Please remember the “I Taught This” button!

Grade 5: Unit 1

**Topic Scales**: Health Influences & Health Advocacy

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Week 1**  **Deep Breathing** | **Week 2**  **Family Problems** | **Week 3**  **Conflict Resolution** | **Week 4**  **Bullying** | **Week 5**  **Internet Safety** |
| **Iowa Core Health Literacy Standards** | **Essential Concept and/or Skill:** *Obtain, interpret, understand and use basic health concepts to enhance personal, family, and community health.* (21.3-5.HL.1)   * **Know and use concepts related to health promotion and disease prevention.** * **Analyze influencing factors on health enhancing behaviors.**   **Essential Concept and/or Skill:** *Recognize that media and other influences affect personal, family, and community health.* (21.3-5.HL.4)   * **Analyze the influence of family, peers, health professionals, culture, media, technology, and other health factors.** * **Access valid information, products and services.**   **Essential Concept and/or Skill:** *Utilize interactive literacy and social skills to establish personal family, and community health goals.* (21.3-5.HL.2)   * **Demonstrate social and communication skills that enhance health and increase safety.** * **Advocate for personal, family, and community health.** | | | | |
| **Vocabulary** | * *Heredity, environment, national, international, safety, communication, techniques, print, non-print, media, sources, products, factors, influence, services.* * *Assertive, communication, consideration, empathy, respect, violence-free, advocate* | | | | |
| **HealthTeacher.com**  **Resources**  **Health Readers** | HT – Deep Abdominal Breathing (Interactive Technology) | HT – Problems in Families | HT – Conflict Resolution (Interactive Technology) | HT – Dealing with Bullying (Injury Prevention Section) | HT – Internet Safety (Interactive Technology) |
| **Additional / Optional**  **Resources** | HT – Verbal and non-verbal communication  Dove self-esteem project: <http://selfesteem.dove.us/Articles/Written/Dove-Confident-Me-five-session-resources.aspx>  -**Session 1**: Breaking down appearance ideals  -**Session 2**: Media Messages (Confident Me)  -**Session 3**: Confront comparisons  -**Session 4**: Banish body talk  -**Session 5**: Be the change | | B – Physical bullying  B – Being a Leader  B - Verbal Bullying  B – Social Bullying  B - Cyber Bullying  B – Nonverbal Communication  B – Helping Out and Staying Safe  Teaching students to prevent bullying: <http://www.pacer.org/bullying/classroom/elementary/ele-lesson-plan.asp>  A Bad Case of Bullying: Using Literature Response Groups: <http://www.readwritethink.org/classroom-resources/lesson-plans/case-bullying-using-literature-377.html> | | |

Grade 5: Unit 2

**Topic Scales**: Health Influences & Health Advocacy

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Week 1**  **Community Health Services** | **Week 2**  **Reducing Pollution and Conserving Resources** | **Week 3**  **I Can Save the Earth** | **Week 4**  **Energy** | **Week 5**  **Pollution / Recycling** |
| **Iowa Core Health Literacy Standards** | **Essential Concept and/or Skill:** *Obtain, interpret, understand and use basic health concepts to enhance personal, family, and community health.* (21.3-5.HL.1)   * **Know and use concepts related to health promotion and disease prevention.** * **Analyze influencing factors on health enhancing behaviors.**   **Essential Concept and/or Skill:** *Recognize that media and other influences affect personal, family, and community health.* (21.3-5.HL.4)   * **Analyze the influence of family, peers, health professionals, culture, media, technology, and other health factors.** * **Access valid information, products and services.**   **Essential Concept and/or Skill:** *Utilize interactive literacy and social skills to establish personal family, and community health goals.* (21.3-5.HL.2)   * **Demonstrate social and communication skills that enhance health and increase safety.** * **Advocate for personal, family, and community health.** | | | | |
| **Vocabulary** | * *Heredity, environment, national, international, safety, communication, techniques, print, non-print, media, sources, products, factors, influence, services.* * *Assertive, communication, consideration, empathy, respect, violence-free, advocate* | | | | |
| **HealthTeacher.com**  **Resources**  **Health Readers** | HT – Health Services in the Community (1, 2,4) | HT – Reducing Pollution and Conserving Resources (1, 3, 4) | B – 10 Ways I Can Save the Earth | B – A Bright Idea: Conserving Energy  B – Saving Energy: Earth’s Resources | B – Clean Planet: Stopping Litter and Pollution  B – Something Old, Something New: Recycling |
| **Additional / Optional**  **Resources** | Kids Environment-Kids Health:  <https://kids.niehs.nih.gov/topics/reduce/>  KidsHealth: Be a Green Kid  <http://kidshealth.org/en/kids/go-green.html?WT.ac=ctg> | | B – The Great Outdoors: Saving Habitats  B – Earth’s Energy  B – Recycling: Reducing Waste  B – Rain Forest Destruction | | |

