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# 5th Grade Health

Curriculum Guide

Scranton School District

Scranton, PA



Scranton School District  
Curriculum Guide

**5th Grade Health curriculum**

**Prerequisite :**

Students will complete the Fourth Grade Health Education course.

Course Description Here

Fifth Grade Health Education will be taught by a certified Health and Physical Education Teacher. It will students with opportunities to learn about age-appropriate Health related issues critical to living a healthy lifestyle.

**Scranton School District  
Curriculum Guide**

Year-at-a-glance

<b>Subject:</b>	<b>Grade Level</b>	<b>Date Completed:</b>
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**1<sup>st</sup> Quarter**

Topic	Resources	CCSS
Growth Development		
Personal/ Community Health		
Alcohol/Tobacco and other drugs		
Safety and injury prevention		

Health will be taught for 60 minutes in the first quarter at the teacher's discretion.

**2<sup>nd</sup> Quarter**

Topic	Resources	CCSS
Growth Development		
Alcohol/Tobacco and other drugs		
Personal/ Community Health		
Safety and injury prevention		

Health will be taught for 60 minutes in the second quarter at the teacher's discretion.

**Scranton School District  
Curriculum Guide**

**3<sup>rd</sup> Quarter**

Topic	Resources	CCSS
Growth Development		
Alcohol/Tobacco and other drugs		
Personal/ Community Health		
Safety and injury prevention		

Health will be taught for 60 minutes in the third quarter at the teacher's discretion.

**4<sup>th</sup> Quarter**

Topic	Resources	CCSS
Growth Development		
Alcohol/Tobacco and other drugs		
Personal/ Community Health		
Safety and injury prevention		

Health will be taught for 60 minutes in the fourth quarter at the teacher's discretion.

**Scranton School District  
Curriculum Guide**

General Topic	Academic Standard(s)	Essential Knowledge, Skills & Vocabulary	Essential Questions	Assessments	Suggested Time
Growth & Development	<b>10.1.6A</b> Describe growth and development changes that occur between childhood and adolescence and identify factors that can influence these changes: education & socioeconomic	<ul style="list-style-type: none"> <li>● <b>Adolescence:</b> periods of good *female changes: growth spurt, acne, increase perspiration, development of breasts, wider hips, beginning of menstrual cycle, pubic hair, formation of eggs. *Male changes: broad shoulders, deeper voice, increase in perspiration, pubic hair, enlargement of genitals, growth spurt, pubic hair. reat growth &amp; change between childhood &amp; adolescence</li> <li>● <b>Puberty:</b> Period of rapid growth between childhood &amp; adult</li> </ul>	<ul style="list-style-type: none"> <li>● What changes take place during adolescence?</li> </ul>	Teacher prepared tests, quizzes, observation checklist, various assessments of projects  Rubrics  Performance tasks  Teacher observation	
	<b>10.1.6B</b> Identify and describe the structure and function of the major body systems. Nervous, muscular, integumentary,	<b>Urinary System</b> *Rids the body of liquid waste and controls the amount of water in the body. <b>Reproductive System</b> *System of organs involved in producing offspring, male and	<ul style="list-style-type: none"> <li>● What is the function of the Urinary System?</li> <li>● What is the function of the</li> </ul>		

**Scranton School District  
Curriculum Guide**

	urinary, endocrine, reproductive, immune.	female reproductive systems are different. *Is a normal part of the life *Cycle of living things <b>Endocrine</b> *A group of hormone-producing organs that maintain balance between all body systems. <b>Integumentary System</b> *System that includes the skin, hair, and nails.	endocrine System? ● What is the function of the reproductive system? ● What is the function of the Integumentary system		
Alcohol, Tobacco, and other Drugs	<b>10.1.6D</b> Explain factors that influence childhood and adolescent drug use such as Peer influence Body Image Social Acceptance Stress Media influence Decision-making/Refusal Skills Rules, Regulations, and Laws Consequences	<b>Peer Pressure</b> *Pressure that people of a certain age or status place on others to encourage them to make certain decisions or behave in certain ways. <b>Nicotine</b> *An odorless and colorless compound found in tobacco that causes addictive behavior in tobacco users. <b>Tar</b> *A sticky, dark mixture of at least 3,500 chemicals in tobacco smoke. <b>Electronic Cigarettes</b> *(Also called E-Cigarettes or electronic Nicotine delivery systems) are battery-operated devices designed to deliver nicotine	● Why is it important to choose friends who don't use Drugs? ● Why is Tobacco Dangerous? ● What are some Laws young people should know about tobacco, alcohol, and other illegal drugs.		

