

## Wilson Area School District Planned Course Guide

**Title of planned course:** Health Education

**Subject Area:** Health

**Grade Level:** 5<sup>th</sup> Grade

**Time/Credit for this Course:** 1 class/week, 36 weeks

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## Curriculum Map

<b>August:</b>	Health Introduction
<b>September:</b>	Health Introduction/Bullying
<b>October:</b>	Bullying/Growth and Development
<b>November:</b>	Growth and Development
<b>December:</b>	Growth and Development/Family Health
<b>January:</b>	Family Health
<b>February:</b>	Family Health/Body Systems
<b>March:</b>	Body Systems
<b>April:</b>	Body Systems/Diseases
<b>May:</b>	Diseases/First Aid & Safety
<b>June:</b>	First Aid & Safety

## Wilson Area School District Planned Course Materials

**Course Title:** Health Education

**Textbook:** None

**Supplemental Books:** None

**Teacher Resources:**

Activities That Teach  
American Red Cross DVD (2011)  
Community Agencies and Organizations  
Comprehensive Health for the Middle Grades Series  
Confessions of a Former Bully (Adams and Ludwig)  
Discovering Me  
Discovery Ed: United Streaming Website  
Glencoe Health Teacher Edition  
Health and Wellness  
Health Smart Teacher Background (Grades 5-6)  
Health Teacher's Book of Lists  
Internet  
Life Skills Workbook  
My Secret Bully (Ludwig and Marble)  
Patricia Rizzo Toner's Just for the Health of It Series  
Say Something (Lyon and Moss)  
Sorry! (Ludwig and Manning)  
Sexuality and Character Education, K-12  
Teacher Acquired Materials  
Teacher Generated Materials  
Teaching Today's Health  
The Ant Bully (DVD)  
Think, Choose, Act Healthy  
Tools for Teaching Health  
Totally Awesome Health

## Curriculum Scope & Sequence

**Planned Course:** Health Education

**Unit:** Health Introduction

**Time frame:** 2 classes

**State Standards:** 10.1.6.E, 10.2.6.A

**Essential content/objectives:** At end of the unit, students will be able to:

- Define three aspects of health
- Understand influences on health
- Understand relationship between personal health practices and individual well-being
- Recognize health problems that can occur and explain ways to prevent them
- Evaluate own health practices and areas to improve upon

**Core Activities:** Students will complete/participate in the following:

- Create mobile or poster
- Friendly conversation
- Speed dating
- Map out one week of personal health practices

**Extensions:**

- Further research on topics
- Act as third person to moderate interview process

**Remediation:**

- Adaptations specific to students' needs
- Cooperative learning among peers
- Breakdown complex tasks into smaller, more manageable units
- Use variety of instructional strategies
- Allow extra time for completion of assigned tasks
- Peer Assistance

**Instructional Methods:**

- Direct instruction
- Notes
- Group work
- Individual hands-on project
- Interactive exercises

**Materials & Resources:**

- Worksheets
- Notes
- Videos/DVDs
- Journals
- Internet
- Art supplies
- Flip camera

**Assessments:**

- Quizzes
- Tests
- Journal entries
- Projects
- Rubric tool
- Self-assessment
- Peer assessment

## Curriculum Scope & Sequence

**Planned Course:** Health Education

**Unit:** Bullying

**Time frame:** 4 classes

**State Standards:** 10.3.6.C

**Essential content/objectives:** At end of the unit, students will be able to:

- Understand the concept of bullying
- Identify ways to recognize bullying
- Identify ways to prevent bullying and formulate strategies for reporting bullying
- Recognize available resources in the event of bullying
- Shape peer norms that view bullying as unacceptable

**Core Activities:** Students will complete/participate in the following:

- Graffiti Wall
- Create a short story, commercial, comic strip, or TV sitcom script

**Extensions:**

- Investigate bullying occurrences on internet and report
- Create an advertising campaign on anti-bullying or pursue No Place for Hate concept

**Remediation:**

- Adaptations specific to students' needs
- Cooperative learning among peers
- Breakdown complex tasks into smaller, more manageable units
- Use variety of instructional strategies
- Allow extra time for completion of assigned tasks
- Peer Assistance

**Instructional Methods:**

- Direct instruction
- Modeling
- DVD use
- Review of literature

**Materials & Resources:**

- Worksheets
- Notes
- Videos
- Journals
- Internet
- Community agencies
- Guest speaker

