

# Clinton-Glen Gardner School District



## Curriculum Management System

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Health

Grade 5

August 2015

**\* For adoption by all regular education programs as specified and for adoption or adaptation by all Special Education Programs in accordance with Board of Education Policy #2200.**

**Board Approved: August 25, 2015  
Revised: August 20, 2015**

# CLINTON-GLEN GARDNER SCHOOL DISTRICT

## ADMINISTRATION

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**Mrs. Lisa J. Craft, Business Administrator**  
**Mrs. Jacqueline Turner, Assistant Principal**  
**Mrs. Jenine Kastner, Supervisor of Special Services**

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## **Acknowledgments**

**The following individuals are acknowledged for their assistance in the preparation of this Curriculum Management System:**

**Writers' Names:   Tim Bidwell  
                          Mary Bulger**

**21<sup>st</sup> Century Life and Careers Integration:   Jessica Latanzio Crespo  
  Barbara Shaffer**

# **Clinton-Glen Gardner School District**

## **Mission**

The mission of the Clinton-Glen Gardner School District is to inspire our students to become contributing members of society who are independent, innovative, life-time learners equipped with the necessary skills to meet the demands of our ever-changing world.

## **Philosophy**

As part of the effort to prepare students to function optimally as global citizens and workers, the contemporary view of health and physical education focuses on taking personal responsibility for one's health through an active, healthy lifestyle that fosters a lifelong commitment to wellness. Responsible decision-making, health enhancing behaviors, being a discriminating consumer, dealing safely with unhealthy or dangerous situations, and developing dependable support systems are all traits that contribute to one's wellness. The health and physical education program is comprehensive, sequential, and emphasizes the natural interdisciplinary connection between wellness and health and physical education with a focus on the development of knowledge and skills that influence healthy behaviors within the context of self, family, school, and the local and global community.

Knowledge of health and physical education concepts and skills empowers students to assume lifelong responsibility to develop physical, social, and emotional wellness. The curriculum fosters students that:

- Maintain physical, social, and emotional health by practicing healthy behaviors and goal setting
- Engage in a physically active lifestyle that promotes overall wellness
- Develop a variety of skills that may afford them opportunities to develop physical fitness for present and future leisure time activities.
- Are knowledgeable about health and wellness and how to access health resources
- Recognize the influence of media, technology, and culture in making informed health-related decisions as a consumer of health products and services
- Advocate for personal, family, community, and global wellness and is knowledgeable about national and international public health and safety issues
- Practice effective cross-cultural communication, problem solving, negotiation, and conflict resolution skills
- Are accepting and respectful of individual and cultural differences

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**New Jersey State Department of Education  
Core Curriculum Content Standards**

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**A note about Comprehensive Health and Physical Education Standards and Cumulative Progress Indicators:**

Summary of Revisions to the 2014 NJCCCS for Comprehensive Health and Physical Education

There were minor changes made to the 20014 standards. Additions to the standards included the following defining terms in the glossary: over load principle, progressive principle, principle of specificity, health, wellness, rhythm and health data. Newly passed legislation, N.J.S.A. 18A: 35-4.23a describing Dating Violence education grades 7-12, was added to the legislation section. One additional revision of the Introduction of the document was the addition to the existing definition of 21<sup>st</sup> Century Skills by the Partnership of 21<sup>st</sup> Century Skills; the phrase “Understanding national and international public health and safety issues” was added to the existing definition.

# **New Jersey Core Curriculum Content Standards for Comprehensive Health and Physical Education INTRODUCTION**

## **Comprehensive Health and Physical Education in the 21<sup>st</sup> Century**

Health literacy is an integral component of 21<sup>st</sup> Century education. Healthy students are learners who are “knowledgeable, productive, and also emotionally and physically healthy, motivated, civically engaged, prepared for work and economic self-sufficiency, and ready for the world beyond their own borders” (ASCD, 2004). As part of the state’s initiative to prepare students to function optimally as global citizens and workers, the contemporary view of health and physical education focuses on taking personal responsibility for one’s health through an active, healthy lifestyle that fosters a lifelong commitment to wellness. The mission and vision for comprehensive health and physical education reflects this perspective:

**Mission:** Knowledge of health and physical education concepts and skills empowers students to assume lifelong responsibility to develop physical, social, and emotional wellness.

**Vision:** A quality comprehensive health and physical education program fosters a population that:

- Maintains physical, social, and emotional health by practicing healthy behaviors and goal setting.
- Engages in a physically active lifestyle.
- Is knowledgeable about health and wellness and how to access health resources.
- Recognizes the influence of media, technology, and culture in making informed health-related decisions as a consumer of health products and services.
- Practices effective cross-cultural communication, problem solving, negotiation, and conflict resolution skills.
- Is accepting and respectful of individual and cultural differences.
- Advocates for personal, family, community, and global wellness and is knowledgeable about national and international public health and safety issues.

### **Intent and Spirit of the Comprehensive Health and Physical Education Standards**

All students participate in a comprehensive, sequential, health and physical education program that emphasizes the natural interdisciplinary connection between wellness and health and physical education. The standards provide a blueprint for curriculum development, instruction, and assessment that reflects the latest research-based platform for effective health and physical education programs. The primary focus of the standards is on the development of knowledge and skills that influence healthy behaviors within the context of self, family, school, and the local and global community. The 2014 revised standards incorporate the current thinking and best practices found in health and physical education documents published by national content-specific organizations as well as public health and other education organizations and agencies.

## **Revised Standards**

The Comprehensive Health and Physical Education Standards provide the foundation for creating local curricula and meaningful assessments. Revisions to the standards include cumulative progress indicators that reflect:

- Recently enacted legislation
- An emphasis on health literacy, a 21<sup>st</sup> Century theme
- Global perspectives about health and wellness through comparative analysis of health-related issues, attitudes, and behaviors in other countries
- Inclusion of additional skills related to traffic safety, fire safety, and accident and poison prevention
- Increased awareness of and sensitivity to the challenges related to individuals with disabilities

The 2014 standards continue to incorporate New Jersey Legislative Statutes related to the health and well-being of students in New Jersey public schools, including those enacted from 2009-2014.

