

HEALTH (Grade 5) | Curriculum Map

SUMMARY: The goal of health education is to support students in making health decisions through learning experiences that help build self-awareness, critical thinking and problem-solving, goal setting, and confidence. Curriculum and instruction seek to help students develop positive resiliency and life skills that will benefit their overall health as they progress through the district and beyond. By the end of the grade level, students should be able to explain why the concept of study is relevant to a healthy lifestyle. Health curriculum is taught explicitly and often is integrated with other instruction by the classroom teacher (i.e., English language arts, math, social studies, and science). Health instruction also is provided by the P.E. teacher, school counselor, and school nurse.

KEY CONCEPTS	National Standards <for grade band of 3-5>	Ohio Legislation <for grade band of K-6>	Student Learning Targets
Healthy Choices	<p>National Health Education Standards (2007):</p> <p>7.5.1. Identify responsible personal health behaviors.</p> <p>7.5.2. Demonstrate a variety of healthy practices and behaviors to maintain or improve personal health.</p> <p>7.5.3. Demonstrate a variety of behaviors that avoid or reduce health risks.</p>	<p>Harmful effects of drugs</p> <p>Prescription opioid abuse prevention</p>	<ul style="list-style-type: none"> ▪ Identify the effects and consequences of using tobacco, alcohol, harmful drugs, and opioids.
Wellness (Nutrition, Physical)	<p>National Health Education Standards (2007):</p> <p>1.5.1. Describe the relationship between healthy behaviors and personal health.</p> <p>1.5.2. Identify examples of emotional, intellectual, physical, and social health.</p> <p>1.5.4. Describe ways to prevent common childhood injuries and health problems.</p>	<p>Nutritive value of foods</p>	<ul style="list-style-type: none"> ▪ Know how healthy meal choices have positive effects on body health. ▪ Recognize the benefits of physical activity. ▪ Explain how aerobic exercises help the heart, blood pressure, and blood vessels (e.g., biking, walking, and running). ▪ Know why getting enough sleep is important.
Personal Safety	<p>National Health Education Standards (2007):</p> <p>7.5.1. Identify responsible personal health behaviors.</p> <p>7.5.2. Demonstrate a variety of healthy practices and behaviors to maintain or improve personal health.</p> <p>7.5.3. Demonstrate a variety of behaviors that avoid or reduce health risks.</p>	<p>Personal safety and assault prevention</p> <p><i>Note: ORC 3313.60 states that a student in grades K-6 may be excused from taking instruction in personal</i></p>	<ul style="list-style-type: none"> ▪ Know and follow correct procedures/protocols for fire, tornado and safety drills. ▪ Know school safety rules, including rules regarding weapons on school property. ▪ Understand the importance of password creation and security. ▪ Demonstrate personal safety strategies (i.e., walk away from strangers; avoid playing in

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		<i>safety and assault prevention upon written request from the student's parent or guardian.</i>	<p>deserted places; inform parents of whereabouts).</p> <ul style="list-style-type: none"> ▪ Differentiate between words or touching that is comfortable and uncomfortable. ▪ Demonstrate ways to respond when someone or something online causes discomfort or is inappropriate (i.e., tell a trusted adult; don't respond; log off; privacy settings). ▪ Know safety practices with social media and negative outcomes of misuse.
Bullying	<p><u>National Health Education Standards (2007):</u></p> <p>4.5.1. Demonstrate effective verbal and nonverbal communication skills to enhance health.</p> <p>4.5.2. Demonstrate refusal skills that avoid or reduce health risks.</p> <p>4.5.4. Demonstrate how to ask for assistance to enhance personal health.</p> <p>8.5.1. Express opinions and give accurate information about health issues.</p> <p>8.5.2. Encourage others to make positive health choices.</p>	Personal safety and assault prevention	<ul style="list-style-type: none"> ▪ Know the definition of bullying (i.e., physical, verbal, social, and cyber – repeated with intention to harm). ▪ Describe the differences between bullying and teasing. ▪ Determine strategies to respond to teasing and mean moments. ▪ Use strategies for handling a bullying situation (e.g., using assertive words, joining supportive group of peers, telling a trusted adult). ▪ Describe ways to be a positive bystander to teasing and bullying.
Healthy Relationships	<p><u>National Health Education Standards (2007):</u></p> <p>4.5.1. Demonstrate effective verbal and nonverbal communication skills to enhance health.</p> <p>4.5.2. Demonstrate refusal skills that avoid or reduce health risks.</p> <p>4.5.3. Demonstrate nonviolent strategies to manage or resolve conflict.</p>	Personal safety and assault prevention	<ul style="list-style-type: none"> ▪ Identify ways to show empathy to peers and to develop healthy relationships. ▪ Identify examples of positive and negative peer pressure. ▪ Demonstrate how to say no to negative peer pressure. ▪ Demonstrate steps for resolving conflicts. ▪ Use strategies to handle anxiety, anger and stress.

