

A Healthy, Active Lifestyle		
Content Area: 02 Health		
Course & Grade Level: 05 Grade 5		
Summary and Rationale		
<p>The New Jersey Core Curriculum Content Standards for Health and Comprehensive Physical Education site the importance of health literacy for citizens in the 21st century. There is a focus on the individual to take personal responsibility for his/her health by living an active, healthy lifestyle. As such, the goal of the curriculum is to foster a life-long commitment to healthy living by making informed choices about wellness, nutrition, social and emotional pressures, and fitness. Decisions one makes today impact current and future quality of life.</p>		
Recommended Pacing		
35 days		
New Jersey Student Learning State Standards for Health Education		
2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.		
CPI #2.1 A	Cumulative Progress Indicator (CPI)	
	Strand A	Personal Growth and Development
2.1.6.A.1	Explain how health data can be used to assess and improve each dimension of personal wellness.	
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 the use of personal hygiene practice	
CPI #2.1.B	Cumulative Progress Indicator (CPI)	
	Strand B	Nutrition
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.	
CPI #2.1.C	Cumulative Progress Indicator (CPI)	
	Strand C	Diseases and Health Conditions
2.1.6.C.1	Summarize means of detecting and treating diseases and health conditions that are prevalent in adolescents.	
2.1.6.C.2	Determine the impact of public health strategies in preventing diseases and health conditions.	
CPI # 2.1.D	Cumulative Progress Indicator (CPI)	
	Strand D	Safety
2.1.6.D.2	Explain what to do if abuse is suspected or occurs (Covered in DARE lessons)	
CPI #2.1.E	Cumulative Progress Indicator (CPI)	
	Strand E	Social and Emotional Health
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. (Covered in DARE lessons)
2.1.6.E.3	Compare and contrast ways that individuals, families, and communities cope with change, crisis, rejection, loss, and separation. (Covered in Guidance lessons)
2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle	
CPI #2.2.A	Cumulative Progress Indicator (CPI) Strand A Interpersonal Communication
2.2.6.A.1	Demonstrate verbal and nonverbal interpersonal communication in various settings that impact the health of oneself and others. (Covered in both DARE and Health Classes)
2.2.6.A.2	Demonstrate use of refusal, negotiation, and assertiveness skills in different situations. (Covered in DARE lessons)
CPI #2.2.B	Cumulative Progress Indicator (CPI) Strand B Decision-Making and Goal-Setting
2.2.6.B.1	Use effective decision-making strategies.
2.2.6.B.2	Predict how the outcome(s) of a health-related decision may differ if an alternative decision is made by self or others.
2.2.6.B.3	Determine how conflicting interests may influence one's decisions. (Covered in DARE lessons)
2.2.6.B.4	Apply personal health data and information to support achievement of one's short- and long-term health goals.
CPI #2.2.C	Cumulative Progress Indicator (CPI) Strand C Character Development
2.2.6.C.1	Explain how character and core ethical values can be useful in addressing challenging situations. (Covered in Character Ed/ Guidance lessons)
2.2.6.C.2	Predict situations that may challenge an individual's core ethical values. (Covered in DARE, Character ED lessons)
2.2.6.C.3	Develop ways to proactively include peers with disabilities at home, at school, and in community activities. (Covered in Character Ed lessons)
CPI #2.2.D	Cumulative Progress Indicator (CPI) Strand D Advocacy and Service
CPI #2.2.E	Cumulative Progress Indicator (CPI) Strand E Health Services and Information
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.
2.3 Drugs and Medicines: All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle.	
CPI #2.3.A	Cumulative Progress Indicator (CPI) Strand A Medicines
2.3.6.A.1	Compare and contrast short- and long-term effects and the potential for abuse of commonly used over-the-counter and prescription medicines and herbal and medicinal supplements.
2.3.6.A.2	Compare information found on over-the-counter and prescription medicines.

