

Havre Public Schools HPE Fifth Grade

Course Information:

Grade Level: Grade 5 Health Enhancement

Length: Full Year

Period(s) Per Day: 4 Times per week 30 minutes/day

Essential Understanding:

Health enhancement combines the disciplines of “health education” and “physical education” into a curriculum with its focus on health-related outcomes. Concepts learned in the classroom are reinforced in the gymnasium and vice versa. Health is essential to well-being and leads directly to improved learning. Health enhancement develops the skills and behaviors necessary for students to become healthy, productive citizens who take personal responsibility for their own well-being as well as a social responsibility for the health of their community. Early initiation of healthy behaviors is a predictor of enhanced school performance as well as less risk for morbidity and premature mortality in adulthood. Health enhancement is a critical component of the educational process. (*Montana Standards for Health Enhancement Model Curriculum Guide, p. 8*)

Sunnyside Elementary Health Enhancement is a skill, fitness, and health-based curriculum. Students will participate in a set class schedule that consists of two-unit days, one fitness day, and one game day per week. Students will understand and perform basic skills for many different activities, leading up to organized class games/ activities. Students will be expected to understand basic skills to have success in lead-up games. (Example students will learn dribbling and passing skills for the activity of soccer to find success in soccer lead up activity.) Students will also be exposed to many different aspects of fitness. Students will become aware of fitness levels through fitness testing. Students will also learn the importance of specific health topics that pertain to their growth and development. When students are exposed to fitness and health students will understand the importance of fitness, being active and having a healthy lifestyle. Students’ growth will be measured in the following ways: attitude, participation, improvement and fitness testing.

Course Expectations:

1. Basic skills and understanding will be emphasized through unit activities.
2. Understanding of lead up games and activities will be demonstrated.
3. Healthy lifestyle choices will be understood through fitness education.
4. Understanding of importance of fitness activities will be understood.
5. Students will be expected to be on task with maximum effort.
6. Students will be expected to follow safety rules and procedures.
7. Students will be expected to have proper PE shoes.

Content Standards:

The health education content standards for fifth grade are that each student will:

1. Explain the relationship between health behaviors and personal health;
2. Describe personal health enhancing strategies that encompass substance abuse prevention, nutrition, exercise, injury and disease prevention, and stress management, including traditional and contemporary strategies from American Indian cultures;
3. Identify potential consequences of engaging in risky behaviors;

4. Identify examples of physical, mental, emotional, family, and social health, including those of traditional and contemporary American Indian cultures and practices;
5. Explain practices used to prevent or reduce the risk of spreading or contracting communicable diseases;
6. Discuss ways environmental factors affect health;
7. Describe ways in which safe and healthy school and community environments can promote personal health;
8. Describe ways to prevent and treat common childhood injuries and health problems;
9. Give examples of health care and their benefits, including the unique issues regarding American Indians and health care benefits;
10. Identify the basic structure and function of the major human body systems, including growth and development and the reproductive system;
11. Examine how family and culture influence personal health practices and behaviors;
12. Identify how peers can influence healthy and unhealthy behaviors;
13. Describe how the school, tribe, and community can support personal health practices and behaviors;
14. Explain how media influences thoughts, feelings, and health behaviors;
15. Discuss ways that technology can influence personal health;
16. Explain how school, public, and tribal health policies can influence health promotion and disease prevention
17. Identify characteristics of valid health information, products, and services; Locate resources from home, school, tribe, and community that provide valid health information;
18. Use effective verbal and nonverbal communication skills to enhance health, including those of traditional and contemporary American Indian cultures and practices;
19. Use refusal skills that avoid or reduce health risks;
20. Seek nonviolent strategies to manage or resolve conflict;
21. Discuss how to ask for assistance to enhance the health and safety of self and others;
22. Identify health-related situations that might require thoughtful decisions;
23. Analyze when assistance is needed in making safety and health-related decisions;
24. Compare and contrast healthy options to safety and health-related issues or problems;
25. Predict the potential outcomes of options when making safety and health-related decisions;
26. Describe the outcomes of safety and health-related decisions;
27. Set a personal health goal and track progress toward its achievement;
28. Identify resources to assist in achieving a personal health goal;
29. Explain benefits of healthy behaviors toward self and others;
30. Practice responsible personal health behaviors;
31. Use a variety of healthy practices and behaviors to maintain or improve personal health;
32. Use a variety of behaviors to avoid or reduce health risks;
33. Express opinions and give accurate information about health issues;
34. Practice and rationalize reasons for positive health choices; and
35. Evaluate various health messages and communication techniques.