Grade 5: Unit 3

**Topic Scales:** Health Influences & Healthy Lifestyle

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Week 1**  **Flexibility and Endurance** | **Week 2**  **Muscle Power** | **Week 3**  **Physical Activity** | **Week 4**  **Your Heart** | **Week 5**  **Healthful Eating and Exercise** |
| **Iowa Core Health Literacy Standards** | **Essential Concept and/or Skill:** *Obtain, interpret, understand and use basic health concepts to enhance personal, family, and community health.* (21.3-5.HL.1)   * **Know and use concepts related to health promotion and disease prevention.** * **Analyze influencing factors on health enhancing behaviors.**   **Essential Concept and/or Skill:** *Recognize that media and other influences affect personal, family, and community health.* (21.3-5.HL.4)   * **Analyze the influence of family, peers, health professionals, culture, media, technology, and other health factors.** * **Access valid information, products and services.**   **Essential Concept and/or Skill:** *Demonstrate critical literacy/thinking skills related to personal, family, and community wellness.* (21.3-5.HL.3)   * **Demonstrate decision making skills.** * **Demonstrate goal-setting skills.**   **Essential Concept and/or Skill:** *Demonstrate behaviors that foster health, active lifestyles for individuals and the benefit of society.* (21.3-5.HL.5)   * **Achieve and maintain health enhancing level of physical activity.** * **Practice preventive health behaviors.** | | | | |
| **Vocabulary** | * *Heredity, environment, national, international, safety, communication, techniques, print, non-print, media, sources, products, factors, influence, services.* * *goal setting, decision making, health related decisions, health professionals, health status, culture, media, technology, health factors, strength, weakness, stress management, food groups* | | | | |
| **HealthTeacher.com**  **Resources**  **Health Readers** | HT – Flexibility and Cardiorespiratory Endurance (Interactive Technology) | HT – Muscle Power (1,2)  B – Your Muscular System | HT – Types of Physical Activity (Interactive Technology) (1, 3)  B – A Million Moves: Keeping Fit | HT – The Heart of the Matter (1, 2) | HT-Healthful Eating and Exercise |
| **Additional / Optional**  **Resources** | HT – Warm Up, Cool Down  HT – Destination Respiration  HT – The Terrific Twosome: The Brain and Spinal Cord  HT – The 206 Piece Puzzle  [Youth Physical Activity: The Role of Schools](https://www.educateiowa.gov/sites/files/ed/documents/1415_np_pa_YPASchools.pdf)  [Youth Physical Activity: The Role of Families](https://www.educateiowa.gov/sites/files/ed/documents/1415_np_pa_YPAFamilies.pdf)  [Youth Physical Activity: The Role of Communities](https://www.educateiowa.gov/sites/files/ed/documents/1415_np_pa_YPAcommunities.pdf) | | B – How Do My Muscles Get Strong? Muscles and Exercise  B – The Remarkable Respiratory System: How do my lungs work?  B – The Skeleton and Muscles **or** Move your Body: Bones and Muscles  B – The Mighty Muscular and Skeletal Systems: How do my bones and muscles work?  B – Keeping Fit: Body Systems  B – Respiration and Circulation | | |