### **Health Literacy includes:**

- Obtaining, interpreting, and understanding basic health information and services and using such information and services in ways that are health enhancing.
- Understanding preventive physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance, and stress reduction
- Using available information to make appropriate health-related decisions.
- Establishing and monitoring personal and family health goals.
- Understanding national and international public health and safety issues.

**Grade 5  
Health  
Scope and Sequence**

<b>Quarter I</b>	
<p><b>Topic: First Aid Facts</b></p> <ol style="list-style-type: none"> <li>a. First AID-Who, What, When</li> <li>b. First AID that you can do</li> <li>c. Your Community and How to Call for Help</li> <li>d. Taking Precautions</li> </ol>	<p><b>Topic: You Are What You Eat</b></p> <ol style="list-style-type: none"> <li>a. Beyond the Basics</li> <li>b. Life Cycle and Nutrition</li> <li>c. What Can Go Wrong</li> <li>d. Making a Difference</li> </ol>
<p><b>21<sup>st</sup> Century Skills</b> (the ones that apply are in bold):</p> <ul style="list-style-type: none"> <li>• <b>Creativity &amp; Innovation</b></li> <li>• <b>Critical Thinking &amp; Problem Solving</b></li> <li>• <b>Communication &amp; Collaboration</b></li> <li>• Media Literacy</li> <li>• Information Literacy</li> <li>• Information, Communication &amp; Technology</li> </ul>	<p><b>21st Century Themes</b> (the ones that apply are in bold):</p> <ul style="list-style-type: none"> <li>• <b>Global Awareness</b></li> <li>• Financial, Economic, Business &amp; Entrepreneurial Literacy</li> <li>• <b>Civic Literacy</b></li> <li>• <b>Health Literacy</b></li> <li>• <b>Environmental Literacy</b></li> </ul>
<p><b>Differentiation:</b> Refer to CPS Differentiation Tool Kit</p>	
<p><b>Assessment:</b> District end of unit assessment; Various opportunities for formative and summative assessments throughout units</p>	

## Quarter II

### Topic: Love Your Lungs

- a. The Respiratory System
- b. Community Health and Diseases of the Respiratory System
- c. Smoking and Your Lungs
- d. Pollution in the Community

### Topic: Those Crazy, Mixed-Up Emotions

- a. Your Emotions and Your Body
- b. Your Emotions and Your Life
- c. Troubled Times
- d. Send the Message: My Body is Private

### 21<sup>st</sup> Century Skills (the ones that apply are in bold):

- **Creativity & Innovation**
- **Critical Thinking & Problem Solving**
- **Communication & Collaboration**
- Media Literacy
- Information Literacy
- Information, Communication & Technology

### 21st Century Themes (the ones that apply are in bold):

- Global Awareness
- Financial, Economic, Business & Entrepreneurial Literacy
- Civic Literacy
- **Health Literacy**
- Environmental Literacy

**Differentiation:** Refer to CPS Differentiation Tool Kit

**Assessment:** District end of unit assessment; Various opportunities for formative and summative assessments throughout units

**Quarter III**

<p><b>Topic: Growing Up</b></p> <ul style="list-style-type: none"> <li>a. Hormones and Your Body</li> <li>b. Growing Up Male and Female</li> <li>c. Practicing Good Hygiene</li> <li>d. Growing up with a Healthy Attitude</li> </ul>	<p><b>Topic: Danger Ahead: The Truth About Drugs</b></p> <ul style="list-style-type: none"> <li>a. The Effects of Use, Misuse and Abuse of Drugs</li> <li>b. Drug Abuse and the Family</li> <li>c. Drugs and Parenting</li> <li>d. Choose to be Drug Free</li> </ul>
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<p><b>Topic: About Blood and AIDS</b></p> <ul style="list-style-type: none"> <li>a. Your Circulatory System</li> <li>b. Your Blood and Your Immune System</li> <li>c. HIV, Enemy of the Immune System</li> <li>d. Helping Hands</li> </ul>	
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<p><b>21<sup>st</sup> Century Skills</b> (the ones that apply are in bold):</p> <ul style="list-style-type: none"> <li>• <b>Creativity &amp; Innovation</b></li> <li>• <b>Critical Thinking &amp; Problem Solving</b></li> <li>• <b>Communication &amp; Collaboration</b></li> <li>• Media Literacy</li> <li>• Information Literacy</li> <li>• Information, Communication &amp; Technology</li> </ul>	<p><b>21<sup>st</sup> Century Themes</b> (the ones that apply are in bold):</p> <ul style="list-style-type: none"> <li>• Global Awareness</li> <li>• Financial, Economic, Business &amp; Entrepreneurial Literacy</li> <li>• Civic Literacy</li> <li>• <b>Health Literacy</b></li> <li>• <b>Environmental Literacy</b></li> </ul>
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**Differentiation:** Refer to CPS Differentiation Tool Kit

**Assessment:** District end of unit assessment; Various opportunities for formative and summative assessments throughout units

## Quarter IV

**Topic: All The Right Stuff**

- a. Don't Be Fooled by Advertising
- b. Be a Smart Consumer
- c. The Goods You Buy-Are They Good For You
- d. Managing Your Own Money

**Topic: Bones and Muscles**

- a. Bones
- b. Muscles
- c. Physical Activity and Environment
- d. What Makes a Body Great

**21<sup>st</sup> Century Skills** (the ones that apply are in bold):

- **Creativity & Innovation**
- **Critical Thinking & Problem Solving**
- **Communication & Collaboration**
- Media Literacy
- Information Literacy
- Information, Communication & Technology

**21st Century Themes** (the ones that apply are in bold):

- **Global Awareness**
- Financial, Economic, Business & Entrepreneurial Literacy
- Civic Literacy
- **Health Literacy**
- **Environmental Literacy**

**Differentiation:** Refer to CPS Differentiation Tool Kit

**Assessment:** District end of unit assessment; Various opportunities for formative and summative assessments throughout units