The physical education content standards for fifth grade are that each student will:

1. Exhibit competency in fundamental motor skills and selected combinations of skills;
2. Combine locomotor skills in cultural as well as creative dances (self and groups), including those of traditional and contemporary American Indian cultures, with correct rhythm and pattern;
3. Recognize that many different countries and cultures have been the origin of games, sports, and dance, including those of traditional and contemporary American Indian cultures;
4. Combine spatial concepts with locomotor and non-locomotor movements for small groups in gymnastics, dance and games environments;

5. Analyze the impact of food choices relative to physical activity, youth sports, and personal health;
6. Chart and analyze fitness benefits of physical activity outside health enhancement class;
7. Actively participate in all activities of health enhancement class;
8. Differentiate between skill-related and health-related fitness;
9. Identify the need for warm-up and cool-down activities related to various physical activities;
10. Participate in physical activity with responsible interpersonal behavior;
11. Participate with responsible personal behavior in a variety of physical activity contexts, environments, and facilities;
12. Give corrective feedback respectfully to peers;
13. Critique the etiquette involved in rules of various activities;
14. Accept, recognize, and actively involve others with both higher and lower skill abilities into physical activities and group projects;
15. Accept other's ideas, cultural diversity, and body types by engaging in cooperative and collaborative movement projects;
16. Apply safety principles with physical activities;
17. Compare the health benefits of participating in selected physical activities;
18. Express, through various media, the enjoyment and/or challenge of participating in a favorite physical activity;
19. Analyze the social benefits gained from participating in physical activity

Content Pacing And Timeline:

Trimester 1

Unit 1 Soccer/ Fitness

- Soccer skills
- Soccer lead-up games/ activities
- Fitness activities

Unit 2 Presidential Fitness Testing

- Sit Up
- Pushup
- Pacer Run
- Mile Run
- Pull Up
- Sit & Reach

Unit 3 Football/Fitness

- Football skills
- Football lead-up games/activities
- Fitness

Unit 4 Volleyball/ Fitness

- Volleyball skills
- Volleyball lead-up games/ activities
- Fitness activities

Trimester 2

Unit 5 Basketball/ Fitness

- Basketball skills
- Basketball lead-up games/activities
- Fitness activities

Unit 6 Frisbee/Fitness

- Frisbee skills
- Frisbee games/activities
- Fitness

Unit 7 Floor Hockey/ Fitness

- Floor Hockey Skills
- Floor Hockey lead-up games/activities
- Fitness activities
- Health focus

Unit 8 Scooter/Fitness

- Scooter skills
- Scooter activities
- Fitness activities

Unit 9 Jump Rope/Jump Rope for Heart/Fitness

- Jump rope skills
- Jump rope activities
- Jump rope fundraising
- Fitness

Unit 10 Health

- Personal Health and Hygiene.
- Nutrition Health

Trimester 3**Unit 11 Whiffle Ball Softball/ Fitness**

- Softball skills
- Softball lead-up games/activities
- Fitness Activities

Unit 12 Presidential Fitness Testing

- Sit-up
- Pushups
- Shuttle Run
- Mile Run
- Pull up
- Sit Reach

Unit 13 Track Unit

- Track skills
- Track practice and track workouts
- Track meet

Unit 14 Golf Skills

- Golf skills
- Golf activities
- Fitness activities

Unit 15 Parachute/fitness

- Parachute skills
- Parachute activities
- Fitness activities
- Health focus

Montana Content Standards, Performance Indicators, And Grade Level Outcomes:

The Montana Standards and Performance Indicators for Health Education are written expectations for what students should know and be able to do by grades 2, 5, 8, and 12 to promote personal, family, and community health.

The National Health Education Standards (NHES) have provided a framework for the adoption of standards by most states, including Montana. The standards provide a framework for curriculum development and selection, instruction, and student assessment in health education. Importantly, the standards provide students, families and communities with concrete expectations for health education.

Performance Indicators And Grade Level Outcomes: Grade 5

Performance indicators: The performance indicators articulate specifically what students should know or be able to do in support of each standard by the conclusion of each of the following four grade spans: K-2, 3-5, 6-8, and 9-12. The performance indicators serve as a blueprint for organizing student assessment.

Health Education Standard 1:

Use functional health information to support health and wellbeing of self and others.

Rationale: The acquisition of basic health concepts and functional health knowledge provides a foundation for promoting health enhancing behaviors. This standard includes essential concepts that are based on established health behavior theories and models.

- Explain the relationship between healthy behaviors and personal health.
 - Discuss life skills to practice to take responsibility for health and wellness.
 - Describes life skills to enhance health and wellness.
 - Describes relationships between personal health behaviors and individual wellbeing.
 - Describe the basic structure and function of the major human body systems, emphasizing growth and development.
 - Identify common health problems, e.g., eyes, ears, teeth, skin, that should be detected and treated early.
 - Identify personal health enhancing strategies that encompass nutrition, exercise, injury/disease prevention and stress management.
- Identify potential consequences of engaging in risky behaviors.
 - Analyzes the relationship between healthy behaviors and personal health.
 - Explains the need for regular dental and physical exams.
 - Names consequences of alcohol use, tobacco use and other illegal drug use.
 - Discusses practices that can result in the sharing of germs. (e.g., sharing a water bottle)
- Identify examples of physical, mental, emotional, family, and social health, including those of traditional and contemporary American Indian cultures and practices.
 - Plans behaviors to practice for a healthy mind.
 - Sets health goals and makes a plan to practice behaviors for a healthy mind.
 - Applies a variety of emotional-response strategies, e.g., uses “I” statements, considers others’ point of view, and agrees to disagree.
 - Develops strategies and skills to promote personal hygiene.
 - Identifies the signs, symptoms, and risk factors for cancer, heart disease, obesity and diabetes.
 - Explain ways body systems work together.
 - Discuss the structure and function of the following systems: skeletal, muscular, circulatory, respiratory, digestive, reproductive, nervous, endocrine, and urinary.
 - Explains the importance of the endocrine system in regulating growth and development.
 - Understands hereditary factors affect growth, development and health.

