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In 2014, the Shelby County Schools Board of Education adopted a set of ambitious, yet attainable goals for school and student performance. The District is committed to these goals, as further described in our strategic plan, Destination 2025.

**By 2025,**

* **80% of our students will graduate from high school college or career ready**
* **90% of students will graduate on time**
* **100% of our students who graduate college or career ready will enroll in a post-secondary opportunity.**

In order to achieve these ambitious goals, we must collectively work to provide our students with high-quality, College and Career Ready standards-aligned instruction.

Designed with the teacher in mind, the Health, Physical Education and Lifetime Wellness (HPELW) curriculum maps focus on teaching and learning in the domains of Perform, Create, Respond, and Connect. This map presents a framework for organizing instruction around the TN State Standards so that every student meets or exceeds requirements for college and career readiness. The standards define what to teach at specific grade levels, and the SCS HPELW Education curriculum maps provide guidelines and research-based approaches for implementing instruction to ensure students achieve their highest potentials.

The SCS HPELW Education curriculum maps are designed to create physically literate students by engaging them both individually and collaboratively in creative practices of applying, creating, communicating, collaborating and reflecting. To achieve these goals the curriculum maps were developed by expert arts teachers to reflect the conceptual framework of the four artistic processes: present, create, respond, and connect.

**National Standards for PK-12 Health Education**

PK-12 were released in Spring 2007 and provide a revision of the 1995 standards. Revisions in the new standards include:

* Revised student standards – from 7 to 8 standards
* Revision of recommended grade levels for student evaluation
* Revised and expanded student performance indicators
* New chapter on student assessment
* New chapter on equity and access for all students

**Standard 1:** Students will comprehend concepts related to health promotion and disease prevention to enhance health.

**Standard 2:** Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

**Standard 3:** Students will demonstrate the ability to access valid information and products and services to enhance health.

**Standard 4:** Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

**Standard 5:** Students will demonstrate the ability to use decision-making skills to enhance health.

**Standard 6:** Students will demonstrate the ability to use goal-setting skills to enhance health.

**Standard 7:** Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

**Standard 8:** Students will demonstrate the ability to advocate for personal, family, and community health.

Joint Committee on National Health Education Standards. (2007). National Health Education Standards, Second Edition: Achieving Excellence. Washington, D.C.: The American Cancer Society.

[**http://www.shapeamerica.org/standards/health/**](http://www.spark.org)

**How to Use the HPELW Education Curriculum Maps**

The SCS HPELW Education curriculum maps are designed to help teachers make effective decisions about what content to teach and how to teach it so that, ultimately, our students can reach Destination 2025. Across all HPELW disciplines, this is generally reflected in the following quarterly framework:

Course Description- This reflects the primary goals of the students to master basic skills and concepts that build upon previous knowledge which occurs as a result of physical activity.

State Standards: Students will be introduced to the following areas : movement, movement concepts, physical activity, fitness and personal/social responsibilities.

Essential Learnings: This section focuses on student outcomes and expectations

Effective Components of HPELW: This section provides State and Local laws,

Assessments: The educator will provide students with content, skill topics, SPIs and suggested timelines, with the appropriate assessment strategy; pre and post skill assessment, teacher observation, product and performance, self-analysis, oral and or cognitive quizzes, fitness gram, pacer, student-lead peer modeling, peer observation and portfolio student growth measures.

Health Education Vocabulary Terms: Educators are provided grade appropriate and content specific terminology used within a HPELW classroom

Essential Guiding Questions: Generally phrased similar to “I Can” statements, this portion identifies the specific performance indicators that are expected for students at a given time within the quarters/semester.

Tennessee-Shelby County Content Standards per grade band.

HPELW Quarterly Pacing Guides: SPIs, suggested timelines content skill, topic and task.

Activities with Literacy connections

Resources And Interdisciplinary Connections- In this column, teachers will find rich bodies of instructional resources/materials/links to help students efficiently and effectively learn the content. Additionally, there are significant resources to engage alignment with the Comprehensive Literacy Improvement Plan (CLIP) and HPELW activities are designed to strengthen authentic development of communication, listening, research, collaboration and content reading literacy in HPELW in supporting the District’ goals for improving student literacy.

Throughout this curriculum map, you will see high-quality activities, strategies and resources to support in ensure that students are able to reach the demands of the standards in the classroom. In addition to the resources embedded in the map, there are some high-leverage (technology, online) resources available for teacher use.

**Conceptual Framework: A PK-12 Road Map for Health Education**

A progression of the health skills and concepts illustrated below are taught from PK-12 grades which are guided by national and state standards and research on health education. Health literate students are engaged in obtaining and understanding health information to make appropriate and responsible health decisions. The Centers for Disease (CDC) states that leading national education organizations recognize the close relationship between health and education, as well as the need to foster health and well-being within the educational environment for all students.

CDC. The Association Between School-Based Physical Activity, Including Physical Education, and Academic Performance. Atlanta, GA: U.S. Department of Health and Human Services; 2010.

**Tennessee Health Education Standards, Grades K-5**

The Tennessee Health Education Standards Grades K-5 document is divided into five components: Personal Wellness (PW); Mental and Emotional Wellness (EW); Disease Prevention (DP); Safety (S); and Human Growth and Development (HGD).

Key Ideas:

1. The Tennessee Health Education Standards Grades K-5 state skills, knowledge, and behaviors students should demonstrate at each grade level.
2. Each component is divided into subcomponents as a means to organize similar standards.
3. The standards need not be taught in the order presented. The component and subcomponent numbers are only for organization and identification.
4. The standard is the action, knowledge, or behavior expected, e.g., 2. PCW.1 Describe the importance of healthy meals and snacks.

TN DOE Health Components

1. **Component: Personal and Community Wellness**

* Subcomponent: Nutrition
* Subcomponent: Physical Activity
* Subcomponent: Community and Environment

1. **Component: Emotional Wellness**

* Subcomponent: Mental Health
* Subcomponent: Social Health
* Subcomponent: Family

1. **Component: Disease Prevention**

* Subcomponent: Blood Borne Pathogens
* Subcomponent: Personal Hygiene
* Subcomponent: Communicable and Non-Communicable Diseases

1. **Component: Safety**

* Subcomponent: Social Media
* Subcomponent: Bullying
* Subcomponent: Sun Safety
* Subcomponent: Hazardous Substances
* Subcomponent: Personal/Physical Safety (Child)

1. **Component: Human Growth and Development**

* Subcomponent: Body

When implementing this curriculum map, each health educator should strive to:

* Be actively engaged in the instructional process whether in the role of lead or assisting teacher.
* Use a variety of assessment techniques when determining mastery of the SPI's/Outcomes. This can be accomplished using a combination of formal, informal, peer, and/or self-­‐assessment, video performances, skill rubrics or cognitive assessment measures.
* Use best practices when introducing a new skill which include demonstrating the skill, identifying the critical elements/common mistakes, and then allowing for student practice in static situations. This process should be accompanied by timely and specific corrective feedback.
* Use appropriate culminating activities to allow the students to combine multiple skills. This should allow the students to take their skill development to a higher level by allowing them to apply the skills.
* Use appropriate classroom management techniques in order to maximize " tasks" and strive to keep the students engaged for a majority of the lesson. This can be accomplished by minimizing wait--‐time, planning for smooth/efficient transitions, and creative use of equipment.
* Engage in reflective analysis of instruction and frequently collaborate with others.

