

Health Grade 5

Description

The Health Education Program is a comprehensive sequential program whose goals are to develop skills, attitudes and knowledge necessary to protect, maintain and promote good health. By helping students become health literate, awareness is increased regarding the beneficial effects of good health practices, stresses the concepts of critical thinking and problem solving in the decision making process and enables them to act on behalf of themselves and others. The grade 5 program is comprised of 5 units of study.

Course Overview

Course Objectives

Students should:

- review the physical and behavioral effects of alcohol and drugs.
- describe the behavioral effects of marijuana.
- describe the physiological and behavioral effects of smoking, inhaling other's smoke (second hand smoke) and chewing tobacco.
- describe how drugs interfere with short term and long term goals.
- explain the importance of reading and following label directions for OTC medicines.
- describe how healthy decisions about drug use prevent problems.
- review key helping resources in his/her school.
- identify qualities they admire in a friend.
- describe incidents of negative peer pressure.
- review and demonstrate refusal strategies.
- review the media's approach to sell through advertising.
- review the impact of food and exercise on a person's well-being.
- set goals to improve their physical fitness.
- review how to read and use food labels.
- identify nutritious and non-nutritious beverages.
- identify foods that are high in fat and low in fat.
- describe the benefits of limiting the consumption of fat and added sugar.
- use the nutrition information on food labels to compare products.

Essential Questions

- What do I need to know to stay healthy?
- How and where do I find information, products and resources?
- What can I do to avoid or reduce health risks?
- What influences my healthy behaviors and decisions?
- How can communication enhance my personal health?
- How do I make good decisions to keep myself healthy?
- How do I use the goal-setting process to improve my health?
- What can I do to promote accurate health information and healthy behaviors?

- review stress management techniques.
- identify the role heredity and environment play in health.
- Understand the dangers and ways to protect yourself from too much sun.
- describe the physical, social and emotional changes that occur at puberty.
- review personal hygiene techniques (showering daily, wearing clean clothes, using deodorant).
- compare common concerns that boys and girls share about puberty.
- develop positive attitudes towards puberty.
- understand the function and role of the reproductive system.
- discuss menstruation and nocturnal emission.
- define masturbation.
- describe our similarities and differences as male and female.
- describe how their role in the family is changing as they grow and mature.
- understand the major elements of the body systems and sub-systems.
- list parents and/or other trusted adults to whom they can talk to about the changes in their lives.
- use behaviors that show respect.
- review of fire safety.
- understand Emergency Preparedness
- discuss rules for caring for younger children when home alone.
- review the dangers of taking a dare and internet safety.
- identify the dangers of social networking and cyber bullying.
- discuss the inherent dangers of talking or meeting strangers on the internet.
- discuss the impact of increased screen time with physical health (inactivity and hearing loss).
- describe procedures to be taken in emergency situations.
- recognize and define conflict.
- identify the skills necessary to resolve personal conflict.
- practice empathy skills by identifying others' feelings through verbal, physical and situational clues.
- learn I messages to communicate feelings.

| | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <ul style="list-style-type: none"> • recognize the physical signs that accompany angry feelings. • identify external events which trigger anger. • practice relaxation techniques to reduce anger. • review different forms of sexual harassment. • review list of adults you can go to for help if you feel angry, anxious or sad. | | |
| <p><u>Content Outline</u></p> <p>I. Unit 1 - Substance Abuse</p> <p>II. Unit 2 - Wellness</p> <p>III. Unit 3 - Family Life and Human Growth and Development</p> <p>IV. Unit 4 - Safety and Accident Prevention</p> <p>V. Unit 5 - Violence Prevention</p> | <p><u>Standards</u></p> <p>State of Connecticut Curriculum Frameworks</p> <p>Connecticut State Health Standards are met in the following areas:</p> <ul style="list-style-type: none"> • <i>Core Concepts</i> • <i>Accessing Health Information and Resources</i> • <i>Self-Management of Healthy Behaviors</i> • <i>Communication Skills</i> • <i>Advocacy</i> | |