- Discusses ways you can expect to change in adolescence and adulthood.
- Discusses health needs of family members during each stage of the life cycle.
- Describes strategies to support healthy family/cultural habits on a personal level.
- Describes activities in which families could cooperate.
- Explains ways heredity makes you unique.
- Discusses skills and talents that make you unique.
- Analyzes how the body's function and composition are affected by food consumption: - analyzes how nutrients support a healthy body (Vitamin A/vision, bone growth). - compares and contrasts food labels for nutrition information (granola bar vs. energy bar).
- Analyzes the impact of eating healthy on both physical and academic performance, e.g., sugar intake leads to low energy and decreased academic focus
- Explain practices used to prevent or reduce the risk of spreading or contracting communicable diseases.
 - Explains reasons for taking care of personal blood spills.
- Discuss ways environmental factors affect health.
 - Explains how cold air inversions create poor air quality which can create breathing problems.
- Describe ways in which safe and healthy school and community environments can promote personal health.
 - Predicts negative and positive effects of peer pressure.
 - Applies actions to take when feeling left out, and initiates and maintains friendships.
 - Demonstrates respect for self and others.
 - Understands how environmental factors affect health.
 - Campaigns for rules in the school or community that help keep you safe.
 - Explains what asthma and allergies are and how to manage them.
 - Promotes anti-bullying events and acceptance of others in the school or community.
 - Identifies the potential sources of environmental hazards.
- Describe ways to prevent and treat common childhood injuries and health problems.
 - Explains the importance of vaccines.
 - Knows the difference between virus and bacteria.
 - Explains function of the immune system.
 - Explains how pathogens can get into food.
 - Describes way to prevent the spread of germs when handling or preparing food.
 - Describes safety precautions to take before, during, and after a workout.
 - Explains how to prevent and treat muscle strain and sprains.
 - Defines chronic disease.
 - Knows the signs of some common chronic diseases and how their conditions are managed, e.g., diabetes, arthritis, epilepsy.
 - Designs a personal safety plan to reduce unintentional injuries that occur in the home, school and/or community.
- Give examples of health care and their benefits, including the unique issues regarding American Indians and health care benefits.
 - Discusses why it is important to talk to a parent, counselor or other medical professional when consistently feeling sad, anxious or depressed.
 - Demonstrates proper procedures and basic first aid treatment, e.g., choking victim/Heimlich maneuver.
- Identify the basic structure and function of the major human body systems, including growth and development and the reproductive system.
 - Explain ways body systems work together.
 - Discuss the structure and function of the following systems: skeletal, muscular,

- circulatory, respiratory, digestive, reproductive, nervous, endocrine, and urinary.
- Explains the importance of the endocrine system in regulating growth and development.
- Identifies parts of the male and female reproductive systems.
- Understands body changes occurring during puberty, menstruation and hygiene needs.
- Understands hereditary factors affect growth, development and health.
- Discusses ways you can expect to change in adolescence and adulthood.

Health Education Standard 2:

Analyze influences that affect health and wellbeing of self and others.

Rationale: Health is affected by a variety of positive and negative influences within society. This standard focuses on identifying and understanding the diverse internal and external factors that influence health practices and behaviors, including personal values, beliefs, and perceived norms.

- Examine how family and culture influence personal health practices and behaviors.
 - Identifies actions that help make family relationships strong.
 - Describes ways a family might influence the health of its members.
 - Describes activities in which families could cooperate.
 - Identifies personal health risk factors based on family history and lifestyle behavior.
 - Describes ways a culture might influence health practices and behaviors.
 - Describes the health impact of eating/drinking habits associated with particular social events, e.g., holidays, tribal celebrations, sporting events.
 - Researches nutritional values of various foods from other cultures.
- Identify how peers can influence healthy and unhealthy behaviors.
 - Differentiates between actual and perceived peer pressure.
 - Discusses ways peers may influence healthy and unhealthy behaviors.
 - Promotes activities targeted to prevent teasing and harassment.
- Describe how the school, tribe, and community can support personal health practices and behaviors.
 - Describes how to make responsible entertainment choices.
 - Lends support to school and community efforts to improve nutritional value of food selections.
 - Identifies places in the community designated as a non-smoking environment and list the positive health influence of this designation.
 - Identifies and participates in a recycling program in the home, school, and community.
- Explain how media influences thoughts, feelings, and health behaviors.
 - Identifies and evaluates influences on food choices, e.g., check out food ads in magazines.
 - Identifies things that influence body image.
 - Describes causes, signs, and treatment of eating disorders.
 - Identifies ways tobacco ads might influence health.
 - Analyzes the influence of technology on health and health care.
 - Analyzes a magazine to determine if it is a healthful influence.
 - Explores the various ‘images’ portrayed by celebrities and their impact on consumer health behavior.
- Discuss ways that technology can influence personal health.
 - Describes how a pedometer or heart rate monitor could influence physical activity levels.
- Explain how school, public and tribal health policies can influence health promotion and disease prevention
 - Understands what the Montana Clean Indoor Air Act says.
 - Locates vending machines and determines whether only healthy snacks and drinks are for sale.

