

Fifth Grade

Comprehensive Health



Standards Organization and Construction

As the subcommittee began the revision process to improve the existing standards, it became evident that the way the standards information was organized, defined, and constructed needed to change from the existing documents. The new design is intended to provide more clarity and direction for teachers, and to show how 21st century skills and the elements of school readiness and postsecondary and workforce readiness indicators give depth and context to essential learning.

The “Continuum of State Standards Definitions” section that follows shows the hierarchical order of the standards components. The “Standards Template” section demonstrates how this continuum is put into practice.

The elements of the revised standards are:

Prepared Graduate Competencies: The preschool through twelfth-grade concepts and skills that all students who complete the Colorado education system must master to ensure their success in a postsecondary and workforce setting.

Standard: The topical organization of an academic content area.

High School Expectations: The articulation of the concepts and skills of a standard that indicates a student is making progress toward being a prepared graduate. *What do students need to know in high school?*

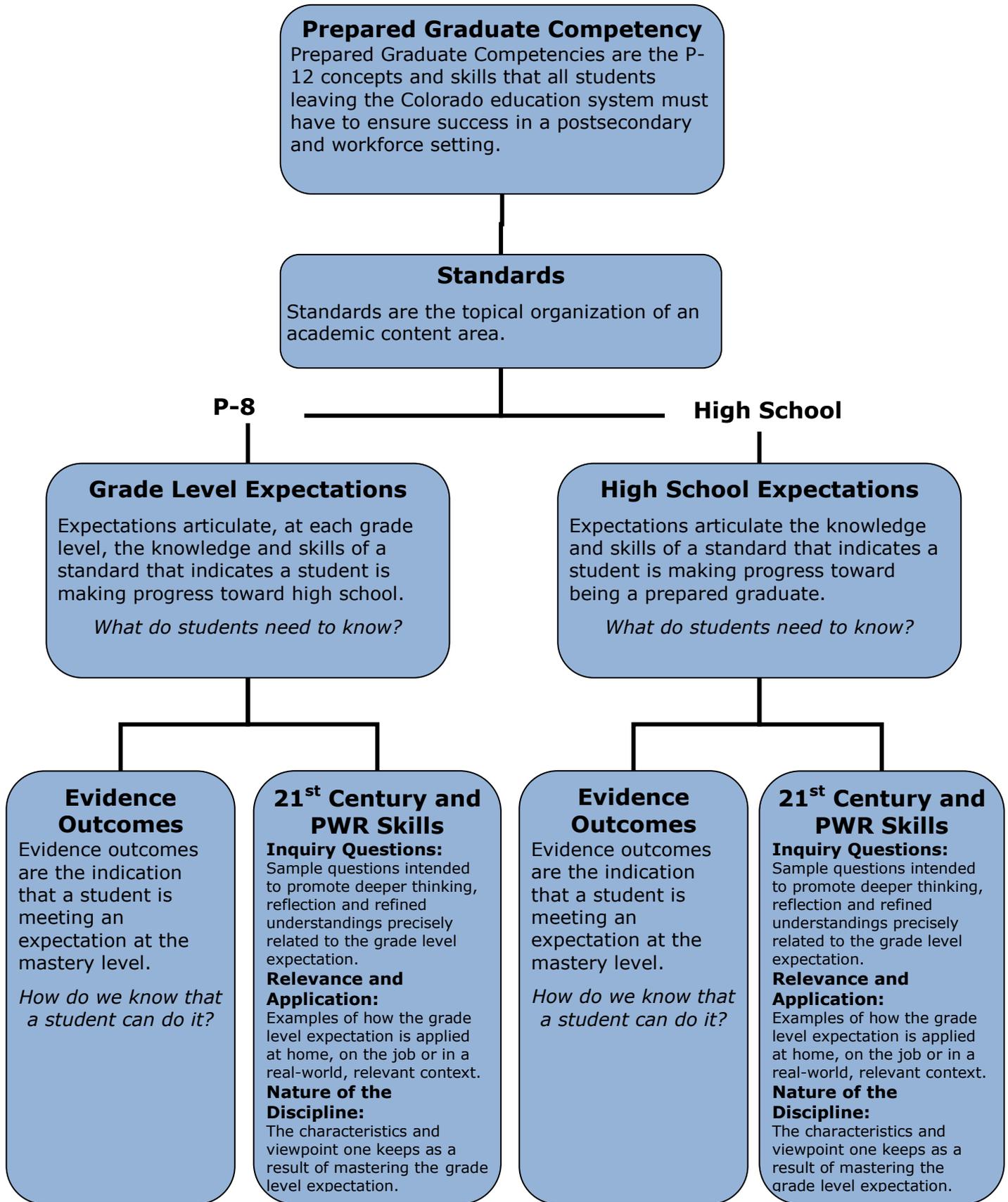
Grade Level Expectations: The articulation (at each grade level), concepts, and skills of a standard that indicate a student is making progress toward being ready for high school. *What do students need to know from preschool through eighth grade?*