**What Does The HPELW Curriculum Map Contain?**

1. A Description of Each Unit of Instruction:

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|  | | | | | | | | | | | | | | | | | | |
| **Title of the Component** | | | | | | | | | | | | | | | | | | |
| **National Standards** | | | | | | | | **Suggested Activities** | | | | | | | **Resources/ Connections/Assessments** | | | |
| These are the standards from the National Health Standards. | | | | | | | | These are the activities that are suggested to use while teaching these activities. | | | | | | | These are the resources, curriculum connections and assessments that are suggested to use while teaching the lessons. | | | |
| **Component-Sub-components** | | | | | | | | **Component-Sub-components** | | | | | | | **Component-Sub-components** | | | |
| A grouping of similar knowledge or behaviors. Each set of standards has five (5) components specific to the grade level or course. See the introduction provided within each document for further explanation. A more refined grouping of similar knowledge or behaviors within a component. Each subcomponent is identified by a title. | | | | | | | | A grouping of similar knowledge or behaviors. Each set of standards has five (5) components specific to the grade level or course. See the introduction provided within each document for further explanation. A more refined grouping of similar knowledge or behaviors within a component. Each subcomponent is identified by a title. | | | | | | | A grouping of similar knowledge or behaviors. Each set of standards has five (5) components specific to the grade level or course. See the introduction provided within each document for further explanation. A more refined grouping of similar knowledge or behaviors within a component. Each subcomponent is identified by a title. | | | |
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**Curriculum Connections**: Activities literacy and other related connections

**Resource List**: At the conclusion of this document is a Resource List which contains various organizations, websites, and books that can be valuable assets to a physical educator and physical education program.

**Note:**

Due to the unique challenges that face middle school Health Education teachers (multi-grade classes, variable access to equipment and facilities, class volume and school dynamics), this guide provides a set curriculum framework, yet is flexible enough to adjust to specific activities and exercises at the discretion of the teacher. The main goal of this guide is to provide a professional resource that will allow teachers to validate their methods and techniques while teaching to the Tennessee State Standards of which our curriculum is founded. Additionally, the guide unifies the district to a common end result while still allowing individual teachers to utilize their strengths, resources, and facilities as they see fit.

| **First Nine Weeks COMPONENT: PERSONAL HEALTH AND WELLNESS** | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Unit Objectives/Essentials Understanding:**   * Access information regarding healthy lifestyles * Benefits of healthy relationships * Behavior impact health * Body System Functions * Personal Hygiene   **Guiding Questions:**   * What is health and wellness? * What is obesity? * How does obesity effect your overall health? * How can goal setting influence personal fitness levels? * How can goal setting promote personal health? * How can goal-setting strategies influence my personal health and wellness? * What are the body systems? * What effects does poor nutrition have on your personal health? * What is personal hygiene?   **Discussion:**  Personal Health and Wellness, Goal Setting, Body systems and functions for the body, Nutrition, Hygiene | | | | **Purpose of Activity:**  Students will understand the ability to implement decision-making and goal setting skills to promote his/her personal health and wellness.  **Connections:**  English: 5 paragraph essay, writing action plan  Math: triangles, angles, geometric shapes  Social Studies: economics, society, disease  Art: geometric shapes, drawing  **Technology:**  Internet, SMART Boards, stereo sound system, multimedia resources, video streaming, podcasting  **Academic Vocabulary:**  Cardiovascular endurance, friendship, adolescent, depression, heredity, flexibility, muscular endurance and strength, obesity, peer pressure, fatigue, stressors, distress, and eustress  **Unit Assessment:**  Teacher Observation; Peer Assessment; Teacher Checklist/Rubric; Quizzes; Role-Play; Tests  **Notes:**  Based upon time allocated for health in each school, please adapt to make conducive for your what your students can do. | | | |
| 3rd-5th National Standards | | **Suggested Activities** | | | | **Resources/Connections/Assessments** | |
| **Standard 1:** Students will comprehend concepts related to health promotion and disease prevention to enhance health.  **Standard 2:** Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.  **Standard 5:** Students will demonstrate the ability to use decision-making skills to enhance health.  **Standard 7:** Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.  **Standard 8:** Students will demonstrate the ability to advocate for personal, family, and community health. | | * Create a wellness continuum * Write an essay entitled “Wellness is ..” * View videos and activity lesson on personal health (see in resource section) | | | | Michigan Model for Health  Student Workbook  [http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=9622#.Vkya2tKrQdU](http://www.bowlersed.com?ID=9622#.Vkya2tKrQdU)  <http://pe.dadeschools.net/healthliteracy/healthlit_elementary/personalhygieneandsunsafety.ppt>  <http://glencoe.mheducation.com/sites/0078774055/instructor_view0/glencoe_s_health_podcast_activities.html>  [http://glencoe.mheducation.com/sites/0078774055/instructor\_view0/lesson\_plans.html](http://www.linelinks.com)  [http://glencoe.mheducation.com/sites/0078774055/instructor\_view0/academic\_vocabulary.html](http://www.lessonplanz.com)  [file:///C:/Users/greenekp/Downloads/TH\_Crs2\_Ch\_2.pdf](http://glencoe.mheducation.com/sites/0078774055/instructor_view0/glencoe_s_health_podcast_activities.html)  <http://glencoe.mheducation.com/sites/0078774055/instructor_view0/health_espotlight_video_series.html>  <http://www.slideshare.net/jhunangelopilar/traviss-illness-wellness-continuum-rle> | |
| **3rd Grade**  **Sub Component: Nutrition**  **Sub Component: Physical Activity**  **Sub Component: Community and Environment** | | **4th Grade**  **Sub Component: Nutrition**  **Sub Component: Physical Activity**  **Sub Component: Community and Environment** | | | | **5th Grade**  **Sub Component: Nutrition**  **Sub Component: Physical Activity**  **Sub Component: Community and Environment** | |
| Nutrition  3.PCW.1 Describe the benefits of drinking water as the main fluid source.  3.PCW.2 Describe the consequences of consuming excessive sugary beverages.  Physical Activity  3.PCW.3 Identify personal physical activity goals needed to achieve overall wellness.  Community and Environment  3.PCW.4 Describe different types of pollution and their environmental effects. | | Nutrition  4.PCW.1 Use USDA guidelines to identify a variety of foods for a healthy diet.  4.PCW.2 Create a healthy meal plan based on USDA guidelines  Physical Activity  4.PCW.3 Identify how unhealthy food choices and physical inactivity contribute to the development of chronic diseases.  Community and Environment  4.PCW.4 Identify ways the environment affects a person’s physical health. | | | | Nutrition  5.PCW.1 Identify how unhealthy food choices and physical inactivity contribute to the development of chronic diseases. (e.g., high B/P)  5.PCW.2 Describe the pros and cons of drinking various types of beverages (milk, juice, water, etc.).  Physical Activity  5.PCW.3 Implement a wellness routine (e.g., physical activity, adequate rest and sleep).  Community and Environment  5.PCW.4 Identify resources and facilities in the community that promote healthy living. | |
| **Learning Expectations** | **Core Content Objectives** | | | | **Instructional Actions** | | |
| ***Student Progress Indicators*** | ***Concepts***  *What students will know* | | ***Skill***  *What students will do* | | ***Activities/Strategies*** | | ***Assessments/Checks*** |
| Analyze the effectiveness of personal decision-making as it relates to future health and wellness outcomes  Describe individual goals and aspirations for healthy living  Determine how setting healthy living goals can promote lifetime wellness  Develop a list of questions that influence the decision-making process  Identify choices and examine alternatives and consequences of each choice when making decisions as it relates to healthy living  Evaluate the influence of media on the decision-making process related to healthy living | * Health and wellness * Personal lifestyle * Achieving wellness * Preventing illness and injury * Personal responsibility * Health goals * Action plan | | * Distinguish between health and wellness using the concept of a health triangle: physical health, social health and, mental health * Identify ways to achieve wellness and prevent illness and injury * Formulate a lifetime wellness continuum | | * Poster Contest "Good Health and Fitness Practices" * Taking Charge of Your Health Activity | | * Teacher Observation * Teacher Checklist/Rubric * Peer Assessment * Test * Role Play * Quiz |