Suggested days of Instruction	Curriculum Management System <u>Subject/Grade Level:</u> <b>Grade 5</b> <b>Health</b>	<b>Topic: First Aid Facts</b>	
	<b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b>	<b>Essential Questions, Conceptual Understandings</b>	<b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b>
2-3	<p>1.1. Define first aid and explain the role it plays in emergency situations. (2.1.6.D.1, 2.1.6.D.2, 2.1.6.D.3, 2.1.6.D.4)</p> <p>1.2. List and practice Emergency Response Steps. (2.1.6.D.1, 2.1.6.D.2, 2.1.6.D.3, 2.1.6.D.4)</p> <p>1.3. Explain the methods of handling first aid for a range of common minor emergencies. (2.1.6.D.1, 2.1.6.D.2, 2.1.6.D.3, 2.1.6.D.4)</p> <p>1.4. Simulate a first aid station in which you triage patients, administer first aid and/or refer patients to appropriate resources for help. (2.1.6.D.1, 2.1.6.D.2, 2.1.6.D.3, 2.1.6.D.4)</p> <p>1.5. Identify the roles of public safety groups and how to access each for help. (2.2.6.E.1, 2.2.6.E.2)</p>	<p><b>Essential Questions:</b> What is First Aid? Who can administer First Aid? What are some injuries that would require First Aid? Who can you call for different types of emergencies?</p> <p><b>Conceptual Understandings:</b> Identifying unsafe situations and choosing appropriate ways to reduce or eliminate risks contributes to the safety of self and others.  Health literacy includes the ability to compare and evaluate health resources.  Communicating health needs to trusted adults and professionals assists in the prevention, early detection, and treatment of health problems.</p>	<p><b>Learning Activities:</b> Discuss First Aid, and role-play different situations that require First Aid. Discuss different people to contact for different types of emergencies. Discuss Community Safety. Discuss and Practice the Emergency Response Steps.</p> <p><b>Assessment Models:</b> Teacher Observation Participation Cooperation in Groups Class Work</p> <p><b>Additional Resources:</b> The Great Body Shop</p>

<b>Suggested days of Instruction</b>	<b>Curriculum Management System</b>	<b>Topic: First Aid Facts</b>	
	<b>Subject/Grade Level:</b> <b>Grade 5</b> <b>Health</b>	<b>Goal 1:</b> The student will be able to define the term First Aid and role-play how to treat a variety of different emergencies.	
	<b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b>	<b>Essential Questions, Conceptual Understandings</b>	<b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b>
	<p>1.6. Access your own personal safety support system within the community. (2.2.6.E.1, 2.2.6.E.2)</p> <p>1.7. Identify negative behavior and group activities that pose danger as well as existing and potential safety hazards. (2.1.6.D.1, 2.1.6.D.2, 2.1.6.D.3, 2.1.6.D.4)</p> <p>1.8. Set up routines for safety precautions (refusal skills) at home, school, in the community and in one's personal relationships. (2.2.6.E.1, 2.2.6.E.2)</p> <p>1.9. Implement problem-solving strategies to solve a problem in school or the community. (9.1.8.A.2)</p> <p>1.10. Determine an individual's responsibility for personal actions and contributions to group activities. (9.1.8.C.1)</p>		

<b>Suggested days of Instruction</b>	<b>Curriculum Management System</b>	<b>Topic: First Aid Facts</b>	
	<b>Subject/Grade Level:</b> <b>Grade 5</b> <b>Health</b>	<b>Goal 1:</b> The student will be able to define the term First Aid and role-play how to treat a variety of different emergencies.	
	<b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b>	<b>Essential Questions, Conceptual Understandings</b>	<b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b>
	<p>1.11. Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects. (9.1.8.C.2)</p> <p>1.12. Model leadership skills during classroom and extra-curricular activities. (9.1.8.C.3)</p> <p>1.13. Employ appropriate conflict resolution strategies. (9.1.8.D.1)</p> <p>1.14. Use effective communications skills in face-to-face and online interactions with peers and adults from home and from diverse cultures. (9.1.8.D.3)</p> <p>1.15. Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom. (9.1.8.F.1)</p>		

<b>Suggested days of Instruction</b>	<b>Curriculum Management System</b>	<b>Topic: You Are What You Eat</b>	
	<b>Subject/Grade Level:</b> <b>Grade 5</b> <b>Health</b>	<b>Goal 2:</b> The student will be able to explain the basic nutritional guidelines, and demonstrate healthy eating habits.	
	<b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b>	<b>Essential Questions, Conceptual Understandings</b>	<b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b>
2-3	<p>2.1. Explain the basic nutritional guidelines. (2.1.6.B.1, 2.1.6.B.2, 2.1.6.B.3, 2.1.6.B.4)</p> <p>2.2. Propose alternate menus for the family that meet dietary guidelines. (2.1.6.B.1, 2.1.6.B.2, 2.1.6.B.3, 2.1.6.B.4)</p> <p>2.3. Explain the nutritional needs of individuals based on age, gender, activity level and state of health. (2.1.6.B.1, 2.1.6.B.2, 2.1.6.B.3, 2.1.6.B.4)</p> <p>2.4. Predict the consequences of maintaining your current diet without any change until you reach the age of your parents. (2.1.6.B.1, 2.1.6.B.2, 2.1.6.B.3, 2.1.6.B.4)</p> <p>2.5. List illnesses associated with food handling. (2.1.6.B.1, 2.1.6.B.2, 2.1.6.B.3, 2.1.6.B.4)</p>	<p><b>Essential Questions:</b> What is a way to make fast food healthier? What is a serving size? Why should you watch what you eat now, and how will this affect you later on in life? What is one way to keep food safe?</p> <p><b>Conceptual Understandings:</b> Eating patterns are influenced by a variety of factors</p>	<p><b>Learning Activities:</b> Discuss nutritional guidelines. Discuss eating patterns among children and adults. Discuss the consequences of poor eating habits Discuss food safety. Discuss what to do if you get food illnesses.</p> <p><b>Assessment Models:</b> Teacher Observation Participation Cooperation in Groups Class Work</p> <p><b>Additional Resources:</b> The Great Body Shop</p>