**Assessments:**

- Quizzes
- Tests
- Journal entries
- Projects and presentations
- Rubric tool
- Self-assessment
- Peer assessment

## Curriculum Scope & Sequence

**Planned Course:** Health Education

**Unit:** Growth and Development

**Time frame:** 10 classes

**State Standards:** 10.1.6.A, 10.1.6.B

**Essential content/objectives:** At end of the unit, students will be able to:

- Describe changes that occur between childhood and adolescence
- Identify factors that can influence these changes
- Gain knowledge and practical application of personal hygiene
- Analyze physical, emotional, and social ramifications of puberty
- Communicate in clear and respectful ways
- Outline basic understanding of the reproductive system and endocrine system

**Core Activities:** Students will complete/participate in the following:

- How to survive stressful situations
- Puberty game show
- Interview an older student or family member
- Reflection paper: Before and after
- Moods, dealing, and feeling
- Letter to someone with poor personal hygiene
- Response to receiving a letter about poor personal hygiene

**Extensions:**

- Moderate the Game Show and research material to create additional questions

**Remediation:**

- Adaptations specific to students' needs
- Cooperative learning among peers
- Breakdown complex tasks into smaller, more manageable units
- Use variety of instructional strategies
- Allow extra time for completion of assigned tasks
- Peer Assistance

**Instructional Methods:**

- Direct instruction
- Question/answer sessions
- DVDs
- Journal use
- Internet
- Student writing

**Materials & Resources:**

- Worksheets
- Notes
- Videos
- Journals
- Internet
- Student folder
- Game show cards
- Script for moderator
- Reaction bells
- Student writing samples

**Assessments:**

- Quizzes, tests
- Journal entries
- Group involvement
- Labeling and identification worksheets
- Student folders
- Rubric tool to assess student-created works
- Self-assessment

## Curriculum Scope & Sequence

**Planned Course:** Health Education

**Unit:** Family Relationships

**Time frame:** 5 classes

**State Standards:** 10.1.6.A, 10.3.6.A, 10.3.6.C

**Essential content/objectives:** At end of the unit, students will be able to:

- Investigate the role of the family throughout an individual's development
- Describe characteristics of healthy relationships
- Identify support systems to improve mental health
- Evaluate elements of dysfunction
- Analyze skills necessary for effective communication
- Evaluate communication skills that lend to a healthy relationship

**Core Activities:** Students will complete/participate in the following:

- Types of families
- Healthy relationships
- Family dysfunction
- Family roles and responsibilities
- Support systems

**Core Activities:** Students will complete/participate in the following:

- Puberty game show
- Interview an older student or family member
- Reflection paper: Before and after
- Moods, dealing, and feeling
- Letter to someone with poor personal hygiene
- Response to receiving a letter about poor personal hygiene

**Extensions:**

- Research your "family tree" and report findings to the class

**Remediation:**

- Adaptations specific to students' needs
- Cooperative learning among peers
- Breakdown complex tasks into smaller, more manageable units
- Use variety of instructional strategies
- Allow extra time for completion of assigned tasks
- Peer Assistance

**Instructional Methods:**

- Direct instruction
- Notes
- Journal
- Worksheets
- Group discussion
- Reporting student findings

**Materials & Resources:**

- Student folders
- Worksheets
- Journal
- Art supplies
- VHS/DVD clips
- Community agencies and organizations who service the family

**Assessments:**

- Student writing
- Student findings
- Student folder
- Journal
- Rubric tools
- Self-assessment

## Curriculum Scope & Sequence

**Planned Course:** Health Education

**Unit:** Body Systems

**Time frame:** 7 classes

**State Standards:** 10.1.6.B, 10.2.6.A

**Essential content/objectives:** At end of the unit, students will be able to:

- Identify and explain the structure, location, and basic function of the ten major body systems; specifically the Circulatory System, the Digestive System, the Respiratory System, the Nervous System, the Musculoskeletal System, the Endocrine System, the Integumentary System, the Urinary System, the Immune System, and the Reproductive System.

