

Granite School District
5th Grade Health Curriculum Map

	Core Standards/Objectives Enduring Understanding	Skills	Concepts/Content Vocabulary	Essential Questions
Day 1 Thru 26	<p><u>Enduring Understanding:</u> Students learn the three parts of health, how to set health goals, and about peer pressure, health influences, and how to manage stress.</p>	<p>You will learn to identify ten life skills that can help you take responsibility for your health. To identify ten areas of health</p> <p>Why you need health facts and how to evaluate sources of health facts. What aspects make up your personality? What six traits make up good character? What actions help you have a healthy self-concept? How to manage emotions such as depression and anger.</p> <p>What steps you can take to make responsible decisions. How resistance skills can help you resist pressure to make a wrong decision. What stress is and how it affects your body. Ways to bounce back from hard times.</p>	<p>Anger, boredom, depression, distress, emotion, good character, grief, long-term goals, peers, peer pressure, personality, resistance skills, respect, responsible, risk behavior, self-concept, self-esteem, self-respect, shyness, stress, wellness</p>	<p>Recognize the range of emotions, including extremes. List situations that elicit strong emotions. Predict the effect of substance use on emotions and the ability to appropriately manage them. Identify the benefits of feeling good about self. Identify situations of circumstances that cause stress. Design a personal plan that includes options for managing stress and stressful situations.</p>
	<p>Standard I/Objectives: Emphasis Concepts The students will learn ways to improve mental health and manage stress</p> <p>Key What are health and wellness</p> <ul style="list-style-type: none"> • Plan for a healthy life • Your personality and character • Your emotions • Taking charge of your health • Managing stress 			
	Suggested Assessments and Learning Activities			Learning Extensions
	<p>Students draw a poster with funny pictures showing dos and don'ts for active listening. Students visit the library to learn about ways to manage stress. With a group, they perform skits giving tips that they learned. Students write a short story about a person who is very angry at a friend but has trouble expressing the anger. Students contact an organization in their community that helps families deal with problems, and interview a staff member about what the organization does.</p>			<p>Visit www.mmhhealth.com for more activities and games Sunburst videos: All about respect Taking charge of me Emotional I.Q Stress; you can handle it!</p>

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Day 27 Thru 53	<p><u>Enduring Understanding:</u> Students will learn about the harmful effects of alcohol, tobacco, and drug abuse and strategies for avoiding their use. They will also learn how to recognize signs of abuse and what resources are available for people addicted to drugs.</p>	<p>You will learn how medicines are used to promote health. Safety rules for using medicine. Four steps to drug dependence. What alcohol is and its effects on the body. Reasons to not drink alcohol. The harmful effects of toxins found in tobacco smoke. How to quit tobacco use. How secondhand smoke can be harmful to health. How drug abuse harms health. The effects of marijuana, depressants, and stimulants. The effects of narcotics, inhalants and steroids. What help is available to people who abuse drugs and family members of people who abuse drugs. How to find ways to resist pressure to use drugs.</p>	<p>Addiction, alcohol, alcoholism, blood alcohol concentration, depressant drug, drug misuse, illegal drugs, intoxication, medicine, minor, nicotine, overdose, over-the-counter drug, prescription drug, secondhand smoke, side effects, tolerance, withdrawal</p>	<p>Identify the general physical effects of depressants and stimulants. Explain the concept of blood alcohol content. Explain the meaning of chemical dependence. Identify legal age for using some substances and the consequences for underage use. Describe how meaningful relationships may suffer as a result of substance use. Explore the impact friends have on decision making. Practice refusal skills in responding to pressure from others.</p>
	<p>Standard II/Objectives: Emphasis Concepts The students will adopt health-promoting and risk-reducing behavior to prevent substance abuse.</p> <p>Key Drugs and your health</p> <ul style="list-style-type: none"> • Alcohol and health • Tobacco and health • Other drugs to avoid • When someone abuses drugs • Resisting pressure 			
	Suggested Assessments and Learning Activities			
	<p>Students write and perform a song about the risks of tobacco use. Students choose three drugs discussed in the unit and draw a diagram showing the effects of each on the body. Student's research ways to reduce the risk of either heart disease or a type of cancer, and write a step-by-step plan for new habits that will help reduce that risk. Students write a script for a television announcement about reducing the risk of diseases carried by insects.</p>		<p>Visit www.mmhhealth.com for more activities and games Sunburst video: Talking about alcohol</p>	

