

# 5th Grade Health Curriculum Map

Grade 5 Content Health Teacher(s) Ms. Neadom

	Time period	Focus Standard	Assessment	Essential Question	Resources	Differentiation
<b>Unit 1 First Aid Facts</b>	1 month	<p><b>5.5.1.</b> - Identify health related situations that might require a thoughtful decision.</p> <p><b>5.5.2.</b> - Analyze when assistance is needed when making a health- related decision.</p> <p><b>5.5.3.</b> - List healthy options to health related issues or problems.</p> <p><b>5.5.4.</b> - Predict the potential outcomes of each option when making a health related decision.</p> <p><b>5.5.5.</b> - Choose a healthy option when making a decision.</p> <p><b>5.5.6.</b> - Describe the</p>	Worksheets, Class discussions, group discussions, observations, Group work, Role play, pre-test, post-test, Performance Assessment.	<p>Define first aid and explain the role it plays in emergency situations.</p> <p>Explain the importance of being of service to others in a time of need.</p> <p>List and practice Emergency Response Steps.</p> <p>Follow the Decision Making Steps to determine who should be called in an emergency situation.</p> <p>Explain the methods of handling first aid for a range of common minor emergencies.</p> <p>Explain the importance of developing first aid skills.</p> <p>Simulate a first aid station where you triage the patients, administer first aid, and refer other</p>	<p>THE GREAT BODY SHOP Student Issue 1</p> <p>Student and teacher Online Access</p> <p>Teacher Manual</p> <p>Computer</p> <p>Images</p> <p>Videos</p> <p>SMART Board</p>	Videos, images, Reading support, IEP accommodations, group work

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		<p>outcomes of a health related decision.</p>		<p>patients to appropriate resources for help.</p> <p>Compare and contrast major and minor emergencies and evaluate the suitability of resources.</p> <p>Identify the roles of public safety groups and how to access each for help.</p> <p>Explain the value of assertive strategies when asking for help in an emergency.</p> <p>Access your own personal safety support system within the community.</p> <p>Use the Decision Making Steps to determine which public agency to call for help.</p> <p>Identify negative behavior and group activities that pose danger and identify existing and potential safety hazards.</p> <p>Demonstrate a sense of connection and</p>		
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				<p>responsibility to others by taking safety precautions.</p> <p>Set up routines for safety precautions (refusal skills) at home, at school, in the community, and in one's personal relationships.</p> <p>Predict consequences of unsafe, risk-taking behavior.</p>		
<p><b>Unit 2</b> <b>Brainstorms! Your Central Nervous System</b></p>	1 month	<p><b>5.5.1.</b> - identify health related situations that might require a thoughtful decision.</p> <p><b>5.5.2.</b> - analyze when assistance is needed when making a health- related decision.</p> <p><b>5.5.3.</b> - list healthy options to health related issues or problems.</p> <p><b>5.5.4.</b> - predict the</p>	<p>Worksheets, Class discussions, group discussions, observations, Group work, Role play, pre-test, post-test, Performance Assessment.</p>	<p>Describe the structure and different functions of the brain.</p> <p>Increase desire to perform to the best of one's ability, using all of the faculties of the brain.</p> <p>Set goals and practice ways of developing greater use of the faculties of the brain.</p> <p>Analyze the way you think.</p> <p>Name the different parts of the central nervous</p>	<p>THE GREAT BODY SHOP Student Issue 2</p> <p>Student and teacher Online Access</p> <p>Teacher Manual</p> <p>Computer</p>	<p>Videos, images, Reading support, IEP accommodations, group work</p>