Pacing Guide - Elementary

| 1st Marking Period | | | 2nd Marking Period | | | 3rd Marking Period | | | |
|--------------------|---------|----------|--------------------|---------|----------|--------------------|-------|-----|------|
| September | October | November | December | January | February | March | April | May | June |

| | | | | |
|---------------------------------------------------------------------|--------------------------------------------------------------|--------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|-------------------------------------------------------------------------|
| Unit 1 <u>Substance Abuse</u> 8 weeks | Unit 2 <u>Wellness</u> 8 weeks | Unit 3 <u>Family Life and Human Growth and Development</u> 6 weeks | Unit 4 <u>Safety and Accident Prevention</u> 6 weeks | Unit 5 <u>Violence Prevention</u> 8 weeks |
|---------------------------------------------------------------------|--------------------------------------------------------------|--------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|-------------------------------------------------------------------------|

Unit 1 – Substance Abuse, 8 weeks

Standards

Accessing Health Information and Resources

Students will demonstrate the ability to access valid health information, products and services.

Students will:

- M2.2 Demonstrate the ability to locate and use resources from home, school and community that provide valid health information, products and services.

Self-management of Healthy Behaviors

Students will demonstrate the ability to practice health-enhancing behaviors to avoid and reduce health risks.

Students will:

- M3.3 Distinguish between safe, risky or harmful behaviors involving themselves and/or others.

Analyzing Internal and External Influences

Students will analyze the influence of family, peers, culture, media, technology and other factors on health.

Students will:

- M4.2 Analyze how media, technology and other factors influence personal health behaviors.

Advocacy

Students will demonstrate the ability to advocate for personal, family and community health.

Students will:

- M.8.4 Encourage and support others in making positive health choices

Unit Objectives

Students will be able to:

- review the physical and behavioral effects of alcohol and drugs.
- describe the behavioral effects of marijuana.
- describe the physiological and behavioral effects of smoking, inhaling other’s smoke (second hand smoke) chewing tobacco and vaping.
- explain the importance of reading and following label directions for OTC medicines.
- describe how healthy decisions about drug

Essential Questions

- What influences my healthy behaviors and decisions?
- What can I do to avoid or reduce health risks?
- How and where do I find information, products and resources?
- What can I do to promote health information and healthy behaviors?

Focus Questions

- What are the effects of alcohol and drugs on the body?
- What are the negative affects of marijuana?

Skill Objectives

Students will:

- identify qualities they admire in a friend.
- verbalize how drugs interfere with short term and long term goals.
- demonstrate refusal strategies.
- list incidents of negative peer pressure

| | | |
|----------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <p>use prevent problems.</p> <ul style="list-style-type: none"> • review key helping resources in his/her school. | <ul style="list-style-type: none"> • How may drugs effect short term and long term goals? • How can OTC's be safe or dangerous depending on use? • How can the use of refusal strategies be useful when faced with peer pressure? • What qualities should a friend have? • Name people or resources a student could go to for help. | |
| | <p><u>Materials/Resources</u></p> <ul style="list-style-type: none"> • Police Department SHAPE program | |

Unit 2 – Wellness, 8 weeks

Standards

Core Concepts

Students will comprehend concepts related to health promotion and disease prevention to enhance health. Concepts include but are not limited to: human growth and development, community and environmental health, human sexuality, injury and disease prevention, HIV/AIDS, sexually-transmitted diseases, mental and emotional health, nutrition and physical activity, and alcohol, tobacco and other drugs.

Students will:

- M.1.4-Examine how families and peers can influence the health of adolescents.

Accessing Health Information and Resources

Students will demonstrate the ability to access valid health information, products and services.

Students will:

- M.2.3- Examine factors that may influence the personal selection of health information, products and services.