Evidence Outcomes: The indication that a student is meeting an expectation at the mastery level. *How do we know that a student can do it?*

21st Century Skills and Readiness Competencies: Includes the following:

- ***Inquiry Questions:***
Sample questions are intended to promote deeper thinking, reflection and refined understandings precisely related to the grade level expectation.
- ***Relevance and Application:***
Examples of how the grade level expectation is applied at home, on the job or in a real-world, relevant context.
- ***Nature of the Discipline:***
The characteristics and viewpoint one keeps as a result of mastering the grade level expectation.

Continuum of State Standards Definitions



STANDARDS TEMPLATE

Content Area: NAME OF CONTENT AREA

Standard: The topical organization of an academic content area.

Prepared Graduates:

- The P-12 concepts and skills that all students who complete the Colorado education system must master to ensure their success in a postsecondary and workforce setting

High School and Grade Level Expectations

Concepts and skills students master:

Grade Level Expectations: The articulation, at each grade level, the concepts and skills of a standard that indicates a student is making progress toward being ready for high school.

What do students need to know?

Evidence Outcomes

Students can:

Evidence outcomes are the indication that a student is meeting an expectation at the mastery level.

How do we know that a student can do it?

21st Century Skills and Readiness Competencies

Inquiry Questions:

Sample questions intended to promote deeper thinking, reflection and refined understandings precisely related to the grade level expectation.

Relevance and Application:

Examples of how the grade level expectation is applied at home, on the job or in a real-world, relevant context.

Nature of the Discipline:

The characteristics and viewpoint one keeps as a result of mastering the grade level expectation.

Prepared Graduate Competencies in Comprehensive Health and Physical Education

The prepared graduate competencies are the preschool through twelfth-grade concepts and skills that all students who complete the Colorado education system must master to ensure their success in a postsecondary and workforce setting.

Prepared Graduates in Movement Competence and Understanding:

- Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activity
- Demonstrate understanding of movement concepts, principles, strategies, and tactics as they apply to learning and performing physical activities

Prepared Graduates in Physical and Personal Wellness:

- Participate regularly in physical activity
- Achieve and maintain a health-enhancing level of physical fitness
- Apply knowledge and skills to engage in lifelong healthy eating
- Apply knowledge and skills necessary to make personal decisions that promote healthy relationships and sexual and reproductive health
- Apply knowledge and skills related to health promotion, disease prevention, and health maintenance

Prepared Graduates in Emotional and Social Wellness:

- Utilize knowledge and skills to enhance mental, emotional, and social well-being
- Exhibit responsible personal and social behavior that respects self and others in physical activity settings

Prepared Graduates in Prevention and Risk Management:

- Apply knowledge and skills to make health-enhancing decisions regarding the use of alcohol, tobacco, and other drugs
- Apply knowledge and skills that promote healthy, violence-free relationships
- Apply personal safety knowledge and skills to prevent and treat intentional or unintentional injury

Colorado Academic Standards Comprehensive Health and Physical Education

The Colorado Academic Standards in comprehensive health and physical education are the topical organization of the concepts and skills every Colorado student should know and be able to do throughout their preschool through twelfth-grade experience.

