

Shrewsbury Borough School
Comprehensive Health and Physical Education in the 21st Century 2012
Health
Grade 5

<p>Topic 1: Personal Growth & Development</p> <p>Objectives:</p> <p>Understand the rate of physical, social, emotional, and intellectual changes during various life stages.</p> <p>Engage in discussion that describes each body system and personal hygiene.</p> <p>Essential Questions:</p> <p>How does the Health Triangle impact other areas of the body?</p>	<p>Student Products:</p> <p>Students will illustrate and list healthy choices they will make in order to develop healthfully at each stage of development.</p> <p>Students will research the function, purpose, and importance of organs of the body.</p>	<p>Materials:</p> <p>Macmillan/McGraw-Hill Health and Wellness Grade 5</p> <p>Student Notebooks</p>	<p>Assessment:</p> <p>Student Participation</p> <p>Assess student products according to scoring rubric.</p>	<p>NJCCCS:</p> <p><u>2.1: Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.</u></p> <p>2.1.6.A: Personal Growth and Development: Staying healthy is a lifelong process that includes all dimensions of wellness.</p> <p>2.1.6.A.1: Explain how health data can be used to assess and improve each dimension of personal wellness.</p> <p>2.1.6.A.2: Relate how personal lifestyle habits, environment, and heredity influence growth and development in each life stage.</p> <p>2.1.6.A.3: Determine factors that influence the purchase of healthcare products and use of personal hygiene practices.</p>
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<p>Topic 2: Nutrition</p> <p>Objectives:</p> <p>Discuss factors that influence food choices.</p> <p>Analyze nutrition information on food labels and discuss short- and long-term benefits and risks associated with nutritional choices.</p> <p>Essential Questions:</p> <p>How can the information on Food Labels help people maintain their ideal weight?</p>	<p>Student Products:</p> <p>Students will create a nutritional meal plan.</p> <p>Students will create a rubric to determine whether food is healthy or unhealthy.</p> <p>Students will create nutrition posters.</p> <p>Students will research “My Plate” nutrition guide @ myplate.gov.</p>	<p>Materials:</p> <p>Macmillan/McGraw-Hill Health and Wellness Grade 5</p> <p>Student Notebooks</p> <p>Computers</p> <p>Posterboard</p>	<p>Assessment:</p> <p>Assess student products according to scoring rubric.</p> <p>Nutrition Quiz</p>	<p>NJCCCS:</p> <p>2.1.6.B: Nutrition: Eating patterns are influenced by a variety of factors.</p> <p>2.1.6.B.1: Determine factors that influence food choices and eating patterns.</p> <p>2.1.6.B.2: Summarize the benefits and risks associated with nutritional choices, based on eating patterns.</p> <p>2.1.6.B.3: Create a daily balanced nutritional meal plan based on nutritional content, value, calories, and cost.</p> <p>2.1.6.B.4: Compare and contrast nutritional information on similar food products in order to make informed choices.</p>
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<p>Topic 3: Diseases & Health Conditions</p> <p>Objectives:</p> <p>Compare and contrast methods used to diagnose and treat diseases and health conditions.</p> <p>Discuss the use of public health strategies to prevent diseases and health conditions.</p> <p>Essential Questions:</p> <p>How might a community affect an individual's health?</p>	<p>Student Products:</p> <p>Students will work in pairs to find and report on how diseases are analyzed and treated.</p> <p>Students will present a computer-generated chart to display how health conditions and diseases are similar and dissimilar.</p> <p>Students will create a list of public health services that are available within the community.</p>	<p>Materials:</p> <p>Macmillan/McGraw-Hill Health and Wellness Grade 5</p> <p>Student Notebooks</p> <p>Computers</p>	<p>Assessment:</p> <p>Assess student products.</p> <p>Health Conditions/ Diseases Test</p>	<p>NJCCCS:</p> <p>2.1.6.C: Diseases and Health Conditions: The early detection and treatment of diseases and health conditions impact one's health.</p> <p>2.1.6.C.1: Summarize means of detecting and treating diseases and health conditions that are prevalent in adolescents.</p> <p>2.1.6.C.2: Determine the impact of public health strategies in preventing diseases and health conditions.</p> <p>2.1.6.C.3: Compare and contrast common mental illnesses (such as depression, anxiety and panic disorders, and phobias) and ways to detect and treat them.</p>
