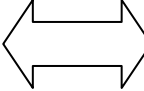


# Grade 5 Comprehensive Health

<b>Unit Title</b>	<b>Drugs, Alcohol, and Tobacco</b>
Time frame	Upon Completion of Grade 5
21 <sup>st</sup> Century Themes	Health literacy, Civic literacy, Global awareness
Interdisciplinary focus and technology integration	Language Arts, Technology, Science, Social Studies

## Stage 1: Integrate essential questions, big ideas and learning targets, and ensure it can be differentiated and assessed

Essential Questions	↔	Big Ideas
<ul style="list-style-type: none"> <li>• Why is effective communication important when dealing with drug related situations?</li> <li>• What are some conflicts that influence a person's ability to make a healthy decision regarding drug and alcohol use?</li> <li>• What information can you find on over-the-counter and prescription medicine packaging/labels?</li> <li>• What are the diseases related to tobacco use?</li> <li>• How do current laws affect smokers and non-smokers?</li> <li>• Why is it important to understand that alcoholic beverages will affect people differently?</li> <li>• What are the effects of alcohol on decision-making skills?</li> <li>• Why do people choose to use alcohol, tobacco, and other drugs when they are aware of the resulting detrimental effects?</li> </ul>		<ul style="list-style-type: none"> <li>• Using refusal, assertiveness, and negotiation skills helps resist harmful behaviors.</li> <li>• Many factors influence a person's ability to make decisions regarding drug and alcohol use.</li> <li>• Use and comparison of information found on over-the-counter and prescription medicine.</li> <li>• Recognize the many diseases directly and indirectly related to tobacco use.</li> <li>• Gain knowledge of the laws in effect for use and purchase of tobacco.</li> <li>• Many factors determine the effects of alcohol on one's body.</li> <li>• A person's judgment is impaired while under the influence of drugs and alcohol.</li> <li>• Research has clearly established that alcohol, tobacco, and other drugs have a variety of harmful effects on the human body.</li> </ul>

**Learning Targets-students will be able to;**

Students will be able to:

- Compare the information found on over-the-counter and prescription medicine packaging and labeling.
- Describe guidelines for using over-the-counter and prescription drugs.
- State resistance skills that can be used if one is pressured to use drugs.
- Demonstrate decision-making and resistance skills used when dealing with pressure to use drugs and alcohol.
- Describe factors that affect blood alcohol concentration.
- Discuss how relationships and decisions are affected by drinking alcohol.
- Identify ways the mind and body are affected by drinking alcohol.
- Describe why/how tobacco ads are misleading.
- Understand short and long term effects of tobacco use on the user and non-user.
- Identify environments where second-hand smoke impacts the wellness of the nonsmoker.
- Identify environments where the nonsmoker is protected from second-hand smoke.

**Assessment:** Discussion, role-plays, group work, individual work, partner work, Tests/Quizzes, Informal observations,

**Differentiation:**

Discussion, role-plays, group work, individual work, partner work

**Stage 2: Backward planning: from the assessment to the learning activities through inquiry**

**Comprehensive Health and Physical Education**

Standards: 2.3 Drugs and Medicine

- 2.1.6. E.1 Examine how personal assets and protective factors support healthy social and emotional development.
- 2.2.6. A.2 Demonstrate use of refusal, negotiation, and assertiveness skills in different situations.
- 2.2.6. B.3 Determine how conflicting interests may influence one’s decisions.
- 2.3.6. A.2 Compare information found on over-the-counter and prescription medicines.
- 2.3.6. B.2 Relate tobacco use and the incidence of disease.
- 2.3.6. B.3 Compare the effect of laws, policies, and procedures on smokers and non-smokers.
- 2.3.6. B.4 Determine the impact of the use and abuse of alcohol on the incidence of illness, injuries, and disease, the increase of risky health behaviors, and the likelihood of harm to one’s health.
- 2.3.6. B.5 Determine situations where the use of alcohol and other drugs influence decision-making and can place one at risk.

**Learning Experiences**

Projects, Rubrics, Articles, Diagrams, Discussion/  
Review. Quizzes.

**Teaching Strategies**

Use of current articles, Utilizing current events submitted by students, Group work, Peer Presentations.