Health Education Standard 3:

Assess valid and reliable resources to support health and wellbeing for others.

Rationale: Access to valid health information and health-promoting products and services is critical in the prevention, early detection, and treatment of health problems. This standard focuses on how to identify and access valid health resources and to reject unproven sources.

- Identify characteristics of valid health information, products, and services.
 - Describes what information is on a food label.
 - Describes the importance of ingredient sequence on a food label.
 - Compares and contrasts various grooming products, e.g., skin, hair, nails.
 - Lists factors to consider when you choose safety equipment.
 - Explains how government and private groups help protect consumers.
 - Examines valid hygiene products and services that promote a healthier individual.
 - Distinguish between accurate and inaccurate health information regarding proper weight management techniques.
 - Uses reliable sources of health and fitness information, e.g., pedometers.
 - Analyzes hidden messages in advertising of health products.
 - Analyzes marketing strategies on health and fitness, e.g., healthy foods on top shelf/sugary foods at eye level in store
- Locate resources from home, school, tribe, and community that provide valid health information.
 - Lists kinds of checkups, who does what, and what each includes.
 - Explains places where a first-aid kit should be kept.
 - Discusses ways to be prepared for an emergency.
 - Identify community agencies that provide valid information about a chronic health issue.
 - Collect information from community personnel/agencies (faith advisor, county health department, SADD/MADD, DARE, Montana Meth Project) that share information about health choices

Health Education Standard 4:

Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Rationale: Effective communication enhances personal, family, and community health. This standard focuses on how responsible individuals use verbal and non-verbal skills to develop and maintain healthy personal relationships.

- Use effective verbal and nonverbal communication skills to enhance health, including those of traditional and contemporary American Indian cultures and practices.
 - Describe strategies for coping with strong emotions.
 - Identifies kinds of relationships.
 - Describes how to show respect and earn the respect of others.
 - Describes ways to communicate emotions.
 - Role-plays ways to use nonverbal communication and active listening.
 - Describes the importance of friends in your neighborhood, school and community.
 - Identifies how to have strong friendships.
 - Explains how to avoid cliques.
 - Discusses ways that using table manners promotes social health.
 - Demonstrates ways to communicate care, consideration and respect of self and others, including those with disabilities.
 - Demonstrates healthy ways to express needs, wants and feelings.
 - Demonstrates active listening skills

- Use refusal skills that avoid or reduce health risks
 - Explains ways peers might pressure you.
 - Describes way to resist pressure to use drugs.
 - Explains how and when to use verbal and/or nonverbal refusal skills.
- Use nonviolent strategies to manage or resolve conflict.
 - Demonstrates how to use resistance skills if you are pressured to make wrong decisions.
 - Explains why and how conflicts develop.
 - Demonstrates ways to express anger and resolve conflict without violence.
 - Develops a class plan to prevent bullying in the school and community.
- Discuss how to ask for assistance to enhance the health and safety of self and others.
 - Discusses parents' guidelines for using social media.
 - Identifies actions that helps make family relationships strong.
 - Describes ways a family might influence the health of its members.
 - Describes activities in which families cooperate.
 - Explains how a responsible adult can help with mediation of a conflict.
 - Models actions to ensure that no one is bullied.

Health Education Standard 5:

Use the decision-making process to support health and wellbeing of self and others.

Rationale: Decision making skills are needed to identify, implement, and sustain health- enhancing behaviors. This standard includes the essential steps that are needed to make healthy, safe and informed decisions.

- Identify health-related situations that might require thoughtful decisions.
 - Explains what to do when approached with an uncomfortable request or situation.
 - Identifies individuals, places or situations that may increase a student's vulnerability to negative peer pressure.
- Analyze when assistance is needed in making safety and health-related decisions.
 - Analyzes options when being pressured by peers to participate in dangerous activities.
 - Discusses reasons for consulting parents or other trusted adults when having problems at school.
- Compare and contrast healthy options to safety and health-related issues or problems.
 - Identifies options for improving the health of one's environment.
 - Researches advantages of life-long physical activities to reduce obesity.
- Predict the potential outcomes of options when making safety and health-related decisions.
 - Predicts positive outcomes of a regular exercise plan and health nutrition.
 - Lists possible hazards around the home and describe the potential dangers of the hazards.
 - Describes things that might influence your choices, including peer pressure.
 - Describe the outcomes of safety and health-related decisions.
 - Commits to choosing foods that are healthier options at a fast food restaurant.
 - Uses appropriate protective gear during physical activity.
 - Explains ways of enhancing strategies that encompass substance abuse, nutrition, exercise, injury/disease prevention and stress management.
 - Describes the long-term benefits of avoiding peer pressure to engage in unhealthy behaviors.
 - Discusses consequences of spending too much time watching TV or playing video/computer games.