Self-management of Healthy Behaviors

Students will demonstrate the ability to practice health-enhancing behaviors to avoid and reduce health risks.

Students will:

- M.3.2- Examine personal health status to determine needs.

Analyzing Internal and External Influences

Students will analyze the influence of family, peers, culture, media, technology and other factors on health.

Students will:

- M.4.3- Analyze how family, school and peers influence personal health.

Communication Skills

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Students will:

- M.5.1- Apply effective verbal and nonverbal communication skills as a means of enhancing health.

Unit Objectives

Students will be able to:

- review the media's approach to sell through advertising.
- review the impact of food and exercise on a person's well-being.
- review how to read and use food labels.
- describe the benefits of limiting the

Essential Questions

- How and where do I find information, products and resources?
- How can communication enhance my personal health?
- What do I need to know to stay healthy?
- What can I do to avoid or reduce health risks?

Skill Objectives

Students will:

- set goals to improve their physical fitness.
- identify nutritious and non-nutritious beverages.
- identify foods that are high in fat and low in fat.

| | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>consumption of fat and added sugar.</p> <ul style="list-style-type: none"> • review stress management techniques. • Understand the dangers and ways to protect yourself from too much sun. | <ul style="list-style-type: none"> • What influences my healthy behaviors and decisions? <p><u>Focus Questions</u></p> <ul style="list-style-type: none"> • How does the media use advertising to sell products? • What impact does food and exercise have on a person's well-being? • What is the importance of having goals for physical activity? • Why is it important to be able to read and use a food label? • What are positive stress management techniques? • What role does heredity and environment play in health? | <ul style="list-style-type: none"> • use the nutrition information on food labels to compare products. • identify the role heredity and environment play in health. |
| | <p><u>Materials Resources</u></p> <ul style="list-style-type: none"> • USDA resources | |

Unit 3 – Family Life and Human Growth and Development, 6 weeks

Standards

Core Concepts

Students will comprehend concepts related to health promotion and disease prevention to enhance health. Concepts include but are not limited to: human growth and development, community and environmental health, human sexuality, injury and disease prevention, HIV/AIDS, sexually-transmitted diseases, mental and emotional health, nutrition and physical activity, and alcohol, tobacco and other drugs.

Students will:

- M.1.3- Explain how health is influenced by the growth and interaction of body systems.

Accessing Health Information and Resources

Students will demonstrate the ability to access valid health information, products and services.

Students will:

- M.2.4- Demonstrate ways to obtain medically accurate information about comprehensive sexuality education from family, school personnel, health professionals and other responsible adults.

Unit Objectives

Students will be able to:

- describe the physical, social and emotional changes that occur at puberty.
- review personal hygiene techniques (showering daily, wearing clean clothes, using deodorant).
- understand the function and role of the reproductive system.
- Review Touch Safety rules.
- discuss menstruation and nocturnal emission.
- define masturbation.
- describe our similarities and differences as male and female.
- describe how their role in the family is changing as they grow and mature.
- understand the major elements of the body systems and sub-systems.

Essential Questions

- What do I need to know to stay healthy?
- How and where do I find information, products and resources?

Focus Questions

- What are some physical, social and emotional changes that occur during puberty?
- What personal hygiene techniques do adolescents need to practice?
- What are common concerns that boys and girls may have about puberty?
- Why is it important to have a positive attitude about puberty?
- What is the function and role of the reproductive system?
- What is menstruation and nocturnal emission?
- What is masturbation?
- How are males and females the same? Different?