| **First Nine Weeks COMPONENT: EMOTIONAL WELLNESS** | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Unit Objectives/Essentials Understanding:**   * Emotional disorders can be treated so that they don't become lifelong problems. * Peers can influence choices and behaviors. * There are healthy and unhealthy ways to problem solve. * Depression is a long-term feeling of hopelessness and sadness. * There is an importance to building healthy relationship   **Guiding Questions:**   * What determines a good decision? * How do you recognize depression? * How do peers influence your choices? * Why is it important to have healthy relationships? * How much stress is normal? * How will my emotional health affect my financial status, now and in the future? * How can goals for emotional health help to prevent depression and possible suicide? * How can I help eliminate the social stigma associated with mental illness? * What school and community resources are available for mental health problems? * How can I accept, manage, and adapt to changes in relationships over the course of my lifetime? * What strategies can be used to combat stress and depression? * How can mental health disorders affect relationships in my life? * How can a mother’s mental health issues affect her unborn child? | | | | **Discussion:**  Decision making, mental illnesses, managing stress, understanding your emotions, handling your emotions in a healthy way, Personality **Purpose of Activity:**  Help students feel good about themselves, understand their emotions, and manage stress.  **Connections:**  Art: emotions in photos  English: writing letters, oral communication, interviewing skills  Music: effects on emotions  Social Studies: culture, families  Theatre: skits  **Technology:**  Internet, SMART Boards, stereo sound system, multimedia resources, video streaming, podcasting  **Academic Vocabulary:**  Adrenaline, Depression, Emotional Health, Mental Health, Negative Stress, Peer Pressure, Peers Positive Stress , Refusal Skills, Risk Behaviors , Stress Management, Suicide  **Unit Assessment:**  Teacher Observation; Peer Assessment; Teacher Checklist/Rubric; Quizzes; Role-Play; Tests  **Notes:**  Based upon time allocated for health in each school, please adapt to make conducive for your what your students can do. | | | |
| **National Standards** | | **Suggested Activities** | | | | **Resources/Connections/Assessments** | |
| **Standard 2:** Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.  **Standard 4:** Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.  **Standard 6:** Students will demonstrate the ability to use goal-setting skills to enhance health.  **Standard 8:** Students will demonstrate the ability to advocate for personal, family, and community health. | | * Create an emotional and mental health blog called “My Advice Is…” and write advice for the blog. * Interview adults about a conflict situation they faced and how they resolved the conflict in a positive way * Create a personal behavior contract for a skill you wish to improve (i.e., sleep, fitness, academics, relationships, behavior) | | | | Michigan Model for Health  Student Workbook  [http://www.pkwy.k12.mo.us/homepage/sdavis1/File/Personal\_Health\_n\_Wellness\_Day\_2\_through\_5.ppt](http://www.discoveryeducation.com)  [http://glencoe.mheducation.com/sites/0078774055/instructor\_view0/glencoe\_s\_health\_podcast\_activities.html](http://www.discoveryeducation.com/search/page/6-8/health/-/-/index.cfm)  [http://glencoe.mheducation.com/sites/0078774055/instructor\_view0/lesson\_plans.html](http://www.pacer.org/bullying/resources/toolkits/classroom/)  <http://glencoe.mheducation.com/sites/0078774055/instructor_view0/academic_vocabulary.html> | |
| **3rd Grade**  **Sub-component-Mental Health**  **Sub-component-Social Health**  **Sub-component-Family** | | **4th Grade**  **Sub-component-Mental Health**  **Sub-component-Social Health**  **Sub-component-Family** | | | | **5th Grade**  **Sub-component-Mental Health**  **Sub-component-Social Health**  **Sub-component-Family** | |
| Mental Health  3.EW.1 Evaluate various influences on decision making.  Social Health  3.EW.2 Demonstrate the various ways that feelings can be expressed.  Family  3.EW.3 Identify ways children can contribute to healthy family life. | | Mental Health  4.EW.1 Identify the positive ways that peers and family members show support, care, and appreciation for one another.  Social Health  4.EW.2 Explain how peers, family, and media influence personal thoughts, feelings, and healthy behaviors.  Family  4.EW.3 Identify how changes in the family can influence emotions | | | | Mental Health  5.EW.1 Identify positive and negative stress..  Social Health  5.EW.2 Identify questions to ask during the process of making a choice (“Do I show respect for myself and others?”)  Family  5.EW.3 Understand that cultural differences exist and influence emotions. | |
| **Learning Expectations** | **Core Content Objectives** | | | | **Instructional Actions** | | |
| ***Student Progress Indicators*** | ***Concepts***  *What students will know* | | ***Skill***  *What students will do* | | ***Activities/Strategies*** | | ***Assessments/Checks*** |
| Demonstrate healthy ways to express needs, wants, and feelings  Demonstrate respect for individual and cultural differences that help develop healthy relationships  Understand how mental, emotional, social and physical health dimensions are interrelated and that problems in one dimension can influence another  Demonstrate skills to cope with attitudes and behaviors appropriately as related to social health;  Evaluate attitudes and behaviors as related to personal and mental health  Recognize stress is a normal part of life and appropriate stress management should be a life-long skill | * Emotions * Interpersonal Skills * Adolescence * Conflict resolution * Decision Making Skills | | * Demonstrate healthy ways to express needs, wants, and feelings * Evaluate attitudes and behaviors as related to personal and mental health * Describe different kinds of friendships: same gender and opposite gender * Identify qualities needed for lasting relationships * Describe strategies for recovering when a friendship ends * Identify the developmental characteristics of adolescence including physical and emotional changes * Demonstrate sensitivity to others as physical changes occur during adolescence * Demonstrate effective ways to deal with negative peer pressure * Utilize the steps in the decision-making process | | * Assign students a partner to practice proper introduction skills; * Elicit student volunteers to role play communication with body language; * Assign Students An Essay Entitled "Who Am I?" Include Cultural, Ethnic, And Gender Roles; * Compare and contrast positive and negative responses to criticism and disappointment; * Have students discuss ways to help a friend or family member with an emotional conflict; * Have students write an essay that evaluates their social, emotional, and mental health practices for one day; * Have students list appropriate ways to deal with stress and prioritize which method would work best. | | * Teacher Observation * Teacher Checklist/Rubric * Peer Assessment * Test * Role Play * Quiz |

