

Health 5 Scope and Sequence
(2023 Oregon Health Standards K-12 , Adopted October 19, 2023)

Unit 1: *Safety and First Aid* (Sept - Oct)

In Unit 1, students will:

Weeks 1 - 4 (*Great Body Shop*)

- Compare and contrast safe and unsafe situations and events; identify steps to avoid injuries. Demonstrate first aid skills and skills for a range of common minor emergencies.
- Demonstrate how to identify and communicate with trusted adults to keep people safe at home, at school, and in the community.

Week 5 - 6

- Explain the importance of being inclusive and affirming and making accessible accommodations for people with disabilities.
- Describe internet safety rules and how to respond to cyberbullying and exposure to inappropriate material.

Week 7 - 9

- Discuss steps to take to prepare for natural disasters.

Unit 2: *Wellness and Health Promotion* (November)

In Unit 2, students will:

Week 10 - 1

- Reflect on what the five dimensions of health (physical, social, emotional, mental, and environmental) look like for individuals, families, and communities
- Describe benefits of practicing health promoting behaviors, including oral health.
- Evaluate health messages depicted in the media, including in social media and in advertisements.
- Discuss how the location and environment of where people live can affect their health.

Unit 3: Nutrition, Physical Activity, & Substance Use, Misuse, and Abuse (December - March)

In Unit 3, students will:

Week 2

- Discuss the impact of food production and food waste on the environment.

Week 3 - 5 (Great Body Shop)

- Demonstrate how to read food labels to determine nutrient, sugar, and sodium content. Describe nutrient dense breakfasts, meals, and snacks and their impact on growth, learning, and development.
- Compare and contrast the nutrition content of different beverages for hydration.
- Identify how different factors impact decision-making around food, beverages, and physical activity.

Week 6 - 7 (Great Body Shop)

- Illustrate and describe the pathway of food during the process of digestion.

Week 8 - 10 (Great Body Shop)

- Identify the basic functions of the skeletal and muscular systems.
- Explore the benefits and importance of physical activity.

Week 11 - 2 (Great Body Shop)

- Recognize that substances can be addictive and harmful for adolescents during physical and neurological development; describe how alcohol, marijuana/cannabis, tobacco, and other substances impact the human body and brain, interpersonal relationships, and decision-making. Describe the appropriate use for over-the-counter and prescription medicines.
- Discuss ways that advertising can influence alcohol, marijuana/cannabis, and tobacco use.
- Demonstrate how to use decision making steps around substance use.
- Demonstrate refusal skills to avoid or reduce health risks around substance use; identify trusted adults to talk to about substance use, misuse, and abuse.
- Identify school policies, local, state, and federal laws related to substance use.

Unit 4: Social, Emotional, and Mental Health (April)

In Unit 4, students will:

Week 3 - 5 (Great Body Shop)

- Reflect on external factors and systems that may contribute to stress and anxiety, including microaggressions, and identify coping strategies.
- Identify the benefits of talking to trusted adults about feelings and thoughts.
- Identify potential impacts of social media on mental health and body image.
- Identify decision-making steps to take when deciding whether to share personal information about self or others on social media, considering the potential social, emotional, and mental health impacts.
- Analyze the impact of identity-based bullying and violence on mental health.

Unit 5: Growth, Development, and Reproduction (May - June)

In Unit 5, students will:

Week 6 - 8 (Great Body Shop)

- Describe the human sexual and reproductive system, including external and internal anatomy and basic functions.
- Examine the physical, social, and emotional changes during puberty and adolescence.
- Identify trusted adults, including parents, caregivers, and health care professionals, to ask questions about puberty and adolescent health.
- Describe the menstrual cycle and how menstrual products are used.

Week 9

- Define gender identity, gender expression, gender roles, and sex assigned at birth, and sexual orientation.
- Identify trusted adults one could talk to about sexual orientation questions.

Week 10 - 12

- Foster a sense of belonging that cultivates acceptance, support, inclusion, and encouragement of others within a diverse community, while addressing the impact of systemic injustices across situations and environments.
- Identify characteristics of safe and equitable relationships; explain the relationship between consent, personal boundaries, and bodily autonomy.
- Explain why it is harmful to tease or bully others based on personal abilities, characteristics, or identities.
- Define sexual harassment, trafficking, and domestic violence; identify that abuse is never a child's fault and demonstrate how to communicate personal boundaries and report unsafe or unwanted touch.