

Olathe Public Schools Fifth-Grade Health Curriculum

This material was developed for the exclusive use of Olathe Public Schools, USD 233, staff. Approved by the Board of Education April 2017. The elementary health curriculum is supported by the counseling and physical education curriculum.

Personal and Community Health

NHES Performance Indicators

Standard 1 — Essential Concepts

1.5.1: Describe the relationship between healthy behaviors and personal health.

1.5.3: Describe ways in which safe and healthy school and community environments can promote personal health.

1.5.4: Describe ways to prevent common childhood injuries and health problems.

1.5.5: Describe when it is important to seek health care.

Standard 2 — Analyzing Influences

2.5.4: Describe how the school and community can support personal health practices and behaviors.

2.5.6: Describe ways that technology can influence personal health.

Standard 3 — Accessing Valid Information

3.5.1: Identify characteristics of valid health information, products, and services.

Standard 5 — Decision Making

5.5.4: Predict the potential outcomes of each option when making a health-related decision.

Standard 6 — Goal Setting

6.5.2: Identify resources to assist in achieving a personal health goal.

Standard 7 — Practicing Health-Enhancing Behaviors

7.5.1: Identify healthy personal health behaviors.

7.5.2: Demonstrate a variety of healthy practices and behaviors to maintain or improve personal health.

Essential Concepts / Focus Skills

- Identify positive health practices that reduce illness, disease, and injury. (physical activity) (1.5.1, 1.5.4, 5.5.4, 7.5.1)
- Set a short-term goal for positive health practices. (1.5.1, 6.5.2, 1.5.4, 5.5.4, 6.5.2, 7.5.2)
- Give examples of the ways society and science influence personal health. (1.5.3, 2.5.4)
- Determine the validity of sources and internet sites in regards to your personal health. (2.5.6, 3.5.1, 6.5.2)
- Describe how bacteria and viruses are spread and how they affect the body. (1.5.4, 1.5.5, 5.5.4)
- Define communicable and non-communicable diseases and provide examples. (1.5.4, 1.5.5, 5.5.4)

- Discuss the impact of select health concerns on the community and community services to support health (e.g. influenza and flu shots). (1.5.3, 1.5.5, 2.5.4, 5.5.4, 6.5.2)
- Identify environmental factors that impact the body (allergies, smoke, pollutants, and irritants.) (1.5.4, 5.5.4)

Suggested Lesson Plans / Resources / Activities

➤ **Physical Activity:**

- Track time in a typical week where no physical activity takes place due to time sitting. (Team with PE teacher to coordinate.)
- Use Journey's story, "Double Dutch" related to physical activity
- Pair focus skill physical activity health practice with setting short-term goals. (track for 2 weeks, set goal after 1st week: screen time versus physical activity)
- Research/Persuasive Writing over physical activity benefits and/or screen time negative effects.
- Do More Watch Less <https://medium.com/thrive-global/what-happens-when-you-watch-less-television-b7767c65a7d4>
<https://www.fueluptoplay60.com/>

➤ **Spread of Bacteria/viruses:** Pair bacteria/virus focus skill pairs with science standard LS2.B (microbes)

➤ **Environmental factors:** Environmental factors focus skill pairs with science standard 5-ESS3-1

www.giantmicrobes.com

- Reading A-Z
 - ✓ *Microbes: Friends or Foe*
 - ✓ *How Do You Catch a Cold?* (Close Reading pack)
 - ✓ Food Label (Under Visual Devices)

Vocabulary students know and use: Bacteria, viruses, microbe, communicable disease, non-communicable disease, influenza, pollutant, irritant

Nutrition

NHES Performance Indicators

Standard 2 — Analyzing Influences

2.5.5: Explain how media influences thoughts, feelings, and health behaviors.

Standard 3 — Accessing Valid Information

3.5.1: Identify characteristics of valid health information, products, and services.

Standard 5 — Decision Making

5.5.1: Identify health-related situations that might require a thoughtful decision.

5.5.4: Predict the potential outcomes of each option when making a health-related decision.

Standard 7 — Practicing Health-Enhancing Behaviors

7.5.1: Identify healthy personal health behaviors.

7.5.2: Demonstrate a variety of healthy practices and behaviors to maintain or improve personal health.

Standard 8 — Health Promotion

8.5.1: Express opinions and give accurate information about health issues.

