

KPBSD - Revised 2014

Fifth Grade Health Curriculum

Quarter 1 - Unit 1 Safety (Injury Prevention) and Emotional Health	Great Body Shop/Common Sense Media														
<p>Big Ideas:</p> <ul style="list-style-type: none"> - Everybody has the responsibility and right to be safe. - Basic first aid skills are important and can be used for a lifetime. <p>Essential Questions:</p> <ul style="list-style-type: none"> - What can students do in an emergency and who can help? - How can a student identify and avoid situations that pose health and safety risks? <p>Skills:</p> <ul style="list-style-type: none"> - I can identify the difference between a major and minor emergency and appropriate actions I can take. - I can discuss and demonstrate basic first aid procedures. <p><i>Note: Invite school nurses and community members to help teacher/demonstrate first aide.</i> <i>Bully prevention, gangs, and general community safety.</i></p> <p>Standards CDC: 1,3,4,5,7 AK Health: A,B,C,D Alaska ELA Standards: 5.RL.3,6,10; 5.RI.1,3,6; 5.W.2,3,7; 5.SL.1,3,5</p>	<p>GBS (1) First Aide Facts</p> <p>L1. First Aide – What, Who, When L2. First Aide That You Can Do L3. Your Community and How to Call for Help L4. Taking Precautions</p> <p>GBS (5) Those Crazy Mixed-Up Emotions</p> <p>L4. Send The Message: My Body Is Private* - Portfolio 4 – Avoiding Risky Situations* - Activities 9, 21, 26, 27*</p> <p>*Required</p> <p>Common Sense Media Super Digital, What’s Cyberbullying, and You’ve Won a Prize</p> <p>Essential Vocabulary:</p> <table border="0"> <tr> <td>Emergency</td> <td>Faint/Pass Out</td> </tr> <tr> <td>First aide</td> <td>Choking</td> </tr> <tr> <td>Allergic reaction</td> <td>Triage</td> </tr> <tr> <td>Shock</td> <td>Passive</td> </tr> <tr> <td>Poison</td> <td>Assertive</td> </tr> <tr> <td>Private body parts</td> <td></td> </tr> <tr> <td>Sexual harassment</td> <td></td> </tr> </table> <p>Assessments: End of Unit Quizzes (GBS 1)</p>	Emergency	Faint/Pass Out	First aide	Choking	Allergic reaction	Triage	Shock	Passive	Poison	Assertive	Private body parts		Sexual harassment	
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Quarter 2 - Unit 2 Nutrition, Growth, Hygiene, and Community	Great Body Shop/Common Sense Media																																															
<p>Big Ideas:</p> <ul style="list-style-type: none"> - The structure and function of the central nervous and respiratory systems are essential for our health. - Proper nutrition and healthy choices ensure proper functioning of these body systems and how are we responsible for taking care of these systems. <p>Essential Questions:</p> <ul style="list-style-type: none"> - How do parts of the central nervous system work, individually and together, and what can cause them harm? - How do different nutrients benefit the body? - How do major organs in the respiratory system work and how do we protect them to stay strong and healthy? - How do pollution, smoking, and community factors harm the lungs and what can we do to prevent these issues? <p>Skills:</p> <ul style="list-style-type: none"> - I can describe the cause and effect between pollution and disease. - I can identify behaviors that create a healthy environment. - I can describe how healthy behaviors affect the basic functions of the central nervous and respiratory body systems. <p>Standards: <i>CDC: 1,2,7,8</i> <i>AK Health: A,B,D</i> <i>Alaska ELA Standards: 5.RL.3,6,10; 5.RI.1,3,6; 5.W.2,3,7; 5.SL.1,3,5</i></p>	<p>GBS (2) Brainstorms! Your Central Nervous System</p> <p>L1. The Amazing Brain L2. Sending Signals L3. Drugs and the Damage They Do L4. Injuries and Disorders</p> <p>GBS (3) You are What You Eat</p> <p>L1. Beyond the Basics L2. Life Cycle