1. Movement Competence and Understanding (Physical Education)

Includes motor skills and movement patterns that teach skill and accuracy in a variety of routines, games, and activities that combine skills with movement; demonstrates the connection between body and brain function; and creates patterns for lifelong physical activity.

2. Physical and Personal Wellness (Shared Standard)

Includes physical activity, healthy eating, and sexual health and teaches lifelong habits and patterns for a fit, healthy, and optimal childhood and adulthood; examines society, media, family, and peer influence on wellness choices; practices decision-making and communication skills for personal responsibility for wellness; and identifies the consequences of physical inactivity, unhealthy eating, and early sexual activity. Includes health promotion and disease prevention, and teaches responsibility and skills for personal health habits as well as behavior and disease prevention; sets personal goals for optimal health; examines common chronic and infectious diseases and causes; and recognizes the physical, mental, and social dimensions of personal health.

3. Emotional and Social Wellness (Shared Standard)

Includes mental, emotional, and social health skills to recognize and manage emotions, develop care and concern for others, establish positive relationships, make responsible decisions, handle challenging situations constructively, resolve conflicts respectfully, manage stress, and make ethical and safe choices; examines internal and external influences on mental and social health; and identifies common mental and emotional health problems and their effect on physical health.

4. Prevention and Risk Management (Shared Standard)

Includes alcohol, tobacco, and other drug prevention; violence prevention; and safety; teaches skills to increase safe physical and social behavior in at home, in school, in the community, and in personal relationships; provides specific knowledge on avoidance of intentional and unintentional injuries; and practices decision-making and communication skills to avoid drug use, bullying, and dating violence.

The standards are organized in the following manner:

- **Physical Education Standards**
 1. Movement Competence and Understanding
 2. Physical and Personal Wellness
 3. Emotional and Social Wellness
 4. Prevention and Risk Management

- **Comprehensive Health Education Standards**
 2. Physical and Personal Wellness
 3. Emotional and Social Wellness
 4. Prevention and Risk Management

Comprehensive Health

Grade Level Expectations at a Glance

Standard **Grade Level Expectation**

Fifth Grade	
2. Physical and Personal Wellness	<ol style="list-style-type: none"> 1. Demonstrate the ability to engage in healthy eating behaviors 2. Explain the structure, function, and major parts of the human reproductive system 3. Describe the physical, social, and emotional changes occurring at puberty 4. Demonstrate interpersonal communication skills needed to discuss personal health problems to establish and maintain personal health and wellness 5. Comprehend concepts, and identify strategies to prevent the transmission of disease
3. Emotional and Social Wellness	<ol style="list-style-type: none"> 1. Analyze internal and external factors that influence mental and emotional health
4. Prevention and Risk Management	<ol style="list-style-type: none"> 1. Access valid information about the effects of tobacco use and exposure to second-hand smoke, and prescription and over-the-counter drugs 2. Demonstrate pro-social behaviors that reduce the likelihood of physical fighting, violence, and bullying 3. Demonstrate basic first aid and safety procedures

21st Century Skills and Readiness Competencies in Comprehensive Health and Physical Education

Colorado's Description of 21st Century Skills

Colorado's description of 21st century skills is a synthesis of the essential abilities students must apply in our rapidly changing world. Today's students need a repertoire of knowledge and skills that are more diverse, complex, and integrated than any previous generation. Comprehensive health and physical education are inherently demonstrated in each of Colorado's 21st century skills, as follows:

Critical Thinking and Reasoning

Health and physical education are disciplines grounded in critical thinking and reasoning. Developing and maintaining lifelong wellness habits involves decision-making and communication skills that sometimes can determine life-and-death outcomes. The skills and knowledge gained in health and physical education provide the structure that makes it possible to prevent risk behavior and adopt healthy lifestyles. Without good health and physical activity, critical thinking and reasoning are compromised.