8.5.2: Encourage others to make positive health choices.

Essential Concepts / Focus Skills

- Identify what foods to eat more of, what foods to limit, and explain that nutrients in food help us grow and stay healthy (3.5.1, 5.5.1, 5.5.4, 7.5.1)
- Interpret and analyze nutrition fact labels. (3.5.1, 7.5.2, 8.5.1, 8.5.2)
- Identify aspects of advertisement that are persuasive and how to distinguish the difference between fact and opinion related to nutrition and health. (2.5.5, 7.5.1, 8.5.1)

Suggested Lesson Plans / Resources / Activities

➤ **Serving My Plate, U.S. Department of Agriculture: Resources and Reproducibles:**

https://www.fns.usda.gov/sites/default/files/sump_level3.pdf Level 3, Grades 5 & 6

- Course 2
- Course 3

- Nutrition concepts pair with science standard 5-PS3-1 and 5-LS2-1

➤ **Nutrition fact labels:**

- Reading food labels resource: <http://www.coachcalorie.com/food-advertising-tricks/>
https://www.youtube.com/watch?v=DjFVOZ_ALuM
<http://kidshealth.org/en/parents/nutrition-label-video.html?WT.ac=p-ra>
- Video on reading food labels to determine healthy portion size <https://www.youtube.com/watch?v=Orj7p3KQcyQ>

➤ **Advertising:**

- Language Arts connection: fact vs opinion and persuasive elements with advertising.
- Tie commercials in with what the food labels actually say (compare/contrast).

Vocabulary students know and use: healthy lifestyle, nutrients, whole-grain options, Nutrition Facts, nutrition label, sugar, fat, sodium, advertisement, opinion, persuasion, commercial

Injury Prevention and Safety

NHES Performance Indicators

Standard 1 — Essential Concepts

1.5.4: Describe ways to prevent common childhood injuries and health problems.

Standard 3 — Accessing Valid Information

3.5.1: Identify characteristics of valid health information, products, and services.

Standard 5 — Decision Making

5.5.2: Analyze when assistance is needed in making a health-related decision.

5.5.4: Predict the potential outcomes of each option when making a health-related decision.

Standard 7 — Practicing Health-Enhancing Behaviors

7.5.2: Demonstrate a variety of healthy practices and behaviors to maintain or improve personal health.

7.5.3: Demonstrate a variety to behaviors to avoid or reduce health risks.

Standard 8 — Health Promotion

8.5.1: Express opinions and give accurate information about health issues.

Essential Concepts / Focus Skills

- Apply school wide safety expectations for recess, cafeteria, classroom, and hallway (1.5.4, 7.5.1, 7.5.3)
- Understand and practice appropriate emergency procedures (fire & tornado drill/ALICE) (1.5.4, 7.5.1, 7.5.3)
- Demonstrates first aid for conscious choking e.g. Heimlich maneuver. (5.5.2, 7.5.2, 7.5.3)
- Develop an awareness of the emergency situations where CPR techniques would need to be applied. (5.5.2)
- Demonstrate the ability to read and follow labels of common household products concerning dangers of, safe use, storage, and proper disposal and how to seek help if needed. (1.5.4, 3.5.1, 5.5.4, 7.5.2, 7.5.3, 8.5.1)

Suggested Lesson Plans / Resources / Activities

➤ **Teaching Routines and Procedures:**

- Creating classroom agreements and PBIS.
- Participation in safety drills

➤ **Emergency First Aid: CPR & Choking:**

- Talk to the school nurse about Hands Only CPR with the students using manikins available to nurses.
- American Heart Association: video on hands only CPR

http://cpr.heart.org/AHA/ECC/CPRAndECC/Programs/HandsOnlyCPR/UCM_475516_CPR-Demos-and-Videos.jsp

- First Aid for Choking: <https://www.youtube.com/watch?v=aXaLc-AwX2g>
- Journey's story, "Storm Warriors" to tie for injury first aide

➤ **Household Product Safety:**

- Tie household products in with medications and over the counter medications (OTC), found in substance safety.
- <http://www.hazwastehelp.org/educators/lessons.aspx>

Vocabulary students know and use: Heimlich maneuver, CPR, household products

Substance Safety

NHES Performance Indicators

Standard 1 — Essential Concepts

1.5.5: Describe when it is important to seek health care.