## **Resources**

Glencoe Health Series

Current Health 1 & 2

Websites:

[www.who.int/en/](http://www.who.int/en/)

[www.cdc.gov](http://www.cdc.gov)

[www.globalhealth.org](http://www.globalhealth.org)

[www.gatesfoundation.org/global-health/pages/overview.aspx](http://www.gatesfoundation.org/global-health/pages/overview.aspx)

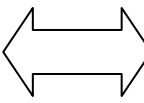
[www.clintonfoundation.org](http://www.clintonfoundation.org)

[www.unicef.org](http://www.unicef.org)

# Grade 5 Comprehensive Health

<b>Unit Title</b>	<b>Wellness, Disease and Health Conditions</b>
Time frame	Upon Completion of Grade 5
21 <sup>st</sup> Century Themes	Health literacy, Civic literacy, Global awareness
Interdisciplinary focus and technology integration	Language arts, technology, science, social studies

## Stage 1: Integrate essential questions, big ideas and learning targets, and ensure it can be differentiated and assessed

Essential Questions	↔	Big Ideas
<ul style="list-style-type: none"> <li>• What factors influence the purchase of healthcare products?</li> <li>• What are the factors that influence personal hygiene practices?</li> <li>• What are the different types of mental illness?</li> <li>• What are the signs of someone who is suffering from a mental illness?</li> <li>• Where can someone with a mental illness get help and how can it be treated?</li> <li>• How can a person tell if different types of health resources are valid and reliable?</li> <li>• How can people use personal health data to support the achievement of their short and long term health goals?</li> <li>• What types of health issues warrant support from trusted adults or health professionals?</li> </ul>		<ul style="list-style-type: none"> <li>• Factors such as media, peers, family, and education can influence the purchase of healthcare products and the use of personal hygiene practices.</li> <li>• Depression, anxiety, panic disorders, and phobias are different types of mental illnesses.</li> <li>• Mental illnesses can cause a change in a person's behavior, values, beliefs, and thinking.</li> <li>• A trusted health professional can help and treat someone with a mental illness.</li> <li>• Health resources aren't always valid or reliable.</li> <li>• Understanding all the aspects of one's health will support the achievement of short and long term health goals.</li> <li>• Almost all health issues warrant support from trusted adults or health professionals.</li> </ul>

**Learning Targets-students will be able to;**

Students will be able to:

- Learn about factors that influence the purchase of healthcare products and the use of personal hygiene practices.
- Identify common mental illnesses and ways to detect and treat them.
- Compare and contrast the symptoms of common mental illnesses.
- Learn that suicide is caused by severe depression.
- Identify the validity and reliability of different types of health resources.
- Learn how to apply personal health data to support achievement of one’s short and long term health goals.
- Identify health issues that warrant support from trusted adults or health professionals.

**Assessment:** Discussion, role-plays, group work, individual work, partner work, Tests/Quizzes, Informal observations,

**Differentiation:**

Discussion, role-plays, group work, individual work, partner work

**Stage 2: Backward planning: from the assessment to the learning activities through inquiry**

**Comprehensive Health and Physical Education**

Standards: 2.1 Wellness, 2.2 Integrated Skills

- 2.1.6. A.3 Determine factors that influence the purchase of healthcare products and use of personal hygiene practices.
- 2.1.6. C.3 Compare and contrast common mental illnesses (such as depression, anxiety and panic disorders, and phobias) and ways to detect and treat them.
- 2.2.6. B.4 Apply personal health data and information to support achievement of one’s short- and long-term health goals.
- 2.2.6. E.1 Determine the validity and reliability of different types of health resources.
- 2.2.6.E.2 Distinguish health issues that warrant support from trusted adults or health professionals

**Learning Experiences**

Projects, Rubrics, Articles, Diagrams, Discussion/ Review. Quizzes.

**Teaching Strategies**

Use of current articles, Utilizing current events submitted by students, Group work, Peer Presentations.

