

CARLISLE AREA SCHOOL DISTRICT

Carlisle, PA 17013

Health

Grade 5

Date of Board Approval: **January 19, 2012**

**CARLISLE AREA SCHOOL DISTRICT
PLANNED INSTRUCTION COVER PAGE**

Title of Course: Health Subject Area: Health Grade Level: Fifth

Course Length: (Semester/Year): Year Duration: 45 minutes Frequency: Once every two 6 day cycles

Prerequisites: Not Applicable Credit: Not Applicable Level: Not Applicable

Course Description/Objectives: The district shall provide for attainment of the academic standards per Chapter 4, Section 4.12. Each student shall demonstrate proficiency in the following area: concepts of health; healthful living; and safety and injury prevention.

Major Text(s)/Resources: None

Curriculum Writing Committee:

Eric Behrenshausen
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Unit: Safety		Subject Area:	Grade: 5
PA Academic Standards	Performance Indicators	Assessments	
10.3.6B Know and apply appropriate emergency responses.	<ul style="list-style-type: none"> • How to treat wounds involving blood. • CPR procedures. • How to treat fractures. • Know what to do when approached by a stranger. 	Teacher made tests and quizzes Curriculum-based assessments Demonstrations Performance assessments Portfolios Research papers Essays Oral presentations Multi-media presentations	
10.3.6B Know and apply appropriate emergency responses.	<ul style="list-style-type: none"> • Knowledge of first aid helps us prevent harmful situations, treat common injuries and respond to emergencies. 		
10.3.6B Know and apply appropriate emergency responses.	<ul style="list-style-type: none"> • Identify an emergency situation which requires action. • Create a flipchart for the care of wounds involving blood. 		
10.3.6B Know and apply appropriate emergency responses.	<ul style="list-style-type: none"> • Dramatize an emergency situation and what you would do to handle that situation. • Model treatment of a wound or broken bone. 		
10.3.6B Know and apply appropriate emergency responses.	<ul style="list-style-type: none"> • Role play situations and responses to being approached by a stranger. 		

Unit: Drug and Alcohol		Subject Area:	Grade: 5
PA Academic Standards	Performance Indicators	Assessments	
10.1.6D Explain factors that influence childhood and adolescent drug use.	<ul style="list-style-type: none"> • Identify refusal skills. • Know the short term and long term effects of tobacco and alcohol on our body. • Know how steroids affect our bodies. 	Teacher made tests and quizzes Curriculum-based assessments Demonstrations Performance assessments Portfolios Research papers Essays Oral presentations Multi-media presentations	
10.1.6D Explain factors that influence childhood and adolescent drug use.	<ul style="list-style-type: none"> • The use of tobacco, alcohol, and steroids can change your life by damaging your body. • Brainstorm how peers influence our decisions. 		
10.1.6D Explain factors that influence childhood and adolescent drug use.	<ul style="list-style-type: none"> • Identify the health consequences of using tobacco, alcohol and other drugs. • Role play various situations using refusal skills. 		
10.1.6D Explain factors that influence childhood and adolescent drug use.	<ul style="list-style-type: none"> • List signs and symptoms of steroid use. 		
10.2.6C Explain the media's effect on the health and safety issues.	<ul style="list-style-type: none"> • Identify peer pressure and how media tries to influence our decisions on alcohol and tobacco use. 		

Unit: Drug and Alcohol		Subject Area:	Grade: 5
PA Academic Standards	Performance Indicators	Assessments	
10.3.6C Describe strategies to avoid or manage conflict and violence.	<ul style="list-style-type: none"> Brainstorm ways to refuse tobacco, alcohol, and other drugs. 	Teacher made tests and quizzes Curriculum-based assessments Demonstrations Performance assessments Portfolios Research papers Essays Oral presentations Multi-media presentations	

Unit: Hygiene		Subject Area:	Grade: 5
PA Academic Standards	Performance Indicators	Assessments	
10.1.6A Describe growth and development changes that occur between childhood and adolescence and identify factors that can influence these changes.	<ul style="list-style-type: none"> Know how the body changes through the maturation process and what that means to personal hygiene. 	Teacher made tests and quizzes Curriculum-based assessments Demonstrations Performance assessments Portfolios Research papers Essays Oral presentations Multi-media presentations	
10.1.6A Describe growth and development changes that occur between childhood and adolescence and identify factors that can influence these changes.	<ul style="list-style-type: none"> List ways that our body changes through maturation and what we need to do to maintain good hygiene. 		
10.1.6E Identify health problems that can occur throughout life and describe ways to prevent them.	<ul style="list-style-type: none"> Identify and define airborne diseases. Identify and define blood borne diseases. Differentiate between infectious and noninfectious diseases and common preventative measures. 		
10.1.6E Identify health problems that can occur throughout life and describe ways to prevent them.	<ul style="list-style-type: none"> Identify airborne vs. blood borne diseases. Good choices and healthy habits help prevent disease. 		
10.1.6E Identify health problems that can occur throughout life and describe ways to prevent them.	<ul style="list-style-type: none"> Research a disease, its method of transmission and how you avoid or prevent getting this disease. 		