| **Second Nine Weeks COMPONENT: HUMAN GROWTH AND DEVELOPMENT**  **(FAMILY LIFE)** | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Unit Objectives/Essentials Understanding:**   * Individual’s health at different life stages and the factors that influence lifestyle choices * Family’s influence in the development of personal values and beliefs * Influence of family and they how they affect future decisions * Roles and responsibilities throughout the life cycle as members of families * Identify traditional and non-traditional responsibilities of males and females * Understand the physical changes that occur during adolescence * Understand the emotional changes and develop skills to cope with them successfully * Understand the stages of maturation * Recognize changes in health and hygiene during puberty * Recognize abstinence from sexual activity as the responsible choice for adolescence * Understand circulatory system functions * Review the anatomy of human body cells and roles of chromosomes, DNA and genes as the basic units of heredity   **Guiding Questions:**   * What does the family structure look like? * How does my family influence my decisions and values? * How can goal setting create a safe environment for myself and my friends and family? * How does hormones affect growth and development? * What is abstinence? * What are the jobs of the male and female reproductive systems? * What are positive ways to express interest in others? * What are some challenges of adolescent parenting? * How can unhealthy relationships affect an unborn child? * How does heredity affect my growth and development? * What are some characteristics of healthy relationships? * In what ways can I establish and communicate personal boundaries?   **Discussion:**  Family structure, heredity, Life cycles, role of the family, family influence on decisions, changes in family structure and it’s impact, gender discrimination,  4-5 Physical Change, Puberty, Body System functions, Abstinence, chromosome roles, how gender is determined, Adolescent Parenting, Diseases that affect body systems (i.e.-STD’s, HIV/AIDS)  **Purpose of Activity:**  Understand contributions of family relationships to healthy living and promote appreciation and respect for the changes experienced by self and others. | | | | **Connections:**  Art: collage design  Social Studies: culture, laws, customs, discrimination  **Technology:**  Internet, SMART Boards, stereo sound system, multimedia resources, video streaming, podcasting  **Unit Assessment:**  Teacher Observation; Peer Assessment; Teacher Checklist/Rubric; Quizzes; Role-Play; Tests  **Purpose of Activity:**   * Students will learn about how the body changes over time, genetics, and how abstinence is safest method of any risk reducing behavior in order to make healthy and safe choices. * Promote appreciation and respect for the amazing changes experienced by self and others. Equip students with the skills they need to postpone sexual activity.   **Academic Vocabulary:**  Adolescence, development, puberty, menstrual cycle, reproductive system, Chromosomes, DNA, fertilized cell, sperm cell, ovum, growth spurt, endocrine system, endocrine glands, hormones, pituitary glands, inherited traits, thyroid gland, hereditary, HIV/AIDS, Sexually Transmitted Infection/Disease, adolescence, heredity, the life cycle, genetics,    Based upon time allocated for health in each school, please adapt to make conducive for your what your students can do. See Michigan Model for Health. In addition, be sure to send out Family Life letters prior to teaching Family Life and Human Growth and Development. The form may be found on the SCS website ([http://www.scsk12.org/uf/webadmin/foundation/ci/uploads/hpelw/FamilyLife\_Parent\_Letter\_OptOut\_Form.pdf](http://pbskids.org/itsmylife/body/puberty/)). | | | |
| **National Standards** | | **Suggested Activities** | | | | **Resources/Connections/Assessments** | |
| **Standard 1:** Students will comprehend concepts related to health promotion and disease prevention to enhance health.  **Standard 2:** Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.  **Standard 3:** Students will demonstrate the ability to access valid information and products and services to enhance health.  **Standard 5:** Students will demonstrate the ability to use decision-making skills to enhance health.  **Standard 6:** Students will demonstrate the ability to use goal-setting skills to enhance health.  **Standard 7:** Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks | | Create a collage representing changes in male and female roles over the years.  Refer to Michigan Model Family Life lessons  HIV/STD Guide Sheets | | | | Michigan Model for Health  Student Workbook  [http://glencoe.mheducation.com/sites/0078774055/instructor\_view0/glencoe\_s\_health\_podcast\_activities.html](http://physedreview.weebly.com/health-education-apps.html)  [http://glencoe.mheducation.com/sites/0078774055/instructor\_view0/lesson\_plans.html](http://www.hpelw.weebly.com)  [http://glencoe.mheducation.com/sites/0078774055/instructor\_view0/academic\_vocabulary.html](http://depts.washington.edu/ceeh/downloads/Intro_to_EH_slideset.ppt)  (<http://www.scsk12.org/uf/webadmin/foundation/ci/uploads/hpelw/FamilyLife_Parent_Letter_OptOut_Form.pdf>). | |
| **Learning Expectations** | **Core Content Objectives** | | | | **Instructional Actions** | | |
| ***Student Progress Indicators*** | ***Concepts***  *What students will know* | | ***Skill***  *What students will do* | | ***Activities/Strategies*** | | ***Assessments/Checks*** |
| Identify family influences in the development of personal values and beliefs and how they will affect future decisions  Analyze changing roles and responsibilities (physically, socially and emotionally) throughout the life cycle as individuals and members of families  Evaluate the influence of attitudes, emotions, and behaviors on healthy family relationships | Family’s influence  * Effect of attitudes and behaviors on the family * Changing roles and responsibilities * Personal beliefs * Traditional vs. non-traditional responsibilities * Discrimination, harassment, and violence | | * Recognize the family’s influence in the development of personal values and beliefs and how they affect future decisions * Evaluate the influence of attitudes and behaviors on healthy family relationships * Analyze changing roles and responsibilities throughout the life cycle as members of families * Analyze values according to personal beliefs * Identify traditional and non-traditional responsibilities of males and females * Examine the effects of discrimination | | * Have students construct a character pyramid using words that support family development (e.g. Caring, honest, manners, respect, chores, cheerful, listens, helps, etc.) * Have students explain the roles and responsibilities of family members * Have students write an essay about a family’s personal values and influences as they relate to personal choices and behaviors * Lead a group discussion evaluating the family relationships of a television family * Discuss expectations and stereotypes about the opposite sex * Have students write an essay describing their personal life-plan ten years from the present * Discuss emotional and physical abuse and research the available resources for help and support in the schools, local community, law enforcement and faith-based groups * Complete Michigan Model lessons * Emotions and relationships * Growing strong | | * Teacher Observation * Teacher Checklist/Rubric * Peer Assessment * Test * Role Play * Quiz |