<b>Suggested days of Instruction</b>	<b>Curriculum Management System</b>	<b>Topic: You Are What You Eat</b>	
	<b>Subject/Grade Level:</b> <b>Grade 5</b> <b>Health</b>	<b>Goal 2:</b> The student will be able to explain the basic nutritional guidelines, and demonstrate healthy eating habits.	
	<b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b>	<b>Essential Questions, Conceptual Understandings</b>	<b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b>
	<p>2.6. Debate which job in the community is the most important in preventing disease associated with food handling. (2.1.6.B.1, 2.1.6.B.2, 2.1.6.B.3, 2.1.6.B.4)</p> <p>2.7. Use the Decision Making Steps to determine what you personally can do to help improve the nutritional health of the community. (2.1.6.B.1, 2.1.6.B.2, 2.1.6.B.3, 2.1.6.B.4)</p> <p>2.8. Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills. (9.1.8.A.1)</p> <p>2.9. Determine an individual's responsibility for personal actions and contributions to group activities. (9.1.8.C.1)</p> <p>2.10. Demonstrate the use of</p>		

<b>Suggested days of Instruction</b>	<b>Curriculum Management System</b>	<b>Topic: You Are What You Eat</b>	
	<b>Subject/Grade Level:</b> <b>Grade 5</b> <b>Health</b>	<b>Goal 2:</b> The student will be able to explain the basic nutritional guidelines, and demonstrate healthy eating habits.	
	<b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b>	<b>Essential Questions, Conceptual Understandings</b>	<b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b>
	<p>compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects. (9.1.8.C.2)</p> <p>2.11. Model leadership skills during classroom and extra-curricular activities. (9.1.8.C.3)</p> <p>2.12. Use effective communications skills in face-to-face and online interactions with peers and adults from home and from diverse cultures. (9.1.8.D.3)</p> <p>2.13. Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom. (9.1.8.F.1)</p>		

Suggested days of Instruction	Curriculum Management System	<b>Topic: Love Your Lungs</b>	
	<b>Subject/Grade Level:</b>	<b>Goal 3:</b> The student will be able to identify the different functions of the lungs, and how smoking effects the lungs ability to perform these functions.	
	<b>Grade 5 Health</b>		
	<b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b>	<b>Essential Questions, Conceptual Understandings</b>	<b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b>
	<b>The student will be able to:</b>		
2-3	<p>3.1. Identify the major organs of the respiratory system and describe what they do. (2.1.6.A.2)</p> <p>3.2. Develop respect for having a healthy respiratory system and the importance of respiration in all forms of life. (2.1.6.A.2)</p> <p>3.3. Discuss major respiratory diseases and explain their impact on the community. (2.1.6.C.1, 2.1.6.C.2)</p> <p>3.4. Identify symptoms of lung disease and methods to prevent the spread of disease. (2.1.6.A.2)</p> <p>3.5. Discover the effects of smoking on the lungs. (2.3.6.B.2)</p> <p>3.6. Explain community risk factors for lung disease. (2.1.6.A.2)</p>	<p><b>Essential Questions:</b></p> <p>What is the main role of the respiratory system?</p> <p>What are some symptoms of lung disease?</p> <p>How does smoking increase your chances for lung disease?</p> <p>Who can you talk to in your community if you know someone who has a smoking problem?</p> <p><b>Conceptual Understandings:</b></p> <p>The early detection and treatment of diseases and health conditions impact one's health.</p> <p>Health literacy includes the ability to compare and evaluate health resources.</p> <p>Communicating health needs to trusted adults and professionals assists in the prevention, early detection, and treatment of health problems</p> <p>Staying healthy is a lifelong process that includes all dimensions of wellness.</p> <p>There is a strong relationship between individuals who abuse drugs and increased intentional and unintentional health-risk behaviors.</p>	<p><b>Learning Activities:</b></p> <p>Discuss the different parts and functions of the lungs.</p> <p>Discuss the causes and effects of lung disease.</p> <p>Discuss the health risks you put your body through if you smoke.</p> <p>Discuss the effects of smoking on the lungs.</p> <p>Discuss who you can talk to if you have a problem with smoking?</p> <p><b>Assessment Models:</b></p> <p>Teacher Observation</p> <p>Participation</p> <p>Cooperation in Groups</p> <p>Class work</p> <p><b>Additional Resources:</b></p> <p>The Great Body Shop</p> <p>The DARE Program (presented by the Clinton Police Department)</p>

<b>Suggested days of Instruction</b>	<b>Curriculum Management System</b>	<b>Topic: Love Your Lungs</b>	
	<b>Subject/Grade Level:</b> <b>Grade 5</b> <b>Health</b>	<b>Goal 3:</b> The student will be able to identify the different functions of the lungs, and how smoking effects the lungs ability to perform these functions.	
	<b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b>	<b>Essential Questions, Conceptual Understandings</b>	<b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b>
	<p>3.7. Identify community agencies that are connected with community and respiratory. (2.2.6.E.1, 2.2.6.E.2)</p> <p>3.8. Analyze the role of digital media in sales and marketing and in delivering cultural, political, and other societal messages. (9.1.8.E.2)</p> <p>3.9. Differentiate between explicit and implicit digital media messages, and discuss the impact on individuals, groups, and society as a whole. (9.1.8.E.3)</p> <p>3.10. Determine the undesired consequences of unethical uses of media. (9.1.8.E.4)</p> <p>3.11. Compare and contrast ways governments regulate media advertising to protect children and adults in the United States and other countries. (9.1.8.E.5)</p>		