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<p>Topic 4: Safety</p> <p>Objectives:</p> <p>Understand the difference between intentional and unintentional injuries in adolescents.</p> <p>Analyze short- and long-term impacts of injuries on individuals and families.</p> <p>Essential Questions:</p> <p>Why is it important to get medical help for intentional and unintentional injuries?</p>	<p>Student Products:</p> <p>Students will create a walkthrough of their homes, assessing for safety issues.</p> <p>Students will create a list to identify intentional and unintentional injuries.</p> <p>Students will observe and report on traffic patterns around their homes.</p>	<p>Materials:</p> <p>Macmillan/McGraw-Hill Health and Wellness Grade 5</p> <p>Student Notebooks</p>	<p>Assessment:</p> <p>Assess student presentations according to scoring rubric.</p>	<p>NJCCCS:</p> <p>2.1.6.D: Safety: Identifying unsafe situations and choosing appropriate ways to reduce or eliminate risks contributes to the safety of self and others.</p> <p>2.1.6.D.1: Summarize the common causes of intentional and unintentional injuries in adolescents and related prevention strategies.</p> <p>2.1.6.D.2: Explain what to do if abuse is suspected or occurs.</p>
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<p>Topic 5: Social and Emotional Health</p> <p>Objectives:</p> <p>Understand how personal assets and protective factors support healthy social and emotional development.</p> <p>Describe the physical and emotional signs of stress and how it impacts the human body.</p> <p>Essential Questions:</p> <p>Why is taking steps to manage stress a responsible decision?</p>	<p>Student Products:</p> <p>Students will brainstorm to list the definitions of conflict, violence, harassment, vandalism, and bullying.</p> <p>Students will create word search puzzles based on key terms related to social and emotional health.</p> <p>Students will write in their health journals about the impact of stress.</p>	<p>Materials:</p> <p>Macmillan/McGraw-Hill Health and Wellness Grade 5</p> <p>Student Notebooks</p> <p>Computers</p>	<p>Assessment:</p> <p>Assess student journal entries.</p>	<p>NJCCCS:</p> <p>2.1.6.E: Social and Emotional Health: Social and emotional development impacts all components of wellness. Respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture provide a foundation for the prevention and resolution of conflict. Stress management skills impact an individual’s ability to cope with different types of emotional situations.</p> <p>2.1.6.E.1: Examine how personal assets and protective factors support healthy social and emotional development.</p> <p>2.1.6.E.2: Make recommendations to resolve incidences of school and community conflict, violence, harassment, gang violence, discrimination, and bullying.</p> <p>2.1.6.E.3: Compare and contrast ways that individuals, families, and communities cope with change, crisis, rejection, loss, and separation.</p>
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<p>Topic 6: Interpersonal Communication</p> <p>Objectives:</p> <p>Understand and evaluate the effective use of communication skills.</p> <p>Describe and demonstrate active and reflective listening.</p> <p>Essential Questions:</p> <p>How does it make you feel to have someone's complete attention while speaking to the person?</p>	<p>Student Products:</p> <p>Working in small groups, students will identify a health topic of interest and a target audience. They will collaborate to create their presentations.</p> <p>Students will demonstrate evidence of results of their research of active listening techniques.</p>	<p>Materials:</p> <p>Student Notebooks</p> <p>Computers</p>	<p>Assessment:</p> <p>Assess student presentations according to scoring rubric.</p>	<p>NJCCCS:</p> <p><u>2.2: Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.</u></p> <p>2.2.6.A: Interpersonal Communication: Effective communication may be a determining factor in the outcome of health- and safety- related situations. Effective communication is the basis for strengthening interpersonal interactions and relationships and resolving conflicts.</p> <p>2.2.6.A.1: Demonstrate verbal and nonverbal interpersonal communication in various settings that impact the health of oneself and others.</p> <p>2.2.6.A.2: Demonstrate use of refusal, negotiation, and assertiveness skills in different situations.</p>