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	<p>potential outcomes of each option when making a health related decision.</p> <p><b>5.5.5.</b> - choose a healthy option when making a decision.</p> <p><b>5.5.6.</b> - describe the outcomes of a health related decisions.</p>		<p>system and explain how they work.</p> <p>Develop respect for the way the brain receives information from the nervous system.</p> <p>Practice sharpening the senses and being conscious of the messages sent to the brain.</p> <p>Compare and contrast reflex and conscious actions.</p> <p>Explain the effects of drugs on the brain.</p> <p>Explore the issue of how doing drugs affects personal values, such as personal responsibility, respect for self and others, honesty, and accountability.</p> <p>Practice refusal skills that can protect you from dangerous risks.</p> <p>Compare and contrast the effects of different drugs on the brain.</p>	<p>Images</p> <p>Videos</p> <p>SMART Board</p>	
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				<p>List the causes and effects of head injuries and various disorders of the brain.</p> <p>Develop a sense of empathy for those afflicted with brain disorders.</p> <p>Practice responsible behaviors, including conflict resolution, to avoid risks that might result in injury to the brain.</p> <p>Predict the effects of various injuries on the brain.</p>		
<p><b>Unit 3</b> <b>You Are What You Eat</b></p>	1 month	<p><b>5.5.1.</b> - identify health related situations that might require a thoughtful decision.</p> <p><b>5.5.2.</b> - analyze when assistance is needed when making a health-related decision.</p> <p><b>5.5.3.</b> - list healthy options to health</p>	<p>Worksheets, Class discussions, group discussions, observations, Group work, Role play, pre-test, post-test, Performance Assessment.</p>	<p>Explain the basic nutritional guidelines.</p> <p>Write an assessment of your own personal values regarding nutrition.</p> <p>Propose alternate menus for the family that meet dietary guidelines.</p> <p>Compare and contrast two food groups.</p> <p>Explain the nutritional</p>	<p>THE GREAT BODY SHOP Student Issue 3</p> <p>Student and teacher Online Access</p> <p>Teacher</p>	<p>Videos, images, Reading support, IEP accommodations, group work</p>

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		<p>related issues or problems.</p> <p><b>5.5.4.</b> - predict the potential outcomes of each option when making a health related decision.</p> <p><b>5.5.5.</b> - choose a healthy option when making a decision.</p> <p><b>5.5.6.</b> - describe the outcomes of a health related decisions.</p>		<p>needs of individuals based on age, gender, activity level, and state of health.</p> <p>Trace the change in values and influences that affect food choice throughout the life cycle.</p> <p>Plan a diet that is appropriate to your place in the life cycle and one that will be appropriate ten years from now.</p> <p>Predict the consequences of maintaining your current diet without any change until you reach the age of your parents.</p> <p>List illnesses associated with food handling.</p> <p>Design and present awards to people and organizations in the community who have contributed to keeping the community safe from diseases associated with food handling.</p> <p>Debate which job in the community is the most</p>	<p>Manual</p> <p>Computer</p> <p>Images</p> <p>Videos</p> <p>SMART Board</p>	
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				<p>important in preventing disease associated with food handling.</p> <p>Analyze why the community needs a Department of Health office.</p> <p>Assess the knowledge level of the community regarding nutrition, using everything you have learned about nutrition.</p> <p>State how valuable it is to you that individuals, families, communities, and the nation are responsible in the promotion of nutritional health.</p> <p>Discover if your local grocery store provides a variety of foods that promote choices that are more healthful and meet the needs of varied diets within the community.</p> <p>Use the Decision Making Steps to determine what you personally can do to help improve the</p>		
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				nutritional health of the community.		
<b>Unit 4 Love Your Lungs!</b>	1 month	<p><b>5.5.1.</b> - identify health related situations that might require a thoughtful decision.</p> <p><b>5.5.2.</b> - analyze when assistance is needed when making a health- related decision.</p> <p><b>5.5.3.</b> - list healthy options to health related issues or problems.</p> <p><b>5.5.4.</b> - predict the potential outcomes of each option when making a health related decision.</p> <p><b>5.5.5.</b> - choose a healthy option when making a decision.</p> <p><b>5.5.6.</b> - describe the outcomes of a health</p>	Worksheets, Class discussions, group discussions, observations, Group work, Role play, pre-test, post-test, Performance Assessment.	<p>Identify the major organs of the respiratory system and describe what they do.</p> <p>Describe the value of making the healthy choice to remain tobacco free.</p> <p>Practice proper breathing techniques for maximum health benefits.</p> <p>Predict the effects of poisonous gases on the respiratory system.</p> <p>Discuss major respiratory diseases (including asthma) and explain their impact on the community.</p> <p>Develop responsibility for doing your part to prevent the spread of communicable respiratory diseases.</p> <p>Identify symptoms of lung disease and methods to prevent the spread of disease.</p>	<p>THE GREAT BODY SHOP Student Issue 4</p> <p>Student and teacher Online Access</p> <p>Teacher Manual</p> <p>Computer</p> <p>Images</p> <p>Videos</p> <p>SMART Board</p>	Videos, images, Reading support, IEP accommodations, group work



