

## Health Curriculum Framework

Kindergarten – 5<sup>th</sup> Grade



The framework below illustrates the District’s Elementary Health Curriculum.

Oregon Standards for Grades K-12 in Health Education were last adopted in 2016. The Health Education Standards and some Performance Indicators are outlined below but all can be referenced for more detail on the ODE website. The district has identified those resources/tools that can be used to cover the content within each grade band. The majority of all K-5 Health Performance Indicators are addressed in the adopted Second Steps, Second Steps Child Protection Unit and Second Steps Bullying Prevention Unit curriculums. Indicators *not* addressed in the complete Second Step bundled curriculum are outlined below with the identified teaching resource.

Parent notification and invitation to review materials is *required* before starting the Second Steps Child Protection Unit lessons. Students **will** be exposed to anatomically correct names for body parts in lesson 4 of grades K-3. Parents may not “opt out” of the CPU lessons.

Parent notification and opt out opportunity is required for other identified lessons.

The Oregon Health Standards call for students to:

1. Comprehend concepts related to health promotion, and disease prevention to enhance health.
2. Analyze the influences of family, peers, culture, media, technology, and other factors on health behaviors
3. Demonstrate the ability to access valid information, products, and services to enhance health.
4. Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
5. Demonstrate the ability to use decision-making skills to enhance health
6. Demonstrate the ability to use goal-setting skills to enhance health
7. Demonstrate the ability to practice health-enhancing behaviors & avoid or reduce health risks.
8. Demonstrate the ability to advocate for person, family, and community health

### Indicators *not* addressed in Second Step bundle

Grade	Performance Indicator	Teaching Resources
<b>K</b>	HE.1.K.7 Recognize that there are many ways to express gender.	Addressed in general classroom conversation as it arises organically, ie, “Can boys play in the kitchen? Can girls play football? Can dads cook dinner? Can women be firefighters?”
	HE.1.K.14 Identify different kinds of family structures.	Addressed in general classroom conversation as it arises organically. Family is any person or group of people that you live with and or that take care of you.

<b>1<sup>st</sup></b>	HE.1.1.5 Describe ways to prevent communicable and non-communicable disease and understand the difference	Read and discuss provided book <u>Germes Are Not for Sharing</u> by Elizabeth Verdick and then follow up with <u>GloGerms</u> activity.
	HE.1.1.6 Explain that it is important to stay away from potentially unsafe body fluids and objects.	
	HE.1.1.7 Explain that there are many ways to express gender.	
	HE.1.1.14 Describe different kinds of family structures.	RRR.K.lesson 1* with <u>The Family Book</u> by Todd Parr
<b>2<sup>nd</sup></b>	HE.1.1.5 Describe ways to prevent communicable and non-communicable disease and understand the difference (including HIV/AIDS, and Hepatitis B and C).	Prevention/Control of Disease Unit 6 – Teachers Pay Teachers HIV/AIDS & Hepatitis are not specifically addressed in these lessons but are in later grades.
	HE.1.2.6 Explain why it is important to stay away from potentially unsafe body fluids and objects	Prevention/Control of Disease Unit 6 – Teachers Pay Teachers
	HE.1.1.7 Explain that there are many ways to express gender.	RRR.1.lesson 2* using book <u>A Fire Engine for Ruthie</u> by Lesléa Newman
	HE.1.2.15 Explain different kinds of family structures.	RRR.K.lesson 1* same lesson as 1 <sup>st</sup> grade but with book <u>A Family is a family is a Family</u> by Sara O’Leary
<b>3<sup>rd</sup></b>	HE.1.3.8 Identify practices that prevent the spread of communicable diseases (including HIV/AIDS, and Hepatitis B and C).	For the Health of It Lesson #1– Teachers Pay Teachers
	HE.1.5.12 Discuss ways of expressing gender.	RRR.1.lesson 2* same lesson as 2 <sup>nd</sup> grade but with book <u>I Love My Purse</u> by Belle DeMont

<b>4<sup>th</sup></b>	HE.1.3.9 Recognize how puberty prepares human bodies for the potential to reproduce.	Parent notification and opt out lesson Proctor and Gamble maturation film and hand outs
	HE.1.5.9 Identify health care practices related to physical changes during puberty.	Parent notification and opt out lesson Proctor and Gamble maturation film and hand outs
	HE.1.5.12 Discuss ways of expressing gender.	Common Sense Education "Selling Stereotypes" <a href="https://www.commonsense.org/education/lesson/selling-stereotypes-3-5">https://www.commonsense.org/education/lesson/selling-stereotypes-3-5</a> - This will require you to set up an account in Common Sense Education
<b>5<sup>th</sup></b>	HE.1.5.6 Discuss human reproductive systems including reproductive anatomy and function.	Parent notification and opt out lesson RRR.5.lesson 1* Sexual and Reproductive Anatomy
	HE.1.5.7 Discuss how abstinence is the most effective method of protection from STD/HIV and pregnancy.	Parent notification and opt out lesson RRR.5.lesson 3* Learning about HIV
	HE.1.5.8 Discuss that HIV and STDs can be spread through sexual contact with someone who has HIV/STD.	Parent notification and opt out lesson RRR.5.lesson 3* Learning about HIV
	HE.1.4.9 Define sexual orientation.	Parent notification and opt out lesson RRR.5.lesson 4* What is Love Anyway?
	HE.1.5.10 Explain differences and similarities of how individuals identify regarding gender or sexual orientation.	Parent notification and opt out lesson RRR.5.lesson 4* What is Love Anyway?

\*Downloaded lessons from the Rights, Respect, Responsibilities K-12 Curriculum and edited for District 7 use