| **Second Nine Weeks COMPONENT: HUMAN GROWTH AND DEVELOPMENT ( BODY)** | | | | | | | |
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| **Unit Objectives/Essentials Understanding:**  Digestion starts at the mouth   * The digestive system is in charge of moving food through your body. * Digestion is the process of turning food into a form the body can process and use for energy. * When you eat, you chew and swallow, sending food down your throat and into your esophagus. * The food then moves through a number of organs, like your stomach, small intestine, and colon. Nutrients like calcium, protein, and fiber are absorbed as you digest your food.   **Guiding Questions:**   * Why is it important to care for your digestive system? * What is the function of the Skeletal System ? * What is the function of the Circulatory System ? * What is the function of the Muscular System ? * What is the function of the Nervous System ? * What is the function of the Respiratory System ?   How many bones are there in the body?   * Do you know how to care for your digestive system? * What is the purpose of saliva? * How does the blood travel through your body? * What is the purpose of the stomach? * How does your body eliminate waste? * What is the difference between the esophagus and the windpipe? * Why is water important to digestion? | | | | **Connections:**  Art: brochure design, poster design  English: role playing, writing  Science: nervous system, circulatory system, reproduction of mammals, drugs  **Technology:**  Internet, SMART Boards, stereo sound system, multimedia resources, video streaming, podcasting  **Unit Assessment:**  Teacher Observation; Peer Assessment; Teacher Checklist/Rubric; Quizzes; Role-Play; Tests  **Purpose of Activity:**   * Students will learn about how each of the body systems work together. * Promote appreciation and respect for the amazing changes experienced by self and others. Equip students with the skills they need to have healthy body systems.   **Academic Vocabulary:**  Body Systems, Human reproduction, circulatory system, nervous system  **SYSTEMS OF THE BODY (chorus)**  NOW ROCK YOUR BODY, BODY SYSTEMS (SYSTEMS)  MOVE YOUR BODY, BODY SYSTEMS (SYSTEMS)  THESE ARE YOUR BODY, BODY SYSTEMS (SYSTEMS)  AND THEY ALL WORK TOGETHER ROCK YOUR BODY,  BODY SYSTEMS (SYSTEMS) MOVE YOUR BODY, BODY SYSTEMS (SYSTEMS)  THESE ARE YOUR BODY, BODY SYSTEMS (SYSTEMS)  AND THEY ALL WORK TOGETHER  (verse 1) THE RESPIRATORY SYSTEM GOT YOUR LUNGS, BRONCHI, TRACHEA AND NASAL PASSAGES  THE RESPIRATORY SYSTEM GOT YOUR DIAPHRAGM, BRONCHIAL TUBES AND PHARYNX  THE RESPIRATORY SYSTEM INTAKES OXYGEN REMOVES CARBON DIOXIDE  THE RESPIRATORY SYSTEM INTAKES OXYGEN REMOVES CARBON DIOXIDE  THE NERVOUS SYSTEM GOT YOUR SPINAL CORD, BRAIN, NERVES, SKIN, EYES  THE NERVOUS SYSTEM GOT YOUR EARS, TONGUE, NOSE, ITS NO SUPRISE  THE NERVOUS SYSTEM CONTROLS THE BODY AND THE REACTION TO STIMULI  THE NERVOUS SYSTEM CONTROLS THE BODY AND THE REACTION TO STIMULI  (chorus) NOW ROCK YOUR BODY, BODY SYSTEMS (SYSTEMS) MOVE YOUR BODY, BODY SYSTEMS (SYSTEMS)  THESE ARE YOUR BODY, BODY SYSTEMS (SYSTEMS) AND THEY ALL WORK TOGETHER  NOW ROCK YOUR BODY, BODY SYSTEMS (SYSTEMS) MOVE YOUR BODY, BODY SYSTEMS (SYSTEMS) THESE ARE YOUR BODY, BODY SYSTEMS (SYSTEMS)  AND THEY ALL WORK TOGETHER  **Discussion:**  Bony Babies: A person has more than 300 bones at birth and only 206 bones as an adult. Over time, small bones fuse together.   First Aid: When broken or fractured a bone can actually repair itself. Casts help bones grow in the right direction. **How the tissues and organs are interrelated.**  The mouth, esophagus, stomach, esophagus, small and large intestines make up the digestive system.  The heart, blood flow, muscles, bones and brain.  List characteristics that make students similar, different and unique  Recognize characteristics of an individual that allow for a unique rate of growth and development  Examine factors and behaviors that affect growth Describe how a family's health history can be passed from parent to child | | | |
| **3-5 National Standards** | | **Suggested Activities** | | | | **Resources/Connections/Assessments** | |
| **Standard 1:** Students will comprehend concepts related to health promotion and disease prevention to enhance health.  .**Standard 7:** Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.  **Standard 8:** Students will demonstrate the ability to advocate for personal, family, and community health. | | * Create brochures explaining how to care for the nervous or circulatory system * Create a poster on nervous or circulatory diseases and disorders * Interview your parents about physical body changes of the digestive system. | | | | <https://www.medford.k12.nj.us/page/1433>  https://www.instructorweb.com/lesson/humanbody.asp  https://educators.brainpop.com/lesson-plan/5-major-body-systems-with-brainpop-jr/?bp-topic=human-body  <https://educators.brainpop.com/bp-jr-topic/digestive-system/>  LESSON RESOURCES  MATERIALS   * Songs of Higher Learning's Body Systems Rock album (available online from [Amazon](http://www.amazon.com/Body-Systems-Songs-Higher-Learning/dp/B004O2WW4M), [iTunes](https://itunes.apple.com/us/album/body-systems-rock/id418181133), and [Spotify](https://play.spotify.com/album/1jUjpLr9IwMrcHfVj4V11l?play=true&utm_source=open.spotify.com&utm_medium=open)) * [*The Human Body: 25 Fantastic Projects Illuminate How the Body Works*](http://nomadpress.net/books/human-body/) by Kathleen M. Reilly   Michigan Model for Health-Tier C and optional lessons  Student Workbook  <http://www.scsk12.org/uf/webadmin/foundation/ci/uploads/hpelw/http://shelby.filmideas.com/>  [http://www.pamf.org/teen/health/puberty/physicalchanges.html](http://glencoe.mheducation.com/sites/0078774055/instructor_view0/lesson_plans.html)  [http://kidshealth.org/classroom/6to8/personal/growing/puberty.pdf](http://www.shapeamerica.org/standards/health/)  [http://lmslifescience7.weebly.com/uploads/2/9/1/8/2918057/reproductive\_system.pdf](http://www.scholastic.com)  [http://pbskids.org/itsmylife/body/puberty/](http://www.pecentral.org/lessonideas/ViewLesson.asp)  <http://glencoe.mheducation.com/sites/0078774055/instructor_view0/glencoe_s_health_podcast_activities.html>  [http://glencoe.mheducation.com/sites/0078774055/instructor\_view0/lesson\_plans.html](http://www.pamf.org/teen/health/puberty/physicalchanges.html)  [http://glencoe.mheducation.com/sites/0078774055/instructor\_view0/academic\_vocabulary.html](http://www.pbs.org/inthemix/educators/lessons/selfimage2/) | |
| **3rd Grade**  **Sub-component-Body** | | **4th Grade**  **Sub-component-Body** | | | | **5th Grade**  **Sub-component-Body** | |
| * **3.HGD.1** Describe the types of basic human parts | | * **4.HGD.1** Compare functions of the human body systems. | | | | * **5.HGD.1** Explain how health is influenced by the interaction of human body systems. | |
| **Learning Expectations** | **Core Content Objectives** | | | | **Instructional Actions** | | |
| ***Student Progress Indicators*** | ***Concepts***  *What students will know* | | ***Skill***  *What students will do* | | ***Activities/Strategies*** | | ***Assessments/Checks*** |
| Describe and demonstrate understanding the body system and their functions.  Identify how food digestive, supports body structure and shapes, vital functions of the body, basic functions of the muscles, how signal sent through out the body, and primary functions of the circulatory system.  **Purpose of Activity:**  To understand how the body system works and functions to promote awareness for healthy living for self and others. | * Digestive System * Skeletal System * Circulatory System * Muscular System * Nervous System * Respiratory System | | * Describe the functions for each body system * Discuss how each system operates. * Recognize the importance of each system role in our bodies * Describe and analyze how he body system operate when it is healthy * Explain the basic function of the body * Explain and Analyze changes in the body system when it is not healthy | | * Use data and class discussions about consequences related to health and unhealthy lifestyles that affect each body system. * Invite a speaker to discuss the impact that body systems have in our lives. * Create scenarios with students role playing their knowledge of the body systems. * Students will write reflections following each session on the systems of the body.   I Compose norms for family life discussion   * Each student will develop a plan to ensure that they can improve their body systems and its functions. * Use appropriate Internet resources to research and investigate assigned body systems. * Present a research report to a group of peers. * Be assessed on oral presentation skills. | | * Teacher Observation * Teacher Checklist/Rubric * Peer Assessment * Test * Role Play * Quiz |