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		related decisions.		<p>A Compare and contrast healthy and diseased lungs.</p> <p>Discover the effects of smoking on the lungs.</p> <p>Describe the value of being “a smoke-free me.”</p> <p>Practice saying “No!” to risk-taking behaviors and practice resisting pressure from advertising.</p> <p>Compare prior and new learning regarding tobacco.</p> <p>Explain community risk factors for lung disease.</p> <p>Support a community effort which advocates healthy lungs.</p> <p>Identify community agencies which are connected with community and respiratory health.</p> <p>Use Decision Making Skills to select a community project advocating healthy lungs.</p>		
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<b>Unit 5 Those Crazy, Mixed-up Emotions</b>	1 month	<p><b>5.5.1.</b> - identify health related situations that might require a thoughtful decision.</p> <p><b>5.5.2.</b> - analyze when assistance is needed when making a health- related decision.</p> <p><b>5.5.3.</b> - list healthy options to health related issues or problems.</p> <p><b>5.5.4.</b> - predict the potential outcomes of each option when making a health related decision.</p> <p><b>5.5.5.</b> - choose a healthy option when making a decision.</p> <p><b>5.5.6.</b> - describe the outcomes of a health</p>	Worksheets, Class discussions, group discussions, observations, Group work, Role play, pre-test, post-test, Performance Assessment.	<p>Describe human emotions and their effects on the body.</p> <p>Build respect for the power of emotions to influence your health.</p> <p>Express emotions appropriately through communication skills.</p> <p>Predict the consequences of emotions on health.</p> <p>Identify responsible and irresponsible methods for handling strong emotions.</p> <p>Make acting responsibly a priority in your behavior by making a class commitment.Practice positive skills for coping with stress, conflict, disappointment, and failure.</p> <p>Use decision making steps to determine</p>	<p>THE GREAT BODY SHOP Student Issue 5</p> <p>Student and teacher Online Access</p> <p>Teacher Manual</p> <p>Computer</p> <p>Images</p> <p>Videos</p> <p>SMART Board</p>	Videos, images, Reading support, IEP accommodations, group work

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		related decisions.		<p>responsible actions in emotional situations.</p> <p>Identify events in life which trigger emotions such as grief, depression, anxiety, guilt, and fear.</p> <p>Develop respect for the importance of a support system.</p> <p>Locate resources for help in your community for a variety of problems that might occur in life.</p> <p>Analyze various situations which trigger different emotions and discover the support system.</p> <p>Explain how to recognize and avoid risky situations involving personal safety.</p> <p>Increase awareness that sexual harassment is a crime.</p> <p>Practice assertiveness, refusal skills, and locating resources for help in the community.</p> <p>Distinguish between appropriate,</p>		
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				inappropriate, and confusing touches and secrets.		
<b>Unit 6 Growing Up</b>	1 month	<p><b>5.5.1.</b> - identify health related situations that might require a thoughtful decision.</p> <p><b>5.5.2.</b> - analyze when assistance is needed when making a health- related decision.</p> <p><b>5.5.3.</b> - list healthy options to health related issues or problems.</p> <p><b>5.5.4.</b> - predict the potential outcomes of each option when making a health</p>	Worksheets, Class discussions, group discussions, observations, Group work, Role play, pre-test, post-test, Performance Assessment.	<p>Explain the endocrine system, including major glands and the role hormones play in stimulating body functions.</p> <p>Show how responsible behavior can help the growing-up process.</p> <p>Identify values, responsibilities, and decisions related to growing up. Predict the consequences of various hormones not working properly in the body.</p> <p>Describe human emotions and their effects on the</p>	<p>THE GREAT BODY SHOP Student Issue 6</p> <p>Student and teacher Online Access</p> <p>Teacher Manual</p> <p>Computer</p> <p>Images</p>	Videos, images, Reading support, IEP accommodations, group work