CPI #2.3.B	Cumulative Progress Indicator (CPI)	
	Strand B	Alcohol, Tobacco, and Other Drugs
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 nonsmokers. (Covered in DARE lessons)	
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. (Covered in DARE and Health Classes)	
2.3.6.B.7	Analyze the relationship between injected drug use and diseases such as HIV/AIDS and hepatitis.	
CPI #2.3.C	Cumulative Progress Indicator (CPI)	
	Strand C	Dependency/Addiction and Treatment
2.3.6.C.1	Summarize the signs and symptoms of a substance abuse problem and the stages that lead to dependency/addiction.	
2.3.6.C.2	Explain how wellness is affected during the stages of drug dependency/addiction.	
2.3.6.C.3	Determine the extent to which various factors contribute to the use and abuse of alcohol, tobacco, and other drugs by adolescents, such as peer pressure, low self-esteem, genetics, and poor role models. (DARE)	
2.3.6.C.4	Determine effective strategies to stop using alcohol, tobacco and other drugs, and that support the ability to remain drug-free. (DARE)	
2.4 Human Relationships and Sexuality: All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.		
CPI #2.4.A	Cumulative Progress Indicator (CPI)	
	Strand A	Relationships
2.4.6.A.3	Examine the types of relationships adolescents may experience.	
CPI #2.4.B	Cumulative Progress Indicator (CPI)	
	Strand B	Sexuality
2.4.6.B.1	Compare growth patterns of males and females during adolescence.	
2.4.6.B.2	Summarize strategies to remain abstinent and resist pressures to become sexually active.	
2.4.6.B.3	Determine behaviors that place one at risk for HIV/AIDS, STIs, HPV, or unintended pregnancy.	
2.4.6.B.4	Predict the possible physical, social, and emotional impacts of adolescent decisions regarding sexual behavior.	
CPI #2.4.C	Cumulative Progress Indicator (CPI)	
	Strand C	Pregnancy and Parenting
2.4.6.C.1	Summarize the sequence of fertilization, embryonic growth, and fetal development during pregnancy.	
2.4.6.C.2	Identify the signs and symptoms of pregnancy.	
2.4.6.C.3	Identify prenatal practices that support a healthy pregnancy.	
2.4.6.C.4	Predict challenges that may be faced by adolescent parents and their families.	
Interdisciplinary Connections		
Standard #	Standard	

C:A1.5	Learn to make decisions
C:A2.1	Acquire employability skills such as working on a team, problem-solving and organizational skills.
RI.4.7	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
W.4.8	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

New Jersey Student Learning Standards for 21st Century Life and Careers

Career Ready Practices

Standard #	Standard
CRP2.	Apply appropriate academic technical skills.
CRP4.	Communicate clearly and effectively with reason.
CRP8.	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP11.	Use technology to enhance productivity

9.2 Career Awareness, Exploration, and Preparation

Standard #	Standard
9.2.4.A.4	Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

New Jersey Student Learning Standards for Technology

Standard #	Standard
8.1	All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

Instructional Focus

Unit Enduring Understandings:

- Staying healthy is a lifelong process that includes all dimensions of wellness
- Eating patterns are influenced by a variety of factors (costs, needs of the individuals, cultural, age and environment, and availability)
- The early detection and treatment of diseases and health conditions impacts one's health
- Identifying unsafe situations and choosing appropriate ways to reduce or eliminates risks contributes to the safety of self and others
- Social and emotional development impact all components of wellness
- Respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, social-economic background, religion, and/or culture provide a foundation for the prevention and resolution of conflict
- Effective communication maybe a determining factor in the outcome of health and safety related situations.
- Effective communication is the basis for strengthening interpersonal interactions and relationships and resolving conflicts.
- Every health related decisions has short and long term consequences and affects the ability to reach health goals.
- Character building is influenced by many factors both positive and negative, such as acceptance, discrimination, bullying, abuse, sportsmanship, support, disrespect, and violence.

- Communicating health needs to trusted adults and professionals assist in the prevention, early detection, and treatment of health problems.
- Medicines comes in a variety of forms (prescription medicines, over-the-counter medicines, medical supplements), are used for numerous reasons and should be taken as directed in order to be safe and effective.
- There is a strong relationship between individuals who abuse drugs and increased intentional and unintentional health-risks behaviors.
- 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.
- Healthy relationships require a mutual commitment.
- Most significant physical, emotional, and mental growth changes occur during adolescence, but not necessarily at the same rate.
- Responsible actions regarding sexual behavior impact the health of one's self and others.
- Knowing the physiological process of how pregnancy occurs as well as development of the fetus leading to a childbirth contribute to a greater understanding of how and why a healthy environment should be provided for the pregnant mother.
- Adolescent parents may have difficulty adjusting to emotional and financial responsibilities of parenthood

Unit Essential Questions:

