wellness (PHW), Safety (S) and Violence Prevention (VP).

- Understand basic food safety methods.

Include basic food safety methods when discussing Safety (S) topics for Health Education

What other interdisciplinary connections could be made to other content areas or programs?

- **Understand the benefits of eating healthy foods.**

MATH – Create and study graphs regarding real breakfast and lunch participation numbers of the school.

SCIENCE – Discuss how the earth’s minerals are found in fruits and vegetables and the importance of the minerals for overall health.

SCIENCE – Discuss how the earth is revolving around the sun affects agriculture and harvesting.

SCIENCE – Highlight the importance of fruits and vegetables in a human’s ecosystem.

SOCIAL STUDIES – Study the past, present and future of farming and agriculture.