Suggested days of Instruction	Curriculum Management System	<b>Topic: Those Crazy Mixed Up Emotions (taught by the classroom teacher)</b>	
	<u>Subject/Grade Level:</u>	<b>Goal 4:</b> The student will be able to describe the different types of emotions, and identify different situations that trigger these emotions.	
	<b>Grade 5 Health</b>		
	<b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b>	<b>Essential Questions, Conceptual Understandings</b>	<b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b>
	<b>The student will be able to:</b>		
2-3	<p>4.1. Describe human emotions and their effects on the body. (2.4.6.A.1, 2.4.6.A.2, 2.4.6.A.3, 2.4.6.A.4, 2.4.6.A.5)</p> <p>4.2. Predict the consequences of emotions on health. (2.4.6.A.1, 2.4.6.A.2, 2.4.6.A.3, 2.4.6.A.4, 2.4.6.A.5)</p> <p>4.3. Identify responsible and irresponsible methods for handling strong emotions. (2.4.6.A.1, 2.4.6.A.2, 2.4.6.A.3, 2.4.6.A.4, 2.4.6.A.5)</p> <p>4.4. Use decision-making steps to determine responsible actions in emotional situations. (2.4.6.A.1, 2.4.6.A.2, 2.4.6.A.3, 2.4.6.A.4, 2.4.6.A.5)</p> <p>4.5. Identify events in life that trigger emotions such as grief, depression, anxiety, guilt and fear.</p>	<p><b>Essential Questions:</b></p> <p>What are some different types of emotions and how does the body show these emotions?</p> <p>What are some situations that trigger emotions?</p> <p>What does good touch/ bad touch mean?</p> <p><b>Conceptual Understandings:</b></p> <p>Healthy relationships require a mutual commitment.</p> <p>Social and emotional development impacts all components of wellness.</p> <p>Respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture provide a foundation for the prevention and resolution of conflict.</p> <p>Stress management skills impact an individual's ability to cope with different types of emotional situations.</p> <p>Effective communication may be a determining factor in the outcome of health- and safety-related situations.</p> <p>Responsible actions regarding sexual behavior impact the health of oneself and others.</p>	<p><b>Learning Activities:</b></p> <p>Discuss the different types of emotions.</p> <p>Discuss the different things that can happen in a person's life to trigger some of these emotions.</p> <p>Discuss how to avoid situations that trigger negative emotions.</p> <p>Discuss good touch, bad touch, and privacy.</p> <p><b>Assessment Models:</b></p> <p>Teacher Observation</p> <p>Participation</p> <p>Cooperation in Groups</p> <p>Class Work</p> <p><b>Additional Resources:</b></p> <p>The Great Body Shop</p>

<b>Suggested days of Instruction</b>	<b>Curriculum Management System</b>	<b>Topic: Those Crazy Mixed Up Emotions (taught by the classroom teacher)</b>	
	<b>Subject/Grade Level:</b> <b>Grade 5</b> <b>Health</b>	<b>Goal 4:</b> The student will be able to describe the different types of emotions, and identify different situations that trigger these emotions.	
	<b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b>	<b>Essential Questions, Conceptual Understandings</b>	<b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b>
	<p>(2.1.6.E.3)</p> <p>4.6. Analyze various situations that trigger different emotions and discover the support system. (2.2.6.E.1, 2.2.6.E.2)</p> <p>4.7. Explain how to recognize and avoid risky situations involving personal safety. (2.1.6.E.1, 2.1.6.E.2, 2.1.6.E.3)</p> <p>4.8. Distinguish between appropriate, inappropriate, and confusing touches and secrets. (2.4.6.B.4)</p> <p>4.9. Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills. (9.1.8.A.1)</p> <p>4.10. Determine an individual's responsibility for personal actions and contributions to group activities.</p>		

<b>Suggested days of Instruction</b>	<b>Curriculum Management System</b>	<b>Topic: Those Crazy Mixed Up Emotions (taught by the classroom teacher)</b>	
	<b>Subject/Grade Level:</b> <b>Grade 5</b> <b>Health</b>	<b>Goal 4:</b> The student will be able to describe the different types of emotions, and identify different situations that trigger these emotions.	
	<b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b>	<b>Essential Questions, Conceptual Understandings</b>	<b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b>
	(9.1.8.C.1)  4.11. Use effective communications skills in face-to-face and online interactions with peers and adults from home and from diverse cultures. (9.1.8.D.3)  4.12. Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom. (9.1.8.F.1)		

Suggested days of Instruction	Curriculum Management System	Topic: Growing Up	
	Subject/Grade Level:	Goal 5: The student will be able to describe the process of growing up and identify how different behaviors can affect the growing up process.	
	Grade 5 Health	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)		
	The student will be able to:		
2-3	<p>5.1. Explain the endocrine system including major glands and the role hormones play in stimulating body functions. (2.4.6.B.1)</p> <p>5.2. Show how responsible behavior can help the growing up process. (2.4.6.B.3)</p> <p>5.3. Identify the biological differences between boys and girls. (2.4.6.B.1)</p> <p>5.4. Compare the physical and emotional similarities between boys and girls during puberty. (2.4.6.B.1)</p> <p>5.5. Identify the connection between good hygiene, your appearance and feeling good about the way you look. (2.1.6.A.2, 2.1.6.A.3)</p> <p>5.6. Analyze influences of</p>	<p><b>Essential Questions:</b></p> <p>What are hormones, and how do they work in our body?</p> <p>What are some of the differences in secondary sex characteristics between boys and girls?</p> <p>How does the influence of consumer products affect a person's hygiene?</p> <p>What are some of the different types of Peer Pressure?</p> <p><b>Conceptual Understandings:</b></p> <p>Most significant physical, emotional, and mental growth changes occur during adolescence, but not necessarily at the same rates.</p> <p>Respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture provide a foundation for the prevention and resolution of conflict.</p> <p>Stress management skills impact an individual's ability to cope with different types of emotional situations.</p> <p>Staying healthy is a lifelong process that includes all dimensions of wellness.</p>	<p><b>Learning Activities:</b></p> <p>Discuss puberty and hormones.</p> <p>Discuss how different behaviors can help or hinder the body's growing up process.</p> <p>Discuss proper hygiene.</p> <p>Discuss the different types of peer pressure and how this relates to growing up.</p> <p><b>Assessment Models:</b></p> <p>Teacher Observation</p> <p>Participation</p> <p>Cooperation in Groups</p> <p>Class Work</p> <p><b>Additional Resources:</b></p> <p>The Great Body Shop</p> <p>The DARE Program (presented by the Clinton Police Department)</p>