Health Education Standard 6:

Use a goal setting process to support health and wellbeing of self and others.

Rationale: Goal-setting skills are essential to help students identify, adopt, and maintain healthy behaviors. This standard includes the critical steps that are needed to achieve both short-term and long-term health goals.

- Set a personal health goal and track progress toward its achievement
 - Sets a health goal showing the six parts of good character.
 - Sets personal health goals and records progress toward achievement, e.g., hygiene – deodorant use, showering daily, hair care and dental practices.
 - Sets a goal for nutritional meals, including eating a healthful breakfast.
 - Explains ways of planning to eat healthful snacks.
 - Sets a health goal to get enough sleep.
 - Sets a health goal that reduces the risk of heart disease, e.g., avoids secondhand smoke.
 - Sets a health goal that reduces the risk of cancers such as skin, lung, colon.
 - Explains ways to reduce the risk of Type 2 diabetes.
 - Sets a health goal to get plenty of exercise.
 - Sets a health goal to wear a seat belt.
 - Explains why it is risky to belong to a gang.
 - Discuss ways to recognize gang members.
 - Discovers personal health behaviors and sets a goal for changing behavior.
 - Creates a goal for improving health and fitness practices, e.g., improving fitness scores for muscular endurance.
 - Creates a personal health and fitness plan for improvement.
- Identify resources to assist in achieving a personal health goal.
 - Identifies a role model who has good character.
 - Explains how to involve friends in goal-setting health behaviors.
 - Identifies different ways in which people learn.
 - Set a health goal to learn sign language.
 - Prepares a menu of meals and snacks for a day using the Dietary Guidelines.
 - List strategies to manage time and money in healthful ways.
 - Identifies and utilizes resources to assist in achieving a personal health goal, e.g., classes offered in the community that may assist with health goals.
 - Generates resources to assist in achieving a personal health goal.

Health Education Standard 7:

Demonstrate practices and behaviors to support health and wellbeing of self and others.

Rationale: Research confirms that practicing health-enhancing behaviors can contribute to a positive quality of life. This standard promotes the acceptance of personal responsibility for health and encourages the practice of healthy behaviors.

- Explain benefits of healthy behaviors toward self and others.
 - Practices responsible personal health choices, e.g.: -keeps a daily log of fluid intake to ensure proper hydration. -explains how accepting responsibility and making wise choices helps develop a positive self- concept.
 - Explains how a healthful behavior and a risk behavior differ.
 - Explains the parts of a healthful personality.
 - Names actions that show you have a healthful self-concept.
 - Explains why you should practice healthful habits now to age in a healthful way.
 - Identifies ways to prevent brain injury.
 - Lists nutrients, their functions, and foods that provide them.
 - Uses MyPlate to plan a healthful meal with at least one serving from each food group.
 - Explains ways that following the Dietary Guidelines promotes health and prevents

- disease.
 - Explains how to use the Dietary Guidelines when choosing foods at fast- food restaurants.
 - Discusses ways to keep from spreading germs when you handle or prepare foods.
- Practice responsible personal health behaviors.
 - Discusses ways that using table manners promotes physical health.
 - Explains the parts of weight management.
 - Explains how to gain weight and how to lose weight.
 - Discusses ways to use grooming products for skin, hair and nails.
 - Describes how pathogens spread and cause disease.
 - Explains how pathogens get into the body.
 - Lists the stages of disease.
 - Describes how the body fights pathogens.
- Use a variety of healthy practices and behaviors to maintain or improve personal health.
 - Creates and executes a plan to manage academic, extracurricular and family responsibilities.
 - Simulates safety behaviors to be performed before and after a weather- related emergency.
 - Understands eustress and distress.
 - Explains appropriate steps of stress management.
 - Describes ways stress affects the mind, body and relationships.
 - Describes ways to bounce back from hard times.
 - Identifies role models who have good character.
 - Explains how families can adjust to changes and challenges.
 - Describe the structure and function of teeth.
 - Describes the social, emotional and physical benefits of physical activity.
 - Lists the five kinds of health fitness.
 - Describes the kinds of fitness skills.
 - Explains how age, gender, heredity and health behaviors affect fitness.
 - Explain how aerobic exercise benefits the heart and lungs.
 - Explains the FITT formula for fitness.
 - Discusses the need for frequent workouts.
 - Makes a physical fitness plan.
 - Describes the health benefits of getting enough sleep.
- Use a variety of behaviors to avoid or reduce health risks
 - Analyzes strategies for maintaining and improving personal health.
 - Researches the pros and cons of certain types of food preparation practices, e.g., fried vs. baked vs. broiled.
 - Analyzes scenarios to identify risky situations and appropriate responses.
 - Describes how to prepare for an emergency.
 - Describes what safety measures to take in case of a natural disaster.
 - Explains how to assess an emergency situation.
 - Demonstrates how to administer basic first aid for minor injuries.
 - Points out risks associated with providing personal information through technology/Internet.
 - Lists activities to take the place of watching TV.
 - Discuss symptoms of depression that might occur from too much use of social media.
 - Identify healthful habits to practice to protect each of the body systems – skeletal, muscular, circulatory, respiratory, reproductive, digestive, nervous, endocrine and urinary.
 - Describes the structure and function of the eye.

