

*Elizabethtown Area School District*

Curriculum Report

**Fifth Grade Health**

Course Number: 5<sup>th</sup> Grade Science

Length of Course: Ongoing

Grade Level:Fifth

Total Clock Hours: 36 hours

Length of Period: 40 minutes

Date Written: Oct.9, 2006

Periods per Week/Cycle:1-2 per week

Written By:Health Committee

Credits (if app):[Click to enter]

Course Description:

In fifth grade, health is taught in units of instruction with integration in communication arts, mathematics, and social studies. Units on the respiratory system, nervous system, and the circulatory systems are studied in detail. Discussions on blood-borne pathogens and human growth and development that focus on age appropriate information also take place.

## **I. Overall Course/Grade Level Standards**

Students will KNOW and be able TO DO the following as a result of taking this course.

- A) Locate and describe the function of the organs of the respiratory and circulatory systems
- B) Describe changes in body responses (breathing and heart rates) during moderate to vigorous physical activities
- C) Practice conflict situations, compare and contrast strategies to avoid/resolve situations
- D) Classify growth and development changes that occur between childhood and adolescence
- E) Analyze factors that impact growth and development between adolescence and adulthood
- F) Compare and contrast age appropriate drug information
- G) Evaluate factors that influence childhood adolescence drug use
- H) Examine health problems that occur throughout life

## II. Content

### Major Areas of Study

List all units of study below:

Unit	Estimated Time	Materials
1. Respiratory System	3 weeks	Experience Science
2. Circulatory System	3 weeks	Experience Science
3. Blood Borne Pathogens	1 week	
4. Nervous System	1 week	DARE
5. Human Growth and Development	1 week	District provided booklet & video

### III. Course Assessments

Check types of assessments to be used in the teaching of the course and provide examples of each type.

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- MACROBUTTON HTMLDirect  Objective Tests/Quizzes
  - MACROBUTTON HTMLDirect  Response Journals
  - MACROBUTTON HTMLDirect  Constructed Responses
  - MACROBUTTON HTMLDirect  Logs
  - MACROBUTTON HTMLDirect  Essays
  - MACROBUTTON HTMLDirect  Computer Simulations
  - MACROBUTTON HTMLDirect  Reports
  - MACROBUTTON HTMLDirect  Research Papers
  - MACROBUTTON HTMLDirect  Projects
  - MACROBUTTON HTMLDirect  Class Participation
  - MACROBUTTON HTMLDirect  Portfolios
  - MACROBUTTON HTMLDirect  Note Taking
  - MACROBUTTON HTMLDirect  Presentations
  - MACROBUTTON HTMLDirect  Daily Assignments
  - MACROBUTTON HTMLDirect  Performance Tasks
  - MACROBUTTON HTMLDirect  Writing Samples
  - MACROBUTTON HTMLDirect  Common Assessment (created at a later date when familiar with curriculum)

Provide copies of common assessments that will be utilized for all students taking this course. Overall course/grade level standards will be measured by a common course assessment. Unit objectives will be measured on an ongoing basis as needed by the classroom teacher to assess learning and plan for instruction. List common assessments below and recommend date/tinme frame for administration (at least quarterly).

Name of Common Assessment	When given?
<b>1. Human Body: Experience Science Section Assessments: 4 &amp; 5</b>	<b>After each section</b>
<b>2. Blood-Borne Pathogens: Performance Task</b>	<b>After 1 week unit</b>

<b>3. Nervous System: DARE essay</b>	<b>After DARE unit</b>
<b>4. Human Growth and Development: “Always Changing” Boys or Girls Post-Test and Label Diagram</b>	<b>After 1 week unit</b>

#### IV. Expected levels of achievement

##### Current grading scale

**80%-100% P**  
**60-79% W1**  
**59%-Below W2**

PA Proficiency Levels
P
W1
W2

The following scoring documents have been developed for this course:

**Name of Unit: Respiratory System**

**Essential Question: Why is it important to understand how the respiratory system works?**

Unit Objectives/Key Question	Priority	Aligned to Course Standard	Aligned to PA Standard
1. What are the parts of respiratory system and what are their functions?	E	A	10.1
2. What is the process of respiration?	C	A	10.1
3. How do exercise and other variables affect the respiratory system?	I	B	10.4

**Name of Unit: Circulatory System****Essential Question: How does the circulatory system work?**

Unit Objectives/Key Question	Priority	Aligned to Course Standard	Aligned to PA Standard
1. What are the parts of the circulatory system and what are their functions?	E	A	10.1
2. How do oxygen and nutrients circulate through the body?	C	A	10.1
3. How does exercise and other variables affect the circulatory system?	I	B	10.4

**Name of Unit: Blood-Borne Pathogens**

**Essential Question: Why is it important to understand blood borne pathogens and ways to avoid them?**

Unit Objectives/Key Question	Priority	Aligned to Course Standard	Aligned to PA Standard
1. How do blood borne pathogens affect the human body?	E	A/B	10.1.6.E, 10.1.9.A
2. How are blood borne pathogens transmitted?	C	B	10.1.6.E, 10.1.9.A
3. How do universal precautions reduce the risk of exposure to blood borne pathogens?	E	A/B	10.1.6.E, 10.1.9.A
4. What are HIV and AIDS?	E	H	10.1.6.E, 10.19.A
5. What is Hepatitis?	I	H	10.1.6.E, 10.1.9.A

**Name of Unit: Nervous System**

**Essential Question: How does the use of drugs cause positive and negative effects on the body?**

**How does society influence the messages we receive concerning drugs?**

Unit Objectives/Key Question	Priority	Aligned to Course Standard	Aligned to PA Standard
1. What are the parts of the nervous system and what are their functions?	E	F	10.1.6.B
2. How do drugs affect the nervous system?	E	F	10.1.6.D
3. How can the misuse of drugs cause harmful changes in the body?	E	F	10.1.6.D
4. How attitudes towards drugs influenced by outside factors?	I	F	10.1.6.D

**Name of Unit: Human Growth and Development**

**Essential Question: Why is it important to understand the social, emotional and physical changes that occur between childhood and adolescence?**

Unit Objectives/Key Question	Priority	Aligned to Course Standard	Aligned to PA Standard
1. What are the parts of the reproductive system and what are their functions?	E	D	10.1.6.A
2. What are the products and proper procedures required to maintain good hygiene?	E	D/E	10.1.6.A
3. What happens to you physically during adolescence?	E	D/E	10.1.6.A
4. What happens to you emotionally during adolescence?	C	D/E	10.1.6.A

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