<b>Suggested days of Instruction</b>	<b>Curriculum Management System</b>	<b>Topic: Growing Up</b>	
	<b>Subject/Grade Level:</b> <b>Grade 5</b> <b>Health</b>	<b>Goal 5:</b> The student will be able to describe the process of growing up and identify how different behaviors can affect the growing up process.	
	<b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b>	<b>Essential Questions, Conceptual Understandings</b>	<b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b>
	<p>consumer products for hygiene and appearance. (2.1.6.A.3)</p> <p>5.7. Identify health and safety values that demonstrate maturity. (2.1.6.A.2)</p> <p>5.8. Evaluate peer pressure to determine if it is positive or negative. (2.1.6.E.2)</p> <p>5.9. Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills. (9.1.8.A.1)</p> <p>5.10. Model leadership skills during classroom and extra-curricular activities. (9.1.8.C.3)</p> <p>5.11. Use effective communications skills in face-to-face and online interactions with peers and adults from home and from</p>		

<b>Suggested days of Instruction</b>	<b>Curriculum Management System</b>	<b>Topic: Growing Up</b>	
	<b>Subject/Grade Level:</b> <b>Grade 5</b> <b>Health</b>	<b>Goal 5:</b> The student will be able to describe the process of growing up and identify how different behaviors can affect the growing up process.	
	<b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b>	<b>Essential Questions, Conceptual Understandings</b>	<b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b>
	<div data-bbox="260 412 457 483">diverse cultures. (9.1.8.D.3)</div> <div data-bbox="184 529 590 750">5.12. Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom. (9.1.8.F.1)</div>		

Suggested days of Instruction	Curriculum Management System <u>Subject/Grade Level:</u> <b>Grade 5 Health</b>	<b>Topic: Danger Ahead: The Truth About Alcohol and other Drugs</b>	
		<b>Goal 6:</b> The student will be able to describe the dangers of abusing drugs, and how abusing drugs harms the body.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) <b>The student will be able to:</b>	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
2-3	<p>6.1. Define the term drug use, drug misuse, and drug abuse and identify the short and long term effects of different categories of drugs on the body. (2.3.6.B.1, 2.3.6.B.2, 2.3.6.B.3, 2.3.6.B.4, 2.3.6.B.5, 2.3.6.B.6, 2.3.6.B.7, 2.3.6.C.1, 2.3.6.C.2, 2.3.6.C.3, 2.3.6.C.4)</p> <p>6.2. Compare and contrast the effects of proper drug use with misuse and abuse. (2.3.6.B.1, 2.3.6.B.2, 2.3.6.B.3, 2.3.6.B.4, 2.3.6.B.5, 2.3.6.B.6, 2.3.6.B.7, 2.3.6.C.1, 2.3.6.C.2, 2.3.6.C.3, 2.3.6.C.4)</p> <p>6.3. Describe reasons for abusing drugs and how drug abuse by one member affects the whole family. (2.3.6.B.1, 2.3.6.B.2, 2.3.6.B.3, 2.3.6.B.4, 2.3.6.B.5, 2.3.6.B.6, 2.3.6.B.7, 2.3.6.C.1, 2.3.6.C.2, 2.3.6.C.3,</p>	<p><b>Essential Questions:</b> What is the difference between drug abuse, drug use, and drug misuse? Why do people abuse drugs? Who can you talk to if you have drug problem? What is a healthy alternative to solving problems?</p> <p><b>Conceptual Understandings:</b> There is a strong relationship between individuals who abuse drugs and increased intentional and unintentional health-risk behaviors.  Communicating health needs to trusted adults and professionals assists in the prevention, early detection, and treatment of health problems.  Substance abuse is caused by a variety of factors.  There are many ways to obtain help for treatment of alcohol, tobacco, and other substance abuse problems.</p>	<p><b>Learning Activities:</b> Discuss drug use, drug misuse, and drug abuse. Discuss the reason for people using drugs. Discuss who you can talk to if you have a drug problem or someone close to you has drug problem. Discuss how advertising affects people and drug use. Discuss how people abuse over-the-counter drugs.</p> <p><b>Assessment Models:</b> Teacher Observation Participation Cooperation in Groups Class Work</p> <p><b>Additional Resources:</b> The Great Body Shop The DARE Program (presented by the Clinton Police Department)</p>

<b>Suggested days of Instruction</b>	<b>Curriculum Management System</b>	<b>Topic: Danger Ahead: The Truth About Alcohol and other Drugs</b>	
	<b>Subject/Grade Level:</b> <b>Grade 5</b> <b>Health</b>	<b>Goal 6:</b> The student will be able to describe the dangers of abusing drugs, and how abusing drugs harms the body.	
	<b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b>	<b>Essential Questions, Conceptual Understandings</b>	<b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b>
	<p>2.3.6.C.4)</p> <p>6.4. Show why it is important to talk to an adult you know and trust if you have problems that are hard to handle. (2.2.6.E.2)</p> <p>6.5. Identify the ways in which some advertising promotes drug use. (2.3.6.B.1, 2.3.6.B.2, 2.3.6.B.3, 2.3.6.B.4, 2.3.6.B.5, 2.3.6.B.6, 2.3.6.B.7, 2.3.6.C.1, 2.3.6.C.2, 2.3.6.C.3, 2.3.6.C.4)</p> <p>6.6. Predict the consequences of using over-the-counter drugs with various health problems. (2.3.6.B.1, 2.3.6.B.2, 2.3.6.B.3, 2.3.6.B.4, 2.3.6.B.5, 2.3.6.B.6, 2.3.6.B.7, 2.3.6.C.1, 2.3.6.C.2, 2.3.6.C.3, 2.3.6.C.4)</p> <p>6.7. Explain why drugs won't solve problems. (2.3.6.B.1, 2.3.6.B.2, 2.3.6.B.3, 2.3.6.B.4,</p>		

<b>Suggested days of Instruction</b>	<b>Curriculum Management System</b>	<b>Topic: Danger Ahead: The Truth About Alcohol and other Drugs</b>	
	<b>Subject/Grade Level:</b> <b>Grade 5</b> <b>Health</b>	<b>Goal 6:</b> The student will be able to describe the dangers of abusing drugs, and how abusing drugs harms the body.	
	<b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b>	<b>Essential Questions, Conceptual Understandings</b>	<b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b>
	<p>2.3.6.B.5, 2.3.6.B.6, 2.3.6.B.7, 2.3.6.C.1, 2.3.6.C.2, 2.3.6.C.3, 2.3.6.C.4)</p> <p>6.8. Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills. (9.1.8.A.1)</p> <p>6.9. Determine an individual's responsibility for personal actions and contributions to group activities. (9.1.8.C.1)</p> <p>6.10. Model leadership skills during classroom and extra-curricular activities. (9.1.8.C.3)</p> <p>6.11. Analyze the role of digital media in sales and marketing and in delivering cultural, political, and other societal messages. (9.1.8.E.2)</p> <p>6.12. Differentiate between explicit</p>		

