

## SENECA VALLEY SCHOOL DISTRICT

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### CURRICULUM

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|--------------------|---|
| Course Title:      | Health  |
| Course Number:     |   |
| Grade Level(s):    | Five  |
| Periods Per Week:  |   |
| Length of Period:  | 35 Minutes  |
| Length of Course:  | 9 weeks   |
| Credits:           |   |
| Faculty Author(s): | Carrie McNally, Amy Scott, Tim Parish, Lisa McCombs |
| Date:              | September 26, 2012                                  |

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### COURSE DESCRIPTION:

Health at the fifth grade level includes a review of the five major body systems and mastery of the endocrine, nervous and urinary systems. Other health related objectives are covered in guidance programs and building policies.

**The state has developed anchors (points of focus) in Health. The anchors specify eligible content for the content areas. The anchors include standards 1.1, 1.2, and 1.3**

**The Objectives that address anchors have been bolded.**

The following outline provides a general overview of the course content, not a chronological timetable. The weeks denoted for each area provide an idea for the overall time spent working with a given topic throughout the school year.

| COURSE OUTLINE  | OBJECTIVES (PA standard)   |  |  |  |
|---|--|--|--|--|
| <p><b>I. Body Systems</b></p> <p>A. Nervous System</p> <ol style="list-style-type: none"> <li>1. Structure and function               <ol style="list-style-type: none"> <li>a. Brain</li> <li>b. Spinal Cord</li> <li>c. Nerves</li> </ol> </li> </ol> <p>B. Urinary System</p> <ol style="list-style-type: none"> <li>1. Structure and function               <ol style="list-style-type: none"> <li>a. Kidneys</li> <li>b. Bladder</li> <li>c. Ureter</li> <li>d. Vein/artery</li> </ol> </li> </ol> <p>C. Endocrine</p> <ol style="list-style-type: none"> <li>1. Structure and function               <ol style="list-style-type: none"> <li>a. Pituitary gland</li> <li>b. Pancreas</li> <li>c. Thyroid</li> <li>d. Adrenal gland</li> <li>e. Ovaries</li> <li>f. Testes</li> </ol> </li> </ol> | <p>Identify and describe the structure and function of the nervous, urinary, and endocrine systems. 10.1.6B</p> <p>Examine cause and effect relationships within a body system. S8.A.3.1.5</p> <p>Determine the meaning of key terms and other-domain-specific words and phrases as they are used in a specific health context. CC.3.5.6-8.D</p> |  |  |  |

| COURSE OUTLINE  | OBJECTIVES (PA standard)   |  |  |  |
|---|--|--|--|--|
| <b>II. Body Systems</b><br><br>A. Circulatory<br>B. Respiratory<br>C. Muscular<br>D. Skeletal<br>E. Digestive | <p>Make connections between animal cells and the five major body systems (circulatory, respiratory, muscular, skeletal, and digestive)</p> <p>Identify and describe the structure and function of the major body systems. 10.1.6B, 10.1.3B</p> |  |  |  |

| COURSE OUTLINE   | OBJECTIVES (PA standard)   |  |  |  |
|--|--|--|--|--|
| <p><b>III. Drug Abuse Resistance Education</b></p> <p>A. Tobacco/Marijuana Facts<br/> B. Alcohol Facts<br/> C. Decision – Making Model<br/> D. Friendship/Peer Pressure<br/> E. Assertiveness Skills</p> | <p>Introduce and practice a decision-making model</p> <p>Identify normative beliefs about the use of tobacco and alcohol</p> <p>Apply tobacco and marijuana facts to a variety of situations using the decision-making model</p> <p>Examine friendship and peer pressure in situational dilemmas using the decision-making model</p> <p>Apply and practice assertiveness and decision-making skills</p> <p>Explain factors that influence childhood and adolescent drug use. 10.1.6.D</p> <p>Identify health problems that can occur throughout life and describe ways to prevent them. 10.1.6E</p> <p>Explain the relationship between health-related information and consumer choices. 10.2.6.B</p> <p>Explain the media’s effect on health and safety issues. 10.2.6.C</p> <p>Describe and apply the steps of a decision-making process to health and safety issues. 10.2.6.D</p> |  |  |  |

| COURSE OUTLINE   | OBJECTIVES (PA standard)  |  |  |  |
|--|---|--|--|--|
| <p><b>IV. Conflict Resolution</b></p> <p>A. Bullying/Teasing</p> | <p>Identify and apply the conflict mediation using the steps of the “Talk it Out” and “PEACE” processes.</p> <p>Describe and apply the steps in a decision-making process to health and safety issues. 10.2.6D</p> <p>Describe strategies to avoid or manage conflict and violence. 10.3.6C, 10.1.6.D</p> |  |  |  |

| COURSE OUTLINE   | OBJECTIVES (PA standard)   |  |  |  |
|--|--|--|--|--|
| <p><b>V. Healthful Living</b></p> <p>A. Safety and Injury Prevention</p> | <p>Establish healthy routines (e.g., hand-washing, tissue use, etc.)</p> <p>Follow effective practices against diseases transmitted through blood and body fluids</p> <p>Explain relationships between personal health practices and individual well-being. 10.2.6A</p> <p>Implement procedures for dealing with emergency situations. (e.g. Fire Drill, Emergency Weather Drill, Bus Evacuations, etc.)</p> <p>Follow school safety rules. (e.g., bus, playground, classroom, cafeteria, science labs, etc.)</p> <p>Demonstrate safe practices in emergency situations</p> <p>Identify ways to survive natural disasters (e.g., Fire Drill, Emergency Weather Drill, Bus Evacuations, etc.)</p> <p>Describe and apply the steps in a decision-making process to health and safety issues. 10.2.6D</p> <p>Analyze environmental factors that impact health. 10.2.6E</p> <p>Follow guidelines established in the Seneca Valley Acceptable Use Policy</p> <p>Explain and apply safe practices in the home, school, and community. 10.3.6A</p> <p>Apply safety rules dealing with strangers (e.g., public activities, internet, etc.). 10.2.6.D</p> |  |  |  |

# **CARING FOR YOURSELF AND OTHERS**

(Fourth and Fifth Grade)

## **Blood and Body Fluids Lesson**

**Objective:** The fourth and fifth grade student will follow effective precautions against diseases transmitted through blood and body fluids.

**Life skill:** I will follow the correct steps to protect myself and others from diseases spread through blood and body fluids.

### **Motivational Steps:**

1. Explain that we need to protect ourselves and others from contact with body fluids.
  - Consider the body fluids of all persons as containing potentially infectious organisms (germs).
  - The term body fluid includes blood, drainage from cuts and scrapes, urine, vomit, respiratory secretions (e.g. nasal drainage) and saliva.
  - Organisms (germs) may be carried by individuals that look healthy.
2. Explain ways that students can avoid contact with body fluids by:
  - Avoiding direct skin contact with blood and body fluids by following basic first aid procedures for skin wounds and nosebleeds.
  - Dispose of all soiled tissues properly.
3. Discuss the procedure for unexpected skin contact with body fluid.
  - Immediately wash the contact area vigorously with soap and water for at least ten seconds.
  - Notify a custodian or adult of all body fluid spills so that cleaning with an appropriate disinfectant can be completed.

**Evaluation:** Summarize lesson content. Encourage student discussion of personal experiences when these precautions were used.