and Nutrition L3. What Can Go Wrong L4. Making a Difference</p> <p>GBS (4) Love Your Lungs</p> <p>L1. The Respiratory System L2. Community Health and Disease of the Respiratory System L3. Smoking and Your Lungs L4. Pollution in the Community</p> <p>Essential Vocabulary</p> <table border="0"> <tr> <td>Central nervous system</td> <td>Carbohydrates</td> <td>Bronchi</td> </tr> <tr> <td>Brain Stem</td> <td>Lactose</td> <td>Alveoli</td> </tr> <tr> <td>Hemisphere</td> <td>Protein</td> <td>Carbon dioxide</td> </tr> <tr> <td>Thalamus</td> <td>Fats</td> <td>Diaphragm</td> </tr> <tr> <td>Nerve fibers</td> <td>Vitamins</td> <td>Allergies</td> </tr> <tr> <td>Spinal cord</td> <td>Water</td> <td>Influenza</td> </tr> <tr> <td>Dendrites</td> <td>Calcium</td> <td>Constrict</td> </tr> <tr> <td>Sensory nerves</td> <td>Salmonella</td> <td>Bronchitis</td> </tr> <tr> <td>Motor nerves</td> <td>Trichinosis</td> <td>Pneumonia</td> </tr> <tr> <td>Synapse</td> <td>Malnutrition</td> <td>Pus</td> </tr> <tr> <td>Cerebrum</td> <td>Oxygen</td> <td>Tuberculosis</td> </tr> <tr> <td>Cerebellum</td> <td>Trachea</td> <td>Nicotine</td> </tr> <tr> <td>Hypothalamus</td> <td>Esophagus</td> <td>Tar</td> </tr> <tr> <td>Neurons</td> <td>Clot</td> <td>Addictive</td> </tr> <tr> <td>Stimulus</td> <td>Emphysema</td> <td>Aerobic</td> </tr> </table> <p>Assessments: End of Unit Quizzes (GBS 2, 3, and 4)</p>			Central nervous system	Carbohydrates	Bronchi	Brain Stem	Lactose	Alveoli	Hemisphere	Protein	Carbon dioxide	Thalamus	Fats	Diaphragm	Nerve fibers	Vitamins	Allergies	Spinal cord	Water	Influenza	Dendrites	Calcium	Constrict	Sensory nerves	Salmonella	Bronchitis	Motor nerves	Trichinosis	Pneumonia	Synapse	Malnutrition	Pus	Cerebrum	Oxygen	Tuberculosis	Cerebellum	Trachea	Nicotine	Hypothalamus	Esophagus	Tar	Neurons	Clot	Addictive	Stimulus	Emphysema	Aerobic
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Quarter 3 - Unit 3 Mental, Social, and Emotional Health	Great Body Shop/Common Sense Media																		
<p>Big Ideas:</p> <ul style="list-style-type: none"> - Understanding human development is a lifelong process of physical, behavioral, cognitive, and emotional growth and change. - Each person develops attitudes and values that guide choices, relationships, and understanding and must begin to take responsibility for their own health. - The structure and function of the endocrine system influence your body’s development. - Girls and boys develop differently. <p>Essential Questions:</p> <ul style="list-style-type: none"> - How do our hormones change our body (emotionally, socially and physically)? - What are parts of the endocrine system and their functions? - How does my changing body influence my self-worth? <p>Skills:</p> <ul style="list-style-type: none"> - I can identify and practice healthy habits of personal hygiene. - I can discuss the emotional, social, and physical changes of puberty and how it affects me and my self-worth. - I can describe the endocrine system and its functions. <p>Standards: <i>CDC: 1,2,5,7,8</i> <i>AK Health: A,B,C,D</i> <i>Alaska ELA Standards: 5.RL.3,6,10; 5.RI.1,3,6; 5.W.2,3,7; 5.SL.1,3,5</i></p>	<p>GBS (5) Those Crazy Mixed-Up Emotions L1. Your Emotions Are Your Body L2. Your Emotions and Your Life L3. Troubled Times</p> <p>GBS (6) Growing Up L1. Hormones and Your Body L2. Growing Up Male and Female L3. Good Hygiene and Feeling Good About the Way You Look L4. Growing Up with a Healthy Attitude</p> <p>Common Sense Media Selling Stereotypes</p> <p>Essential Vocabulary</p> <table border="0"> <tr> <td>Puberty</td> <td>Endocrine glands</td> </tr> <tr> <td>Thyroid glands</td> <td>Pituitary glands</td> </tr> <tr> <td>Pancreas</td> <td>Glucose</td> </tr> <tr> <td>Ovaries</td> <td>Insulin</td> </tr> <tr> <td>Diabetes</td> <td>Fallopian tubes</td> </tr> <tr> <td>Eggs</td> <td>Menstrual period</td> </tr> <tr> <td>Vagina</td> <td>Sperm</td> </tr> <tr> <td>Hormones</td> <td>Testes/Testicles</td> </tr> <tr> <td>Androgens</td> <td>Uterus</td> </tr> </table> <p>Assessments: End of Unit Quizzes (GBS 5 and 6)</p>	Puberty	Endocrine glands	Thyroid glands	Pituitary glands	Pancreas	Glucose	Ovaries	Insulin	Diabetes	Fallopian tubes	Eggs	Menstrual period	Vagina	Sperm	Hormones	Testes/Testicles	Androgens	Uterus
