**HEALTH CURRICULUM - Grade 5**

**SAS HEALTH STANDARDS:**
1. **Comprehend health related concepts** to enhance physical, social and mental health and avoid or reduce health risks.
2. Demonstrate the ability to **practice behaviors** that enhance physical, social and mental health and avoid or reduce health risks.
3. **Demonstrate the ability to access valid information, products and services** to enhance physical, social and mental health and avoid or reduce health risks.
4. **Demonstrate the ability to use interpersonal communication skills** to enhance physical, social and mental health and avoid or reduce health risks.

**STRAND: PHYSICAL HEALTH**

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| Physical Activity    | Integrated into PE program by PE teachers – see PE Curriculum for specific detail.              | ▪ Associate the role of physical fitness in improving and maintaining personal health status.  
                                                                              ▪ Identify physical and psychological benefits that result from long-term participation in physical activity.  
                                                                              ▪ Engage in moderate to vigorous physical activity to promote fitness for a minimum of 20 minutes.  
                                                                              ▪ Identify opportunities and participate in fitness-enhancing physical activities outside of school.  
                                                                              ▪ Choose to exercise at home for personal enjoyment and benefit.  
                                                                              ▪ Complete individual fitness assessments and reflect on goal-setting process to set subsequent goals.  
                                                                              ▪ Know the essential daily nutrients the body needs to stay healthy and describe what these provide e.g., sugars provide energy; calcium and vitamin D protect bones from developing osteoporosis.  
                                                                              ▪ Describe guidelines to follow for healthy eating.  
                                                                              ▪ Explain the importance of choosing water over other beverages for keeping the body hydrated.  
                                                                              ▪ Interpret information provided on food labels.  
                                                                              ▪ Understand what makes a healthy breakfast and why eating breakfast is important.  
                                                                              ▪ Analyze sugar content in breakfast cereals.  
                                                                              ▪ Plan a healthy breakfast using criteria such as fat, carbohydrate, fiber, calcium, and calorie content of foods.  
                                                                              ▪ Know the basics about diabetes.  
                                                                              ▪ Explain the importance of respecting personal space and boundaries.  
                                                                              ▪ Demonstrate how to ask a trusted adult for help.  
                                                                              ▪ Explain and follow relevant safety procedures e.g., fire and lock-down drills, pool rules, crosswalk procedures, bus safety, sun safety. |
| Nutrition 1          | Addressed through Living Systems unit in science lab with support from classroom teacher and Nutritionist. |                                                                                                                                                                                                                   |
| Disease Prevention   | Addressed through classroom with support as needed from nurses, counselors...                      |                                                                                                                                                                                                                   |
| Safety               | Addressed in various contexts by classroom teachers, PE teachers, counselors, principals as relevant. |                                                                                                                                                                                                                   |

1 The nurses are available, on request, to talk to students about a range of topics e.g., allergies, specific types of diseases, such as microplasma, dengue.

Adapted from National Health Education Standards, Michigan State Health Education, Ontario Healthy Living


Adopted by the Board on May 19, 2009
**Growth and Development**

- Addressed through classroom with support as needed from nurses, counselors...

- Explain that males and females develop at different rates, and there are wide variations within each sex.
- Explain social changes during puberty (e.g., changes in friendships, crushes/attractions, and changing expectations of parents/adults).
- Explain emotional changes during puberty (e.g., mood shifts).
- Explain physical changes that occur during puberty (e.g., body hair, body odor, voice, body shape, strength, hormones, and menstruation).
- Define and identify basic male and female reproductive anatomy using scientific names.
- Define the functions of sperm and egg cells in human reproduction.
- Describe how sperm cells are produced.
- Describe the menstrual cycle and its potential for human reproduction.
- Describe the functions of basic male and female reproductive anatomy.
- Describe criteria to determine whether resources provide accurate information about puberty; and apply these criteria to identify valid resources.

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**STRAND: SOCIAL HEALTH**

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| Managing Feelings and Relationships | Integrated into counselor **Character Education** program with ongoing support and reinforcement from counselors, classroom teachers, specials teachers, principals and other relevant members of school community. | - Demonstrate active listening strategies.  
  - Understand the characteristics and benefits of positive friendships.  
  - Understand the power of choice within friendship.  
  - Develop further understandings of being a Third Culture Kid (TCK) and how it impacts friendship.  
  - Recognize how friends influence each others’ behavior and well-being.  
  - Understand the power relationship of teasing and bullying on self and others.  
  - Describe the harmful impact of harassing behaviors to both the perpetrator and the victim.  
  - Demonstrate the ability to confront bullying and teasing, whether a victim, bystander or perpetrator.  
  - Demonstrate strategies to manage strong feelings, including applying positive self-talk.  
  - Predict and demonstrate strategies to avoid situations that might lead to trouble, including violence.  
  - Describe how to get help from an adult when someone is in danger of hurting self or others.  
  - Explain and apply the decision-making and problem-solving steps.  
  - Demonstrate the ability to support and respect a range of differences.  
  - Understand the SAS Core Values and apply appropriately in various situations.  
  - Advocate for a caring school environment.  
  - Encourage others to follow the SAS Core Values.  |
## STRAND: MENTAL HEALTH

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<td>Positive Self-Image</td>
<td>Integrated into counselor Character Education program with ongoing support and reinforcement from counselors, classroom teachers, specials teachers, principals and other relevant members of school community.</td>
<td>▪ Understand self-advocacy and the power of positive self-image, especially as it relates to changing bodies.</td>
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<td>▪ Understand that individual behavior always affects peers, family and our community.</td>
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<td>▪ Recognize causes and identify signs of anxiety.</td>
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<td>▪ Understand consequences of anxiety, including how anxiety might affect physical and social health.</td>
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<td>▪ Develop further strategies for reducing anxiety in self and peers.</td>
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<td>▪ Know how to communicate feelings of anxiety and who to see for help.</td>
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