Course Title: Health

Subject: Health

Grade Level: 5

Duration: All Year- 1 day of a 6 day cycle

Prerequisite: none

Elective or Required: required

Department Mission Statement:

The purpose of physical education is to empower all students to sustain life-long fitness skills and concepts that will enhance their wellness. Physical Education is a significant part of the learning process that promotes social, emotional and physical well-being and is the foundation for a healthy, productive and fulfilling life.

It is our goal as physical educators to develop and enhance gross motor skills, physical fitness skills, social and life skills, as well as the learners’ ability to think and problem solve. We will provide an active, caring, and supportive atmosphere so students can successfully obtain these skills. We recognize the need for character education through the development of positive attitudes, good sportsmanship and fair play. Students must be given the opportunity for self-development, to learn to follow directions, to cooperate with others, as well as to develop leadership ability.

We must teach our students through a variety of learning experiences at appropriate developmental levels so they can realistically succeed in managing challenges of learning, growing, and developing in today’s world.
Course Description:

The health classroom promotes the physical, social, mental and emotional aspects of life. The class will provide current information and develop skills, attitudes and behaviors that will be essential for making healthy decisions throughout life. Students will be learning various health topics through discussion, research, small and large group activities, videos and projects. The cooperation between school and home will allow a successful and healthy education.

Author:
Date Submitted: Summer 2014
Health

Unit 1: Healthy Lifestyle

Approximate 9 weeks

Essential Questions:
1. How can overall well being affect health?
2. Why do we have personal hygiene?
3. How does disease affect one’s lifestyle?
4. How can good nutrition improve quality of life?

Upon completion of this unit students will be able to:
• Explain how health data can be used to assess and improve each dimension of personal wellness. 2.1.6.A.1
• Relate how personal lifestyle habits, environment, and heredity influence growth and development in each life stage. 2.1.6.A.2
• Determine factors that influence the purchase of healthcare products and use of personal hygiene practices. 2.1.6.A.3
• Determine factors that influence food choices and eating patterns. 2.1.6.B.1
• Summarize the benefits and risks associated with nutritional choices, based on eating patterns. 2.1.6.B.2
• Create a daily balanced nutritional meal plan based on nutritional content, value, calories, and cost. 2.1.6.B.3
• Compare and contrast nutritional information on similar food products in order to make informed choices. 2.1.6.B.4
• Demonstrate verbal and nonverbal interpersonal communication in various settings that impact the health of oneself and others. 2.2.6.A.1
• Use effective decision-making strategies. 2.2.6.B.1
• Predict how the outcome(s) of a health-related decision may differ if an alternative decision is made by self or others. 2.2.6.B.2
• Determine how conflicting interests may influence one’s decisions. 2.2.6.B.3

Interdisciplinary Standards (njccs.org & Common Core Reading/Writing Standards)
• **Standard 9.1 21st-Century Life & Career Skills**
  All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

• **Standard 9.3 - Career Awareness, Exploration, and Preparation**
  All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.
• **Standard 8.1 – Computer and Information Literacy**
  All students will use computer applications to gather and organize information and to solve problems.

• **Standard 8.2 – Technology Education**
  All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world as they relate to the individual, society, and the environment.

• **Standard 6.3 Active Citizenship in the 21st Century**
  All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

**Activities:**
- Students will promote personal hygiene habits.
- Students will identify hygiene products
- Students will learn about various diseases that occur - diabetes, heart, lung, cancer
- Students will learn how to prevent some diseases
- Students will learn treatment and how to live with disease
- Students will use food pyramid to make healthy meals
- Students will read and compare labels
- Students will discover why fast food is not healthy
- Students will perform the proper portion size of meals

**Methods of Assessments/Evaluation:**
- Class work
- Participation
- Discussions
- Projects
- Quizzes
- Thumbs up/down
- Hand number system

**Resources/Including Online Resources**
- Teacher Webpage
- [www.brainpop.com](http://www.brainpop.com)
- [www.discoveryeducation.com](http://www.discoveryeducation.com)
- [www.kidshealth.org](http://www.kidshealth.org)
- [www.pcentral.com](http://www.pcentral.com)
- [www.mypyramid.gov](http://www.mypyramid.gov)
- [www.nationaldairycouncil.org](http://www.nationaldairycouncil.org)
Approximate 8 weeks

**Essential Questions:**
Why is it important to know the function of body systems?
How does the body affect lifestyle?

**Upon completion of this unit students will be able to:**
- Relate how personal lifestyle habits, environment, and heredity influence growth and development in each life stage. 2.1.6.A.2
- Explain how health data can be used to assess and improve each dimension of personal wellness. 2.1.6.A.1

**Interdisciplinary Standards (njccs.org & Common Core Reading/Writing Standards)**
- **Standard 9.1 21st-Century Life & Career Skills**
  All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

- **Standard 8.1 – Computer and Information Literacy**
  All students will use computer applications to gather and organize information and to solve problems.

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**Activities:**
- Students will identify the parts of the body systems- skeletal, muscular, circulatory, respiratory, nervous, digestive
- Students will be introduced to puberty
- Students will identify how the systems function
- Students will learn why a healthy body promotes a healthy lifestyle.
- Students will learn through hands on tasks, videos and worksheets

**Methods of Assessments/Evaluation:**
• Class work
• Participation
• Discussions
• Projects
• Quizzes
• Thumbs up/down
• Hand number system

Resources/Including Online Resources
• Teacher Webpage
• www.brainpop.com
• www.discoveryeducation.com
• www.kidshealth.org
• www.pecentral.com

Health
Unit 3: Safety

Approximate 10 weeks

Essential Questions:
1. How can I be safe in trouble situations?
2. How can I prevent dangerous situations?
3. How do drugs affect my health?