- Lists some common vision problems and ways they can be corrected.
- Describes structure and function of the ear.
- Lists some common hearing problems and ways they are corrected.
- Describes conditions that can harm teeth.
- Explains how to reduce the risk of heart disease.
- Describe the effects of cancer on the body.
- Explains ways to treat and reduce the risk of cancer.
- Explains what diabetes is, the causes, and how to manage it.
- Lists ways to eliminate common safety hazards at home.
- Lists ways to eliminate common safety hazards at school.
- Describes common fire hazards and rules for fire safety.
- Describes safety precautions pedestrians should follow.
- Describes safety rules to follow for riding bicycles, scooters, or skateboards.
- Lists safety rules to follow in the water.
- Describes safety rules to follow when you ride in a car.
- Identifies ways to protect yourself from people who might harm you.
- Explains what to do if someone is suspicious.
- Differentiates between safe and unsafe touch.
- Explains ways to stay safe when using the Internet.
- Discusses cyberbullying.
- Lists examples of violence.
- Describes ways to express anger and resolve conflict without violence.
- Explains where victims of violence and abuse can get help.
- Explains safety rules to reduce the risk of injuries from guns and knives.

Health Education Standard 8:

Advocate to promote health and wellbeing of self and others.

Rationale: Advocacy skills help students promote healthy norms and healthy behaviors. This standard helps students develop important skills to target their health-enhancing messages and to encourage others to adopt healthy behaviors.

- Express opinions and give accurate information about health issues.
 - Review accurate information and develop an opinion about a health issue.
 - Explains what is in a health record.
 - Works with a parent or guardian to compile a personal health record.
 - Names ways to cooperate with health helpers in the school or community.
 - Names ways to prevent land, water and air pollution.
 - Describes how air, land and water pollution affect the health of the environment.
 - Describes what makes a healthful environment.
 - Names ways to reduce noise pollution.
 - Discusses reasons to keep noise at a safe level.
 - Explains how to use universal precautions when giving first aid.
 - Discusses first aid for nosebleeds, scrapes, cuts, punctures, poisoning, choking, fractures, bee stings, bruises, burns, blisters, objects in the eye, skin rashes from plants and sunburn.
 - Explains where health career information is available.
 - Lists important Food and drug Administration regulations on tobacco, alcohol and drugs.
 - Lists health needs of people who live in the community.
 - Discusses the role of health helpers in the community.
 - Explains where health career information is available.
 - Describes how to prepare for a health career.

- Explains how noise pollution affects the health of the environment.
- Lists ways to reduce noise in the community.
- Lists ways to conserve water. •Lists ways to conserve energy.
- Explains what it means to precycle, reuse and recycle.
- Names characteristics of a positive environment.
- Lists ways to keep the environment positive.
- Explains ways to assess an emergency situation. information about health issues.
- Describes what safety measures to take in case of a natural disaster.
- Demonstrates how to make an emergency phone call.
- Practice and rationalize reasons for positive health choices.
 - Illustrate how to assist others to make positive health choices, e.g., design a bumper sticker, write a song.
 - Explains ways to protect the environment.
 - Explains how to keep the environment friendly.
 - Lists steps to encourage others to take responsibility for their health.
 - Discusses ways to help peers to be healthy.
 - Identifies safety rules for sports and games.
 - Role models being a good sport for younger children.
 - Explains resistance skills to avoid drug abuse.
 - Discusses common chronic diseases and ways to manage these health conditions.
 - Explains ways volunteers contribute to the health of the community.
 - Encourages community members to protect the environment.
 - Explains how noise pollution affects the health of the environment.
- Evaluate various health messages and communication techniques
 - Evaluates various health messages for authenticity, medical accuracy, ‘come-ons’, gimmicks.

Standards for Physical Education- Grade 5

http://montanateach.org/wp-content/uploads/2016/11/HE_ModelCurriculumGuide-accessible-18.pdf

Elementary School Physical Education Outcomes By the end of grade 5, the learner will:

- Exhibit competency in fundamental motor skills and selected combinations of skills
- Combine locomotor skills in cultural as well as creative dances (self and group),
- including those of traditional and contemporary American Indian cultures, with correct rhythm and pattern
- Use basic movement concepts in dance, gymnastics and small-sided practice tasks;
- Identify basic health-related fitness concepts;
- Exhibit acceptance of self and others in physical activities; and
- Identify the benefits of a physically active lifestyle.