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		<p>related decision.</p> <p><b>5.5.5.</b> - choose a healthy option when making a decision.</p> <p><b>5.5.6.</b> - describe the outcomes of health related decisions.</p>		<p>body.</p> <p>Build respect for the power of emotions to influence your health.</p> <p>Express emotions appropriately through communication skills.</p> <p>Predict the consequences of emotions on health.</p> <p>Identify the connection between good hygiene, your appearance, and feeling good about the way you look.</p> <p>Show empathy, respect, and support for others who are going through puberty.</p> <p>Practice hygiene routines for enhanced appearance and analyze the effect on your self-esteem.</p> <p>Analyze influences of consumer products for hygiene and appearance.</p> <p>Define <i>maturity</i>.</p> <p>Identify health and safety values that demonstrate</p>	<p>Videos</p> <p>SMART Board</p>	
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				<p>maturity.</p> <p>Select and demonstrate appropriate life skills for various situations, including refusal and assertiveness skills, locating resources, and positive alternatives to negative behaviors.</p> <p>Evaluate peer pressure to determine if it is positive or negative.</p> <p>Identify the biological differences between boys and girls.</p> <p>Show respect for self and others as a “maturing” adolescent. Practice speaking respectfully to another person by abstaining from sexual harassment.</p> <p>Compare the physical and emotional similarities between boys and girls during puberty.</p> <p>Identify the connection between good hygiene, your appearance, and feeling good about the</p>		
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				<p>way you look.</p> <p>Show empathy, respect, and support for others who are going through puberty.</p> <p>Practice hygiene routines for enhanced appearance and analyze the effect on your self-esteem.</p> <p>Analyze influences of consumer products for hygiene and appearance.</p> <p>Define <i>maturity</i>.</p> <p>Identify health and safety values that demonstrate maturity.</p> <p>Select and demonstrate appropriate life skills for various situations, including refusal and assertiveness skills, locating resources, and positive alternatives to negative behaviors.</p> <p>Evaluate peer pressure to determine if it is positive or negative.</p>		
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<p><b>Unit 7 Danger Ahead: The Truth About Drugs</b></p>	1 month	<p><b>5.5.1.</b> - identify health related situations that might require a thoughtful decision.</p> <p><b>5.5.2.</b> - analyze when assistance is needed when making a health- related decision.</p> <p><b>5.5.3.</b> - list healthy options to health related issues or problems.</p> <p><b>5.5.4.</b> - predict the potential outcomes of each option when making a health related decision.</p> <p><b>5.5.5.</b> - choose a</p>	<p>Worksheets, Class discussions, group discussions, observations, Group work, Role play, pre-test, post-test, Performance Assessment.</p>	<p>Define the terms drug use, drug misuse, and drug abuse, and identify the short- and long-term effects of different categories of drugs on the body.</p> <p>Set a goal to protect your body from misuse and abuse of drugs.</p> <p>Differentiate among proper use, misuse, and abuse of drugs.</p> <p>Compare and contrast the effects of proper drug use with misuse and abuse.</p> <p>Describe reasons for abusing drugs and how drug abuse by one member affects the whole family.</p>	<p>THE GREAT BODY SHOP Student Issue 7</p> <p>Student and teacher Online Access</p> <p>Teacher Manual</p> <p>Computer</p> <p>Images</p> <p>Videos</p> <p>SMART</p>	<p>Videos, images, Reading support, IEP accommodations, group work</p>