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Quarter 4 - Unit 4 Injury and Disease Prevention	Great Body Shop/Common Sense Media																																				
<p>Big Ideas:</p> <ul style="list-style-type: none"> - Healthy habits and positive assets help prevent illness and unhealthy risk taking behaviors such as addiction (video games, drugs, and alcohol) - The use of drugs can cause short and long term effects such as compromising the immune system (i.e. HIV). - Positive values and developmental assets increase our positive social behavior (i.e. self-respect, responsibility, honesty, and resilience). <p>Essential Questions:</p> <ul style="list-style-type: none"> - What are positive assets in life that can help prevent drug abuse? - What are different types of drugs and how do they affect the body? - What is a disease? - What are some diseases that attack your immune system? <p>Skills:</p> <ul style="list-style-type: none"> - I can analyze the potential harmful effects of drugs and alcohol (marijuana, meth, inhalants, prescription drugs, and over the counter drugs). - I can define and provide examples of positive values and developmental assets in myself. - I can discuss and site evidence on addiction its potential effects on myself, my family, and my community. - I can define disease and describe its effects on the immune system. <p>Standards: <i>CDC: 1,2,3,5,7,8</i> <i>AK Health: A,B,C,D</i> <i>Alaska ELA Standards: 5.RL.3,6,10; 5.RI.1,3,6; 5.W.2,3,7; 5.SL.1,3,5</i></p>	<p>GBS (7) Danger Ahead: The Truth about Drugs</p> <p>L1. The Effects of Use, Misuse, and Abuse of Drugs L2. Drug Abuse and the Family L3. Drugs and Advertising L4. Choose to Be Drug-Free</p> <p>GBS (8) About Blood and HIV</p> <p>L1. Your Circulatory System L2. Your Blood and Your Immune System L3. HIV, Enemy of the Immune System L4. Helping Hands</p> <p>Essential Vocabulary</p> <table border="0"> <tr> <td>Stimulant</td> <td>HIV</td> <td>Circulatory</td> </tr> <tr> <td>System</td> <td>Hemoglobin</td> <td>Assets</td> </tr> <tr> <td>Depressant</td> <td>AIDS</td> <td>Arteries</td> </tr> <tr> <td>Inhalants</td> <td>Acquired</td> <td>Veins</td> </tr> <tr> <td>Hallucinogen</td> <td>Immune</td> <td>Aorta</td> </tr> <tr> <td>Paranoia</td> <td>Deficiency</td> <td>Atria</td> </tr> <tr> <td>Illegal</td> <td>Syndrome</td> <td>Ventricles</td> </tr> <tr> <td>Cannabis</td> <td>Compassion</td> <td>Proper use</td> </tr> <tr> <td>Empathy</td> <td>Drug Misuse</td> <td>Red blood cells</td> </tr> <tr> <td>Drug abuse</td> <td>White blood cells</td> <td>Addicted</td> </tr> <tr> <td>Plasma</td> <td>Nicotine</td> <td>Platelets</td> </tr> <tr> <td>Alcoholic</td> <td>Clotting</td> <td></td> </tr> </table> <p>Assessment End of Unit Quizzes (GBS 7 and 8)</p>	Stimulant	HIV	Circulatory	System	Hemoglobin	Assets	Depressant	AIDS	Arteries	Inhalants	Acquired	Veins	Hallucinogen	Immune	Aorta	Paranoia	Deficiency	Atria	Illegal	Syndrome	Ventricles	Cannabis	Compassion	Proper use	Empathy	Drug Misuse	Red blood cells	Drug abuse	White blood cells	Addicted	Plasma	Nicotine	Platelets	Alcoholic	Clotting	
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