<b>Suggested days of Instruction</b>	<b>Curriculum Management System</b>	<b>Topic: Danger Ahead: The Truth About Alcohol and other Drugs</b>	
	<b>Subject/Grade Level:</b> <b>Grade 5</b> <b>Health</b>	<b>Goal 6:</b> The student will be able to describe the dangers of abusing drugs, and how abusing drugs harms the body.	
	<b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b>	<b>Essential Questions, Conceptual Understandings</b>	<b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b>
	<p>and implicit digital media messages, and discuss the impact on individuals, groups, and society as a whole. (9.1.8.E.3)</p> <p>6.13. Determine the undesired consequences of unethical uses of media. (9.1.8.E.4)</p>		

<b>Suggested days of Instruction</b>	<b>Curriculum Management System</b>	<b>Topic: About Blood and AIDS</b>	
	<b>Subject/Grade Level:</b> <b>Grade 5</b> <b>Health</b>	<b>Goal 7:</b> The student will be able to describe how the immune system works against the HIV virus, and other diseases and illnesses.	
	<b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b>	<b>Essential Questions, Conceptual Understandings</b>	<b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b>
2-3	<p>7.1. Describe how your circulatory system works. (2.1.6.A.2)</p> <p>7.2. Identify components of blood and the jobs they do. (2.1.6.A.2)</p> <p>7.3. Determine how HIV affects the immune system. (2.1.6.A.2, 2.1.6.C.1, 2.1.6.C.2)</p> <p>7.4. Analyze how HIV can and cannot be transmitted. (2.4.6.B.2, 2.4.6.B.3, 2.4.6.B.4, 2.1.6.C.1, 2.1.6.C.2)</p> <p>7.5. Practice refusal skills, particularly concerning avoiding behaviors that pose the life threatening risk of contacting HIV. (2.4.6.B.2, 2.4.6.B.3, 2.4.6.B.4, 2.1.6.C.1, 2.1.6.C.2)</p> <p>7.6. Define compassion and empathy.</p>	<p><b>Essential Questions:</b> What is the main role of blood in our body? How does HIV attack the immune system? How can HIV be spread from one person to another?</p> <p><b>Conceptual Understandings:</b> Character building is influenced by many factors both positive and negative, such as acceptance, discrimination, bullying, abuse, sportsmanship, support, disrespect, and violence.  Staying healthy is a lifelong process that includes all dimensions of wellness.  The early detection and treatment of diseases and health conditions impact one's health.  Most significant physical, emotional, and mental growth changes occur during adolescence, but no necessarily at the same rates.  Responsible actions regarding sexual behavior impact the health of oneself and others.</p>	<p><b>Learning Activities:</b> Discuss the circulatory system and how it works. Discuss the immune system and how it attacks the HIV virus. Discuss risk behaviors that could lead to contacting the HIV virus. Discuss expressing kindness towards people who are sick.</p> <p><b>Assessment Models:</b> Teacher Observation Participation Cooperation in Groups Class Work</p> <p><b>Additional Resources:</b> The Great Body Shop</p>

<b>Suggested days of Instruction</b>	<b>Curriculum Management System</b>	<b>Topic: About Blood and AIDS</b>	
	<b>Subject/Grade Level:</b> <b>Grade 5</b> <b>Health</b>	<b>Goal 7:</b> The student will be able to describe how the immune system works against the HIV virus, and other diseases and illnesses.	
	<b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b>	<b>Essential Questions, Conceptual Understandings</b>	<b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b>
	(2.2.6.C.2, 2.2.6.C.3)  7.7. Practice expressing kindness, especially toward those who are sick. (2.2.6.C.2, 2.2.6.C.3)  7.8. Determine an individual's responsibility for personal actions and contributions to group activities. (9.1.8.C.1)  7.9. Use effective communications skills in face-to-face and online interactions with peers and adults from home and from diverse cultures. (9.1.8.D.3)  7.10. Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom. (9.1.8.F.1)		

<b>Suggested days of Instruction</b>	<b>Curriculum Management System</b> <b>Subject/Grade Level:</b> <b>Grade 5</b> <b>Health</b>	<b>Topic: All the Right Stuff (taught by the math teacher)</b>	
	<b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b>	<b>Essential Questions, Conceptual Understandings</b>	<b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b>
2-3	<p>8.1. Explain the role of advertising in consumer behavior including identifying at least 5 different tactics used by advertisers. (2.2.6.B.1, 2.2.6.B.2, 2.2.6.B.3, 2.2.6.B.4, 9.2.8.A.4, 9.2.8.E.7)</p> <p>8.2. Demonstrate responsibility for checking out advertising claims before making purchasing decisions. (2.2.6.B.1, 2.2.6.B.2, 2.2.6.B.3, 2.2.6.B.4)</p> <p>8.3. Discover what you need to know and do to be a smart consumer, including analyzing factors that influence your decisions to buy. (2.2.6.B.1, 2.2.6.B.2, 2.2.6.B.3, 2.2.6.B.4)</p> <p>8.4. Identify resources for judging the quality and health risks that might be present in the goods you buy. (2.2.6.B.1, 2.2.6.B.2, 2.2.2.6.B.3, 2.2.2.6.B.4)</p>	<p><b>Essential Questions:</b> What are some ways that advertisers get you to buy their product? Who do you think advertisers are making their ads towards? What does the word budget mean? What is your health related goal?</p> <p><b>Conceptual Understandings</b> Every health-related decision has short-and long-term consequences and affects the ability to reach health goals.</p>	<p><b>Learning Activities:</b> Discuss advertising. Discuss being an educated consumer. Discuss making a budget, and how to use this budget when being a smart consumer. Discuss setting goals that will relate to your personal budget.</p> <p><b>Assessment Models:</b> Prepared budget Teacher Observation Participation Cooperation in Groups Class Work</p> <p><b>Additional Resources:</b> The Great Body Shop</p>