Physical Education Standard 1:

Demonstrate competency in a variety of motor skills and movement patterns.

Benchmark	Grade 5 Expectation
Locomotor Hopping, galloping, running, sliding, skipping, leaping	Demonstrates mature patterns of locomotor skills in dynamic small-sided practice tasks, gymnastics and dance. Combines locomotor and manipulative skills in a variety of small-sided practice tasks/games environments. Combines traveling with manipulative skills for execution to a target (e.g., scoring in soccer, hockey and basketball).

Locomotor Jogging, running	Uses appropriate pacing for a variety of running distances.
Locomotor Jumping and landing, horizontal Locomotor Jumping and landing, vertical	Combines jumping and landing patterns with locomotor and manipulative skills in dance, gymnastics, and small-sided practice tasks/games environments.
Locomotor Dance	Combines locomotor skills in cultural as well as creative dances (self and group) with correct rhythm and pattern.
Locomotor Combinations	N/A
Non-Locomotor (Stability) Balance	Combines balance and transferring weight in a gymnastics sequence or dance with a partner.
Non-Locomotor (Stability) Weight Transfer	Transfers weight in gymnastics and dance environments.
Non-Locomotor (Stability) Weight transfer, rolling	N/A
Non-Locomotor (Stability) Curling & Stretching, Twisting & bending	Performs curling, twisting and stretching actions with correct application in dance, gymnastics and small-sided practice tasks/games environments.
Non-Locomotor Combinations	Combines locomotor skills and movement concepts (levels, shapes, extensions, pathways, force, time, flow) to create and perform a dance with a group.
Non-Locomotor Balance and weight transfers	Combines actions, balances and weight transfers to create a gymnastics sequence with a partner on equipment/apparatus.
Manipulative Underhand Throw Manipulative Overarm Throw	Throws (underhand and overarm) using a mature pattern in non-dynamic environments, with different sizes and types of objects. Throws (both underhand and overarm) to a large target with accuracy.
Manipulative Passing with hands	Throws with accuracy, both partners moving. Throws with reasonable accuracy in dynamic, small-sided practice tasks.
Manipulative Catching	Catches a batted ball above the head, at chest/waist level and along the ground using a mature pattern in a non-dynamic environment. Catches with accuracy, both partners moving. Catches with reasonable accuracy in dynamic, small-sided practice tasks.
Manipulative Dribbling/ball control with hands	Combines hand dribbling with other skills during one-on-one practice tasks.
Manipulative Dribbling/ball control with feet	Combines foot dribbling with other skills in one-on-one practice tasks.
Manipulative Passing and receiving with feet	Passes with the feet, using a mature, pattern, as both partners travel. Receives a pass with the feet, using a mature pattern, as both partners travel.

Manipulative Dribbling in combination	Hand/foot-dribbles with mature patterns in a variety of small-sided game forms.
Manipulative Kicking	Demonstrates mature patterns in kicking and punting in small – sided practice task environments.
Manipulative Volley, underhand	N/A
Manipulative, Volley, overhead	Strikes/volleys a ball using a two-hand overhead pattern, sending it upward to a target
Manipulative Striking, short implement	Strikes an object consecutively, with a partner, using a short-handled implement, over a net or against a wall, in either a competitive or cooperative game environment.
Manipulative Striking, long implement	Strikes a pitched ball with a bat using a mature pattern. Combines striking with a long implement with receiving and traveling skills in a small-sided game.
Manipulative in combination with locomotor	Combines manipulative skills and traveling for execution to a target (e.g., scoring in soccer, hockey and basketball).
Manipulative Jumping Rope	Creates a jump-rope routine with a partner, using either a short or long rope.
Movement Concepts Dance	Recognize that many different countries and cultures have been the origin of games, sports, and dance, including those of traditional and contemporary American Indian cultures.
Movement Concepts Space	Combines spatial concepts with locomotor and non-locomotor movements for small groups in gymnastics, dance and games environments.
Movement Concepts Pathways, shapes, levels	Combines movement concepts with skills in small-sided practice tasks/games environments, gymnastics and dance with self-direction.

Physical Education Standard 2

Apply knowledge of concepts, principles, strategies and tactics related to movement and performance.

Benchmark	Grade 5 Expectation
Movement Concepts Speed, direction, force	Applies movement concepts to strategy in game situations. Applies the concepts of direction and force to strike an object with a long-handled implement. Analyzes movement situations and applies movement concepts (e.g., force, direction, speed, pathways, extensions) in small-sided practice task/game environments, dance and gymnastics.
Movement Concepts Alignment and muscle tension	N/A
Movement Concepts Strategies and Tactics	Applies basic offensive and defensive strategies/tactics in invasion small-sided practice tasks. Applies basic offensive and defensive strategies/tactics in net/wall small-sided practice tasks. Recognizes the type of throw, volley or striking action needed for different games/sports situations.