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<p>Topic 7: Decision Making and Goal Setting</p> <p>Objectives:</p> <p>Understand effective decision making in health and safety situations.</p> <p>Analyze the influence of family, peers, and the media on health decisions.</p> <p>Essential Questions:</p> <p>What guidelines can be used for making responsible decisions?</p>	<p>Student Products:</p> <p>Students will dialogue in their Journals about decisions that affect their health and safety.</p> <p>Students will create a comic strip depicting the influence of family, peers, and the media on health decisions.</p>	<p>Materials:</p> <p>Macmillan/McGraw-Hill Health and Wellness Grade 5</p> <p>Student Notebooks</p>	<p>Assessments:</p> <p>Assess students' Comic Strips according to scoring rubric.</p>	<p>NJCCCS:</p> <p>2.2.6.B.: Decision-Making and Goal Setting: Every health-related decision has short- and long-term consequences and affects the ability to reach health goals.</p> <p>2.2.6.B.1: Use effective decision-making strategies.</p> <p>2.2.6.B.2: Predict how the outcome(s) of a health-related decision may differ if an alternative decision is made by self or others.</p> <p>2.2.6.B.3: Determine how conflicting interests may influence one's decisions.</p>
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<p>Topic 8: Character Development</p> <p>Objectives:</p> <p>Understand the characteristics of the role model and how role models influence others.</p> <p>Describe situations that demonstrate good character.</p> <p>Essential Questions:</p> <p>Is good character shown when choosing actions that show respect for yourself and others?</p>	<p>Student Products:</p> <p>Students will create rubrics that assess qualities of good character.</p> <p>Students create lists of those students who are recognized for demonstrating traits of good character.</p> <p>Students create lists of positive role models.</p>	<p>Materials:</p> <p>Macmillan/McGraw-Hill Health and Wellness Grade 5</p> <p>Student Notebooks</p>	<p>Assessment:</p> <p>Character Development Quiz</p>	<p>NJCCCS:</p> <p>2.2.6.C: Character Development: Personal core ethical values impact the behavior of oneself and others.</p> <p>Character building is influenced by many factors both positive and negative, such as acceptance, discrimination, bullying, abuse, sportsmanship, support, disrespect, and violence.</p> <p>2.2.6.C.1: Explain how character and core ethical values can be useful in addressing challenging situations.</p> <p>2.2.6.C.2: Predict situations that may challenge an individual’s core ethical values.</p> <p>2.2.6.C.3: Develop ways to proactively include peers with disabilities at home, at school, and in community activities.</p>
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<p>Topic 9: Advocacy and Service</p> <p>Objectives:</p> <p>Discuss how individuals can make a difference by helping others.</p> <p>Investigate opportunities for volunteer service, and participate in activities through school- or community-based health or service organizations.</p> <p>Essential Questions:</p> <p>How can participation in volunteer services help community organizations and individuals?</p>	<p>Student Products:</p> <p>Students research to create lists of volunteer services that are available locally.</p> <p>Students participate in discussions about community-based health organizations.</p>	<p>Materials:</p> <p>Student Notebooks</p>	<p>Assessment:</p> <p>Advocacy and Service Quiz</p>	<p>NJCCCS:</p> <p>2.2.6.D: Advocacy and Service: Participation in social and health- or service-organization initiatives have a positive social impact.</p> <p>2.2.6.D.1: Appraise the goals of various community or service-organization initiatives to determine opportunities for volunteer service.</p> <p>2.2.6.D.2: Develop a position about a health issue in order to inform peers.</p>