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		<p>healthy option when making a decision.</p> <p><b>5.5.6.</b> - describe the outcomes of a health related decisions.</p>		<p>Show why it is important to talk to an adult you know and trust if you have problems that are hard-to-handle. List resources in the community that can help with drug problems. Analyze why drug abuse on the part of one family member can make the whole family feel guilty, ashamed, and embarrassed.</p> <p>Identify the ways in which some advertising promotes drug use. Discuss the danger of misusing and abusing drugs as a method of solving problems.</p> <p>Analyze print and electronic media ads to determine whether or not they promote the misuse or abuse of drugs.</p> <p>Predict the consequences of using various over-the-counter drugs with various health problems.</p>	Board	
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				<p>Explain why drugs won't solve problems.</p> <p>Find a graphic way to show that the more you stick with positive values, the stronger you get.</p> <p>Make a list of all of the activities you can think of that would be fun and would also help you to be the strongest, healthiest, and most positive person you can be.</p> <p>Compare and contrast the life of someone who chooses to be drug free with the life of someone who chooses to drink, smoke, and take drugs.</p>		
<b>Unit 8 About Blood and Disease</b>	1 month	<b>5.5.1.</b> - identify health related situations that might require a thoughtful decision.	Worksheets, Class discussions, group discussions,	<p>Describe how your circulatory system works.</p> <p>Show how important you believe healthful nutrition and exercise habits are to</p>	THE GREAT THE GREAT BODY SHOP Student Issue	Videos, images, Reading support, IEP accommodations, group work

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		<p><b>5.5.2.</b> - analyze when assistance is needed when making a health- related decision.</p> <p><b>5.5.3.</b> - list healthy options to health related issues or problems.</p> <p><b>5.5.4.</b> - predict the potential outcomes of each option when making a health related decision.</p> <p><b>5.5.5.</b> - choose a healthy option when making a decision.</p> <p><b>5.5.6.</b> - describe the outcomes of a health related decisions.</p>	<p>observations, Group work, Role play, pre-test, post-test, Performance Assessment.</p>	<p>your circulatory system.</p> <p>Perform daily exercises which help to keep your circulatory system healthy.</p> <p>Predict the consequences of risky behaviors which affect our circulatory system, including smoking cigarettes, eating foods with high fat and salt contents, taking drugs, and drinking alcohol.</p> <p>Identify components of the blood and the jobs they do.</p> <p>Create a visual activity to show how important you feel your immune system is.</p> <p>Take responsibility for keeping immunization records.</p> <p>Analyze the importance of immunization.</p> <p>Determine how HIV affects the immune system.</p>	<p>8</p> <p>Student and teacher Online Access</p> <p>Teacher Manual</p> <p>Computer</p> <p>Images</p> <p>Videos</p> <p>SMART Board</p>	
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				<p>Design a goal chart that shows all of the positive things you hope to be and do in your life.</p> <p>Practice refusal skills, particularly concerning avoiding behaviors that pose the life-threatening risk of contracting HIV.</p> <p>Analyze how HIV can and cannot be transmitted.</p> <p>Define compassion and empathy.</p> <p>Show that you can make helping others a priority in your life.</p> <p>Practice expressing kindness, especially toward those who are sick.</p> <p>Research and evaluate the amount of local help offered to patients in your community.</p>		
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<p><b>Unit 9</b> <b>All the Right Stuff</b></p>	<p>1 month</p>	<p><b>5.5.1.</b> - identify health related situations that might require a thoughtful decision.</p> <p><b>5.5.2.</b> - analyze when assistance is needed when making a health- related decision.</p> <p><b>5.5.3.</b> - list healthy options to health related issues or problems.</p> <p><b>5.5.4.</b> - predict the potential outcomes of each option when making a health related decision.</p> <p><b>5.5.5.</b> - choose a healthy option when making a decision.</p> <p><b>5.5.6.</b> - describe the outcomes of a health related decisions.</p>	<p>Worksheets, Class discussions, group discussions, observations, Group work, Role play, pre-test, post-test, Performance Assessment.</p>	<p>Explain the role of advertising in consumer behavior, including identifying at least five different tactics used by advertisers.</p> <p>Demonstrate responsibility for checking out advertising claims before making purchasing decisions.</p> <p>Using research from one night's TV viewing or one magazine or newspaper, evaluate the advertising tactics and decide which ones are misleading and in what ways.</p> <p>Compare and contrast advertising claims.</p> <p>Discover what you need to know and do to be a smart consumer, including analyzing factors that influence your decision to buy.</p> <p>Discuss how your values affect your consumer behavior.</p> <p>Practice smart consumer</p>	<p>THE GREAT BODY SHOP Student Issue 9</p> <p>Student and teacher Online Access</p> <p>Teacher Manual</p> <p>Computer</p> <p>Images</p> <p>Videos</p> <p>SMART Board</p>	<p>Videos, images, Reading support, IEP accommodations, group work</p>
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				<p>techniques, including unit price shopping, reading labels, and evaluating advertising claims.</p> <p>Compare and contrast the results of shopping carefully using smart consumer techniques with impulse buying.</p> <p>Identify resources for judging the quality and health risks that might be present in the goods you buy.</p> <p>Discuss who bears the responsibility in the case of the purchase of faulty products, products which are unhealthful, or products that are misused in a variety of scenarios.</p> <p>Practice being a consumer advocate by locating a product or advertisement which misleads the consumer and by taking appropriate action to correct the situation.</p> <p>Evaluate the impact of</p>		
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				<p>different kinds of music and music videos on your mental health.</p> <p>Explain what a budget is, how it works, and why it is an important tool for financial success.</p> <p>Resolve to live within your means.</p> <p>Practice making a personal budget for one month which reflects your personal goals. Use the Decision Making Steps to set financial and other priorities.</p>		
<b>Unit 10 Bones and Muscles</b>	1 month	<p><b>5.5.1.</b> - identify health related situations that might require a thoughtful decision.</p> <p><b>5.5.2.</b> - analyze when assistance is needed when making a</p>	Worksheets, Class discussions, group discussions, observations, Group work, Role play,	<p>Describe various functions of the skeletal system.</p> <p>Show how important you think it is that our bones can heal if broken.</p> <p>Practice habits which are</p>	THE GREAT BODY SHOP Student Issue 10  Student and teacher Online	Videos, images, Reading support, IEP accommodations, group work

