

**HEALTH EDUCATION**

**Course Name: Health Education - Grade 5**

**Course Description:** The program includes information on and practice of resistance skills regarding alcohol and other drugs. The program provides students with basic information on drugs and their effects, and explains causes of substance abuse. New concepts are introduced at this grade level and others are maintained, reinforced, and expanded upon. The program also includes information on the onset of puberty, and includes an introduction to HIV/AIDS awareness and prevention. The curriculum emphasizes self-concept, coping skills, and social skills.

In general, the curriculum advocates abstinence and the avoidance of unhealthy behaviors and risk situations which reduce personal choice. Students will be encouraged to seek guidance and clarification of their values through their families, places of worship, or other appropriate counselors.

The curriculum promotes behavior which is physically, socially, emotionally, and intellectually healthy.

**Course Proficiencies:** The following list of proficiencies describes what students are expected to know and be able to do as a result of successfully completing this course. The proficiencies are the basis of assessment of student achievement.

STANDARD # 2.1: Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.	GRADE LEVEL 5 OUTCOMES Student will be able to . . .
<b>A. Personal Growth and Development</b>	
<b>Cumulative Progress Indicators (CPI) #:</b> 2.1.6.A.1 2.1.6.A.2	<ul style="list-style-type: none"> <li>• Explain how health data can be used to assess and improve each dimension of personal wellness.</li> <li>• Relate how personal lifestyles habits, environment, and heredity influence growth and development in each life stage.</li> </ul>
<b>B. Nutrition</b>	
<b>Cumulative Progress Indicators (CPI) #:</b> 2.1.6.B.1 2.1.6.B.2	<ul style="list-style-type: none"> <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>

<b>STANDARD # 2.1: Wellness:</b> All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.	<b>GRADE LEVEL 5 OUTCOMES</b>  Student will be able to . . .
<b>C. Diseases and Health Conditions</b>	
<b>Cumulative Progress Indicators (CPI) #:</b> 2.1.6.C.1 2.1.6.C.2	<ul style="list-style-type: none"> <li>• Summarize means of detecting and treating diseases and health conditions that are prevalent in adolescents.</li> <li>• Determine the impact of public health strategies in preventing diseases and health conditions.</li> </ul>
<b>D. Safety</b>	
<b>Cumulative Progress Indicators (CPI) #:</b> 2.1.6.D.1	<ul style="list-style-type: none"> <li>• Summarize the common causes of <u>intentional and unintentional injuries</u> in adolescents and related prevention strategies.</li> </ul>
<b>E. Social and Emotional Health</b>	
<b>Cumulative Progress Indicators (CPI) #:</b> 2.1.6.E.1	<ul style="list-style-type: none"> <li>• Examine how <u>personal assets</u> and <u>protective factors</u> support healthy social and emotional development.</li> </ul>
<b>Suggested Activities/Skills/Courses:</b> xxxxxx	

<b>STANDARD # 2.2: Integrated Skills:</b> All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.	<b>GRADE LEVEL 5 OUTCOMES</b>  Student will be able to . . .
<b>A. Interpersonal Communication</b>	
<b>Cumulative Progress Indicators (CPI) #:</b> 2.2.6.A.1	<ul style="list-style-type: none"> <li>• Demonstrate verbal and nonverbal interpersonal communication in various settings that impact the health of oneself and others.</li> </ul>

<b>STANDARD # 2.3: Drugs and Medicines:</b> All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts for support a healthy, active lifestyle.	<b>GRADE LEVEL 5 OUTCOMES</b>  Student will be able to . . .
<b>B. Alcohol, Tobacco, and Other Drugs</b>	
<b>Cumulative Progress Indicators (CPI) #:</b> 2.3.6.B.1 2.3.6.B.2 2.3.6.B.3	<ul style="list-style-type: none"> <li>• Explain the system of drug classification and why it is useful in preventing substance abuse.</li> <li>• Relate tobacco use and the incidence of disease.</li> <li>• Compare the effect of laws, policies, and procedures on smokers and nonsmokers.</li> </ul>
<b>C. Dependency/ Addiction and Treatment</b>	
<b>Cumulative Progress Indicators (CPI) #:</b> 2.3.6.C.1 2.3.6.C.2	<ul style="list-style-type: none"> <li>• Summarize the signs and symptoms of a substance abuse problem and the stages that lead to dependency/addiction.</li> <li>• Explain how wellness is affected during the stages of drug dependency/addiction.</li> </ul>
<b>Suggested Activities/Skills/Courses:</b> xxxxxx	

<b>STANDARD # 2.4: Human Relationships and Sexuality:</b> 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.	<b>GRADE LEVEL 5 OUTCOMES</b>  Student will be able to . . .
<b>A. Relationships</b>	
<b>Cumulative Progress Indicators (CPI) #:</b> 2.4.6.A.1 2.4.6.A.2 2.4.6.A.3	<ul style="list-style-type: none"> <li>• Compare and contrast how families may change over time.</li> <li>• Analyze the characteristics of healthy friendships and other relationships.</li> <li>• Examine the types of relationships adolescents may experience.</li> </ul>
<b>B. Sexuality</b>	
<b>Cumulative Progress Indicators (CPI) #:</b> 2.4.6.B.1 2.4.6.B.2	<ul style="list-style-type: none"> <li>• Compare growth patterns of males and females during adolescence.</li> <li>• Summarize strategies to remain abstinent and resist pressures to become sexually active.</li> </ul>
<b>C. Pregnancy and Parenting</b>	
<b>Cumulative Progress Indicators (CPI) #:</b> 2.4.6.C.1 2.4.6.C.2	<ul style="list-style-type: none"> <li>• Summarize the sequence of fertilization, embryonic growth, and fetal development during pregnancy.</li> <li>• Identify the signs and symptoms of pregnancy.</li> </ul>
<b>Suggested Activities/Skills/Courses:</b> xxxxxx	

<b>STANDARD # 2.6: Fitness: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.</b>	<b>GRADE LEVEL 5 OUTCOMES</b>  Student will be able to . . .
<b>A. Fitness and Physical Activity</b>	
<b>Cumulative Progress Indicators (CPI) #: 2.6.6.A.1</b>	<ul style="list-style-type: none"> <li>• Analyze the social, emotional, and health benefits of selected physical experiences.</li> </ul>
<b>Suggested Activities/Skills/Courses: xxxxxx</b>	

**Assessment:**

1. Oral presentations
2. Role playing
3. Discussions
4. Demonstrations
5. Written class and homework assignments

**Board Adopted Materials:**

- DARE – (Drug Abuse Resistance Education), 1990
- “Always Changing- About You: Fifth Grade Puberty Education Program,” Proctor & Gamble, 2000
- Video presentation on AIDS/HIV