Grade 5: Unit 4

**Topic Scales**: Health Influences & Healthy Lifestyle

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Week 1**  **Fruits and Vegetables** | **Week 2**  **Nutrition - MyPlate** | | **Week 3**  **Personal Hygiene** | **Week 4**  **Sleep** | | **Week 5**  **Ready, Set, Test** |
| **Iowa Core Health Literacy Standards** | **Essential Concept and/or Skill:** *Obtain, interpret, understand and use basic health concepts to enhance personal, family, and community health.* (21.3-5.HL.1)   * **Know and use concepts related to health promotion and disease prevention.** * **Analyze influencing factors on health enhancing behaviors.**   **Essential Concept and/or Skill:** *Recognize that media and other influences affect personal, family, and community health.* (21.3-5.HL.4)   * **Analyze the influence of family, peers, health professionals, culture, media, technology, and other health factors.** * **Access valid information, products and services.**   **Essential Concept and/or Skill:** *Demonstrate critical literacy/thinking skills related to personal, family, and community wellness.* (21.3-5.HL.3)   * **Demonstrate decision making skills.** * **Demonstrate goal-setting skills.**   **Essential Concept and/or Skill:** *Demonstrate behaviors that foster health, active lifestyles for individuals and the benefit of society.* (21.3-5.HL.5)   * **Achieve and maintain health enhancing level of physical activity.** * **Practice preventive health behaviors.** | | | | | | |
| **Vocabulary** | * *Heredity, environment, national, international, safety, communication, techniques, print, non-print, media, sources, products, factors, influence, services.* * *goal setting, decision making, health related decisions, health professionals, health status, culture, media, technology, health factors, strength, weakness, stress management, food groups* | | | | | | |
| **HealthTeacher.com**  **Resources**  **Health Readers** | HT - Eat More Fruits and Vegetables (Interactive Technology) | HT – Nutrition – Food Group / MyPlate (Interactive Technology)  B – Eating Right! How You Can Make Good Food Choices | | HT – Personal Hygiene (Interactive Technology) | HT – Get More Sleep (Interactive Technology) | | HT – Ready, Set, Test (Interactive Technology) |
| **Additional / Optional**  **Resources** | HT – Get More Sleep  HT – Using Medications Appropriately  HT - Managing Diabetes, Asthma, and Allergies | | HT – Food Labels  HT – Advertising and Food Choices  HT – Healthful Eating and Exercise  HT – It’s a Matter of Balance  HT – Healthful Snacks  HT – Advertising and Food Choices | P&G School Programs: <http://www.pgschoolprograms.com/programs.php?pid=1>  B – Why We Need Vitamins  B – What is an asthma attack?  B – I Know Someone with Diabetes  B – I Know Someone With Asthma  B – I Know Someone with Allergies | | B – Looking at Labels: The Inside Story  B – Healthful Snacks on MyPlate  B – Energy In, Energy Out, Food as Fuel  B – Big Fat Lies: Advertising Tricks | |

Grade 5: Unit 5

**Topic Scales**: Health Advocacy & Healthy Lifestyle

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Week 1**  **Puberty** | **Week 2**  **Puberty** | **Week 3**  **Puberty** | **Week 4**  **HIV/AIDS** | **Week 5**  **HIV/AIDS** |
|  | **Please meet with the school counselor and school nurse to coordinate possible co-teaching of units. Another resource is Tiffany Bandow at the Young Women’s Resource Center (for helping to teach girls).** [**tbandow@ywrc.org**](mailto:tbandow@ywrc.org) **, 244-4901** | | | | |
| **Iowa Core Health Literacy Standards** | **Essential Concept and/or Skill:** *Utilize interactive literacy and social skills to establish personal family, and community health goals.* (21.3-5.HL.2)   * **Demonstrate social and communication skills that enhance health and increase safety.** * **Advocate for personal, family, and community health.**   **Essential Concept and/or Skill:** *Demonstrate critical literacy/thinking skills related to personal, family, and community wellness.* (21.3-5.HL.3)   * **Demonstrate decision making skills.** * **Demonstrate goal-setting skills.**   **Essential Concept and/or Skill:** *Demonstrate behaviors that foster health, active lifestyles for individuals and the benefit of society.* (21.3-5.HL.5)   * **Achieve and maintain health enhancing level of physical activity.** * **Practice preventive health behaviors.** | | | | |
| **Vocabulary** | * *goal setting, decision making, health related decisions, health professionals, health status, culture, media, technology, health factors, strength, weakness, stress management, food groups* * *Assertive, communication, consideration, empathy, respect, violence-free, advocate* | | | | |
| **HealthTeacher.com**  **Resources**  **Health Readers** | HT – The Passage Into Puberty (1, 2, 3 is optional) | HT – The Passage Into Puberty (4, 5) | B – Puberty  B – Why Do I Have Periods? Menstruation and Puberty | HT – Learning about HIV/AIDS | B – Quicksand: A True Story of HIV/AIDS in Our Lives  B – I Know Someone with HIV/AIDS |
| **Additional / Optional**  **Resources** | P&G School Programs: Puberty <http://www.pgschoolprograms.com/programs.php?pid=1>  KidsHealth: Puberty- Personal Health Series  <https://classroom.kidshealth.org/3to5/personal/growing/puberty.pdf> | | B – Death  B – Can We Get Along? Dealing with Differences | | |