Information Literacy

The disciplines of health and physical education equip students with the tools and habits of mind to organize and interpret a multitude of rapidly changing information resources. Students who are literate in health and physical education can analyze effectively primary and secondary sources, detect bias, use learning tools, including technology and media, and clearly communicate thoughts using sound reasoning.

Collaboration

The health and physical education content areas directly involve students in teams, problem-solving groups, and community connections to support the overall health of the individual and the community. Students offer ideas, strategies, solutions, justifications, and proofs for others to evaluate. In turn, students use feedback to improve performance and interpret and evaluate the ideas, strategies, solutions, and justifications of others.

Self-Direction

Understanding and participating in health and physical education requires a productive disposition, curiosity, personal motivation, and self-direction. Health and physical education are more than passive learning. Individual active participation, practice, and competence are underlying principles of these content areas.

Invention

The health and physical education disciplines are a dynamic set of content area disciplines, ever expanding with new research, ideas, and understandings. Invention is the key element of the expansion as students make and test theories and skills, create and use tools, search for patterns and themes, and make connections among ideas, strategies, and solutions.

Colorado’s Description for School Readiness

(Adopted by the State Board of Education, December 2008)

School readiness describes both the preparedness of a child to engage in and benefit from learning experiences, and the ability of a school to meet the needs of all students enrolled in publicly funded preschools or kindergartens. School readiness is enhanced when schools, families, and community service providers work collaboratively to ensure that every child is ready for higher levels of learning in academic content.

Colorado’s Description of Postsecondary and Workforce Readiness

(Adopted by the State Board of Education, June 2009)

Postsecondary and workforce readiness describes the knowledge, skills, and behaviors essential for high school graduates to be prepared to enter college and the workforce and to compete in the global economy. The description assumes students have developed consistent intellectual growth throughout their high school career as a result of academic work that is increasingly challenging, engaging, and coherent. Postsecondary education and workforce readiness assumes that students are ready and able to demonstrate the following without the need for remediation: Critical thinking and problem-solving; finding and using information/information technology; creativity and innovation; global and cultural awareness; civic responsibility; work ethic; personal responsibility; communication; and collaboration.

How These Skills and Competencies are Embedded in the Revised Standards

Three themes are used to describe these important skills and competencies and are interwoven throughout the standards: *inquiry questions; relevance and application; and the nature of each discipline*. These competencies should not be thought of stand-alone concepts, but should be integrated throughout the curriculum in all grade levels. Just as it is impossible to teach thinking skills to students without the content to think about, it is equally impossible for students to understand the content of a discipline without grappling with complex questions and the investigation of topics.

Inquiry Questions – Inquiry is a multifaceted process requiring students to think and pursue understanding. Inquiry demands that students (a) engage in an active observation and questioning process; (b) investigate to gather evidence; (c) formulate explanations based on evidence; (d) communicate and justify explanations, and; (e) reflect and refine ideas. Inquiry is more than hands-on activities; it requires students to cognitively wrestle with core concepts as they make sense of new ideas.

Relevance and Application – The hallmark of learning a discipline is the ability to apply the knowledge, skills, and concepts in real-world, relevant contexts. Components of this include solving problems, developing, adapting, and refining solutions for the betterment of society. The application of a discipline, including how technology assists or accelerates the work, enables students to more fully appreciate how the mastery of the grade level expectation matters after formal schooling is complete.

Nature of Discipline – The unique advantage of a discipline is the perspective it gives the mind to see the world and situations differently. The characteristics and viewpoint one keeps as a result of mastering the grade level expectation is the nature of the discipline retained in the mind’s eye.