| **Third Nine Weeks DISEASE PREVENTION** | | | | | | | |
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| **Unit Objectives/Essentials Understanding:**  Demonstrate refusal skills and how to avoid trouble in risk situations involving sexual health.  Michigan Model Family Life Curriculum Puberty: Growing Up/HIV  **Guiding Questions:**   * How can I contract and/or spread common communicable diseases? * How can chronic, non-communicable diseases affect my financial future? * What can I do to help prevent or reduce the severity of non-communicable diseases? * Why are self-exams and annual physical examinations important to preventing cancer and other diseases? * What are the best ways to prevents STDs, including HIV/AIDS?   **Discussion:**  Spread of communicable disease, Disease Prevention, non-communicable disease, Abstinence, Sexually Transmitted Disease  **Purpose of Activity:**  Understand the skills and behaviors needed to avoid risky behaviors in controlling and preventing disease. | | | | **Connections:**  English: public speaking Math: graphs, charts  Science: pathogens, germs  Social Studies: history of diseases  **Technology:**  Internet, SMART Boards, stereo sound system, multimedia resources, video streaming, podcasting  **Academic Vocabulary:**  HIV/AIDS, Cells, tissues, heart disease, asthma, diabetes, family history, emphysema, dental health, chronic disease, communicable disease, non-communicable disease, bacteria and cancer  **Unit Assessment:**  Teacher Observation; Peer Assessment; Teacher Checklist/Rubric; Quizzes; Role-Play; Tests  **Notes:**  Based upon time allocated for health in each school, please adapt to make conducive for your what your students can do. | | | |
| **3-5 National Standards** | | **Suggested Activities** | | | | **Resources/Connections/Assessments** | |
| **Standard 1:** Students will comprehend concepts related to health promotion and disease prevention to enhance health.  **Standard 3:** Students will demonstrate the ability to access valid information and products and services to enhance health.  **Standard 7:** Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. | | * Create a public service announcement or poster on how to avoid contact with blood and what to do in the event of contact. | | | | Michigan Model for Health  Student Workbook  [http://glencoe.mheducation.com/sites/0078774055/instructor\_view0/glencoe\_s\_health\_podcast\_activities.html](http://www.drugfreeworld.org/request-info/truth-about-drugs-booklet.html)  <http://glencoe.mheducation.com/sites/0078774055/instructor_view0/lesson_plans.html>  <http://glencoe.mheducation.com/sites/0078774055/instructor_view0/academic_vocabulary.html> | |
| **3rd Grade**  **Sub-component-Blood Borne Pathogens**  **Sub-component-Personal Hygiene**  **Sub-component- Communicable/Non-communicable Disease** | | **4th Grade**  **Sub-component-Blood Borne Pathogens**  **Sub-component-Personal Hygiene**  **Sub-component- Communicable/Non-communicable Disease** | | | | **5th Grade**  **Sub-component-Blood Borne Pathogens**  **Sub-component-Personal Hygiene**  **Sub-component- Communicable/Non-communicable Disease** | |
| **Blood Borne Pathogens**  **3.DP.1** Identify personal protective equipment and its main functions.  **Personal Hygiene**  **3.DP.2** Identify the consequences of not maintaining appropriate oral and personal hygiene.  **3.DP.3** Describe the importance of regular dental visits to maintain good oral health.  **Communicable/ Non-communicable Disease**  **3.DP.4**  Identify the mode of transmission for various pathogens that cause communicable diseases. | | **Blood Borne Pathogens**  **4.DP.1** Explain the importance of using personal protective equipment while attending to others who are injured.  **Personal Hygiene**  **4.DP.2** Describe how personal hygiene can positively/ negatively affect social interactions with peers.  **4.DP.3** Identify daily hygiene needs and where products can be located (e.g., store, nurses, clinics, etc.).  **Communicable/ Non-communicable Disease**  **4.DP.4** Identify prevention strategies for not spreading pathogens (e.g., vaccines, staying home with fever). | | | | **Blood Borne Pathogens**  **5.DP.1** Describe and demonstrate how to properly care for an individual whose bodily fluids could contain blood borne pathogens (e.g., proper wound care, cleaning methods, and disposal).  **Personal Hygiene**  **5 DP.2** Describe the effects of puberty on hygiene practices.  **5.DP.3** Identify that additional personal hygiene is needed during puberty.  **Communicable/ Non-communicable Disease**  **5.DP.4** Explain how viruses and bacteria affect the immune system and impact health. | |
| **Learning Expectations** | **Core Content Objectives** | | | | **Instructional Actions** | | |
| ***Student Progress Indicators*** | ***Concepts***  *What students will know* | | ***Skill***  *What students will do* | | ***Activities/Strategies*** | | ***Assessments/Checks*** |
| Identify and define common pathogens  Describe ways pathogens and diseases are spread, prevented, and managed  Describe signs, symptoms, and risk factors related to communicable and non-communicable diseases  Evaluate how heredity, environment and lifestyle impact both the wellness and disease process | * Non-communicable vs. Communicable Disease * HIV/AIDS * Sexually Transmitted Infections (Diseases) * Methods of warning signs, treatment and prevention of disease | | * Participate in Michigan Model Family Life-HIV/AIDS discussion * Summarize peer refusal skills and how to avoid risky behaviors * Discuss warning signs, symptoms, treatments, and prevention of disease and infection * Discuss disease and how it is linked to heredity and lifestyle | | * Have students design a poster that includes origin, symptoms, prevention and treatment of a communicable or non-communicable disease * Assist students in computer lab searching the web for information on environmental impacts * Have students create a family health tree by interviewing family members about diseases that run in their families | | * Teacher Observation * Teacher Checklist/Rubric * Peer Assessment * Test * Role Play * Quiz |

