



# OAHPERD Health Education Model Curriculum CONTENT FRAMEWORK

## Topic: HUMAN GROWTH & DEVELOPMENT (HR)

**Grade Band: 3-5**

Key: **Essential Standards in BOLD.** Supportive Standards in GREY.

<b>Standard 1: Functional Knowledge</b> Students will comprehend concepts related to health promotion and disease prevention to enhance health.	<b>Grade Level INDICATORS</b>		
<i>BENCHMARK</i>	<i>GRADE 3</i>	<i>GRADE 4</i>	<i>GRADE 5</i>
S1.1.5. Students will comprehend developmentally appropriate, functional health information to help them adopt healthy behaviors in the following health content areas: Alcohol, Tobacco, and other Drugs, Healthy Eating, Mental and Emotional Health, Personal Health and Wellness, Healthy Relationships, Safety, Violence Prevention.	1.1.HGD.1.3 1.1.HGD.2.3	1.1.HGD.1.4 1.1.HGD.2.4 1.1.HGD.3.4	1.1.HGD.1.5 1.1.HGD.2.5
<b>Standard 2: Analyzing Influences</b> Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.	<b>Grade Level INDICATORS</b>		
<i>BENCHMARK</i>	<i>GRADE 3</i>	<i>GRADE 4</i>	<i>GRADE 5</i>
S2.1.5. Identify relevant influences of culture on health practices and behaviors.	2.1.HGD.1.3	2.1.HGD.1.4	2.1.HGD.1.5
S2.2.5. Identify relevant influences of peers on health practices and behaviors.	2.2.HGD.2.3	2.2.HGD.2.4	2.2.HGD.2.5
S2.3.5. Identify relevant influences of community on health practices and behaviors.			
S2.4.5. Describe how relevant influences of family and culture affect personal health practices and behaviors.	2.4.HGD.4.3	2.4.HGD.4.4	2.4.HGD.4.5
S2.5.5. Describe how relevant influences of school and community affect personal health practices and behaviors.			
S2.6.5. Describe how relevant influences of media and technology affect personal health practices and behaviors.	2.6.HGD.5.3	2.6.HGD.5.4	2.6.HGD.5.5
S2.7.5. Describe how relevant influences of peers affect personal health practices and behaviors.	2.7.HGD.6.3	2.7.HGD.6.4	2.7.HGD.6.5
<b>Standard 3: Accessing Resources</b> Students will demonstrate the ability to access valid information, products, and services to enhance health.	<b>Grade Level INDICATORS</b>		
<i>BENCHMARK</i>	<i>GRADE 3</i>	<i>GRADE 4</i>	<i>GRADE 5</i>
S3.1.5. Describe characteristics of accurate health information.		3.1.HGD.1.4	
S3.2.5. Describe characteristics of appropriate and reliable health products.			
S3.3.5. Describe characteristics of appropriate and trustworthy health services.			
S3.4.5. Demonstrate how to locate sources of accurate health information.		3.4.HGD.2.4	3.4.HGD.1.5



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<b>Standard 4: Interpersonal Communication Skills</b> Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.	<b>Grade Level INDICATORS</b>		
<i>BENCHMARK</i>	<i>GRADE 3</i>	<i>GRADE 4</i>	<i>GRADE 5</i>
S4.1.5. Demonstrate effective verbal and nonverbal communication skills.		4.1.HGD.1.4	
S4.2.5. Explain how to be empathetic and compassionate toward others.			4.2.HGD.1.5
S4.3.5. Demonstrate effective peer resistance skills to avoid or reduce health risk.			
S4.4.5. Demonstrate healthy ways to manage or resolve conflict.			
S4.5.5. Demonstrate how to effectively ask for help to improve personal health.			
S4.6.5. Demonstrate how to effectively communicate support for others.			
<b>Standard 5: Decision-Making Skills</b> Students will demonstrate the ability to use decision-making skills to enhance health.	<i>*NOT ALIGNED with HGD</i>		
<b>Standard 6: Goal Setting Skills</b> Students will demonstrate the ability to use goal-setting skills to enhance health.	<i>*NOT ALIGNED with HGD</i>		
<b>Standard 7: Practicing Healthy Behaviors</b> Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.	<b>Grade Level INDICATORS</b>		
<i>BENCHMARK</i>	<i>GRADE 3</i>	<i>GRADE 4</i>	<i>GRADE 5</i>
S7.1.5. Describe practices and behaviors that reduce or prevent health risks.			
S7.2.5. Demonstrate healthy practices and behaviors.		7.2.HGD.1.4	7.2.HGD.1.5
S7.3.5. Make a commitment to practice healthy behaviors.	7.3.HGD.1.3	7.3.HGD.2.4	7.3.HGD.2.5
<b>Standard 8: Advocacy Skills</b> Students will demonstrate the ability to advocate for personal, family, and community health.	<b>Grade Level INDICATORS</b>		
<i>BENCHMARK</i>	<i>GRADE 3</i>	<i>GRADE 4</i>	<i>GRADE 5</i>
S8.1.5. Give factual information to improve the health of others.	8.1.HGD.1.3	8.1.HGD.1.4	8.1.HGD.1.5
S8.2.5. State personal beliefs to improve the health of others.	8.2.HGD.2.3	8.2.HGD.2.4	8.2.HGD.2.5
S8.3.5. Demonstrate how to persuade others to make positive health choices.	8.3.HGD.3.3	8.3.HGD.3.4	8.3.HGD.3.5