2. Physical and Personal Wellness

Includes physical activity, healthy eating, and sexual health and teaches lifelong habits and patterns for a fit, healthy, and optimal childhood and adulthood; examines society, media, family, and peer influence on wellness choices; practices decision-making and communication skills for personal responsibility for wellness; and identifies the consequences of physical inactivity, unhealthy eating, and early sexual activity. Includes health promotion and disease prevention, and teaches responsibility and skills for personal health habits as well as behavior and disease prevention; sets personal goals for optimal health; examines common chronic and infectious diseases and causes; and recognizes the physical, mental, and social dimensions of personal health.

Prepared Graduates

The prepared graduate competencies are the preschool through twelfth-grade concepts and skills that all students who complete the Colorado education system must master to ensure their success in a postsecondary and workforce setting.

Prepared Graduates in the Physical and Personal Wellness standard are:

- Participate regularly in physical activity
- Achieve and maintain a health-enhancing level of physical fitness
- Apply knowledge and skills to engage in lifelong healthy eating
- Apply knowledge and skills necessary to make personal decisions that promote healthy relationships and sexual and reproductive health
- Apply knowledge and skills related to health promotion, disease prevention, and health maintenance

Content Area: Comprehensive Health and Physical Education

Standard: 2. Physical and Personal Wellness in Health

Prepared Graduates:

- Apply knowledge and skills to engage in lifelong healthy eating

Grade Level Expectation: Fifth Grade

Concepts and skills students master:

1. Demonstrate the ability to engage in healthy eating behaviors

Evidence Outcomes

Students can:

- a. Identify eating behaviors that contribute to maintaining good health (DOK 1-2)
- b. Make a personal commitment to improve food choices (DOK 1-4)
- c. Choose healthy foods and beverages instead of less healthy foods and beverages (DOK 1-2)
- d. Use current federal nutrition standards and guidelines to plan healthy meals and snacks (DOK 1-3)
- e. Demonstrate the ability to identify and select healthy from unhealthy foods (DOK 1-3)
- f. Summarize how to request politely foods that are more nutritious (DOK 1-3)
- g. Analyze the difference between disordered eating and eating disorders (DOK 1-3)

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. What would happen if the school only served healthy meals and healthy beverages, including vending machine choices?
2. If broccoli were deep-fried, would it still be nutritious?
3. Is sugar bad? Why, or why not?
4. Why do people tend to eat too much sugar, fat, and salt?

Relevance and Application:

1. Eating healthy involves good decision-making skills, access to accurate information about healthy eating, and access to healthy foods.
2. As the body matures, the amount of food and key nutrients change to support healthy systems and growth.
3. Food storage and processing can result in chemical changes that affect the nutritional value of food.

Nature of Health:

1. Healthy eating is a personal responsibility and is challenged by the choices available to us.

Content Area: Comprehensive Health and Physical Education
Standard: 2. Physical and Personal Wellness in Health

Prepared Graduates:
 ➤ Apply knowledge and skills necessary to make personal decisions that promote healthy relationships and sexual and reproductive health

Grade Level Expectation: Fifth Grade

Concepts and skills students master:
 2. Explain the structure, function, and major parts of the human reproductive system

Evidence Outcomes	21st Century Skills and Readiness Competencies
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Students can:

- a. Summarize the anatomy of the reproductive system, including functions of the male and female reproductive systems (DOK 1-2)
- b. Describe the relationship of conception to the menstrual cycle (DOK 1-3)
- c. Explain that after fertilization, cells divide to create a fetus and embryo that grows and develops inside the uterus during pregnancy (DOK 1)

Inquiry Questions:

1. What is optimal growth and development?

Relevance and Application:

1. In nature, different animals have different gestation cycles.

Nature of Health:

1. There are many influences on the physical, social, and emotional changes that occur at puberty, including hormones, heredity, nutrition, and the environment.