| **Fourth Nine Weeks Component SAFETY** | | | | | | | |
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| **Unit Objectives/Essentials Understanding:**   * Identify safety equipment used for injury prevention * Evaluate ways to reduce the risks of accidents and injuries * Demonstrate appropriate actions for emergency and non-emergency situations   **Guiding Questions:**   * What is an injury? * Why is safety important? * What is the appropriate action to take when safety is threatened? * What are ways to reduce the risks of accidents and injury? * What is the equipment used for safety prevention? * What is bullying? * What is anti-bullying?   **Discussion:**  Safety, first-aid, safety equipment, accidents and injuries, actions to take in emergency and non-emergency situations, bullying,  **Purpose of Activity:**   * Understand attitudes and behaviors for preventing injuries and deaths from injury in order to maintain a healthy lifestyle. * Understand the appropriate action to take when personal safety is threatened in order to maintain a healthy lifestyle. | | | | **Connections:**  English: communication  Science: body systems  Theatre: role-plays, skits  **Technology:**  Internet, SMART Boards, stereo sound system, multimedia resources, video streaming, podcasting  **Academic Vocabulary:**  Abducted, abused, chemicals, choking, contract, danger, detective, drowning, Electric shock, electricity, electrocuted, escape, explosion, explosives, hazards, injury, poisoning, private, safety, suffocation, stranger, syringe, trust, weapons, and bullying  **Unit Assessment:**  Teacher Observation; Peer Assessment; Teacher Checklist/Rubric; Quizzes; Role-Play; Tests  **Notes:**  Based upon time allocated for health in each school, please adapt to make conducive for your what your students can do. | | | |
| **3-5 National Standards** | | **Suggested Activities** | | | | **Resources/Connections/Assessments** | |
| **Standard 3:** Students will demonstrate the ability to access valid information and products and services to enhance health.  **Standard 5:** Students will demonstrate the ability to use decision-making skills to enhance health.  **Standard 7:** Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. | | * Create a wellness continuum. * Create a personal safety resource card, poster, or handout listing telephone numbers of appropriate resources * Develop an anti-bullying campaign at your school | | | | Michigan Model for Health  Student Workbook  [http://glencoe.mheducation.com/sites/0078774055/instructor\_view0/glencoe\_s\_health\_podcast\_activities.html](http://www.planet-health.org/teacherInformation.cfm)  <http://glencoe.mheducation.com/sites/0078774055/instructor_view0/lesson_plans.html>  <http://glencoe.mheducation.com/sites/0078774055/instructor_view0/academic_vocabulary.html>  [http://www.nobully.org/system](http://www.pkwy.k12.mo.us/homepage/sdavis1/File/Personal_Health_n_Wellness_Day_2_through_5.ppt)  [http://www.pacerteensagainstbullying.org/tab/](http://glencoe.mheducation.com/sites/0078774055/instructor_view0/lesson_plans.html)  [http://www.pacer.org/bullying/resources/toolkits/classroom/](http://lmslifescience7.weebly.com/uploads/2/9/1/8/2918057/reproductive_system.pdf)  [http://www.stopbullying.gov/prevention/at-school/](http://www.drugfreeworld.org/download.html) | |
| **3rd Grade**  **Sub-component-Social Media**  **Sub-component-Bullying**  **Sub-component-Sun Safety**  **Sub-component-Personal/Physical Safety**  **Sub-component-Hazardous Substances** | | **4th Grade**  **Sub-component-Social Media**  **Sub-component-Bullying**  **Sub-component-Sun Safety**  **Sub-component-Personal/Physical Safety**  **Sub-component-Hazardous Substances** | | | | **5th Grade**  **Sub-Component- Social Media**  **Sub-component-Bullying**  **Sub-component-Sun Safety**  **Sub-component-Personal/Physical Safety**  **Sub-component-Hazardous Substances** | |
| **Social Media**  **3.S.1** Identify how to report online bullying, threatening situations, or inappropriate content.  **Bullying**  **3.S.2** Explain the importance of telling a trusted adult about a bullying situation.  **Sun Safety**  **3.S.3** Demonstrate proper ways to reduce sun exposure (e.g., sunscreen, long sleeves, hat, time of day, etc.).  **Personal/Physical Safety**  **3.S.6** Demonstrate appropriate choices related to reducing unintentional injuries.  **3.S.7** Describe appropriate actions for emergency and non-emergency situations.  **3.S.8** Identify the importance of having a home safety plan for various emergency situations.  **3.S.9** Identify refusal skills when in personal safety situations (e.g., a clear “No” statement, walk/run away, change subject, delay).  **Hazardous Substances**  **3.S.4** Identify the consequences of using tobacco products, alcohol, and  **3.S.5** Identify the consequences of using hazardous substances (e.g., alcohol, tobacco) other hazardous substances. | | **Social Media**  **4.S.1** Describe ways social media can influence personal health.  **Bullying**  **4.S.2** Differentiate between situations to accurately determine the difference between a disagreement and bullying.  **Sun Safety**  **4.S.3** Describe ways to reduce sun exposure in your life and the lives of family and friends.  **Personal/Physical Safety**  **4.S.6** List common injury risks for children (e.g., motor vehicles, fires, flames, drowning, handgun injuries, falls, poisonings, chokings, suffocation, strangulation, and bike/pedestrian injuries).  **4.S.7** Describe methods to prevent common injuries in children.  **4.S.9** Identify resource persons in schools and the community and know how to seek help from them.  **Hazardous Substances**  **4.S.4** Practice refusal skills to avoid hazardous substances.  **4.S.5** Predict the benefits of refusing hazardous substances and how they contribute to overall health. | | | | **Social Media**  **5.S.1** Analyze the positive and negative influences of social media on personal and family health.  **Bullying**  **5.S.2** Develop strategies that decrease bullying situations.  **Sun Safety**  **5.S.3** Understand the relationship between sun exposure, tanning beds, and family history to the development of disease and illness.  **Personal/Physical Safety**  5.6.S. 7 Demonstrate / identify First Aid tech.  **5.S.8** Compare and contrast the benefits and consequences of safety preparation when faced with an emergency situation.  **5.S.9** Differentiate between situations which need peer support and those which need adult help.  **Hazardous Substances**  **5.S.4** Describe the harmful short- term and long- term effects of alcohol, tobacco, and other hazardous substances  **5.S.5** Explain how using hazardous substances (e.g., alcohol, tobacco) can adversely impact bodily systems. | |
| **Learning Expectations** | **Core Content Objectives** | | | | **Instructional Actions** | | |
| ***Student Progress Indicators*** | ***Concepts***  *What students will know* | | ***Skill***  *What students will do* | | ***Activities/Strategies*** | | ***Assessments/Checks*** |
| Demonstrate appropriate actions for emergency and non-emergency situations;  Demonstrate first aid techniques.  Identify situations that should be reported to a trusted adult;  Formulate a plan for self-protection skills and identify appropriate resources for help, before and after an offense has occurred;  Demonstrate techniques to assertively deal with peer pressure when personal safety is threatened (e.g., in car with drunk driver, pressured to take drugs, encouraged to participate in risky behaviors that can hurt others). | * Reducing the risks * Emergency and non-emergency situations * Appropriate first aid procedures * Personal Safety * Safety equipment * Threatening behaviors * Assertive self-protection skills * Abuse and appropriate resources for help | | * Demonstrate safety strategies when in public places, including escaping when weapons are present * List school procedures for school crisis situations * Discuss how to prevent fires and burns * Discuss staying safe when home alone * Discuss preventing injuries at home * Discuss dangerous objects and weapons * Discuss and demonstrates using the Internet safely * Discuss personal safety * Discuss bullying * Role play using skills to avoid being bullied * Role Play using skills/strategies needed when someone is being bullied | | * Have students compile a list of personal safety threats and appropriate actions to take * Have students create a personal safety resource card, poster, or handout listing telephone numbers of appropriate resources * Lead a class discussion of high-risk situations seen on television, social media, or video games * Have the students simulate first aid responses and procedures * Review emergency response procedures by using written tests or verbal response scenarios for students provided by a certified instructor * Assess your school for emergency preparedness (i.e. first aid kits, AED, fire extinguishers, evacuation plan). | | * Teacher Observation * Teacher Checklist/Rubric * Peer Assessment * Test * Role Play * Quiz |