Unit: Human Body		Subject Area:	Grade: 5
PA Academic Standards	Performance Indicators	Assessments	
10.1.6A Describe growth and development changes that occur between childhood and adolescence and identify factors that can influence these changes.	<ul style="list-style-type: none"> List ways we can keep our body systems health as we grow. 	Teacher made tests and quizzes Curriculum-based assessments Demonstrations Performance assessments Portfolios Research papers Essays Oral presentations Multi-media presentations	
10.1.6B Identify and describe the structure and function of the major body systems.	<ul style="list-style-type: none"> Know the role of our body systems. Define a system as an organized assembly of things that work together to accomplish a goal. 		
10.1.6B Identify and describe the structure and function of the major body systems.	<ul style="list-style-type: none"> Realize that the human body is made up of many parts and systems and they must work together to keep us healthy. 		
10.1.6B Identify and describe the structure and function of the major body systems.	<ul style="list-style-type: none"> The body is made up of parts that have specific functions. Compare and contrast the different body systems. 		
10.1.6B Identify and describe the structure and function of the major body systems.	<ul style="list-style-type: none"> Identify common health problems and how they impact various body systems. Describe the functions of each system and organ. 		

Unit: Nutrition		Subject Area:	Grade: 5
PA Academic Standards	Performance Indicators	Assessments	
10.1.6C Analyze nutritional concepts that impact health.	<ul style="list-style-type: none"> Define combination foods as food that fit into more than one category on the food pyramid. Educating ourselves about nutrition helps us to lead a healthy life. 	Teacher made tests and quizzes Curriculum-based assessments Demonstrations Performance assessments Portfolios Research papers Essays Oral presentations Multi-media presentations	
10.1.6C Analyze nutritional concepts that impact health.	<ul style="list-style-type: none"> Identify combination foods. Determine the number of calories in your daily menu. Calculate calorie intake by reading food labels. 		
10.1.6C Analyze nutritional concepts that impact health.	<ul style="list-style-type: none"> Determine the number of calories in a food item and how much exercise is needed to expend those calories. Identify anorexia and bulimia as eating disorders that negatively affect our bodies. 		
10.2.6B Explain the relationship between health-related information and consumer choices.	<ul style="list-style-type: none"> Know how to plan a healthy breakfast, lunch, and dinner including healthy snacks in between meals. Know the nutrient requirements when planning meals. 		
10.4.6C Identify and apply ways to monitor and assess the body's response to moderate to vigorous physical activity.	<ul style="list-style-type: none"> Calculate your body mass index and explain what the number means in regards to your health. 		

Unit: Fitness/Wellness		Subject Area:	Grade: 5
PA Academic Standards	Performance Indicators	Assessments	
10.3.6D Analyze the role of individual responsibility of safety during physical activity.	<ul style="list-style-type: none"> • Know the components of a proper work-out. • Demonstrate proper stretching and warm-up and cool-down techniques. 	Teacher made tests and quizzes Curriculum-based assessments Demonstrations Performance assessments Portfolios Research papers Essays Oral presentations Multi-media presentations	
10.4.6A Identify and engage in moderate to vigorous physical activities that contribute to physical fitness and health.	<ul style="list-style-type: none"> • Know the effects of proper sleep on the body. • Understanding being physically fit helps us to day healthy. • Identify benefits of sleep as it pertains to exercise. 		
10.4.6A Identify and engage in moderate to vigorous physical activities that contribute to physical fitness and health.	<ul style="list-style-type: none"> • Describe how different body systems are impacted by exercise. 		
10.4.6B Explain the effects of regular participation in moderate to vigorous physical activities on the body system.	<ul style="list-style-type: none"> • Recognize how body systems are impacted by exercise. • Identify how exercise relieves stress. 		
10.4.6C Identify and apply ways to monitor and assess the body's response to moderate to vigorous physical activity.	<ul style="list-style-type: none"> • Determine personal target heart rate. 		

Unit: Fitness/Wellness		Subject Area:	Grade: 5
PA Academic Standards	Performance Indicators	Assessments	
10.4.6D Describe factors that affect childhood physical activity preferences.	<ul style="list-style-type: none"> • One's self image can be positive or negative. • Making healthy decisions keeps one's self image positive. 	Teacher made tests and quizzes Curriculum-based assessments Demonstrations Performance assessments Portfolios Research papers Essays Oral presentations Multi-media presentations	
10.4.6D Describe factors that affect childhood physical activity preferences.	<ul style="list-style-type: none"> • Explain how positive self-image impacts your health. 		
10.5.6A Explain and apply the basic movement skills and concepts to create and perform movement sequences and advanced skills.	<ul style="list-style-type: none"> • Components of an exercise plan. 		
10.5.6D Describe and apply the principles of exercise to the components of health-related and skill-related fitness.	<ul style="list-style-type: none"> • Utilize the components of FITT principle: frequency, intensity, type and time when developing a workout plan. • Develop a personal fitness plan. 		
10.5.6D Describe and apply the principles of exercise to the components of health-related and skill-related fitness.	<ul style="list-style-type: none"> • Identify five components of physical fitness. • Apply the FITT principle to your fitness plan. 		

Adaptations/Modifications for Students with I.E.P.s

Adaptations or modifications to this planned course will allow exceptional students to earn credits toward graduation or develop skills necessary to make a transition from the school environment to community life and employment. The I.E.P. team has determined that modifications to this planned course will meet the student's I.E.P. needs.

Adaptations/Modifications may include but are not limited to:

INSTRUCTION CONTENT

- Modification of instructional content and/or instructional approaches
- Modification or deletion of some of the essential elements

SETTING

- Preferential seating

METHODS

- Additional clarification of content
- Occasional need for one to one instruction
- Minor adjustments or pacing according to the student's rate of mastery
- Written work is difficult, use verbal/oral approaches
- Modifications of assignments/testing
- Reasonable extensions of time for task/project completion
- Assignment sheet/notebook
- Modified/adjusted mastery rates
- Modified/adjusted grading criteria
- Retesting opportunities

MATERIALS

- Supplemental texts and materials
- Large print materials for visually impaired students
- Outlines and/or study sheets
- Carbonless notebook paper
- Manipulative learning materials
- Alternatives to writing (tape recorder/calculator)