

DELAWARE VALLEY SCHOOL DISTRICT

PLANNED INSTRUCTION

A PLANNED COURSE FOR:

Health

Curriculum writing Committee:
Jen Marchetti

Grade Level: 5

Date of Board Approval: __2021_____

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Course Weighting

Participation	60%
Classwork / Homework	20%
Projects / Quizzes / Tests	20%
Total	100%

Curriculum Map

Overview:

The purpose of the Health curriculum describes quality health education objectives that will help students develop a life-long commitment to healthy, active living. The healthy, physically active child is more likely to be academically motivated, alert, and successful in school. They are also more likely to establish habits of behavior that will foster good health throughout life thereby enhancing the quality of life. Children and youth who are physically, emotionally, and socially well are better able to benefit from learning experiences provided in school. Health behaviors are influenced by a variety of factors that include awareness and knowledge of health issues, skills necessary to develop healthy behaviors and opportunities to practice the behaviors.

Goals:

- 1. Unit One –Health and Wellness**
Overview with time range in days: 35

Unit One -Goals:

Understanding of:

- Tobacco, Alcohol, and other drugs
- Physical Activity and Fitness
- Nutrition
- Injury Prevention
- Anatomy
- Family Health
- Sexuality
- Mental and Emotional Health

- 2. Unit Two –Community and Environmental Health**
Overview with time range in days: 15

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Unit Two -Goals:

Understanding of:

- Community Health
- Environmental health
- Consumer health
- Bullying
- Communicable disease

Big Ideas:

- Health concepts are essential for wellness and a health enhancing lifestyle.
- Participation in physical activity impacts wellness throughout a lifetime.
- Community well-being is dependent upon a balance of personal and social responsibility.

Textbook and Supplemental Resources:

Mendez Foundation, *Too Good for Drugs Grade 5*, CE Mendez Foundation, Inc. 2018

Health Teacher

www.healthteacher.com

Kids Health

www.kidshealth.org

Nutrition Explorations

www.nutritionexplorations.org

Learn to be Healthy

www.learntobehealthy.org

Operation Fit Kids

www.acefitness.org

Kids programs

www.empowerme.org

HPE Alliance

www.healthiergeneration.org

National Association of Sports and PE

www.naspe.org

Healthy Alliance

www.healthiergeneration.org

Balancing Activity and Nutrition for Kids

www.neahin.org/bankcurriculum

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Curriculum Plan

Unit: Health and Wellness

Time Range in Days: 35 lessons

Standards Addressed:

PA Academic Standards: 10.1.6A, 10.1.6B, 10.1.6C, 10.1.6D, 10.2.6A, 10.2.6D, 10.3.6A, 10.3.6B, 10.3.6D, 10.4.6B

SHAPE America's National Standards: 1,2,3,4,5,7

Eligible Content:

- Describe growth and development changes that occur between childhood and adolescence and identify factors that can influence these changes.
- Identify and describe the structure and function of the major body systems.
- Analyze nutritional concepts that impact health.
- Explain factors that influence childhood and adolescent drug use.
- Explain the relationship between personal health practices and individual well-being.
- Describe and apply the steps of a decision-making process to health and safety issues.
- Explain and apply safe practices in the home, school and community.
- Know and apply appropriate emergency responses.
- Analyze the role of individual responsibility for safety during physical activity.
- Explain the effects of regular participation in moderate to vigorous physical activities on the body systems.

Objectives:

- Analyze reasons young people use/abuse alcohol and other drugs. (DOK 4)
- Assess the effects of inhalants upon the body systems. (DOK 3)
- Assess how decisions about inhalant use could affect their favorite activities as well as cause serious health problems and/or death. (DOK 3)
- Identify consequences of unhealthful decisions about drug use. (DOK 1)
- Analyze influences on alcohol and other drug use. (DOK 4)
- Identify reasons to avoid alcohol and other drug use. (DOK 1)
- Analyze importance of reading and following label directions for OTC medicines. (DOK 4)
- Identify harmful ingredients in tobacco smoke. (DOK 1)
- Assess sources for information about tobacco smoke and its effect on the respiratory system. (DOK 3)
- Identify the structure and function of the major parts of the respiratory system. (DOK 1)