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		<p>health- related decision.</p> <p><b>5.5.3.</b> - list healthy options to health related issues or problems.</p> <p><b>5.5.4.</b> - predict the potential outcomes of each option when making a health related decision.</p> <p><b>5.5.5.</b> - choose a healthy option when making a decision.</p> <p><b>5.5.6.</b> - describe the outcomes of a health related decisions.</p>	<p>pre-test, post-test, Performance Assessment.</p>	<p>designed to strengthen and maintain healthy bones.</p> <p>Predict the consequences of a poor diet and lack of exercise for your bones.</p> <p>Identify the three muscle types and their functions.</p> <p>Show how important you feel your body is by making choices that require physical activity.</p> <p>Set a goal to exercise your muscles and bones 60 minutes a day.</p> <p>Compare and contrast proper and improper ways to exercise. Describe perfect environments in which to perform specific physical activities.</p> <p>Show how important you feel it is to respect environmental conditions while performing physical activities.</p> <p>Practice skills needed to avoid sports injury and prevent accidents which</p>	<p>Access</p> <p>Teacher Manual</p> <p>Computer</p> <p>Images</p> <p>Videos</p> <p>SMART Board</p>	
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				<p>might occur in certain environments.</p> <p>Use the decision making process to choose alternative physical activities when the environment is unhealthful or dangerous.</p> <p>Describe four things which can help to make a body great: positive attitude, daily exercise, nutritious diet, good decision making skills.</p> <p>Show how important you feel it is to respect others when participating in sports.</p> <p>Create a plan to keep your body great and track your progress for a month.</p> <p>Analyze sports and dance as a means to become acquainted with others of like and different cultures.</p>		
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