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<p>Topic 10: Health Services and Information</p> <p>Objectives:</p> <p>Understand health and fitness services available in the school and the community.</p> <p>Demonstrate how to access health and fitness services in the school and the community.</p> <p>Essential Questions:</p> <p>How can health services change your mental and physical health?</p>	<p>Student Products:</p> <p>Students will create presentations based on their research of health services that are available in the local area.</p>	<p>Materials:</p> <p>Computers</p>	<p>Assessment:</p> <p>Assess students' presentations according to scoring rubric.</p>	<p>NJCCCS:</p> <p>2.2.6.E: Health Services and Information: Health literacy includes the ability to compare and evaluate health resources.</p> <p>Communicating health needs to trusted adults and professionals assists in the prevention, early detection, and treatment of health problems.</p> <p>2.2.6.E.1: Determine the validity and reliability of different types of health resources.</p> <p>2.2.6.E.2: Distinguish health issues that warrant support from trusted adults or health professionals.</p>
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<p>Topic 11: Medicines</p> <p>Objectives:</p> <p>Understand the safe administration and storage of over-the-counter and prescription medicines.</p> <p>Discuss factors to consider when choosing an over-the-counter medicine.</p> <p>Develop an understanding of short- and long-term effects of abuse of medications.</p> <p>Essential Questions:</p> <p>What types of over-the-counter medicines are safe?</p> <p>What are the differences between short- and long-term effects?</p>	<p>Student Products:</p> <p>After discussion, students will create lists of factors to consider when choosing a medicine.</p> <p>Students will design medicine labels to reflect the necessary informational components.</p>	<p>Materials:</p> <p>Macmillan/McGraw-Hill Health and Wellness Grade 5</p> <p>Student Notebooks</p>	<p>Assessment:</p> <p>Medicines Quiz</p> <p>Assess students' medicine label designs for all necessary components.</p>	<p>NJCCCS:</p> <p><u>2.3: Drugs and Medicines: All students will acquire knowledge about alcohol, tobacco, other drugs and medicines, and apply these concepts to support a healthy, active lifestyle.</u></p> <p>2.3.6.A: Medicines: Medicines come in a variety of forms (prescription medicines, over-the-counter medicines, medicinal supplements), are used for numerous reasons, and should be taken as directed in order to be safe and effective.</p> <p>2.3.6.A.1: 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.</p>
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<p>Topic 12: Alcohol, Tobacco, and Other Drugs</p> <p>Objectives:</p> <p>Understand how tobacco use contributes to the incidence of diseases.</p> <p>Describe how alcohol impacts behavior.</p> <p>Discuss the classifications of illegal drugs and the physical and behavioral effects of each drug.</p> <p>Essential Questions:</p> <p>Why do people choose to use alcohol and other drugs when they are aware of detrimental effects?</p> <p>What are the short-and long-term effects of illegal drug use?</p>	<p>Student Products:</p> <p>Students will design a tobacco advertisement, choosing to either stress a negative or a positive message.</p> <p>Students will participate in a discussion on the effects of alcohol on the body.</p> <p>Students will research and report on topics pertaining to alcohol, tobacco, and drugs.</p> <p>Students will create a list of illegal drugs.</p>	<p>Materials:</p> <p>Computers</p> <p>Macmillan/McGraw-Hill Health and Wellness Grade 5</p> <p>Notebooks</p>	<p>Assessment:</p> <p>Topic Test on Alcohol, Tobacco, and Drugs</p> <p>Assess students' advertisements and research according to scoring rubric.</p>	<p>NJCCCS:</p> <p>2.3.6.B: Alcohol, Tobacco, and Other Drugs: There is a strong relationship between individuals who abuse drugs and increased intentional and unintentional health-risk behaviors.</p> <p>2.3.6.B.1: Explain the system of drug classification and why it is useful in preventing substance abuse.</p> <p>2.3.6.B.2: Relate tobacco use and the incidence of disease.</p> <p>2.3.6.B.3: Compare the effect of laws, policies, and procedures on smokers and nonsmokers.</p>