- What are the dimensions of wellness and how do they help me grow and develop in a healthy way?
- What food choices can I make to help my body grow?
- How can poor eating habits effect my health?
- Why is HIV/AIDS a communicable disease?
- How should I ask others for help if I feel I'm being hurt? (abuse/bullying)
- Why is it important to tell people what I'm thinking or feeling?
- How do I make a good health choice? Who and what help me make those decisions?
- How does peer pressure influence my decision making?
- What skills do I need to interact with others and why are they important?
- Why are some medications sold over-the-counter and others need a prescription?
- How can I avoid problems with taking medications?
- What will tobacco do to my body?
- Are there laws governing tobacco, alcohol and drug use for students my age? If so, how do they affect me?
- What are the short and long term effects of using alcohol?
- Why does everyone grow differently? (genetics)
- How is my body going to change during puberty?
- Are puberty and adolescence the same?
- How can I care for my changing body?
- How does a single cell develop into an infant?
- Why do pregnant women need to be especially health-conscious?
- Are good decisions for one person, good decisions for everyone?

Objectives:

Students will know:

- Factors that influence growth and development
- The importance of healthy habits on growth and development (exercise, sleep, nutrition, hygiene)
- Factors to consider when comparing health care products
- Components of a nutritionally sound diet for a growing body
- Influences that affect personal food choices
- Names and functions of major body systems

- Responsible personal health habits to keep the body well
- Inherited traits and ways that they directly influence growth patterns
- The endocrine system and the impact of hormones on growth and development
- Changes (physical, emotional, social, and intellectual) that occur during adolescence
- Good hygiene habits and their role in living a healthy life
- The effects of HIV on the Immune system
- Methods of HIV transmission and prevention
- Some common communicable diseases and health conditions prevalent during adolescence
- Strategies of prevention for common diseases and health conditions
- Coping strategies to maintain social and emotional health
- Effective versus ineffective interpersonal communication strategies
- Effective decision making skills
- Health issues that warrant support from trusted adults and health professionals
- Strategies to deal with conflict, violence, harassment, vandalism, and bullying
- Potential effects of medications (over-the-counter, prescription drugs, and herbal supplements)
- Effects of substance abuse on health and wellness (tobacco/alcohol/marijuana)
- Factors that contribute to substance abuse including media, peer pressure, family life, culture, genetics, role-models
- Relevant laws, policies, and procedures related to substance abuse
- Signs and symptoms of substance abuse
- Relationship between injected drug abuse and disease
- Strategies to prevent substance abuse
- Male/Female changes to anatomy and physiology that occur at puberty
- The sequence of fertilization, embryonic growth, and fetal development during pregnancy
- Negative aspects of adolescent pregnancy

Students will be able to

- Develop an action plan for personal wellness; chart progress toward goals; reflect on benefits of a healthy diet, sleep, or regular exercise
- Compare and track their own growth (personal record)
- Role-play scenarios that illustrate interpersonal communication strategies in health and safety-related situations
- Analyze their sleep patterns through a sleep log
- Demonstrate the immune system response to pathogens in the game Body Battles
- Design a plan for healthy nutritional choices and eating habits
- Create a word web for the dimensions of wellness and healthy habits
- Read case studies of adolescents in challenging situations; participate in a brainstorming discussion to analyze the role of personal values and ethics when confronted with difficult scenarios
- Role-play scenarios in which students need to ask for help from a trusted adult or from a health professional
- Design an advertisement or prepare a brochure for warning classmates of the effects of medications (prescription, over-the-counter, and herbal supplements)
- Explain the effects of alcohol on the body and how it changes behaviors/abilities
- Demonstrate the effects of tar on lungs and how it prevents oxygenation of blood cells
- Summarize the effects of substance abuse on the individual, the family, and the community
- Create a flow chart on the progression of puberty changes
- Compare and contrast male and female changes of puberty
- Identify male and female reproductive system parts and functions

- Trace the path of reproductive cells (ovum and sperm)
- Describe the major events of human development from fertilization to birth
- Discuss the challenges of adolescent parenthood
- Define the term abstinence
- Explain why abstinence is a healthy choice

Evidence of Learning

Competencies for 21st Century Learners

Collaborative Team Member

Effective Communicator

Self-Directed Learner

Globally Aware, Active, & Responsible Student/Citizen

Resources

Core Text: Being Healthy Harcourt Brace, Jovanovich

Suggested Resources:

The Puberty Workshop by Human Relations Media

Brain Pop

Kidshealth.org

CDC.gov