Content Area: Comprehensive Health and Physical Education
Standard: 2. Physical and Personal Wellness in Health

Prepared Graduates:
 ➤ Apply knowledge and skills necessary to make personal decisions that promote healthy relationships and sexual and reproductive health

Grade Level Expectation: Fifth Grade

Concepts and skills students master:
 3. Describe the physical, social, and emotional changes that occur at puberty

Evidence Outcomes	21st Century Skills and Readiness Competencies
<p>Students can:</p> <ul style="list-style-type: none"> a. Discuss why puberty begins and ends at different ages for different people, and that variance is considered normal (DOK 1-3) b. Identify personal hygiene practices and health and safety issues related to puberty (DOK 1) c. Determine factors that influence the purchase of health care products and the use of personal hygiene practices (DOK 1-4) d. Discuss how changes during puberty affect thoughts, emotions, growth patterns and behaviors 	<p>Inquiry Questions:</p> <ul style="list-style-type: none"> 1. Why are some aspects of puberty "embarrassing"? 2. What is "normal"? <p>Relevance and Application:</p> <ul style="list-style-type: none"> 1. Heredity influences growth and development. 2. The onset age of puberty has changed over time due to factors that include changes in nutrition, access to medical care, and exposure to chemicals in the environment. <p>Nature of Health:</p> <ul style="list-style-type: none"> 1. Tolerance, appreciation, and understanding of individual differences are critical during times of change. 2. There are many influences on one's physical, social, and emotional development at puberty, including hormones, heredity, nutrition, and the environment.

Content Area: Comprehensive Health and Physical Education
Standard: 2. Physical and Personal Wellness in Health

Prepared Graduates:
 ➤ Apply knowledge and skills related to health promotion, disease prevention, and health maintenance

Grade Level Expectation: Fifth Grade

Concepts and skills students master:
 4. Demonstrate interpersonal communication skills needed to discuss personal health problems to establish and maintain personal health and wellness

Evidence Outcomes	21st Century Skills and Readiness Competencies
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Students can:

- a. Identify appropriate adults with whom to discuss personal health problems (DOK 1-3)
- b. Demonstrate appropriate ways to talk to someone such as a parent or health care provider about personal health problems, issues, and concerns (DOK 1-3)

Inquiry Questions:

1. What could happen if I did not tell someone about my health condition?
2. Why is it important to ask for what I need?

Relevance and Application:

1. Clearly communicating with a health care provider regarding needs is critical to receiving the best care possible.
2. Web-based health information sites can be useful, but should be examined for accuracy to avoid misinformation.

Nature of Health:

1. Interpersonal communication about health conditions and concerns is critical for prevention of disease and maintaining good health.
2. Individuals need support when making decisions about when and with whom to discuss healthcare questions or concerns.

Content Area: Comprehensive Health and Physical Education
Standard: 2. Physical and Personal Wellness in Health

Prepared Graduates:
 ➤ Apply knowledge and skills related to health promotion, disease prevention, and health maintenance

Grade Level Expectation: Fifth Grade

Concepts and skills students master:
 5. Comprehend concepts, and identify strategies to prevent the transmission of disease

Evidence Outcomes	21st Century Skills and Readiness Competencies
<p>Students can:</p> <ul style="list-style-type: none"> a. Differentiate between communicable and non-communicable diseases, including asthma, AIDS, epilepsy (DOK 1-2) b. Describe how the body fights germs and diseases naturally, with medicines, and through immunization (DOK 1-2) c. Describe ways to prevent the spread of germs that cause infectious diseases through food, water, air, blood, and touch (DOK 1-2) <ul style="list-style-type: none"> a. Describe the effects of HIV infection on the body (DOK 1-2) b. Explain how HIV is and is not contracted (DOK 1-2) c. Explain that it is safe to be a friend of someone who has a disease or conditions that cannot be easily transmitted such as asthma, epilepsy, or AIDS (DOK 1-4) 	<p>Inquiry Questions:</p> <ul style="list-style-type: none"> 1. Why did people die earlier in the early 1900s? 2. How can you avoid contact with germs? How can you help your body fight germs? How can you be sure not to spread germs? <p>Relevance and Application:</p> <ul style="list-style-type: none"> 1. Good hygiene, such as handwashing, deters the spread of germs. 2. Technological advances assist with disease tracking and prevention. <p>Nature of Health:</p> <ul style="list-style-type: none"> 1. Many strategies exist to prevent transfer of germs and disease transmission and to control the severity of illnesses. 2. Tolerance, appreciation, and understanding of the conditions of others demonstrate humanity and empathy.