**Cross-Content Connections:**

English: communication, following directions, listening skills

Health: body systems, first aid, problem solving, decision-making, peer pressure, wellness, health, fitness, nutrition, drugs and alcohol, mental, emotional, social and family health, disease prevention, community, consumer and environmental health issues

Social Studies: laws, rules, cooperation/conflict, cooperation/conflict, community

Dance: alignment, axial movement, elevation, body propulsion, initiation, rhythmic acuity

Science: movement, space, speed, gravity, friction, energy, force, muscles, skeletal system

Math: speed, time, patterns, sequence, grouping, levels, counting, estimation, scoring in games and activities.

Music: beats, rhythms, syncopation, timing

Character Education: cooperation, self-esteem, values, personal accountability, personal responsibility, respect, conflict resolution

**Related KidsHealth Links** and **Articles for Students:**

[**www.kidshealth.org**](http://www.kidshealth.org)

| **RESOURCE LIST** | |
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| Professional Organizations:   * [www.shapeamerica.org/](file:///C:/Users/greenekp/Downloads/TH_Crs2_Ch_2.pdf) (Society of Health and Physical Educators) * [www.tahperd.us](http://www.tahperd.us/) (TN Association for Health, Physical Education, Recreation, & Dance)   National Health Standards & Performance Outcomes:  <http://www.shapeamerica.org/standards/health/>  TN State Health Standards:  [https://www.tn.gov/assets/entities/education/attachments/std\_pe\_health\_gr\_6\_8.pdf](http://glencoe.mheducation.com/sites/0078774055/instructor_view0/lesson_plans.html)  Helpful Websites:   * [http://www.heart.org/HEARTORG/Educator/Educator\_UCM\_001113\_SubHomePage.jsp](http://glencoe.mheducation.com/sites/0078774055/instructor_view0/glencoe_s_health_podcast_activities.html) * [http://responsibility.org/start-a-conversation/drinking-responsibly/virtual-bar/](https://www.ecu.edu/cs-hhp/exss/upload/MSE%20Music.pdf) * <http://www.learntobehealthy.org/teens/> * <http://www.learninggamesforkids.com/health_games.html> * [http://www.nasbe.org/healthy\_schools/hs/bytopics.php?topicid=1100](http://glencoe.mheducation.com/sites/0078774055/instructor_view0/lesson_plans.html?topicid=1100) * [http://www.discoveryeducation.com//search/page/6-8/health/-/-/index.cfm?campaign=flyout\_teachers\_68\_health](http://www.pacerteensagainstbullying.org/tab/?campaign=flyout_teachers_68_health) * [http://www.planet-health.org/teacherInformation.cfm](http://www.drugabuse.gov/free-resources-teachers-middle-school) * [http://www.connectionsacademy.com/blog/posts/2014-01-18/Finding-the-Right-Words-Helping-Kids-Build-Vocabulary.aspx](http://www.stopbullying.gov/prevention/at-school/) * <http://www.drugfreeworld.org/download.html>   Professional Development:   * + TAHPERD -Annual Physical Education Conference (Fall of each year)-state   + SHAPE Annual Health and Physical Education Conference (Spring of each year)- national | **Resources Available Throughout the District:**  Online :  [http://www.scsk12.org](http://glencoe.mheducation.com/sites/0078774055/instructor_view0/lesson_plans.html)  [http://www.hpelw.weebly.com](http://kidshealth.org/classroom/6to8/personal/growing/puberty.pdf)  [http://www.tennesseestandards.com](http://glencoe.mheducation.com/sites/0078774055/instructor_view0/academic_vocabulary.html)  [www.tennesseeassessments.com](http://glencoe.mheducation.com/sites/0078774055/instructor_view0/academic_vocabulary.html)  <http://glencoe.mheducation.com/sites/0078774055/instructor_view0/health_espotlight_video_series.html>  [www.pecentral.org](http://www.pecentral.org)  [www.sparkpe.org](https://www.tn.gov/assets/entities/education/attachments/std_pe_health_gr_6_8.pdf)  [www.scholastic.com](http://www.heart.org/HEARTORG/Educator/Educator_UCM_001113_SubHomePage.jsp) (build your own webpage to be placed on school’s homepage as a link.)  [www.bowlersed.com](http://www.shapeamerica.org/)  [www.cdc.gov](http://www.cdc.gov)  [www.classroomteacher/integratedlessonideas.com](http://www.classroomteacher/integratedlessonideas.com)  [www.linelinks.com](http://www.connectionsacademy.com/blog/posts/2014-01-18/Finding-the-Right-Words-Helping-Kids-Build-Vocabulary.aspx)  [www.lessonplanz.com](http://glencoe.mheducation.com/sites/0078774055/instructor_view0/glencoe_s_health_podcast_activities.html)  [www.discoveryeducation.com](http://www.nasbe.org/healthy_schools/hs/bytopics.php)  [www.teachablemoments.com](http://www.teachablemoments.com)  DVD’s, Videos, and Apps:   * <http://www.glencoe.com/sites/common_assets/health/eSpotlight_videos/bbc_eSpotlight.html> * [http://physedreview.weebly.com/health-education-apps.html](http://www.scsk12.org)   Books   * [**http://www.drugfreeworld.org/request-info/truth-about-drugs-booklet.html?bk=truth**](http://glencoe.mheducation.com/sites/0078774055/instructor_view0/academic_vocabulary.html?bk=truth)   Music:   * [https://www.ecu.edu/cs-hhp/exss/upload/MSE%20Music.pdf](http://www.tennesseestandards.com) * [http://www.pbs.org/inthemix/educators/lessons/selfimage2/](http://www.tennesseeassessments.com) |