Suggested days of Instruction	Curriculum Management System	<b>Topic: All the Right Stuff (taught by the math teacher)</b>	
	<u>Subject/Grade Level:</u> <b>Grade 5</b> <b>Health</b>	<u>Goal 8:</u> The student will be able to identify ways companies advertise their products, and describe ways to be a smart and healthy consumer.	
	<b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b>	<b>Essential Questions, Conceptual Understandings</b>	<b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b>
	<p>8.5. Explain what a budget is, how it works, and why it is an important tool for financial success. (2.2.6.B.1, 2.2.6.B.2, 2.2.6.B.3, 2.2.6.B.4, 9.2.8.B.1, 9.2.8.B.6)</p> <p>8.6. Determine how savings contributes to financial well-being. (9.2.8.D.1)</p> <p>8.7. Identify similarities and differences among various savings tools and investment options. (9.2.8.D.2, 9.2.8.D.3)</p> <p>8.8. Calculate short and long-term returns on investments. (9.2.8.D.7)</p> <p>8.9. Distinguish between income and investment growth. (9.2.8.D.4)</p> <p>8.10. Practice making a personal budget for 1 month, which reflects your personal goals.</p>		

<b>Suggested days of Instruction</b>	<b>Curriculum Management System</b>	<b>Topic: All the Right Stuff (taught by the math teacher)</b>	
	<b>Subject/Grade Level:</b> <b>Grade 5</b> <b>Health</b>	<b>Goal 8:</b> The student will be able to identify ways companies advertise their products, and describe ways to be a smart and healthy consumer.	
	<b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b>	<b>Essential Questions, Conceptual Understandings</b>	<b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b>
	(2.2.6.B.1, 2.2.2.6.B.2, 2.2.2.6.B.3, 2.2.2.6.B.4, 9.2.8.B.1, 9.2.8.B.6, 9.2.8.E.2, 9.2.8.E.3)  8.11. Analyze the role of digital media in sales and marketing and in delivering cultural, political, and other societal messages. (9.1.8.E.2)  8.12. Differentiate between explicit and implicit digital media messages, and discuss the impact on individuals, groups, and society as a whole. (9.1.8.E.3)  8.13. Determine the undesired consequences of unethical uses of media. (9.1.8.E.4)  8.14. Compare and contrast ways governments regulate media advertising to protect children and adults in the United States and other countries. (9.1.8.E.5)		

Suggested days of Instruction	Curriculum Management System	<b>Topic: Bones and Muscles on the Move</b>	
	<b>Subject/Grade Level:</b> <b>Grade 5</b> <b>Health</b>	<b>Goal 9:</b> The student will be able to identify different bone and muscle groups, and exercises to perform to keep these bones and muscles strong and healthy.	
	<b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b>	<b>Essential Questions, Conceptual Understandings</b>	<b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b>
2-3	<p>9.1. Describe various functions of the skeletal system. (2.1.6.A.2)</p> <p>9.2. Predict the consequences of a poor diet and lack of exercise for your bones. (2.1.6.A.2)</p> <p>9.3. Identify the 3 muscle groups and their functions. (2.1.6.A.2)</p> <p>9.4. Compare and contrast proper and improper ways to exercise. (2.6.6.A.1, 2.6.6.A.2, 2.6.6.A.3, 2.6.6.A.4, 2.6.6.A.5, 2.6.6.A.6, 2.6.6.A.7)</p> <p>9.5. Describe perfect environments in which to perform specific physical activities such as inline skating, bicycling, jogging, soccer, etc. (2.6.6.A.1, 2.6.6.A.2, 2.6.6.A.3, 2.6.6.A.4, 2.6.6.A.5, 2.6.6.A.6, 2.6.6.A.7)</p>	<p><b>Essential Questions:</b> What are some healthy exercises to do to help make your muscles stronger? What are some precautions you can take to avoid an exercise, or sports injury? What are some of the basic muscle groups in the body? What is one thing that can help make a body stay healthy?</p> <p><b>Conceptual Understandings:</b> Staying healthy is a lifelong process that includes all dimensions of wellness.  Knowing and applying a variety of effective fitness principles over time enhances personal fitness level, performance, and health status.</p>	<p><b>Learning Activities:</b> Discuss the different muscle groups in the body. Discuss the harm that can be done to your body from poor diet, and lack of exercise. Discuss different types of exercise that can be done to help strengthen your bones and muscles. Discuss different types of sports and exercise injuries. Discuss how to make your body look and feel great.</p> <p><b>Assessment Models:</b> Teacher Observation Participation Cooperation in Groups Class Work</p> <p><b>Additional Resources:</b> The Great Body Shop</p>

Suggested days of Instruction	Curriculum Management System		<b>Topic: Bones and Muscles on the Move</b>	
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	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) <b>The student will be able to:</b>	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model	
	<p>9.6. Practice skills needed to avoid sports injury and prevent accidents that might occur in certain environments (i.e. sliding because of rain, wearing protective gear in cold weather, sunscreens and water consumption in heat). (2.6.6.A.1, 2.6.6.A.2, 2.6.6.A.3, 2.6.6.A.4, 2.6.6.A.5, 2.6.6.A.6, 2.6.6.A.7)</p> <p>Describe 4 things that can help to make a body great: positive attitude, daily exercise, nutritious diet, good decision making skills. (2.6.6.A.1, 2.6.6.A.2, 2.6.6.A.3, 2.6.6.A.4, 2.6.6.A.5, 2.6.6.A.6, 2.6.6.A.7)</p> <p>9.7. Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills. (9.1.8.A.1)</p>			

<b>Suggested days of Instruction</b>	<b>Curriculum Management System</b>	<b>Topic: Bones and Muscles on the Move</b>	
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	<b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b>	<b>Essential Questions, Conceptual Understandings</b>	<b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b>
	<p>9.8. Determine an individual's responsibility for personal actions and contributions to group activities. (9.1.8.C.1)</p> <p>9.9. Use effective communications skills in face-to-face and online interactions with peers and adults from home and from diverse cultures. (9.1.8.D.3)</p> <p>9.10. Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom. (9.1.8.F.1)</p>		