**Scranton School District  
Curriculum Guide**

		<p>with flavorings and other chemicals to users in vapor instead of smoke. They can be manufactured to resemble traditional tobacco cigarettes, cigars or pipes, or even everyday items like pens or USB memory sticks: newer devices, such as those with refillable tanks, may look different. More than 250 different E-Cigarette brands are currently on the market.</p> <p><b>Addiction</b> *Behavior associated with repeated and continual connection with an activity or object.</p> <p><b>Laws</b> *Tobacco: 18 yrs. old to purchase and Use *Alcohol: 21 yrs. old to purchase and consume *Marijuana: illegal in the U.S. except for medical use.</p> <p>Illegal Drugs Body Image Refusal Skills</p>			
Personal/ Community Health	10.2.6A: Explain the relationship between health-related information and consumer choices	<p><b>Hygiene:</b> Cleanliness Daily hygiene includes care of skin, nails, hair and teeth. Discuss hair, nails, skin.</p>	What is personal hygiene?	Teacher prepared tests, quizzes, observation checklist, various assessments of projects	

**Scranton School District  
Curriculum Guide**

		A clean body is the best line of defense against germs that cause illness.		Rubrics  Performance tasks  Teacher observation	
	10.2.6 C: Explain the media's effect on the health and safety issues	<p><b>Core Concepts</b></p> <ul style="list-style-type: none"> <li>● Define body image, examples, images</li> <li>● Mass media's role in defining body image- both male and female</li> <li>● Eating disorders: What are eating disorders, types of eating disorders (binge eating, anorexia, and bulimia) and harmful effects of eating disorders</li> <li>● Define steroids and how they impact body image</li> </ul> <p><b>Social Media</b></p> <ul style="list-style-type: none"> <li>● A series of websites and applications designed to allow people to share content quickly, efficiently and in real-time.</li> </ul>	<p>What is body image?</p> <p>What are eating disorders and how do they impact our body image?</p> <p>What role do steroids play in body image?</p> <p>How does physical activity affect body image?</p> <p>What is social media?</p> <p>How is social media used in a positive/negative manner?</p>		



**Scranton School District  
Curriculum Guide**

		<p><b>Positive use of social media</b></p> <ul style="list-style-type: none"><li>● An alternative way to socialize (helps to develop social skills)</li><li>● Easy way to share information</li><li>● Not many restrictions on creatively expressing oneself</li><li>● Helps develop awareness</li></ul> <p><b>Negative use of social media</b></p> <ul style="list-style-type: none"><li>● Can affect a teen’s mental health (depression and anxiety related to cyberbullying)</li><li>● Can be a victim to strangers/online predators</li><li>● Children unaware of privacy policies on social media</li><li>● Can be influenced by the power advertising they see on social media sites, and it strongly influenced their buying habits</li><li>● Sending/exchanging inappropriate pictures/comments</li></ul>			
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**Scranton School District  
Curriculum Guide**

	<p>10.2.6 E: Analyze environmental factors that impact health</p> <ul style="list-style-type: none"> <li>● indoor air quality (secondhand smoke, allergens)</li> <li>● Chemical, metals, gases (lead, radon, carbon monoxide)</li> <li>● Radiation</li> </ul>	<p><b>Core Concepts</b></p> <ul style="list-style-type: none"> <li>● Respiratory diseases</li> <li>● Asthma</li> <li>● Headaches</li> <li>● Nausea</li> <li>● Dry eyes</li> <li>● Cancer</li> <li>● Second-hand smoke; smoke from someone's burning cigarettes, cigar, or pipe</li> </ul> <p>Moved from grade 4 to grade 5</p>	<p>What are the effects of poor indoor air quality?</p> <p>What is second-hand smoke?</p>		
Safety and Injury Prevention	<p>10.3.6 A: Explain and apply safe practices in the home, school, and community.</p> <ul style="list-style-type: none"> <li>● Emergencies (fire, natural disasters)</li> <li>● Personal safety (home alone, latch key, harassment)</li> <li>● Communication (telephone, internet)</li> </ul>	<p><b>Emergency:</b></p> <ul style="list-style-type: none"> <li>● A serious situation that occurs without warning, can be life threatening and needs immediate action.</li> <li>● 911</li> </ul> <p><b>Natural Disaster</b></p> <ul style="list-style-type: none"> <li>● Can be tornadoes, floods, wild fires, or earthquakes</li> </ul> <p><b>Technology Safety</b></p> <ul style="list-style-type: none"> <li>● Internet</li> <li>● Cell Phone</li> </ul> <p>Reinforce the definition of a bully and bystander.</p>	<p>What is an emergency?</p> <p>What makes up a natural disaster?</p> <p>What should I do if I feel threatened?</p> <p>How can I be safe while using technology?</p> <p>Review the definition of a bully.</p> <p>What is a bystander?</p>	<p>Teacher prepared tests, quizzes, observation checklist, various assessments of projects</p> <p>Rubrics</p> <p>Performance tasks</p> <p>Teacher observation</p>	