Standard 2 — Analyzing Influences

2.5.4: Describe how the school and community can support personal health practices and behaviors.

Standard 5 — Decision Making

5.5.2: Analyze when assistance is needed in making a health-related decision.

5.5.4: Predict the potential outcomes of each option when making a health-related decision.

Standard 7 — Practicing Health-Enhancing Behaviors

7.5.1: Identify responsible personal health behaviors.

7.5.3: Demonstrate a variety to behaviors to avoid or reduce health risks.

Essential Concepts / Focus Skills

- Reinforce and practice the district elementary medication policy (proper use of OTC and prescription medication). (1.5.5, 2.5.4, 5.5.4, 7.5.1)
- Identify the differences between prescription and over-the-counter medicines. (7.5.1)
- Understand the importance of the Drug Facts label identifying its different sections and use the information under the supervision of a parent or trusted adult. (5.5.2)
- Understand that using OTC medicines irresponsibly can cause harm. (5.5.4)
- Discuss situations where peer pressure is present and demonstrate strategies to resist negative peer pressure. (5.5.2, 7.5.1, 7.5.3)

Suggested Lesson Plans / Resources / Activities

➤ **Safety with Medications, OTC's, and Household Products:**

- Tie medications and OTC with household products from injury prevention and safety standard.
- Peer pressure combines with OTC medications. <http://www.scholastic.com/otc-med-safety/teachers/>
Lesson 1 – All About Medicines http://www.scholastic.com/otc-med-safety/pdfs/family/AAPCC_56_Lesson1.pdf
Lesson 2 – Reading and Understanding the Drug Facts Label http://www.scholastic.com/otc-med-safety/pdfs/family/AAPCC_56_Lesson2.pdf
Lesson 3 – Medicine Measuring Tools, Storage, and Disposal <http://www.scholastic.com/browse/article.jsp?id=3758265>
Lesson 4 – Medicines and Misuse <http://www.scholastic.com/browse/article.jsp?id=3758264>

Vocabulary students know and use: Over the counter (OTC) medication, prescriptions, peer pressure, dosage, uses, active ingredient, inactive ingredient

Human Growth and Development

NHES Performance Indicators

Standard 1 — Essential Concepts

1.5.1: Describe the relationship between healthy behaviors and personal health.

Standard 2 — Analyzing Influences

2.5.1: Describe how family influences personal health practices and behaviors.

2.5.4: Predict the potential outcomes of each option when making a health-related decision.

2.5.5: Explain how media influences thoughts, feelings, and health behaviors.

Standard 3 — Accessing Valid Information

3.5.2: Locate resources from home, school, and community that provide valid health information.

Standard 4 — Interpersonal Communication

4.5.1: Demonstrate effective verbal and nonverbal communication skills to enhance health.

4.5.4: Demonstrate how to ask for assistance to enhance personal health.

Standard 7 — Practicing Health-Enhancing Behaviors

7.5.1: Identify responsible personal health behaviors.

7.5.2: Demonstrate a variety of healthy practices and behaviors to maintain or improve personal health.

Standard 8 — Health Promotion

8.5.1: Express opinions and give accurate information about health issues.

Essential Concepts / Focus Skills

- Demonstrate a beginning knowledge of the physical/anatomical, social, and emotional changes that occur during puberty and adolescence.
- Explain how the timing of puberty and adolescent development varies considerably and can still be healthy.
- Identify parents or other trusted adults of whom students can ask questions about puberty and adolescent health issues.
- Identify strategies to manage the physical and emotional changes associated with puberty.
- Describe characteristics of a responsible person.
- Demonstrate ways to treat others with dignity and respect.

Suggested Lesson Plans / Resources / Activities

➤ Human Growth and Development Unit:

*Taught by school nurse

See Olathe Public Schools **Human Growth and Development Unit** for approved lesson plans, vocabulary lists, and resources.

- Send parent letter prior to the beginning of the unit with ample time for opt out process.
- Refer to “opt-out” policy if requested by parent.
- A parent preview copy of the resources for this unit are housed at the IRC. The video that is included in this lesson is available online, and represents only a portion of the lesson.