**Resources**

Glencoe Health Series  
Current Health 1 & 2  
Websites:

[www.who.int/en/](http://www.who.int/en/)

[www.cdc.gov](http://www.cdc.gov)

[www.globalhealth.org](http://www.globalhealth.org)

[www.gatesfoundation.org/global-health/pages/overview.aspx](http://www.gatesfoundation.org/global-health/pages/overview.aspx)

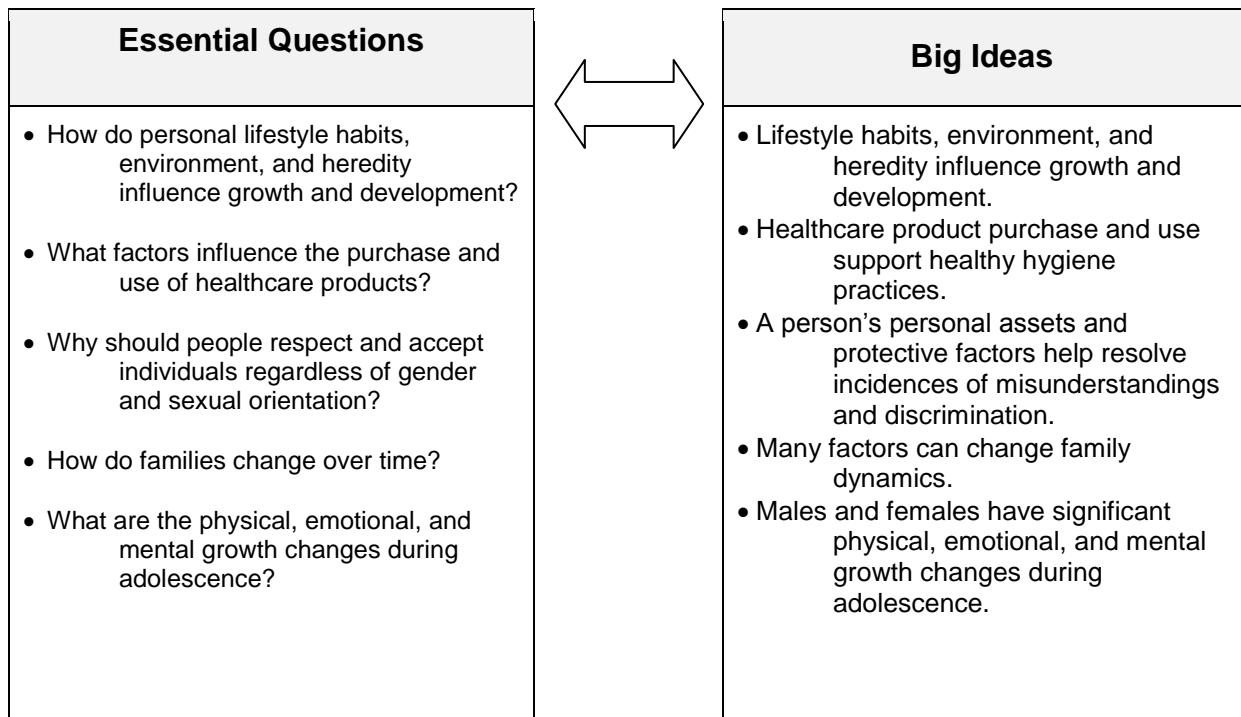
[www.clintonfoundation.org](http://www.clintonfoundation.org)

[www.unicef.org](http://www.unicef.org)

# Grade 5 Comprehensive Health

<b>Unit Title</b>	<b>Human Relationships and Sexuality</b>
Time frame	Upon Completion of Grade 5
21 <sup>st</sup> Century Themes	Health literacy, Civic literacy, Global awareness
Interdisciplinary focus and technology integration	Language Arts, Technology, Social Studies

## Stage 1: Integrate essential questions, big ideas and learning targets, and ensure it can be differentiated and assessed



### Learning Targets-students will be able to;

Students will be able to:

- Identify the environmental, hereditary, and lifestyle factors that can affect one's growth and development (where one lives, economic status, genes, etc.)
- Identify the healthcare products that can be purchased and used for personal hygiene practices (deodorant, shampoo/conditioner, soap, toothpaste, and feminine products)
- Understand that there are differences in opinions of gender and sexual orientation, which individuals should respect.
- Understand that there are changes in families affected by changes such as divorce, birth, adoption, foster child, divorce, death, military, college, and marriage.
- Identify the physical, emotional, and mental growth changes that occur during

adolescence (males will learn about males and females will learn about females).