**Extensions:**

- Interview someone who has a disease or condition compromising one or more of the body systems

**Remediation:**

- Adaptations specific to students' needs
- Cooperative learning among peers
- Breakdown complex tasks into smaller, more manageable units
- Use variety of instructional strategies
- Allow extra time for completion of assigned tasks
- Peer Assistance

**Instructional Methods:**

- Direct instruction
- Diagrams
- Handouts
- Cooperative grouping
- Use of science models depicting various body systems

**Materials & Resources:**

- Worksheets
- Notes
- DVD
- Journals
- Internet
- Student folders
- Models
- Interview models

**Assessments:**

- Quizzes
- Tests
- Journal entries
- Projects
- Student folder
- Rubric tool
- Self assessment

## Curriculum Scope & Sequence

**Planned Course:** Health Education

**Unit:** Diseases

**Time frame:** 4 classes

**State Standards:** 10.1.6.E

**Essential content/objectives:** At end of the unit, students will be able to:

- Identify various diseases and the systems affected
- Identify and understand risk factors for diseases
- Describe and apply ways in which diseases may be prevented
- Identify and practice healthy lifestyle choices

**Extensions:**

- Using the internet, investigate diseases that affect 5<sup>th</sup> grade age individuals

**Remediation:**

- Adaptations specific to students' needs
- Cooperative learning among peers
- Breakdown complex tasks into smaller, more manageable units
- Use variety of instructional strategies
- Allow extra time for completion of assigned tasks
- Peer Assistance

**Instructional Methods:**

- Direct instruction
- Hand-outs
- Worksheets
- Cooperative grouping

**Materials & Resources:**

- Worksheets
- Notes
- Journals
- Internet
- Student folder
- Created charts
- Computer lab
- Art supplies
- Magazines
- Newspapers

**Assessments:**

- Quizzes
- Tests
- Journal entries
- Projects
- Writing samples
- Rubric tool
- Self-assessment

## Curriculum Scope & Sequence

**Planned Course:** Health Education

**Unit:** Basic First Aid

**Time frame:** 2 classes

**State Standards:** 10.3.6.B, 10.3.6.D

**Essential content/objectives:** At end of the unit, students will be able to:

- Respond to an emergency (check - call - care)
- Apply basic first aid procedures
- Observe and shadow practice Heimlich Maneuver
- Analyze methods of injury prevention during physical activity

**Core Activities:** Students will complete/participate in the following:

- Develop a first aid kit
- Role play a 9-1-1 call
- Scenarios with blanks
- First aid poster

**Extensions:**

- Create additional scenarios to be used in the group work

**Remediation:**

- Adaptations specific to students' needs
- Cooperative learning among peers
- Breakdown complex tasks into smaller, more manageable units
- Use variety of instructional strategies
- Allow extra time for completion of assigned tasks
- Peer Assistance

**Instructional Methods:**

- Direct instruction
- Demonstration
- Pairing and practicing
- Brainstorming
- American Red Cross DVD (2011 edition)
- Guest speaker

**Materials & Resources:**

- Worksheets
- Notes
- American Red Cross DVD
- Journals
- Internet
- Student folder
- American Red Cross
- Art supplies
- Flashcards
- Diagrams
- Scenario cards
- Guest speaker

**Assessments:**

- Quizzes
- Tests
- Journal entries
- Presentations
- Practice and practical application
- Brochures
- Tip-sheets
- Self-assessment

## Curriculum Scope & Sequence

**Planned Course:** Health Education

**Unit:** Safety

**Time frame:** 2 classes

**State Standards:** 10.2.6.B, 10.2.6.C, 10.2.6.D, 10.2.6.E, 10.3.6.A

**Essential content/objectives:** At end of the unit, students will be able to:

- Analyze media's effect on health and safety issues
- Describe and apply the steps of a decision making process to health and safety issues
- Analyze and apply safe practices concerning home safety, personal safety, violence prevention, and environmental factors
- Demonstrate how to respond to school emergencies

**Core Activities:** Students will complete/participate in the following:

- Portfolio
- Design a safety plan for home
- Design a safety label for products
- Investigate safety laws
- The pillowcase project

**Extensions:**

- Interview a fire fighter or paramedic and report on the individual

**Remediation:**

- Adaptations specific to students' needs
- Cooperative learning among peers
- Breakdown complex tasks into smaller, more manageable units
- Use variety of instructional strategies
- Allow extra time for completion of assigned tasks
- Peer Assistance

**Instructional Methods:**

- Direct instruction
- Student role play under teacher direction
- Guide small group work while students design both a safety plan and product safety labels
- Explanation and demonstration of a portfolio

**Materials & Resources:**

- Worksheets
- Notes
- VHS/DVD segments
- Journals
- Internet
- Student folders/portfolios
- Art supplies

**Assessments:**

- Quizzes
- Tests
- Journal entries
- Rubric tool
- Projects
- Self assessment
- Peer assessment