Skill Objectives

Students will:

- compare common concerns that boys and girls share about puberty.
- develop positive attitudes towards puberty.
- list parents and/or other trusted adults to whom they can talk to about the changes in their lives.
- use behaviors that show respect.

| | | |
|--------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <ul style="list-style-type: none"> Review air and blood-borne pathogens and how to prevent transmission including HIV/AIDS. | <ul style="list-style-type: none"> As you grow through adolescents how is your role within your family changing? What are the major elements of the body systems? Where can you find a trusted adult to talk about your concerns? How do people show respect? | |
| | <p><u>Materials Resources</u></p> <ul style="list-style-type: none"> Family Life presentation | |

Unit 4 – Safety and Accident Prevention, 6 weeks

Standards

Core Concepts

Students will comprehend concepts related to health promotion and disease prevention to enhance health. Concepts include but are not limited to: human growth and development, community and environmental health, human sexuality, injury and disease prevention, HIV/AIDS, sexually-transmitted diseases, mental and emotional health, nutrition and physical activity, and alcohol, tobacco and other drugs.

Students will:

- M.1.6- Use appropriate strategies to prevent/reduce risks and promote well-being.

Decision-Making Skills

Students will demonstrate the ability to use decision-making skills to enhance health.

Students will:

- M.6.1- Use a decision-making process to enhance health.

Goal-Setting Skills

Students will use goal-setting skills to enhance health.

Students will:

- M.7.1- Use goal-setting process to enhance health.

Unit Objectives

Students will be able to:

- review of fire safety.
- understand Emergency Preparedness
- discuss rules for caring for younger children when home alone.
- review the dangers of taking a dare and internet safety.
- discuss the inherent dangers of talking or meeting strangers on the internet.
- discuss the impact of increased screen time with physical health (inactivity and hearing loss).
- describe procedures to be taken in emergency situations.

Essential Questions

- What do I need to know to stay healthy?
- How do I make good decisions to keep myself healthy?
- How do I use the goal-setting process to improve my health?

Focus Questions

- What is fire safety?
- How do you prepare for an emergency?
- What rules should be followed when caring for younger children when home alone?
- What dangers can be associated with taking dares?
- How can meeting strangers on the internet be dangerous?
- What are basic first aid techniques?

Skill Objectives

- Students will:
- identify the dangers of social networking and cyber bullying.
- demonstrate an understanding of basic first aid techniques (American Red Cross: controlling bleeding, Heimlich Maneuver, cleaning cuts and scrapes, poisoning, treating shock and rescue breathing).

| | | |
|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| | <ul style="list-style-type: none"> • What procedures can be taken in an emergency situation? | |
| | <p>Materials / Resources</p> <ul style="list-style-type: none"> - Fire safety presentation- Fire Department - STEP program- emergency preparedness - LMC and police- internet safety | |

Unit 5 – Violence Prevention, 8 weeks

Standards

Self-management of Healthy Behaviors

Students will demonstrate the ability to practice health-enhancing behaviors to avoid and reduce health risks.

Students will:

- M.3.1- Explain the importance of assuming responsibility for personal health behaviors.

Communication Skills

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Students will:

- M.5.2- Use characteristics needed to be a responsible individual within their peer, group, school, family and community.
- M.5.3- Identify ways in which emotions may affect communication, behavior and relationships.

Unit Objectives

Students will be able to:

- recognize and define conflict.
- learn I messages to communicate feelings.
- recognize the physical signs that accompany angry feelings.
- review different forms of sexual harassment.
- review list of adults you can go to for help if you feel angry, anxious or sad.

Essential Questions

- What can I do to avoid or reduce risk behaviors?
- How can communication enhance my personal health?

Focus Questions

- What is conflict?
- What skills are needed to resolve personal conflict?
- What verbal, physical and situational clues would identify someone else’s feelings?
- What are I messages?
- What physical signs accompany angry feelings?
- What external events can trigger anger?
- What relaxation techniques can be used to reduce anger?
- How do you identify sexual harassment?
- What do you do if you are sexually harassed?

Skill Objectives

Students will:

- identify the skills necessary to resolve personal conflict.
- practice empathy skills by identifying others’ feelings through verbal, physical and situational clues.
- identify external events which trigger anger.
- practice relaxation techniques to reduce anger.

Materials / Resources

- Second Step to Violence Prevention
- Mind Up
- Responsive Classroom