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- Identify health care providers in the community who are qualified to treat respiratory problems. (DOK 1)
- Classify foods according to the five food groups. (DOK 2)
- Identify the key nutrients and the relationship of a balanced diet to these nutrients and health. (DOK 1)
- Classify foods in a balanced diet. (DOK 2)
- Analyze the effects of food choices have on body composition. (DOK 4)
- Investigate the relationships involving aerobic endurance, body composition, flexibility, muscular strength and endurance, and self -image. (DOK 3)
- Describe the process of digestion. (DOK 1)
- Compare the diversity within families. (DOK 2)
- Identify family responsibilities. (DOK 1)
- Hypothesize influences that create change in families. (DOK 3)
- Recall the physical, emotional, and social changes of adolescence. (DOK 1)
- Analyze reasons people show respect. (DOK 4)
- Recall the cause and transmission of HIV infection. (DOK 1)
- Identify valid sources for information about HIV infection. (DOK 1)
- Assess the importance of having a fire escape plan. (DOK 3)
- Design fire escape plans for their homes. (DOK 4)
- Recall bicycle safety rules. (DOK 1)
- Identify common traffic safety signs. (DOK 1)
- Illustrate skills for caring for minor wounds and burns. (DOK 1)
- List skills to stay safe in the water. (DOK 1)
- Identify the basic parts of the digestive system. (DOK 1)
- Recite the function of the parts of the digestive system. (DOK 1)
- Name major structures and areas that compose the heart. (DOK 1)
- Illustrate the blood flow through the heart. (DOK 1)
- Hypothesize behaviors that promote the health and safety of the central nervous system. (DOK 3)
- Identify key voluntary and involuntary muscles. (DOK 1)
- Analyze the relationship between the muscular system and other body systems. (DOK 4)
- Identify the structural elements of bone. (DOK 1)
- Analyze the importance of maintaining good bone health in relationship to maintaining overall health. (DOK 4)
- Assess the respiratory process. (DOK 3)
- Hypothesize behaviors and practices that help ensure good respiratory health. (DOK 3)
- Create a short term personal goal using the goal-naming criteria. (DOK 4)

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- Identify a variety of options to any given decision. (DOK 1)
- Differentiate between assertive, aggressive, and passive speaking styles. (DOK 3)

Core Activities and Corresponding Instructional Methods:

- Discuss possible reasons for interest in alcohol, tobacco, and other drug use.
- Brainstorm options for solving problems.
- Evaluate options for responding to the problem.
- Discuss the elements needed to sustain human life.
- Discuss dangerous fumes in common household products.
- Brainstorm consequences of using inhalants.
- Brainstorm and categorize problems caused by drug use.
- Identify newspaper articles related to alcohol or other drug use.
- Identify situations where they have been pressured.
- Role-play using refusal skills.
- Describe how it felt to be pressured or to be persuasive.
- Brainstorm effects of alcohol and other drug use.
- Demonstrate how peers influence others.
- Review what OTC medicines are.
- Review the information found on the OTC medicine labels.
- Review the structures of the respiratory system and their functions.
- Describe ingredients of tobacco.
- Simulate tar affecting cilia.
- Review additional chemicals in tobacco.
- Research tobacco ingredients.
- Discuss the respiratory system.
- Label parts of the respiratory system.
- Review structure and function of the respiratory system.
- Understand the kids' activity pyramid.
- Understand the mypyramid.gov nutritional plan.
- Explain the importance of our hearts and the youth RPE scale.
- Identify what to drink for healthy and proper hydration.
- Know your steps and safe walking technique.
- Identify healthy snack choices.
- Explain the importance of strength exercises.
- Explain a food label and its components.

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- Demonstrate muscle strengthening exercises.
- List ways to reduce fat and calories in fast food meals.
- Explain the benefits of stretching.
- Understand the importance of eating breakfast.
- Discuss age groups that may be part of a family.
- Discuss similarities and differences in families.
- Explore the roles and responsibilities of families.
- Discuss the importance of being a responsible family member.
- Discuss growing and aging.
- Diagram changes that may occur in families.
- Discuss puberty.
- Identify the physical, social, and emotional changes of puberty.
- Complete sentences about respect.
- Discuss ways to show respect to others.
- Explore self-respect.
- Play a game to identify actions that show respect.
- Discuss situations that involve water safety.
- Create posters to advocate water safety.
- Brainstorm ways to prevent minor wounds and burns.
- Practice first aid techniques.
- Discuss bike safety.
- Brainstorm safety rules.
- Review common traffic signs.
- Review decision making steps.
- Practice decision making using the appropriate steps.
- Discuss the importance of having a fire escape plan.
- Students practice fire escape and what to do after escaping from a fire.
- Draw floor plans of their homes and include fire escape routes.
- Locate and label the major structures of the heart.
- Complete a blood flow map and blood flow sequencing cards.
- Discuss the brain and its components.
- Discuss the digestive system, its components, and how to keep it healthy.
- Discuss voluntary and involuntary muscles, brainstorm then label muscles that are in each category.
- Discuss the function of the skeletal system and how to keep it healthy.
- Define respiration and name its components.

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Assessments:

Diagnostic:

- Question and Answer
- Class discussion

Formative:

- Learning log
- Check and recheck knowledge
- KWL chart

Summative:

- Written assessment
- Project assessment

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Unit: Community and Environmental Health

Time Range in Days: 15 lessons

Standards Addressed:

PA Academic Standards: 10.1.6E, 10.2.6A, 10.2.6B, 10.2.6C, 10.2.6D, 10.2.6E, 10.3.6A, 10.3.6C

National Standards: 1,2,3,4,5,6,7

Eligible Content:

- Identify health problems that can occur throughout life and describe ways to prevent them.
- Explain the relationship between personal health practices and individual well-being.
- Explain the relationship between health-related information and consumer choices.
- Explain the media's effect on health and safety issues.
- Describe and apply the steps of a decision-making process to health and safety issues.
- Analyze environmental factors that impact health.
- Explain and apply safe practices in the home, school and community.
- Describe strategies to avoid or manage conflict and violence.