Physical Education Standard 3

Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Benchmark	Grade 5 Expectation
Physical activity knowledge	Charts and analyzes fitness benefits of physical activity outside health enhancement class.
Engages in physical activity	Actively participates in all activities of health enhancement class.
Fitness knowledge	Differentiates between skill-related and health-related fitness. 6 Identifies the need for warm-up and cool- down activities related to various physical activities.
Assessment and program planning	Analyzes results of fitness assessment (pre- and post-), comparing results to fitness components for good health. Designs a fitness plan to address ways to use physical activity to enhance fitness.
Nutrition	Analyzes the impact of food choices relative to physical activity, youth sports and personal health.

Physical Education Standard 4

Exhibit responsible personal and social behavior that respects self and others.

Benchmark	Grade 5 Expectation
Personal responsibility	Participates in physical activity with responsible interpersonal behavior (e.g., peer to peer, student to teacher, student to referee). Participates with responsible personal behavior in a variety of physical activity contexts, environments and facilities. Exhibits respect for self with appropriate behavior while engaging in physical activity.
Accepting feedback	Gives corrective feedback respectfully to peers.
Working with others	Accepts, recognizes and actively involves others with both higher and lower skill abilities into physical activities and group projects.
Respecting others	Accepts other's ideas, cultural diversity and body types by engaging in cooperative and collaborative movement projects.
Rules and etiquette	Critiques the etiquette involved in rules of various game activities.
Safety	Applies safety principles with physical activities.

Physical Education Standard 5

Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

Benchmark	Grade 5 Expectation
Health	Compares the health benefits of participating in selected physical activities.

Challenge	Expresses, through various media, the enjoyment and/or challenge of participating in a favorite physical activity.
Self-expression/ Enjoyment	Analyzes different physical activities for enjoyment and challenge, identifying reasons for a positive or negative response.
Social interaction	Analyzes the social benefits gained from participating in physical activity (e.g., recess, youth sport).

Timeline/Length To Teach Unit

Unit 1 Soccer/Fitness	3 weeks
Unit 2 Fitness Testing	2 weeks
Unit 3 Football/Fitness	3 weeks
Unit 4 Volleyball/Fitness	3 weeks
Unit 5 Basketball/Fitness	3 weeks
Unit 6 Floor Hockey/Fitness	3 weeks
Unit 7 Frisbee/Fitness	2 weeks
Unit 8 Scooters/Fitness	2 weeks
Unit 9 Jump Rope/Fitness	1 week
Unit 10 Health/Fitness	1 week
Unit 11 Softball/Fitness	2 weeks
Unit 12 Fitness Testing	2 weeks
Unit 13 Track Unit	3 weeks
Unit 14 Golf/Fitness	2 weeks
Unit 15 Parachute/Fitness	1 week

Montana Content Standards

The State of Montana Health Enhancement Content Standards are available at :

<https://opi.mt.gov/Educators/Teaching-Learning/K-12-Content-Standards/Health-Enhancement-Standards#98104738-model-curriculum-guides>

Serving Students With Special Needs

Adapted Physical Education (ADPE, APE): Adapted physical education is special education. It is a diversified program of developmental or remedial activities designed to enhance the gross motor abilities of students who have substantial medical, orthopedic, and/or neurological conditions that preclude the student from participating in the regular health enhancement/physical education program. Activities are generally adapted to meet the specific needs of the student and to allow him/her to participate as much as possible in the curriculum based on the student's IEP. The APE is to be implemented by a Physical Education Teacher, or a Special Education Teacher, but not by a physical therapist.

RE: Physical Education Standard 1: Teachers must use differentiated instruction and developmentally appropriate practice tasks for individual learners when presenting transfers of weight from feet to other body parts.

Resources

Montana Office of Public Instruction www.opi.mt.gov

Adapted from NASPE. (2004). Moving into the future: National standards for physical education (2nd ed.). Reston, VA: Author, and Mandigo, J., Francis, N., Lodewyk, K., & Lopez, R. (2012). Physical

literacy for physical educators. Physical Education and Health Journal, 75 (3), 27-30.

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AAHPERD is now SHAPE* America, March 2014. *Society of Health and Physical Educators

NASPE. (2012). Instructional framework for fitness education in physical education [Guidance Document]. Reston, VA: Author. (p.14).

OPI guidance found in the OT/PT guide

<https://opi.mt.gov/Educators/Teaching-Learning/K-12-Content-Standards/Health-Enhancement-Standards>

[2024 National Health Education Standards Educator Kit \(shapeamerica.org\)](https://opi.mt.gov/Educators/Teaching-Learning/K-12-Content-Standards/Health-Enhancement-Standards)

<https://opi.mt.gov/LinkClick.aspx?fileticket=5qMh6-fFgRQ%3d&portalid=182>

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