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	<p>4.5.4. Demonstrate how to ask for assistance to enhance personal health.</p> <p>8.5.1. Express opinions and give accurate information about health issues.</p> <p>8.5.2. Encourage others to make positive health choices.</p>		
<p>Work Habits; Leadership Skills; Perseverance and Growth Mindset</p>	<p>National Health Education Standards (2007):</p> <p>6.5.1. Set a personal health goal and track progress toward its achievement.</p> <p>6.5.2. Identify resources to assist in achieving a personal health goal.</p>	<p>N/A</p>	<ul style="list-style-type: none"> ▪ Set short and long-term goals. ▪ Assess progress on goals. ▪ Identify and demonstrate work habits that promote learning and work skills (e.g., team work, organization, use of time). ▪ Demonstrate good listening skills and team work when working in a group. ▪ Identify qualities of a good leader. ▪ Demonstrate leadership skills. ▪ Identify thinking habits that promote perseverance and a growth mindset.
<p>Puberty and Adolescent Development</p>	<p>National Sexuality Standards (2012):</p> <p>PL.5.CC.1. Explain the physical, social and emotional changes that occur during puberty and adolescence.</p> <p>PD.5.SM.1. Explain ways to manage the physical and emotional changes associated with puberty.</p> <p>PD.5.CC.2. Explain how the timing of puberty and adolescent development varies considerably and can still be healthy.</p> <p>PAD.5.CC.3. Describe how puberty prepares human bodies for the potential to reproduce.</p> <p>PR.5.CC.1. Describe the process of human reproduction.</p>	<p>N/A</p> <p><i>Note: The teacher will send a letter to parents explaining this unit of study and requesting permission for the student to participate in the Proctor and Gamble "Always Changing and Growing Up Program."</i></p>	<ul style="list-style-type: none"> ▪ Identify physical body changes during puberty. ▪ Recognize hygiene needs in response to growth and development. ▪ Know female organs from a diagram. ▪ Know male organs from a diagram.

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Career Awareness	Ohio Career Connections Framework (2012): This component may be integrated within health concepts and within the study of all academic disciplines, including instruction from school counselors via the counseling curriculum.		<ul style="list-style-type: none"> ▪ Describe careers. ▪ Identify career information. ▪ Interpret connections between school and future work.

District Instructional Resources:

Health Promotion Wave / Ultimate Teacher Resource (ISBN 1-57239-400-5). Includes teacher manual and curriculum CD in PDF format:

- Student and Parent Component Activities
- Evaluations and Assessments
- Color Slides/Transparencies
- Skill-Based Activity Game Cards

Heroin and Opioid-Abuse Prevention Education (HOPE) – Start talking! Building a drug-free future (elementary lessons) – retrieved April 17, 2019 from <https://starttalking.ohio.gov/Schools/The-HOPE-Curriculum#60430-3---5>

P & G School Programs. (2016). *Always changing® and growing up program: For educators* (5th or 6th grade) – retrieved Jan. 29, 2019 from <https://www.pgschoolprograms.com/Educators>

Proctor and Gamble’s *Always Changing and Growing Up* (Boys Puberty Education Video) – retrieved Jan. 29, 2019 from <https://www.youtube.com/watch?v=G57Suq7JpQE&feature=youtu.be>

Proctor and Gamble’s *Always Changing and Growing Up* (Co-Ed Puberty Education Video) – retrieved Jan. 29, 2019 from <https://www.youtube.com/watch?v=tKfJ8w7XX6E&feature=youtu.be>

Proctor and Gamble’s *Always Changing and Growing Up* (Girls Puberty Education Video) – retrieved Jan. 29, 2019 from <https://www.youtube.com/watch?v=tKfJ8w7XX6E&feature=youtu.be>

Suggested Literature for Health Education Integrations:

Blackberries in the Dark by Mavis Jukes

Every Thing On It by Shel Silverstein
Friends for Life by Andrew Norriss
It's Your Turn at Bat by Barbara Aiello
Maniac Magee by Jerry Spinelli
Nerdy Birdy by Aaron Reynolds
Nerdy Birdy Tweets by Aaron Reynolds
Number the Stars by Lois Lowry
Sarah, Plain and Tall by Patricia Maclachlan
Sign of the Beaver by Elizabeth George Speare

Alignment Documents:

Future of Sex Education Initiative. (2012). *National sexuality education standards: Core content and skills, K-12* (a special publication of the *Journal of School Health*). Retrieved April 17, 2019 from <http://www.futureofsexed.org/documents/josh-fose-standards-web.pdf>

Joint Committee on National Health Standards. (2007). *National health education standards: Achieving excellence* (2nd Ed.). Washington, DC: The American Cancer Society. Retrieved April 17, 2019 from <https://www.cdc.gov/healthyschools/sher/standards/index.htm>

Ohio Department of Education (ODE). Career connections framework (2012). Retrieved April 17, 2019 from <http://education.ohio.gov/Topics/Career-Tech/Career-Connections/Career-Connections-Framework>

Ohio Department of Education (ODE). K-6 Health education curriculum/Ohio legislative requirements – retrieved April 17, 2019 from <http://education.ohio.gov/getattachment/Topics/Ohios-Learning-Standards/Health-Education/K-6-Health-Education-Curriculum.pdf.aspx>

Other Resources:

Duckworth, A. (2016). *Grit: The power of passion and perseverance*. New York: Scribner.

Dweck, C. S. (2016). *Mindset: The new psychology of success*. New York: Ballantine.

Loy, M. (2011). *Children and stress: 100+ creative activities to help kids manage stress*. Duluth, MN: Whole Person Associates.