Objectives:

- Identify common bullying behaviors. (DOK 1)
- Analyze why some people resort to bullying. (DOK 4)
- Classify positive and negative ways to deal with bullying behavior. (DOK 2)
- Hypothesize what to do when a friend is being bullied. (DOK 3)
- Formulate effective "I messages". (DOK 3)
- Design anti-bullying tactics for themselves and for the entire school. (DOK 4)
- Define what it means to be a bully. (DOK 1)
- Analyze why people bully. (DOK 4)
- Analyze the benefits of belonging to a positive peer group. (DOK 4)
- Identify the effect of peer pressure on decision making and goals. (DOK 1)
- Identify the relationship between feelings and behaviors. (DOK 1)
- Create a short term personal goal using the goal-naming criteria. (DOK 4)
- Identify a variety of options to any given decision. (DOK 1)
- Analyze the effect of noise pollution on health. (DOK 4)
- Identify community health services. (DOK 1)

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- Identify careers in community health. (DOK 1)
- Assess the importance of conserving resources and reducing pollution to personal and community health. (DOK 3)
- Identify the importance of reducing use, reusing items, and recycling. (DOK 1)
- Analyze safe sun practices and how it contributes to future health. (DOK 4)
- Analyze the social influences that encourage or discourage a person to protect against the harmful effects of the sun. (DOK 4)
- Identify personal health behaviors that help prevent diseases. (DOK 1)
- Identify symptoms of asthma, allergies, and diabetes. (DOK 1)
- Assess characteristics of valid information, products and services. (DOK 3)
- Hypothesize conditions that arise due to lack of sleep. (DOK 3)
- Critique why sleep is necessary for overall health. (DOK 4)
- Identify foods and drinks that may interfere with a good night's sleep. (DOK 1)
- Identify the job of the immune system and how it works. (DOK 1)
- Describe how the HIV virus affects the immune system. (DOK 1)
- Recall how HIV is transmitted. (DOK 1)
- Formulate ways to prevent infections. (DOK 3)

Core Activities and Corresponding Instructional Methods:

- Take pre/posttest on bullying.
- Identify reasons why the bully became a bully (understanding a bully's background).
- Brainstorm ways to help out a bully and a victim of bullying behavior.
- Practice SWARM (how to pull a friend out of danger from a bully).
- Participate in various role plays, sequencing games, and bully activity card games.
- Learn effective strategies in dealing with bullies and victims of (No-blame approach, peer-support efforts, Circle time discussions).
- Practice skills such as eye contact, and demonstrate self-confidence.
- Evaluate methods of bullying prevention.
- Work cooperatively in a jigsaw cooperation learning activity.
- Discuss cyber bullying and the severity of it/consequences.
- Define noise pollution.
- Brainstorm sources of noise pollution.
- Discuss ways communities/individuals can prevent noise pollution.
- Discuss the importance of clean water.
- Discuss ways that the community/individuals can keep water clean and safe.
- Design posters to advocate keeping water safe and clean.

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- Brainstorm community health services.
- Classify community service areas.
- Research careers in community health.
- Brainstorm types of pollution in homes and communities.
- Brainstorm ways to conserve resources and reduce pollution.
- Create skits to advocate conservation of resources and reducing pollution.
- Brainstorm ways that common materials can be reused or recycled.
- Create posters to advocate reduce, reuse, recycle.
- Using various types of media show how the immune system works.
- Brainstorm and list communicable and non-communicable diseases.
- List ways germs can spread from person to person through casual contact.
- Discuss STIs including HIV/AIDS. (symptoms, transmission, prevention, treatment)
- Discuss communicable diseases and how they can be transmitted. (Herpes, Mononucleosis, Lyme's Disease)
- Have school nurse demonstrate proper hand washing.

Assessments:

Diagnostic:

- Question and Answer
- Class discussion
- Checklists of body defenses against disease

Formative:

- Homework assessment
- Classroom work
- Research a communicable disease and report to class
- Learning log (assess content knowledge and attitude)

Summative:

- Written Assessment
- Project Assessment

Appendix

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Checklist to Complete and Submit with Curriculum:

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- _____ A hard copy of the curriculum using The template entitled "Planned Instruction," available on the district website
- _____ Hard copies of all supplemental resources not available electronically
- _____ The primary textbook form(s)
- _____ The appropriate payment form, in compliance with the maximum curriculum writing hours noted on the first page of this document
- _____ A USB/Flash Drive containing a single file that will print the curriculum in its intended sequence from beginning to end and all supplemental resources that are available in electronic format.

Each principal and/or department chair has a schedule of First and Second Readers/Reviewers. Each Reader/Reviewer must sign & date below.

First Reader/Reviewer Printed Name _____

First Reader/Reviewer Signature _____ Date _____

Second Reader/Reviewer Printed Name _____

Second Reader/Reviewer Signature _____ Date _____