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Day 54 Thru 79	<p><u>Enduring Understanding:</u> Students will learn about the human body and how it changes as a person grows and develops. Topic include cells, tissues, and organs; the skeletal, muscular, digestive, nervous, endocrine, and urinary systems; the stages of life; and heredity.</p>	<p>.You will learn how the human body is organized. How the skeletal and muscular system work. Which body systems work together? How the circulatory system, respiratory system works. How the digestive and nervous system work. How the endocrine and urinary system work. What changes happen in infancy and childhood? What changes happen in adolescence and adulthood? Which factors affect development?</p>	<p>Age, body system, circulatory system, diabetes, digestive system, endocrine system, growth spurt, learning disability, life cycle, muscular system, nervous system, respiratory system, skeletal system, urinary system</p>	<p>List ways of showing respect and care for others. Practice effective communication skills Respect personal boundaries. Review the major body systems and their basic functions. Explain how good hygiene can help offset the glandular system. Summarize the role of the endocrine system and its impact. Describe basic structures of female and male reproductive systems and identify their respective functions.</p>
	<p>Standard III/Objectives: Emphasis Concepts The students will understand and respect self and others related to human development and relationships</p> <p>Key Your body’s systems</p> <ul style="list-style-type: none"> • Your heart and lungs • The stages of life • You are unique 			
	Suggested Assessments and Learning Activities			
	<p>Students produce an ad featuring a favorite healthful food, for a radio show. Students write a report on a specific body system. Students make a chart illustrating how nutrients affect they body system. Visit a charitable group that provides food to needy families. They can speak with staff members and perhaps offer to help.</p>			<p>Visit www.mmhhealth.com for more activities and games Sunburst videos: Talking about sex; Am I normal?</p>

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Day 80 Thru 107	<p><u>Enduring Understanding:</u> Students learn about communicable and non-communicable diseases, both acute and chronic. Topic include pathogens, the immune system, disease stages and symptoms, heart disease and stroke, cancer, diabetes, asthma and allergies, epilepsy, and arthritis.</p>	<p>You will learn what communicable and noncommunicable diseases are. How pathogens spread and cause diseases. How pathogens get into your body. What are the stages of disease? How the body fights illness. What symptoms are typical of common diseases? How to reduce your risk of heart disease. How cancer affects the body. Ways to reduce the risk of and treat cancer. What diabetes is and how to manage it. What asthma and allergies are? What epilepsy and arthritis are and how to manage them. .</p>	<p>Antibiotic, antibody, bacteria, cancer, chronic diseases, fever, heart attack, immunization, symptom, virus,</p>	<p>List several diseases caused by viruses. List the primary modes of transmission of HIV. Recognize how infected yet symptoms-free people can infect others. List situations that pose a risk for transmission involving exposure to body fluids</p>
	<p>Standards IV/Objectives: Emphasis Concepts The students will understand concepts related to health promotion and disease prevention.</p> <p>Key Communicable diseases</p> <ul style="list-style-type: none"> • How your body fights infection • Signs of illness • Chronic disease and heart • Chronic disease: cancer • Other chronic diseases 			
	Suggested Assessments and Learning Activities			
	<p>Have students make a booklet titled Pathogens on the move. On each page, have them illustrate one way pathogens are spread. To graphically illustrate how germs can be spread from person to person, cover your palm with chalk dust and choose a student to shake hands with. Those students should then choose a different person to shake hands with, and so on. Have students make an illustration of the body that shows and describes the body parts that make up the first line of defense against disease. Suggest students work with a parent or guardian to select a common OTC medication kept on hand by their families. Have students research the percentages of breast cancer cases that affect women and men. Have student’s select one disease from this lesson and make a poster that shows ways to manage or help prevent developing the condition.</p>			<p>Visit www.mmhhealth.com for more activities and games</p>