3. Emotional and Social Wellness

Includes mental, emotional, and social health skills to recognize and manage emotions, develop care and concern for others, establish positive relationships, make responsible decisions, handle challenging situations constructively, resolve conflicts respectfully, manage stress, and make ethical and safe choices; examines internal and external influences on mental and social health; and identifies common mental and emotional health problems and their effect on physical health.

Prepared Graduates

The prepared graduate competencies are the preschool through twelfth-grade concepts and skills that all students who complete the Colorado education system must master to ensure their success in a postsecondary and workforce setting.

Prepared Graduates in the Emotional and Social Wellness standard are:

- Utilize knowledge and skills to enhance mental, emotional, and social well-being
- Exhibit responsible personal and social behavior that respects self and others in physical activity settings

Content Area: Comprehensive Health and Physical Education
Standard: 3. Emotional and Social Wellness in Health

Prepared Graduates:

- Utilize knowledge and skills to enhance mental, emotional, and social well-being

Grade Level Expectation: Fifth Grade

Concepts and skills students master:

1. Analyze internal and external factors that influence mental and emotional health

Evidence Outcomes

Students can:

- a. Describe how feelings and emotions are portrayed in the media (DOK 1-2)
- b. Identify how media and society can influence mental and emotional health (DOK 1-3)
- c. Explain how families and peers can influence mental and emotional health (DOK 1-3)

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. How can you control what you are feeling?
2. In what ways can others affect how you feel?
3. How does the media show us both appropriate and inappropriate models for feelings and emotions?

Relevance and Application:

1. Family, peers, and the media can influence a person's mental and emotional health.
2. Through creating art and reflecting on the art products and processes, people can increase awareness of self and others and better cope with stress and traumatic experiences.

Nature of Health:

1. Mental and emotional health can be affected by many influences so it is important to be able to recognize both positive and negative influences on our feelings and behavior.

4. Prevention and Risk Management

Includes alcohol, tobacco, and other drug prevention; violence prevention; and safety; teaches skills to increase safe physical and social behavior in at home, in school, in the community, and in personal relationships; provides specific knowledge on avoidance of intentional and unintentional injuries; and practices decision-making and communication skills to avoid drug use, bullying, and dating violence.

Prepared Graduates

The prepared graduate competencies are the preschool through twelfth-grade concepts and skills that all students who complete the Colorado education system must master to ensure their success in a postsecondary and workforce setting.

Prepared Graduates in the Prevention and Risk Management standard are:

- Apply knowledge and skills to make health-enhancing decisions regarding the use of alcohol, tobacco, and other drugs
- Apply knowledge and skills that promote healthy, violence-free relationships
- Apply personal safety knowledge and skills to prevent and treat intentional or unintentional injury

Content Area: Comprehensive Health and Physical Education
Standard: 4. Prevention and Risk Management in Health

Prepared Graduates:
 ➤ Apply knowledge and skills to make health-enhancing decisions regarding the use of alcohol, tobacco, and other drugs

Grade Level Expectation: Fifth Grade

Concepts and skills students master:
 1. Access valid information about the effects of tobacco use and exposure to second-hand smoke, and prescription and over-the-counter drugs

Evidence Outcomes	21st Century Skills and Readiness Competencies
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Students can:

- a. Identify sources of accurate information about the effects of tobacco use and exposure to second-hand smoke (DOK 1-2)
- b. Analyze the dangers of using tobacco products or being exposed to second-hand smoke (DOK 1-3)
- c. Identify ways to avoid the use of tobacco products as well as exposure to other tobacco smoke (DOK 1)
- d. Describe the proper use of over-the-counter and prescription drugs

