

# 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"> <li>• How to treat wounds involving blood.</li> <li>• CPR procedures.</li> <li>• How to treat fractures.</li> <li>• Know what to do when approached by a stranger.</li> </ul>	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"> <li>• Knowledge of first aid helps us prevent harmful situations, treat common injuries and respond to emergencies.</li> </ul>	
10.3.6B Know and apply appropriate emergency responses.	<ul style="list-style-type: none"> <li>• Identify an emergency situation which requires action.</li> <li>• Create a flipchart for the care of wounds involving blood.</li> </ul>	
10.3.6B Know and apply appropriate emergency responses.	<ul style="list-style-type: none"> <li>• Dramatize an emergency situation and what you would do to handle that situation.</li> <li>• Model treatment of a wound or broken bone.</li> </ul>	
10.3.6B Know and apply appropriate emergency responses.	<ul style="list-style-type: none"> <li>• Role play situations and responses to being approached by a stranger.</li> </ul>	

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

<b>Unit: Drug and Alcohol</b>		<b>Subject Area:</b>	<b>Grade: 5</b>
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10.3.6C Describe strategies to avoid or manage conflict and violence.	<ul style="list-style-type: none"> <li>Brainstorm ways to refuse tobacco, alcohol, and other drugs.</li> </ul>	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
<p>10.1.6A Describe growth and development changes that occur between childhood and adolescence and identify factors that can influence these changes.</p>	<ul style="list-style-type: none"> <li>• Know how the body changes through the maturation process and what that means to personal hygiene.</li> </ul>	<p>Teacher made tests and quizzes Curriculum-based assessments Demonstrations Performance assessments Portfolios Research papers Essays Oral presentations Multi-media presentations</p>
<p>10.1.6A Describe growth and development changes that occur between childhood and adolescence and identify factors that can influence these changes.</p>	<ul style="list-style-type: none"> <li>• List ways that our body changes through maturation and what we need to do to maintain good hygiene.</li> </ul>	
<p>10.1.6E Identify health problems that can occur throughout life and describe ways to prevent them.</p>	<ul style="list-style-type: none"> <li>• Identify and define airborne diseases.</li> <li>• Identify and define blood borne diseases.</li> <li>• Differentiate between infectious and noninfectious diseases and common preventative measures.</li> </ul>	
<p>10.1.6E Identify health problems that can occur throughout life and describe ways to prevent them.</p>	<ul style="list-style-type: none"> <li>• Identify airborne vs. blood borne diseases.</li> <li>• Good choices and healthy habits help prevent disease.</li> </ul>	
<p>10.1.6E Identify health problems that can occur throughout life and describe ways to prevent them.</p>	<ul style="list-style-type: none"> <li>• Research a disease, its method of transmission and how you avoid or prevent getting this disease.</li> </ul>	

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"> <li>List ways we can keep our body systems health as we grow.</li> </ul>	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"> <li>Know the role of our body systems.</li> <li>Define a system as an organized assembly of things that work together to accomplish a goal.</li> </ul>	
10.1.6B Identify and describe the structure and function of the major body systems.	<ul style="list-style-type: none"> <li>Realize that the human body is made up of many parts and systems and they must work together to keep us healthy.</li> </ul>	
10.1.6B Identify and describe the structure and function of the major body systems.	<ul style="list-style-type: none"> <li>The body is made up of parts that have specific functions.</li> <li>Compare and contrast the different body systems.</li> </ul>	
10.1.6B Identify and describe the structure and function of the major body systems.	<ul style="list-style-type: none"> <li>Identify common health problems and how they impact various body systems.</li> <li>Describe the functions of each system and organ.</li> </ul>	

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"> <li>● Define combination foods as food that fit into more than one category on the food pyramid.</li> <li>● Educating ourselves about nutrition helps us to lead a healthy life.</li> </ul>	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"> <li>● Identify combination foods.</li> <li>● Determine the number of calories in your daily menu.</li> <li>● Calculate calorie intake by reading food labels.</li> </ul>	
10.1.6C Analyze nutritional concepts that impact health.	<ul style="list-style-type: none"> <li>● Determine the number of calories in a food item and how much exercise is needed to expend those calories.</li> <li>● Identify anorexia and bulimia as eating disorders that negatively affect our bodies.</li> </ul>	
10.2.6B Explain the relationship between health-related information and consumer choices.	<ul style="list-style-type: none"> <li>● Know how to plan a healthy breakfast, lunch, and dinner including healthy snacks in between meals.</li> <li>● Know the nutrient requirements when planning meals.</li> </ul>	
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"> <li>● Calculate your body mass index and explain what the number means in regards to your health.</li> </ul>	

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"> <li>• Know the components of a proper work-out.</li> <li>• Demonstrate proper stretching and warm-up and cool-down techniques.</li> </ul>	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"> <li>• Know the effects of proper sleep on the body.</li> <li>• Understanding being physically fit helps us to day healthy.</li> <li>• Identify benefits of sleep as it pertains to exercise.</li> </ul>	
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"> <li>• Describe how different body systems are impacted by exercise.</li> </ul>	
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"> <li>• Recognize how body systems are impacted by exercise.</li> <li>• Identify how exercise relieves stress.</li> </ul>	
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"> <li>• Determine personal target heart rate.</li> </ul>	

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<b>PA Academic Standards</b>	<b>Performance Indicators</b>	<b>Assessments</b>	
10.4.6D Describe factors that affect childhood physical activity preferences.	<ul style="list-style-type: none"> <li>• One’s self image can be positive or negative.</li> <li>• Making healthy decisions keeps one’s self image positive.</li> </ul>	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"> <li>• Explain how positive self-image impacts your health.</li> </ul>		
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"> <li>• Components of an exercise plan.</li> </ul>		
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"> <li>• Utilize the components of FITT principle: frequency, intensity, type and time when developing a workout plan.</li> <li>• Develop a personal fitness plan.</li> </ul>		
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"> <li>• Identify five components of physical fitness.</li> <li>• Apply the FITT principle to your fitness plan.</li> </ul>		

## **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)