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## CONTENT ELABORATION

### ***Content Elaboration for 3-5 Grade Band***

#### **Grade 3**

In grade 3 the human growth and development content area introduces the physical and emotional changes that children begin to experience around ages 8 or 9. Third graders explore the general physical and emotional changes they are experiencing, with an emphasis on the fact that different individuals grow and develop at different rates. They also make a commitment to respect the individual growth differences (e.g., height, weight, etc.) of their peers.

#### **Grades 4-5**

Puberty concepts are introduced at the fourth and fifth grade levels. Students learn about the physical and emotional changes that occur during puberty as well as related hygiene practices. To build upon the functional knowledge of puberty, students learn interpersonal communication skills by practicing: how to ask for help with personal puberty changes; how to begin a discussion about puberty with a trusted adult; and, how to verbally express empathy and compassion to peers who are struggling with puberty issues.

## FUNCTIONAL KNOWLEDGE AND SKILLS

### **Essential Understandings**

#### **Grade 3**

- Everyone grows and changes at their own rate/pace; changes do not happen all at once or at the same time as other kids.
- Growing older brings new responsibilities.
- Part of being healthy is to like and respect your growing body and to be respectful of others who may grow at a different rate than you.

#### **Grades 4-5**

- It helps to talk to a supportive, trustworthy person about the new changes and feelings you are experiencing.
- During puberty, your body, feelings, and relationships with friends and family begin to change.
- The way you feel may be confusing, strange, and/or a little frightening.
- Part of being healthy is liking and respecting your growing body.
- Puberty is a “normal” process of your body growing and changing into a more adult-like body.
- Having quick mood changes and being more emotional are part of puberty.
- In addition to new family responsibilities, puberty brings even more responsibility to make healthy, respectful choices.



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- Some of the most common signs of puberty are: breast development, axillary hair growth, voice change, menarche
- Good hygiene is especially important during puberty.
- Be certain that all puberty-related information and products you look, especially on the internet, are both accurate and trustworthy.
- Be cautious when looking for resources on the internet as well as from resources from friends, tv, movies, magazines, etc.
- To ensure that internet information and products are accurate and trustworthy, follow these guidelines: 1) Website ends in .edu, .gov., or .org; 2) Date of website is current; 3) Links on website work; 4) Website intended for youth; 5) Website is not trying to get you to buy something.
- If you notice any changes or lumps in your scrotum, report them to a trusted adult.
- Changes in the reproductive organs prepare the male body to reproduce, or make a baby.
- Even though it is not healthy to have a baby for many more years, a girl's body is now capable of reproducing (making a baby).
- If you notice any lumps in your breasts, report them to a trusted adult. (*This applies to males & females.*)

### SKILL MASTERY

#### Essential Skills

##### *Mastery of **Accessing Valid Resources**, Grade Band 3-5*

Students in the 3-5 grade band (*5<sup>th</sup> grade focus*) will demonstrate proficiency in accessing valid hygiene resources when they can:

- Identify specific hygiene-related information, products, or services that need to be examined;
- Locate accessible hygiene-related resources;
- Analyze these resources for validity (truthfulness, accuracy) by asking these questions:
  - Is the author(s) [and his/her credentials] listed?
  - Is the site or resource from a respected organization (.gov, .edu, .net, or .org)?
  - Is the information based on fact rather than opinion?
  - Is the site or resource current?
  - Is the site focused on educating about hygiene, not selling products or services?
- Determine which resource(s) is valid and reliable. (“Yes” to all of above questions.)

##### *Mastery of **Interpersonal Communications**, 3-5*

Students in the 3-5 grade band (*4<sup>th</sup> & 5<sup>th</sup> grade focus*) will demonstrate proficiency in effective communication skills when they can ask for help with understanding the puberty changes or terms by:

- Choosing a trusted adult to talk to about their needs, issues, problems related to human growth and development
- Stating how they feel (*e.g., I am confused about; I am embarrassed about...; I feel uncomfortable about ..., etc.*)
- Asking for help (*e.g., “Could you please help me by \_\_\_\_.”* [by explaining what this means; by helping me to understand ...by telling me if this is a normal part of puberty ..., etc.]