**Assessment:** Discussion, role-plays, group work, individual work, partner work, Tests/Quizzes, Informal observations,

**Differentiation:**

Discussion, role-plays, group work, individual work, partner work

## Stage 2: Backward planning: from the assessment to the learning activities through inquiry

### Comprehensive Health and Physical Education

Standards: 2.4 Human Relationships and Sexuality

2.1.6.A.2 Relate how personal lifestyle habits, environment, and heredity influence growth and development in each life stage

2.1.6. A.3 Determine factors that influence the purchase of healthcare products and use of personal hygiene practices.

2.1.6. E.1 Examine how personal assets and protective factors support healthy social and emotional development.

2.1.6. E.2 Make recommendations to resolve incidences of school and community conflict, violence, harassment, gang violence, discrimination, and bullying.

2.4.6. A.1 Compare and contrast how families may change over time.

2.4.6. B.1 Compare growth patterns of males and females during adolescence.

#### Learning Experiences

Projects, Rubrics, Articles, Diagrams, Discussion/ Review. Quizzes.

#### Teaching Strategies

Use of current articles, Utilizing current events submitted by students, Group work, Peer Presentations.

#### Resources

Glencoe Health Series  
Current Health 1 & 2

Websites:

[www.who.int/en/](http://www.who.int/en/)

[www.cdc.gov](http://www.cdc.gov)

[www.globalhealth.org](http://www.globalhealth.org)

[www.gatesfoundation.org/global-health/pages/overview.aspx](http://www.gatesfoundation.org/global-health/pages/overview.aspx)

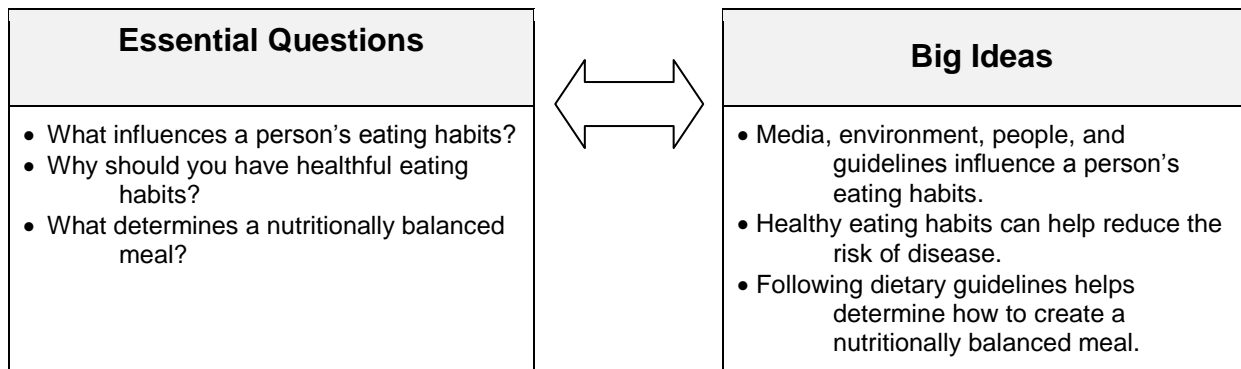
[www.clintonfoundation.org](http://www.clintonfoundation.org)

[www.unicef.org](http://www.unicef.org)

# Grade 5 Comprehensive Health

Unit Title	Nutrition
Time frame	Upon Completion of Grade 5
21 <sup>st</sup> Century Themes	Health literacy, Civic literacy, Global awareness ,Financial, economic, business, and entrepreneurial literacy
Interdisciplinary focus and technology integration	Language Arts, Technology, Science, Math, Social Studies

## Stage 1: Integrate essential questions, big ideas and learning targets, and ensure it can be differentiated and assessed



Learning Targets-students will be able to;
<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Develop healthy eating habits</li> <li>• Discuss why you need nutrients</li> <li>• Apply the MyPyramid when developing a healthy meal</li> <li>• Explain how to follow Dietary Guidelines</li> <li>• Describe ways in which healthful eating habits keep you healthy</li> <li>• Interpret and apply food label knowledge to create a nutritionally well-balanced meal</li> <li>• Describe ways to maintain a healthful weight</li> <li>• Create a healthy meal based on nutritional content, value, calories, and cost</li> <li>• Determine factors that influence food choices and eating patterns</li> <li>• Summarize the benefits and risks associated with nutritional choices, based on eating patterns</li> </ul>