**Scranton School District  
Curriculum Guide**

		<p>What is the role of the bystander?</p> <p>Define cyberbullying/ electronic</p> <p>Reinforce the actions of bullies</p> <p>Methods to combat bullying such as “I” messages</p> <p><b>Bullying actions:</b></p> <ul style="list-style-type: none"> <li>● A bully chooses a victim where there is an imbalance of power in emotional or physical strength</li> <li>● Emotional abuse: Intimidate, name calling, teasing, threatening, taunting</li> <li>● Physical abuse: Punching, slapping, pushing, stealing</li> <li>● Cyberbullying: Cruel or bullying messages sent via text message, email, facebook, tweeting (using any electronic device)</li> <li>●</li> </ul>	<p>What is cyberbullying?</p> <p>Types of bullying: Emotional and Physical Abuse</p>		
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**Scranton School District  
Curriculum Guide**

	<p>10.3.6 B: Know and apply appropriate emergency responses</p> <ul style="list-style-type: none"> <li>● Basic first aid</li> <li>● Heimlich maneuver</li> <li>● Universal precautions</li> </ul>	<p><b>First aid:</b></p> <ul style="list-style-type: none"> <li>● Emergency care given to an injured or sick person, before a doctor</li> </ul> <p><b>Basic first aid:</b></p> <ul style="list-style-type: none"> <li>● Choking</li> <li>● Basic CPR</li> <li>● Bleeding</li> <li>● Poison</li> <li>● Head and Neck</li> </ul>	<p>What is first aid?</p> <p>When should I use first aid?</p>		
	<p>10.3.6 C: Describe strategies to avoid or manage conflict and violence</p> <ul style="list-style-type: none"> <li>● Anger management</li> <li>● Peer mediation</li> <li>● Reflective listening</li> <li>● Negotiation</li> </ul>	<p><b>Anger:</b></p> <ul style="list-style-type: none"> <li>● Strong feeling or not being pleased with someone or something</li> </ul> <p><b>Anger management skills:</b></p> <ul style="list-style-type: none"> <li>● Skills that are healthful ways to control and express anger</li> <li>● Taking deep breaths</li> <li>● Wait time</li> <li>● I-messages</li> <li>● Keep a sense of humor</li> </ul> <p><b>Depression:</b></p> <ul style="list-style-type: none"> <li>● Is a form of mental illness that affects the whole body- it impacts THE WAY one feels, thinks and acts.</li> </ul> <p><b>Where to go if you are feeling sad...</b></p>	<p>What are some non-violent ways we can respond when we are angry or upset?</p> <p>Define depression</p> <p>Identify why people get depressed</p> <p>Signs of depression</p> <p>Define suicide</p> <p>Strategies to help depression</p>		

**Scranton School District  
Curriculum Guide**

		<ul style="list-style-type: none"> <li>● Parents, teachers, guidance counselors, trusted adults</li> </ul> <p>Why people get depressed...Life events, Family, Environmental, social issues.</p> <p><b>Signs of depression:</b></p> <ul style="list-style-type: none"> <li>● Sad for no reason</li> <li>● Lack of energy/feeling tired</li> <li>● Feelings or anger</li> <li>● Not caring about anything</li> <li>● Negative self-comments</li> <li>● Not wanting to spend time with family/friends</li> </ul> <p><b>Suicide:</b></p> <ul style="list-style-type: none"> <li>● Intentional taking of ones life</li> <li>● When a person commits suicide, everyone is affected. (Family, friends, classmates)</li> </ul> <p><b>Strategies of help when one is depressed:</b></p> <ul style="list-style-type: none"> <li>● Talk to someone</li> <li>● Recognize that you are depressed</li> </ul>			
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**Scranton School District  
Curriculum Guide**

		<ul style="list-style-type: none"><li>● Find people that support you, parents, siblings, teachers, and guidance counselors.</li></ul> <p><b>Define self esteem:</b></p> <ul style="list-style-type: none"><li>● What a person thinks or believes about him/herself</li></ul>			

Scranton School District  
Curriculum Guide
