

Wilson Area School District Planned Course Guide

Title of Planned Course: 5th Grade Health

Subject Area: Health Education

Grade Level: 5th grade

Course Description: This semester-long course introduces 5th graders to the fundamentals of health and wellness, covering physical, mental, emotional, and social health. Students will explore the human body, nutrition, physical fitness, and mental well-being through interactive lessons and activities. They will learn to set personal health goals and develop skills to make healthy choices. By the end of the course, students will understand how to maintain a balanced and healthy lifestyle.

Time/Credit for this Course: 2 classes a week for 1 semester

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Curriculum Map

September: Introduction to Health and Wellness (4-5 classes)

- Overview of health and wellness
- Introduction to physical, mental, emotional, and social health
- Setting health goals and understanding personal responsibility

October: The Human Body (5-6 classes)

- Basic anatomy (major organs, body systems)
- Function of each body system
- How to keep the body healthy (exercise, nutrition)

November: Unit 3: Nutrition and Healthy Eating (6 classes)

- Introduction to food groups and nutrition
- Importance of balanced diet and portion sizes
- Reading nutrition labels

December: Physical Activity and Fitness (6 classes)

- Importance of exercise (cardio, strength, flexibility)
- Types of physical activities (team sports, individual fitness)
- How physical activity impacts overall health

January: Mental and Emotional Health (5-6 classes)

- Identifying emotions and how they affect physical health
- Coping strategies for managing stress and anxiety
- Building self-esteem and understanding mental health

February: Introduction to Health and Wellness (4-5 classes)

- Overview of health and wellness
- Introduction to physical, mental, emotional, and social health
- Setting health goals and understanding personal responsibility

March: The Human Body (5-6 classes)

- Basic anatomy (major organs, body systems)
- Function of each body system
- How to keep the body healthy (exercise, nutrition)

April: Nutrition and Healthy Eating (6 classes)

- Introduction to food groups and nutrition
- Importance of balanced diet and portion sizes
- Reading nutrition labels

May: Physical Activity and Fitness (6 classes)

- Importance of exercise (cardio, strength, flexibility).
- Types of physical activities (team sports, individual fitness)
- How physical activity impacts overall health

June: Mental and Emotional Health (5-6 classes)

- Identifying emotions and how they affect physical health
- Coping strategies for managing stress and anxiety
- Building self-esteem and understanding mental health

Wilson Area School District Planned Course Materials

Course Title: 5th Grade Health

Textbook: *“Comprehensive Health Skills for Middle School”* by McGraw Hill

Teacher Resources:

- **Health & PE Standards** from the Pennsylvania Department of Education
- **CDC Health Education Resources**
- **Kaiser Family Foundation** – Resources on puberty, mental health, and wellness
- **National Institutes of Health (NIH) and National Library of Medicine** – Educational videos and materials for students about the human body and health.
- **The SEL Power Pack** – Comprehensive social-emotional learning activities and lesson plans to support student well-being and classroom community
- **Counselor Keri** – School counselor offering guidance, support, and additional SEL resources tailored to student needs
- **Kids Health** – Various health-related articles, diagrams, educational videos and activities
- **Interactive Tools:** Websites and apps like: Kahoot, Blooket, GoNoodle, BrainPOP, and Quizlet for review games and interactive lessons.

Curriculum Scope & Sequence

Planned Course: 5th Grade Health

Unit: Introduction to Health and Wellness

Time Frame: 4-5 classes (approximately 2-3 weeks)

State Standards:

- **10.1.5.A:** Basic health concepts
- **10.1.5.B:** Healthy lifestyle practices

Essential Content/Objectives: At the end of the unit, students will be able to:

- Define health and wellness, and explain how they are interconnected.
- Identify the four components of health (physical, mental, emotional, and social).
- Set personal health goals and understand the importance of balancing various aspects of health in daily life.

Core Activities:

- **Health & Wellness Brainstorm Activity:** Students work in small groups to brainstorm what "health" and "wellness" mean to them. Ideas are shared with the class and organized on an anchor chart that remains visible throughout the unit.
- **Four Components of Health Foldable:** Students create a four-flap foldable, with each flap representing one component of health (physical, mental, emotional, social). Under each flap, they write definitions and examples of how to take care of that aspect of health.
- **Wellness Wheel Activity:** Students complete a "Wellness Wheel" graphic organizer where they rate themselves in each area of health. This leads to a class discussion on balance and areas for personal growth.
- **Personal Health Goal-Setting Worksheet:** Students identify one specific, measurable health goal and write a short action plan, incorporating steps they can take daily or weekly. These are later used in self-reflection journals.
- **Health Poster Project:** In pairs or small groups, students create posters illustrating the four components of health and how they work together to support overall wellness. Posters are presented and displayed in the classroom.

Extensions:

- Have students create a health and wellness journal to track daily habits (sleep, nutrition, physical activity, etc.).
- Invite a guest speaker, such as a local nutritionist or fitness coach, to talk about the importance of a healthy lifestyle.