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<p>Topic 13: Dependency, Addiction, and Treatment</p> <p>Objectives:</p> <p>Describe the signs and symptoms of substance abuse.</p> <p>Identify ways to quit usage of alcohol, tobacco, and other drugs.</p> <p>Understand how substance abuse affects the individual and the family.</p> <p>Essential Questions:</p> <p>Why does one person become an addict while another does not?</p>	<p>Student Products:</p> <p>Students will dialogue about substance abuse problems in their Journals.</p> <p>Students predict random stages of chemical abuse.</p>	<p>Materials:</p> <p>Macmillan/McGraw-Hill Health and Wellness Grade 5</p> <p>Student Notebooks</p> <p>Index Cards</p>	<p>Assessment:</p> <p>Quiz on Dependency, Addiction, and Treatment</p> <p>Assess student predictions.</p>	<p>NJCCCS:</p> <p>2.3.6.C: Dependency/Addiction and Treatment: Substance abuse is caused by a variety of factors.</p> <p>There are many ways to obtain help for treatment of alcohol, tobacco, and other substance abuse problems.</p> <p>2.3.6.C.1: Summarize the signs and symptoms of a substance abuse problem and the stages that lead to dependency/addiction.</p> <p>2.3.6.C.2: Explain how wellness is affected during the stages of drug dependency/addiction.</p>
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<p>Topic 14: Relationships</p> <p>Objectives:</p> <p>Describe and understand characteristics of a healthy relationship.</p> <p>Discuss family and peer relationships.</p> <p>Essential Questions:</p> <p>How do we know when a relationship is not worth saving?</p> <p>How do our peers impact our relationships?</p>	<p>Student Products:</p> <p>Students will participate in group discussions on healthy relationships.</p> <p>Through information gained from discussion and text, students will list characteristics that support and sustain healthy relationships.</p> <p>Students will develop relationship charts to identify key elements of healthy relationships.</p>	<p>Materials:</p> <p>Macmillan/McGraw-Hill Health and Wellness Grade 5</p> <p>Student Notebooks</p>	<p>Assessment:</p> <p>Assess students' relationship charts according to scoring rubric.</p>	<p>NJCCCS:</p> <p><u>2.4: Human Relationships and Sexuality: All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.</u></p> <p>2.4.6.A: Relationships: Healthy relationships require a mutual commitment.</p> <p>2.4.6.A.1: Compare and contrast how families may change over time.</p> <p>2.4.6.A.2: Analyze the characteristics of healthy friendships and other relationships.</p> <p>2.4.6.A.3: Examine the types of relationships adolescents may experience.</p>
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<p>Topic 15: Sexuality</p> <p>Objectives:</p> <p>Understand the individual growth patterns of males and females.</p> <p>Discuss how parents, peers, and the media influence attitudes about sexuality.</p> <p>Essential Questions:</p> <p>What determines a person’s sexual orientation?</p> <p>How do you know when the time is right for you to become sexually active?</p>	<p>Student Products:</p> <p>Students will label the parts of the reproductive system to complete a diagram.</p> <p>Students will list differences between males and females.</p>	<p>Materials:</p> <p>Computers</p> <p>Macmillan/McGraw-Hill Health and Wellness Grade 5</p> <p>Student Notebooks</p>	<p>Assessment:</p> <p>Topic Quiz</p>	<p>NJCCCS:</p> <p>2.4.6.B: Sexuality: Most significant physical, emotional, and mental growth changes occur during adolescence, but not necessarily at the same rates.</p> <p>Responsible actions regarding sexual behavior impact the health of oneself and others.</p> <p>2.4.6.B.1: Compare growth patterns of males and females during adolescence.</p> <p>2.4.6.B.2: Summarize strategies to remain abstinent and resist pressures to become sexually active.</p> <p>2.4.6.B.4: Predict the possible physical, social, and emotional impacts of adolescent decisions regarding sexual behavior.</p>
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<p>Topic 16: Pregnancy and Parenting</p> <p>Objectives:</p> <p>Understand the signs and symptoms of pregnancy.</p> <p>Discuss signs and symptoms of pregnancy.</p> <p>Essential Questions:</p> <p>How do you know when you are ready to have a child?</p> <p>What are the short-and long-term responsibilities of becoming a parent?</p>	<p>Student Products:</p> <p>Student response to informational video presentation.</p>	<p>Materials:</p> <p>Informational Video</p> <p>Student Notebook</p>	<p>Assessment:</p> <p>Assess students' responses to informational video.</p>	<p>NJCCCS:</p> <p>2.4.6.C: Pregnancy and Parenting: Knowing the physiological process of how pregnancy occurs as well as development of the fetus leading to child birth contribute to a greater understanding of how and why a healthy environment should be provided for the pregnant mother.</p> <p>2.4.6.C.2: Identify the signs and symptoms of pregnancy.</p>
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