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Day 108 Thru 134	<u>Enduring Understanding:</u> Students learn how to protect themselves from various dangers. Topic covered include staying safe indoors and out; dealing with emergencies, including natural disasters; first aid; staying safe from violence; and avoiding gangs	You will learn how to reduce safety hazards at home. What safety rules to follow in case of fire? What safety rules to follow when you ride in a car or bus or ride bicycles, scooters, or skateboards? What safety rules to follow in severe weather conditions and in the water? Whom to call in case of emergency. What to do to help stay safe in a natural disaster. How to give first aid for minor injuries. What is CPR and rescue breathing are. Ways to express anger and resolve conflict without violence. What characteristics define a gang? Ways to avoid gangs and weapons.	CPR, discrimination, earthquake, emergency, fire extinguisher, first aid, flood, fracture, frostbite, gang, hazard, heatstroke, hurricane, injury, pedestrians, safety rules, safety belt, smoke detector, tetanus, weapon	Identify and avoid potential hazards in a variety of situations. Describe precautions to take when around chemicals, electricity, or water. Describe emergency procedures to follow in case of chemical or water-related accidents. Demonstrate how to use safety equipment. Analyze the impact of violence portrayed in the media. Identify comments that would show respect and caring for others. Analyze the value in creating respectful, health relationships.
	Standard V/Objectives: Emphasis Concepts The students will adopt behaviors to maintain personal health and safety and develop appropriate strategies to resolve conflict. <ul style="list-style-type: none"> ○ Key Keep safe indoors and outdoors • How to handle emergencies • Facts on first aid • Staying violence free • Steering clear of gangs 			
	Suggested Assessments and Learning Activities			Learning Extensions
	Direct students to draw a before and after picture of a room, with the before picture showing the room full of potential safety hazards, and the after picture showing the same room with those hazards removed or fixed. Have students think of some of the ways they have gotten hurt outdoors in the past. Ask students to make illustrated charts showing how to keep safe during thunderstorm, hurricane, tornado, flood, and earthquake. Have student's list three minor injuries that can be treated with first aid. Have students work in small groups. Ask each student to share an idea about how to avoid each of the following; physical fighting, bullying, discrimination. Have students list 10 reasons to avoid being part of a gang.			Visit www.mmhhealth.com for more activities and games

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Day 135 Thru 151	<p><u>Enduring Understanding:</u> Students will read about and discuss nutrition and healthful eating habits. Topic includes basic nutritional needs, how to achieve a balanced diet using MyPyramid, how to interpret food labels, and how to maintain a healthful weight.</p>	<p>You will learn six kinds of nutrients and what foods provide them. The dietary guidelines. Factors that influence your food choices. What information is found on a food label? What safety guidelines apply to handling food? How to use abdominal thrust to help someone who is choking. How to maintain a healthful weight. The cause, signs, and treatment of eating disorders.</p>	<p>Balanced diet, body image, calorie, dietary guidelines, eating disorder, food group, healthful weight, overweight, serving size, table manners, weight management</p>	<p>Know the Dietary Guidelines for Americans Relate how following the dietary guidelines for Americans may impact the health of individuals as well as communities. Compare daily food intake and caloric output with dietary guidelines for Americans. Determine how changes in personal activity level and or food intake may benefit personal health. Summarize the role of nutrition and exercise in body development. Determine how heredity and environment can influence body shape and size. Recognize the impact that puberty has on body growth, shape, and size.</p>
	<p>Standard VI/Objectives: Emphasis Concepts The students will understand how a healthy diet and exercise can increase the likelihood of physical and mental wellness.</p> <p>Key Your basic nutritional needs</p> <ul style="list-style-type: none"> • Aim for a balanced diet • Food that's safe to eat • Your weight manager 			
	Suggested Assessments and Learning Activities			
	<p>Have each student list ten favorite foods, identify the types of nutrient each food contains, and explain how each nutrient benefits the body. Ask students to write an article that identifies different influences on the food choices of your people. Have students list their favorite snacks. Based on what they have learned so far, ask them to rank their snacks in order from the most healthful to the least healthful on a scale of 1 to 10.</p>		<p>Visit www.mmhhealth.com for more activities and games</p>	

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Day 152 Thru 178	<p><u>Enduring Understanding:</u> Students will learn how to choose health products and services responsibly, as well as how to budget time and money. They will study community and public health, and investigate careers in health.</p>	<p>You will learn what health-care products and services are. Factors that can influence choices about health-care products and service. How technology affects health and health care. How the government and private groups help protect consumers. How communities meet their health needs. Ways that volunteers can contribute to the health of a community. What jobs health works perform. How to prepare for a health career.</p>	<p>Advertising, appeal, budget, career, consumer, health-care products, health-care services, media, volunteerism</p>	<p>Identify natural resources protecting needs. Examine situations where a person or group assists the protection on natural resources. Analyze the influence of media on needs and wants. Research health-related professions. Select and report on a health-related profession</p>
	<p>Standard VII/Objectives: Emphasis Concepts</p> <p>0- The students will understand the value of service and effective consumer practices.</p> <ul style="list-style-type: none"> • What smart consumers know • Help for consumers • Planning a healthful community • Careers in health and fitness 			
	Suggested Assessments and Learning Activities			
	<p>Have students choose an ad for a health-care product on television or radio, or find one in a newspaper or magazine. Direct them to write down two ways the ad tries to appeal to consumers. Have students pairs find a print ad for a product or service that appears to make a false claim and make a poster about the claim. Have students research a controlled disease, such as yellow fever, smallpox, or polio. Have them summarize the history of the disease, how it was brought under control and what circumstances might allow it to emerge again. Have students identify health-care works in the community and write letters inviting them to speak to the class.</p>		<p>Visit www.mmhhealth.com for more activities and games</p>	