Remediation:

- Provide visual aids (posters, charts) to reinforce the components of health.
- Conduct small group discussions to clarify definitions and answer questions.
- Use simple, relatable examples to explain the concepts (e.g., comparing health to maintaining a car or a plant).

Instructional Methods:

- Direct instruction through Google Slides or visual presentations.
- Interactive discussions to define health and wellness.
- Group activities (e.g., creating health posters or mind maps).
- Journaling and self-reflection exercises.

Materials & Resources:

- Textbook: *“Comprehensive Health Skills for Middle School”* by McGraw Hill
- Supplemental: Health-related videos, interactive online tools (e.g., BrainPOP).
- Visual Aids: Charts of the components of health, goal-setting worksheets.

Assessments:

- Formative assessment:
 - Participation in group discussions
- Summative assessment:
 - Health and wellness goal-setting project
- Short quiz on the components of health and the importance of balance

Curriculum Scope & Sequence

Course Title: 5th Grade Health

Unit: The Human Body

Time Frame: 5-6 classes (approximately 3-4 weeks)

State Standards:

- **10.2.5.A:** Structure and function of the human body

Essential Content/Objectives: At the end of the unit, students will be able to:

- Identify the major body systems (circulatory, respiratory, digestive, skeletal, muscular).
- Understand the function of each body system and how they work together.
- Recognize how to care for the body through exercise, nutrition, and rest.

Core Activities:

- **Body Systems Scavenger Hunt:** Students move through stations with diagrams, models, and real-world examples (e.g., stethoscope, food models) to identify the major body systems and their primary functions.
- **Interactive Body System Matching Game:** In pairs, students match organs and functions to the correct body systems using cards or a digital app. This reinforces terminology and system functions in a hands-on way.
- **Build-a-Body Group Project:** Students work in small groups to create life-sized posters of the human body, drawing and labeling organs and components of each major system. Each group is assigned a system to present.
- **Circulatory System Pulse Check Lab:** Students conduct a simple experiment measuring their pulse before and after physical activity to learn how the circulatory system responds to exercise. Data is recorded and discussed.
- **Body System Reflection Journal Entry:** Students reflect in journals about how they can care for each of the body systems through healthy habits like eating, exercise, and rest.

Extensions:

- Students can work in groups to create a 3D model of one of the body systems.
- Virtual tour of the human body using interactive online resources (e.g., *Body Worlds* exhibit or online human anatomy resources).

Remediation:

- Provide labeled diagrams of body systems for students to fill in.
- Use hands-on activities to reinforce body system functions (e.g., a simple "pulse rate experiment" to demonstrate the circulatory system).

Instructional Methods:

- Direct instruction with diagrams and videos.
- Hands-on activities (e.g., building simple models or creating body system posters).
- Interactive discussions about how body systems relate to each other.

Materials & Resources:

- Textbook: “*Comprehensive Health Skills for Middle School*” by Mcgraw Hill
- Supplemental: Educational videos, 3D body models or interactive apps.
- Visual Aids: Diagrams of the body systems, printable worksheets.

Assessments:

- Formative assessment:
 - Participation in group discussions and activities
- Summative assessment:
 - Body system project (model or poster)
- Quiz on body systems and their functions

Curriculum Scope & Sequence

Course Title: 5th Grade Health

Unit: Nutrition and Healthy Eating

Time Frame: 6 classes (approximately 3 weeks)

State Standards:

- **10.2.5.C:** Healthy eating habits.
- **10.3.5.A:** The effects of nutrition on health.

Essential Content/Objectives: At the end of the unit, students will be able to:

- Identify the five food groups and explain their role in maintaining health.
- Understand how to read nutrition labels and make healthy food choices.
- Discuss the importance of hydration and balanced eating.

Core Activities:

- **MyPlate Food Group Sorting Activity:** Students are given a variety of food images or cut-outs and work in pairs to sort them into the correct MyPlate categories (fruits, vegetables, grains, protein, dairy). This reinforces food group recognition.
- **Nutrition Label Detectives:** Using real or printed food labels, students complete a guided worksheet that walks them through identifying serving size, calories, and key nutrients like sugar, fat, and sodium.
- **Design-a-Meal Group Challenge:** Students work in teams to plan a balanced breakfast, lunch, or dinner using MyPlate guidelines. Meals must include all five food groups and be presented on a poster or slide.
- **Hydration Relay Game:** A physical, team-based review game where students race to answer hydration and water-related trivia questions to reinforce the importance of drinking water.
- **Personal Food Journal and Reflection:** Students track their meals and snacks for three days using a simple journal. They reflect on how their diet compares to the MyPlate model and write about one healthy change they could make.

Extensions:

- Have students plan a healthy meal using MyPlate.
- Organize a "healthy snack" day where students bring in nutritious options to share.

Remediation:

- Review food group information with flashcards or interactive games.
- Provide hands-on activities such as creating food diaries to track their meals for a week.

Instructional Methods:

- Direct instruction through videos and Google Slides..
- Group activities to identify healthy food choices.
- Interactive quizzes on nutrition labels and portion sizes.