Vocabulary students know and use: All of Grade 4 vocabulary. fertilization, ovum, sperm, female anatomy (girls), male anatomy (boys)

National Health Education Standards

Standards	Performance Indicators for Grades 3-5
<p>Standard 1 — Students will comprehend concepts related to health promotion and disease prevention to enhance health.</p> <p>Rationale: The acquisition of basic health concepts and functional health knowledge provides a foundation for promoting health-enhancing behaviors among youth. This standard includes essential concepts that are based on established health behavior theories and models. Concepts that focus on both health promotion and risk reduction are included in the performance indicators.</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>1.5.3 Describe ways in which safe and healthy school and community environments can promote personal health.</p> <p>1.5.4 Describe ways to prevent common childhood injuries and health problems.</p> <p>1.5.5 Describe when it is important to seek health care.</p>
<p>Standard 2 — Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</p>	<p>2.5.1 Describe how family influences personal health practices and behaviors.</p>

Standards	Performance Indicators for Grades 3-5
<p>Rationale: Health is affected by a variety of positive and negative influences within society. This standard focuses on identifying and understanding the diverse internal and external factors that influence health practices and behaviors among youth, including personal values, beliefs, and perceived norms.</p>	<p>2.5.2 Identify the influence of culture on health practices and behaviors.</p> <p>2.5.3 Identify how peers can influence healthy and unhealthy behaviors</p> <p>2.5.4 Describe how the school and community can support personal health practices and behaviors.</p> <p>2.5.5 Explain how media influences thoughts, feelings, and health behaviors.</p> <p>2.5.6 Describe ways that technology can influence personal health.</p>
<p>Standard 3 — Students will demonstrate the ability to access valid information, products, and services to enhance health.</p> <p>Rationale: Access to valid health information and health-promoting products and services is critical in the prevention, early detection, and treatment of health problems. This standard focuses on how to identify and access valid health resources and to reject unproven sources. Application of the skills of analysis, comparison, and evaluation of health resources empowers students to achieve health literacy.</p>	<p>3.5.1 Identify characteristics of valid health information, products, and services.</p> <p>3.5.2 Locate resources from home, school, and community that provide valid health information.</p>
<p>Standard 4 — Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p> <p>Rationale: Effective communication enhances personal, family, and community health. This standard focuses on how responsible individuals use verbal and non-verbal skills to develop and maintain healthy personal relationships. The ability to organize and to convey information and feelings is the basis for strengthening interpersonal interactions and reducing or avoiding conflict.</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> <p>4.5.4 Demonstrate how to ask for assistance to enhance personal health.</p>
<p>Standard 5 — Students will demonstrate the ability to use decision-making skills to enhance health.</p> <p>Rationale: Decision-making skills are needed to identify, implement, and sustain health-enhancing behaviors. This standard includes the essential steps that are needed to make healthy decisions as prescribed in the performance indicators. When applied to health issues, the decision-making process enables individuals to collaborate with others to improve their quality of life.</p>	<p>5.5.1 Identify health-related situations that might require a thoughtful decision.</p> <p>5.5.2 Analyze when assistance is needed in making a health-related decision.</p> <p>5.5.3 List healthy options to health-related issues or problems.</p> <p>5.5.4 Predict the potential outcomes of each option when making a health-related decision.</p> <p>5.5.5 Choose a healthy option when making a decision.</p> <p>5.5.6 Describe the outcomes of a health-related decision.</p>

Standards	Performance Indicators for Grades 3-5
<p>Standard 6 — Students will demonstrate the ability to use goal-setting skills to enhance health.</p> <p>Rationale: Goal-setting skills are essential to help students identify, adopt, and maintain healthy behaviors. This standard includes the critical steps that are needed to achieve both short-term and long-term health goals. These skills make it possible for individuals to have aspirations and plans for the future.</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>Standard 7 — Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p> <p>Rationale: Research confirms that practicing health-enhancing behaviors can contribute to a positive quality of life. In addition, many diseases and injuries can be prevented by reducing harmful and risk-taking behaviors. This standard promotes the acceptance of personal responsibility for health and encourages the practice of healthy behaviors.</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 to avoid or reduce health risks.</p>
<p>Standard 8 — Students will demonstrate the ability to advocate for personal, family, and community health.</p> <p>Rationale: Advocacy skills help students promote healthy norms and healthy behaviors. This standard helps students develop important skills to target their health-enhancing messages and to encourage others to adopt healthy behaviors.</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>