Inquiry Questions:

1. What would advertising look like if the media wasn't allowed to omit relevant, but revealing negative information about their product?
2. Are over the counter drugs safer than prescription drugs?
3. How would tobacco use or exposure, affect your ability to exercise or play sports?
4. Why might someone else who uses tobacco want others to do so as well?
5. If adults can legally drink alcohol, how can it be harmful?
6. Can your body system continue to operate with a malfunctioning part (i.e. liver)?

Relevance and Application:

1. Technology has influenced credibility and availability of information.
2. Tobacco use is the number one behavior associated with early mortality.
3. There are varying cultural and religious beliefs surrounding alcohol and tobacco use.

Nature of Health:

1. Making good health decisions requires the ability to evaluate reliable resources.
2. Research has clearly established that the use of alcohol, tobacco, and other drugs has a variety of harmful effects on the human body.

Content Area: Comprehensive Health and Physical Education
Standard: 4. Prevention and Risk Management in Health

Prepared Graduates:
 > Apply knowledge and skills that promote healthy, violence-free relationships

Grade Level Expectation: Fifth Grade

Concepts and skills students master:
 2. Demonstrate pro-social behaviors that reduce the likelihood of physical fighting, violence, and bullying

Evidence Outcomes	21st Century Skills and Readiness Competencies
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Students can:

- a. Identify factors that influence both violent and nonviolent behaviors and attitudes (DOK 1-3)
- b. Explain the significance and impact of as well as the short- and long-term consequences of bullying (DOK 1-3)
- c. Demonstrate pro-social communication skills and strategies (DOK 1-3)
- d. Identify resources, including safe people or adults, regarding violence in the school and community (DOK 1-2)

Inquiry Questions:

1. Why do people become violent?
2. What is the difference between bullying and aggression?
3. Why is it important to report incidents of bullying?
4. What types of communication can help you avoid fighting and bullying?
5. How can we demonstrate appreciation and value for differences?
6. How do I know who to tell about an unsafe situation?
7. How do people become prejudiced?

Relevance and Application:

1. Non-violence is always an option in conflict.
2. Gangs are examples of bullying groups.
3. Bullying and violence can have long term emotional and physical consequences.

Nature of Health:

1. Culture, media and social influences affect violent and non violent behavior.
2. Individuals have a personal responsibility to develop, maintain, and enhance healthy behaviors.
3. Making good health decisions requires the ability to evaluate reliable resources.

Content Area: Comprehensive Health and Physical Education
Standard: 4. Prevention and Risk Management in Health

Prepared Graduates:
 ➤ Apply personal safety knowledge and skills to prevent, and treat unintentional injury

Grade Level Expectation: Fifth Grade

Concepts and skills students master:
 3. Demonstrate basic first aid and safety procedures

Evidence Outcomes	21st Century Skills and Readiness Competencies
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Students can:

- a. Identify ways to reduce the risk of injuries from animal and insect stings as well as basic first aid procedures (DOK 1-2)
- b. Explain what to do such as calling 911 or a poison control center if someone is injured or is poisoned by products such as household cleaners (DOK 1-2)
- c. Describe first aid procedures for a variety of situations, including insect stings, bites, poisoning, and choking (DOK 1-2)
- d. Develop and apply a decision-making process for avoiding situations that could lead to injury (DOK 1-4)

Inquiry Questions:

1. Which animals and insects can be dangerous?
2. What occurs when someone save another from choking?

Relevance and Application:

1. Community resources are available for basic first aid training.
2. Basic first aid training facilitates a quick response in emergency situations.
3. 911 and poison control dispatchers can provide information to help in emergency situations.

Nature of Health:

1. Knowing what to do in an emergency situation—including providing basic first aid and/or seeking help—is a lifelong skill.

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