Materials & Resources:

- Textbook: “*Comprehensive Health Skills for Middle School*” by Mcgraw Hill
- Supplemental: USDA’s MyPlate resources, nutrition label worksheets, food models
- Visual Aids: MyPlate posters, nutrition labels, food group charts

Assessments:

- Formative assessment:
 - Class discussions
 - Participation in activities
- Summative assessment:
 - Healthy meal planning project
 - Quiz on food groups and nutrition labels

Curriculum Scope & Sequence

Course Title: 5th Grade Health

Unit: Physical Activity and Fitness

Time Frame: 6 classes (approximately 3 weeks)

State Standards:

- **10.4.5.A:** Physical fitness.
- **10.4.5.B:** Engagement in physical activities.

Essential Content/Objectives: At the end of the unit, students will be able to:

- Explain the benefits of physical activity (strength, flexibility, cardiovascular health).
- Participate in different types of exercises (aerobic, strength, flexibility).
- Understand the importance of rest and recovery.

Core Activities:

- **Types of Exercise Sorting Game:** Students are given a set of physical activities and must classify each as aerobic, strength, or flexibility-based. This can be done as a card sort or interactive whiteboard activity.
- **Daily Warm-Up Routine Practice:** As a class, students participate in a daily warm-up including stretching, light cardio, and breathing exercises. Students help lead parts of the warm-up by the end of the unit.
- **Design Your Own Fitness Circuit:** In small groups, students design a simple circuit of 4–5 fitness stations (e.g., push-ups, jump rope, yoga poses). They present their circuit to the class and lead peers through it.
- **Fitness Reflection Journal Entry:** Students write about their favorite types of physical activity, how exercise makes them feel, and how they can stay active outside of school.
- **Rest and Recovery Discussion & Poster Creation:** Class discusses why rest is important for health and performance. Students then create posters promoting healthy habits like sleep, hydration, and stretching to support recovery.

Extensions:

- Create a "fitness challenge" for students to track their daily physical activity.
- Organize a fun fitness day with different stations (e.g., jumping jacks, running, stretching).

Remediation:

- Provide modified exercises for students who may have physical limitations.
- Use videos or demonstrations to show exercises and proper techniques.

Instructional Methods:

- Demonstrations of various exercises.
- Physical activities in class (e.g., warm-up exercises, stretching).
- Group work to create fitness routines.

Materials & Resources:

- Textbook: “*Comprehensive Health Skills for Middle School*” by Mcgraw Hill
- Supplemental: GoNoodle videos, fitness activity cards.
- Visual Aids: Exercise charts, fitness trackers.

Assessments:

- Formative assessment:
 - Participation in fitness activities
- Summative assessment:
 - Physical fitness test or fitness routine presentation

Curriculum Scope & Sequence

Course Title: 5th Grade Health

Unit: Mental and Emotional Health

Time Frame: 5-6 classes (approximately 3 weeks)

State Standards:

- **10.3.5.B:** Emotional and mental health
- **10.4.5.C:** Coping with stress

Essential Content/Objectives: At the end of the unit, students will be able to:

- Identify and describe common emotions (happiness, sadness, anger, fear, etc.).
- Discuss how emotions impact physical health.
- Learn coping strategies to manage stress and build resilience.
- Understand the importance of self-esteem and emotional well-being.

Core Activities:

- **Emotion Charades Game:** Students act out various emotions (e.g., joy, frustration, fear) while peers guess the emotion being displayed. This helps improve recognition and empathy toward others' feelings.
- **My Emotions Journal:** Students keep a short, daily journal where they write about how they felt that day and why. Prompts can include identifying triggers, physical responses to emotions, and how they managed them.
- **Coping Strategies Brainstorm & Poster:** Students work in small groups to list positive ways to cope with stress (e.g., deep breathing, talking to a friend, physical activity). Each group creates a poster illustrating one strategy.
- **Mindfulness Minute Practice:** Begin or end each class with a one-minute breathing or mindfulness activity. Students learn how to slow their breathing and become more aware of their thoughts and emotions.
- **Self-Esteem Flower Activity:** Each student creates a flower with petals labeled with positive qualities about themselves. The activity promotes self-esteem and helps students recognize their strengths.

Extensions:

- Create a "stress-relief" toolkit that includes various activities to manage stress (e.g., breathing exercises, journaling, listening to music).
- Watch videos that illustrate scenarios of managing emotions, followed by a class discussion on coping strategies.

Remediation:

- Provide role-playing opportunities for students to practice coping strategies in real-life scenarios.
- Create a visual guide of emotional expressions to help students identify their feelings more clearly.

Instructional Methods:

- Guided discussions on emotional health.
- Journaling and reflective writing on personal feelings and experiences.
- Breathing exercises and other mindfulness activities for stress relief.

Materials & Resources:

- Textbook: *“Comprehensive Health Skills for Middle School”* by McGraw Hill
- Supplemental: Videos on emotional intelligence, breathing exercises, and stress management strategies.
- Visual Aids: Emotional expression charts, stress relief activity cards.

Assessments:

- Formative assessment:
 - Participation in class discussions and activities
- Summative assessment:
 - Emotional health reflection journal or short quiz on emotions and coping strategies