**Assessment:** Discussion, role-plays, group work, individual work, partner work, Tests/Quizzes, Informal observations,

**Differentiation:**

Discussion, role-plays, group work, individual work, partner work

## Stage 2: Backward planning: from the assessment to the learning activities through inquiry

### Comprehensive Health and Physical Education

Standards: 2.1 Wellness

2.1.6. B.1 Determine factors that influence food choices and eating patterns.

2.1.6. B.2 Summarize the benefits and risks associated with nutritional choices, based on eating patterns.

2.1.6. B.3 Create a daily balanced nutritional meal plan based on nutritional content, value, calories, and cost.

#### Learning Experiences

Projects, Rubrics, Articles, Diagrams, Discussion/ Review. Quizzes.

#### Teaching Strategies

Use of current articles, Utilizing current events submitted by students, Group work, Peer Presentations.

#### Resources

Glencoe Health Series  
Current Health 1 & 2

Websites:

[www.who.int/en/](http://www.who.int/en/)

[www.cdc.gov](http://www.cdc.gov)

[www.globalhealth.org](http://www.globalhealth.org)

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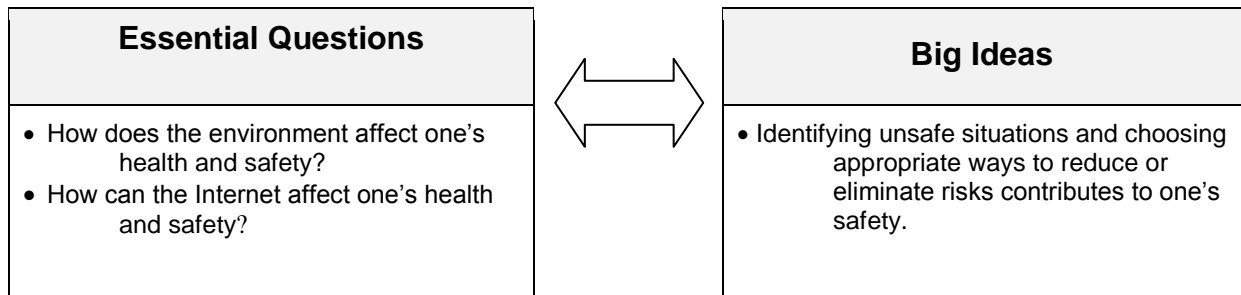
[www.clintonfoundation.org](http://www.clintonfoundation.org)

[www.unicef.org](http://www.unicef.org)

## Grade 5 Comprehensive Health

Unit Title	Safety
Time frame	Upon Completion of Grade 5
21 <sup>st</sup> Century Themes	Health literacy, Civic literacy, Global awareness
Interdisciplinary focus and technology integration	Language arts, technology, science

### Stage 1: Integrate essential questions, big ideas and learning targets, and ensure it can be differentiated and assessed



Learning Targets-students will be able to;
<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Identify ways to stay safe in the environment (dressing properly for the weather, using sunscreen, etc.)</li> <li>• Identify ways to stay safe from animals and insects in the environment</li> <li>• Learn what skin cancer is and that it is preventable</li> <li>• Practice strategies to protect oneself when using the Internet</li> <li>• Know when to report an unsafe situation encountered while using the Internet</li> </ul>

<p><b>Assessment:</b> Discussion, role-plays, group work, individual work, partner work, Tests/Quizzes, Informal observations,</p>
<p><b>Differentiation:</b></p>
<p>Discussion, role-plays, group work, individual work, partner work</p>

## Stage 2: Backward planning: from the assessment to the learning activities through inquiry

### Comprehensive Health and Physical Education

Standards: 2.1 Wellness

2.1.6. D.1 Summarize the common causes of intentional and unintentional injuries in adolescents and related prevention strategies.

#### Learning Experiences

Projects, Rubrics, Articles, Diagrams, Discussion/ Review. Quizzes.

#### Teaching Strategies

Use of current articles, Utilizing current events submitted by students, Group work, Peer Presentations.

#### Resources

Glencoe Health Series  
Current Health 1 & 2

Websites:

[www.who.int/en/](http://www.who.int/en/)

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[www.clintonfoundation.org](http://www.clintonfoundation.org)

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