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## ***Mastery of Practicing Healthy Behaviors, 3-5***

Students in the 3-5 grade band (*3<sup>rd</sup> grade focus*) will have mastered practicing healthy behaviors in human growth and development when they can do the following:

- Write a 3-5 sentence individual pledge/commitment that states they will respect their peers' growth differences. (*e.g., I, (name), pledge to respect their individual growth differences by (2-3 ways they will do this). I believe this is a healthy behavior because (2 reasons why it is a healthy behavior.). Signed (Student signature, Date signed \_\_\_\_\_)*)

## **Critical Cues for Supportive Skills**

### **Analyzing Influences**

*Students at the 3-5 grade band demonstrate mastery of analyzing influences when they are able to:*

- *Identify and describe how family, peers, culture, social media/technology could influence (affect) their thoughts, feelings, and health behaviors associated with puberty and growth and development.*
- *Include 2 negative influences as well as 2-3 positive influences in this description.*
- *Briefly explain how the positive influences would be helpful to healthy growth and development.*

### **Advocacy**

*Students at the 3-5 grade band demonstrate mastery of advocacy skills when they are able to:*

- *Define an issue, problem, or need related to puberty and/or relevant human growth and development.*
- *Investigate by reading several valid, reliable resources related to the issue, problem, or need.*
- *Use information from their readings to develop a health-enhancing opinion about the issue, problem, or need.*
- *Persuade others about ways to enhance their personal growth and development experiences.*

## INSTRUCTIONAL RESOURCES

### **Books**

- Harris, R. ***It's Perfectly Normal***. Candlewick, 2014. (Ages 10+)
- Harris, R. ***It's So Amazing***. Candlewick, 2014. (Ages 7-10)
- Natterson, C. ***Guy Stuff: The Body Book for Boys***. 2017 (Ages 8-10)
- Natterson, C. ***The Care and Keeping of You 2***. American Girl, 2013. (Ages 10-12)
- Dunham., K. ***The Boys' Body Book***. Appleseed Press, 2019. (Ages 9-12)
- Metten, Shelly. ***I'm a Girl, Hormones!*** Anatomy for Kids, 2017. (Ages 10+)



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- Metten, Shelly. *I'm a Boy, My Changing Body*. Anatomy for Kids, 2017. (Ages 8-10)
- Schaefer, V. *The Care and Keeping of You*. American Girl, 2012. (Ages 8+)
- Taylor, S. *Celebrate Your Body: The Ultimate Puberty Book for Girls*. Rockridge, 2018. (Ages 8-12)
- Harris, R. *It's NOT the Stork*. Candlewick, 2008. (Ages 5-8)

### Teacher/Parent/Guardian Resources

- **CDC Middle Childhood (9-11)** <https://www.cdc.gov/ncbddd/childdevelopment/positiveparenting/middle2.html>
- **Puberty: Resources, etc. -Nationwide Children's Hospital** <https://www.nationwidechildrens.org/search-results?q=puberty>

**Note:** There are books available to help with explaining puberty to children who may be cognitively challenged. One professional book is *Sexuality and Relationship Education for Children and Adolescents with Autism Spectrum Disorders: A Professional's Guide to Understanding, Preventing ... and Responding to Inappropriate Behaviors* by David Hartman. Mr. Hartman has also written books for children: *The Growing Up Book for Boys: What Boys on the Autism Spectrum Need to Know!* (Ages 9-14) and *The Growing Up Guide for Girls: What Girls on the Autism Spectrum Need to Know!* (Ages 9-14).

### Electronic Resources

- Rights, Respect, and Responsibility Program: <http://3rs.org>
- Health Powered Kids: <http://healthpoweredkids.org/lessons/self-esteem-and-body-image/>
- Kids Health in the Classroom: <https://classroom.kidshealth.org>
- Kids Health, Teacher's Guide 3-5: [www.kidshealth.org](http://www.kidshealth.org)
- Kids Health, Puberty: <https://kidshealth.org/en/kids/puberty.html>
- P&G Puberty Free Programs: <https://www.pgschoolprograms.com>
- Puberty/Girls Health: <https://www.girlshealth.gov/body/puberty>
- Puberty: <https://www.nemours.org/patientfamily/khlibrary/articles/understanding-puberty.html>
- *Understanding Puberty* - Connecticut Children's Medical Center <https://www.connecticutchildrens.org/health-library/en/parents/understanding-puberty>

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## CONNECTIONS

### **Skill Connections within Health Education**

The Essential Skills of Human Growth and Development also are taught/ reinforced in these 3-5 content areas:

- **Accessing Resources:** Healthy Eating, Mental and Emotional Health, Violence Prevention
- **Interpersonal Communications:** ATOD, Mental and Emotional Health, Violence Prevention
- **Practicing Healthy Behaviors:** Healthy Eating, Healthy Relationships, Mental and Emotional Health, Violence Prevention

### **Interdisciplinary Connections:**

#### **ELA**

- Have students write a story about how another student is inconsiderate of a problem someone might experience during puberty. They need to include how the problem could be handled appropriately

#### **Art**

- Students may volunteer to make posters listing classroom ground rules for human growth and development discussions and/or labels for your anonymous question boxes/cans. Discuss why these items are important [*relate to respect for individual growth differences, knowledge about puberty*].

#### **Social Studies**

- Ask students to make time lines of their lives, listing things they could do at age 5, 8, and now and things they will be able to do at age 16, age 20. Discuss how much they have and will change and how their responsibilities have and will change.