Upon completion of this unit students will be able to:
• Summarize the common causes of intentional and unintentional injuries in adolescents and related prevention strategies. 2.1.6.D.1
• Summarize the components of the traffic safety system and explain how people contribute to making the system effective. 2.1.6.D.3
• Assess when to use basic first-aid procedures. 2.1.6.D.4
• Make recommendations to resolve incidences of school and community conflict, violence, harassment, gang violence, discrimination, and bullying. 2.1.6.E.2
• Demonstrate verbal and nonverbal interpersonal communication in various settings that impact the health of oneself and others. 2.2.6.A.1
• Demonstrate use of refusal, negotiation, and assertiveness skills in different situations. 2.2.6.A.2
• Use effective decision-making strategies. 2.2.6.B.1
• Predict how the outcome(s) of a health-related decision may differ if an alternative decision is made by self or others. 2.2.6.B.2
• Determine how conflicting interests may influence one’s decisions. 2.2.6.B.3
• Develop a position about a health issue in order to inform peers. 2.2.6.D.2
• Compare and contrast short- and long-term effects and the potential for abuse of commonly used over-the-counter and prescription medicines and herbal and medicinal supplements. 2.3.6.A.1
• Compare information found on over-the-counter and prescription medicines. 2.3.6.A.2
• Relate tobacco use and the incidence of disease. 2.3.6.B.2
• Determine the impact of the use and abuse of alcohol on the incidence of illness, injuries, and disease, the increase of risky health behaviors, and the likelihood of harm to one’s health. 2.3.6.B.4
• Summarize the signs and symptoms of inhalant abuse. 2.3.6.B.6

Interdisciplinary Standards (njccs.org & Common Core Reading/Writing Standards)

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• **Standard 8.1 – Computer and Information Literacy**
  All students will use computer applications to gather and organize information and to solve problems.

• **Standard 6.3 Active Citizenship in the 21st Century**
  All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

Activities:
• Students will participate in safe behaviors when travelling
• Students will identify an unsafe situation
• Students will learn to handle a crisis situation
• Students will develop skills for good decision making
• Students will identify facts about tobacco, inhalants, alcohol and marijuana
• Students will discuss the affects that these drugs have on the body
• Students will discuss the quality of life when using and after using drugs
• Students will determine how some medicines can be healthy for health

Methods of Assessments/Evaluation:
• Class work
• Participation
• Discussions
• Projects
• Quizzes
• Thumbs up/down
• Hand number system

**Resources/Including Online Resources**
- Teacher Webpage
- [www.fda.org](http://www.fda.org)
- [www.dare.org](http://www.dare.org)
- [www.justice.gov](http://www.justice.gov)
- [www.discoveryeducation.com](http://www.discoveryeducation.com)

**Health**

**Unit 4: Character Education**

**Approximate 8 weeks**

**Essential Questions:**
Why is it important to society to have character?
How do the decisions we make affect our life?

**Upon completion of this unit students will be able to:**
- Examine how personal assets and protective factors support healthy social and emotional development. 2.1.6.E.1
- Make recommendations to resolve incidences of school and community conflict, violence, harassment, gang violence, discrimination, and bullying. 2.1.6.E.2
- Compare and contrast ways that individuals, families, and communities cope with change, crisis, rejection, loss, and separation. 2.1.6.E.3
- Demonstrate verbal and nonverbal interpersonal communication in various settings that impact the health of oneself and others. 2.2.6.A.1
- Demonstrate use of refusal, negotiation, and assertiveness skills in different situations. 2.2.6.A.2
- Use effective decision-making strategies. 2.2.6.B.1
- Predict how the outcome(s) of a health-related decision may differ if an alternative decision is made by self or others. 2.2.6.B.2
- Determine how conflicting interests may influence one’s decisions. 2.2.6.B.3
- Appraise the goals of various community or service-organization initiatives to determine opportunities for volunteer service. 2.2.6.D.1
- Determine the validity and reliability of different types of health resources. 2.2.6.E.1
- Distinguish health issues that warrant support from trusted adults or health professionals. 2.2.6.E.2
- Compare and contrast how families may change over time. 2.4.6.A.1
- Analyze the characteristics of healthy friendships and other relationships. 2.4.6.A.2
- Examine the types of relationships adolescents may experience. 2.4.6.A.3
- Demonstrate successful resolution of a problem(s) among friends and in other relationships. 2.4.6.A.4
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- **Standard 8.1 – Computer and Information Literacy**
  All students will use computer applications to gather and organize information and to solve problems.

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**Activities:**
- Students will learn to identify a problem
- Students will practice the steps of making good decisions
- Students will role play different situations to practice handling problems
- Students will learn to assess situation after choice was made and reevaluate the situation
- Students will identify where to go for any help
- Students will identify different health professions
- Students will participate in block the bully lesson designed by school community
- Students will learn how to bring good character into everyday life

**Methods of Assessments/Evaluation:**
- Class work
- Participation
- Discussions
- Projects
- Quizzes
- Thumbs up/down
- Hand number system

**Resources/Including Online Resources**
- Teacher Webpage
- Role playing skits
- Block the bully lessons
- [www.goodcharacter.com](http://www.goodcharacter.com)