

# 5th Grade American Online School

## HEALTH EDUCATION CURRICULUM

### Staying Safe, Healthy, and Informed

Version May/2025

## 1. Introduction

### The Role of Art Education in 5th Grade

The 5th Grade Health curriculum supports students in developing awareness of personal safety, bodily functions, and responsible behaviors in increasingly complex environments—physical, social, and digital. By building practical life skills, understanding physical health, and addressing common risk factors, students are empowered to navigate growing independence with resilience and care.

By the end of this course, students will:

- ✓ Recognize potential health risks and safety strategies in home, community, and digital spaces.
- ✓ Understand core functions of human body systems.
- ✓ Demonstrate appropriate responses in first-aid situations.
- ✓ Reflect on decision-making processes regarding substances and safety.
- ✓ Communicate health knowledge effectively with peers and adults.

## 2. Core Competence Areas

### HE.1 Fire Safety and Emergency Preparedness

#### Learning Outcomes

By the end of this course, students will be able to:

- ✓ **Identify fire hazards and basic household fire prevention strategies.**
- ✓ **Respond appropriately in fire-related emergencies.**
- ✓ **Develop a personal and family fire safety plan.**

#### Competencies

##### HE.1.A.1 – Practicing fire safety behaviors.

- Identify exits, smoke alarms, and stop-drop-roll procedures.
- Recognize safe vs. unsafe situations involving flames or electronics.

##### HE.1.A.2 – Building an emergency plan.

- Map evacuation routes at home or other places.
  - Roleplay emergency contact communication.
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### HE.2 Substance Awareness: Alcohol, Tobacco, and Drugs

#### Learning Outcomes

By the end of this unit, students will be able to:

- ✓ **Describe effects of alcohol, smoking, and other drugs on the body.**
- ✓ **Recognize media influence and peer pressure related to substance use.**
- ✓ **Demonstrate refusal strategies and help-seeking behaviors.**

#### Competencies

##### HE.2.A.1 – Understanding body impact of harmful substances.

- Identify short- and long-term effects of tobacco and alcohol.
- Discuss brain development and healthy choices.

### **HE.2.A.2 – Refusing peer pressure and asking for help.**

- Use roleplay to practice assertive refusal strategies.
  - List trusted adults and emergency resources.
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## **HE.3 Traffic and Bicycle Safety**

### **Learning Outcomes**

By the end of this unit, students will be able to:

- ✓ Follow rules for pedestrian, bicycle, and traffic safety.
- ✓ Identify road signs and safe riding practices.
- ✓ Apply helmet safety and understand visibility practices.

### **Competencies**

#### **HE.3.A.1 – Demonstrating road safety awareness.**

- Follow stoplights, crosswalk procedures, and bike lane rules.
- Identify safe and unsafe behaviors in traffic contexts.

#### **HE.3.A.2 – Practicing personal responsibility in motion.**

- Complete a “Bike Safety Checklist.”
  - Simulate navigating an intersection using class maps.
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## **HE.4 Internet and Digital Safety**

### **Learning Outcomes**

By the end of this unit, students will be able to:

- ✓ Protect personal information online.
- ✓ Recognize and report cyberbullying or online grooming.
- ✓ Use safe and respectful communication in digital environments.

## Competencies

### HE.4.A.1 – Understanding digital citizenship.

- Define strong passwords, secure browsing, and online etiquette.
- Compare private vs. public content online.

### HE.4.A.2 – Navigating unsafe digital situations.

- Identify signs of cyberbullying or phishing.
  - Practice response scripts and digital reporting steps.
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## HE.5 How the Body Works

### Learning Outcomes

By the end of this unit, students will be able to:

- ✓ Name and describe functions of key body systems.
- ✓ Explain how lifestyle choices affect physical health.
- ✓ Recognize signs of illness and injury.

## Competencies

### HE.5.A.1 – Exploring body systems and interactions.

- Study the circulatory, respiratory, digestive, and nervous systems.
- Create “Body System Cards” or digital posters.

### HE.5.A.2 – Promoting personal health routines.

- Link nutrition, hydration, sleep, and hygiene to system wellness.
  - Design a “Healthy Day” schedule.
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## HE.6 First Aid and Emergency Response

### Learning Outcomes

By the end of this unit, students will be able to:

- ✓ Respond appropriately to basic injuries.
- ✓ Understand when and how to seek medical help.
- ✓ Stay calm and support others during emergencies.

### Competencies

#### HE.6.A.1 – Learning practical first-aid techniques.

- Treat cuts, bruises, and nosebleeds with adult supervision.
- Roleplay making a 911 call and reporting information clearly.

#### HE.6.A.2 – Creating a basic first-aid kit.

- Identify essential items for classroom/home kits.
- Present posters on “What to Do If...” scenarios.

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## 3. Assessment and Evaluation

### Formative Assessments – Skills in Practice

- ✓ Reflection journals on safety topics.
- ✓ Vocabulary exit slips and “what would you do?” cards.
- ✓ Safety walkthroughs and group sharing.

### Summative Assessments – Knowledge and Action

- ✓ Digital Safety Quiz and Substance Awareness Poster.
- ✓ Body Systems Quiz + Diagram Labeling.
- ✓ First-Aid Roleplay and Safety Plan Portfolio.

### Authentic Assessment – Real-World Application

- ✓ Emergency scenario walk-throughs.
- ✓ Develop and present a Fire Escape Plan for home.

## 4. Instructional Strategies for Online Learning

### Roleplay and Real-Life Simulation

- ✓ Practice scripts for peer pressure and emergency calls
- ✓ Simulate safety scenarios with class groups.

### Multimedia and Research

- ✓ Use videos and case studies from child-friendly health sources.
- ✓ Explore apps and games about digital and physical safety.

### Inclusive and Empowering Environment

- ✓ Encourage all students to share experiences.
- ✓ Validate emotions and build coping vocabulary.

### Learning Culture

- ✓ Promote healthy curiosity and inquiry.
- ✓ Reinforce habits of daily wellness.
- ✓ Celebrate student-created safety messages.