Grade 5: Unit 6

**Topic Scales**: Health Influences & Healthy Lifestyle

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Week 1**  **You Know What to Say** | **Week 2**  **Stand Up for Health** | **Week 3**  **Stand Up for Health, continued** | **Week 4**  **Refuse to Use** | **Week 5**  **Drugs** |
| **Iowa Core Health Literacy Standards** | **Essential Concept and/or Skill:** *Obtain, interpret, understand and use basic health concepts to enhance personal, family, and community health.* (21.3-5.HL.1)   * **Know and use concepts related to health promotion and disease prevention.** * **Analyze influencing factors on health enhancing behaviors.**   **Essential Concept and/or Skill:** *Recognize that media and other influences affect personal, family, and community health.* (21.3-5.HL.4)   * **Analyze the influence of family, peers, health professionals, culture, media, technology, and other health factors.** * **Access valid information, products and services.**   **Essential Concept and/or Skill:** *Demonstrate critical literacy/thinking skills related to personal, family, and community wellness.* (21.3-5.HL.3)   * **Demonstrate decision making skills.** * **Demonstrate goal-setting skills.**   **Essential Concept and/or Skill:** *Demonstrate behaviors that foster health, active lifestyles for individuals and the benefit of society.* (21.3-5.HL.5)   * **Achieve and maintain health enhancing level of physical activity.** * **Practice preventive health behaviors.** | | | | |
| **Vocabulary** | * *Heredity, environment, national, international, safety, communication, techniques, print, non-print, media, sources, products, factors, influence, services.* * *goal setting, decision making, health related decisions, health professionals, health status, culture, media, technology, health factors, strength, weakness, stress management, food groups* | | | | |
| **HealthTeacher.com**  **Resources**  **Health Readers** | HT – You Know What to Say (1-3) (Tobacco Refusal Skills) | HT – Stand Up for your Health (tobacco) (1, 2, 3, 4, -- 5 & 6 if time allows) | HT – Stand Up for your Health (tobacco) (7-9)  B – Tobacco (Tough Topics) | HT – Refuse to Use (Alcohol)  B - Alcohol | HT – Drugs Don’t Solve Problems (1) |
| **Additional / Optional**  **Resources** | HT – Surveying Over-the-counter Drugs  HT – Tell the Tobacco Ads What You Think | | B – Drugs  B – Make Good Choices: Your Guide to Making Healthy Decisions  KidsHealth- Alcohol <https://classroom.kidshealth.org/3to5/problems/drugs/alcohol.pdf> | | |

|  |  |
| --- | --- |
| Health Influences | |
| Anchor Standards:   * Know and use concepts related to health promotion and disease prevention. (21.3-5.HL.1) * Analyze influencing factors on health enhancing behaviors. (21.3-5.HL.1) * Analyze the influence of family, peers, health professionals, culture, media, technology and other health factors. (21.3-5.HL.4) * Access valid information, products and services. (21.3-5.HL.4) | |
| 4 | In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond the goal. |
| 3  Learning Goal | 1. **Analyze how heredity, environment and personal health are related. (21.3-5.HL.1.3)** 2. **Identify where to find help with health care when needed**. **(21.3-5.HL.1.5)** 3. **Recognize how national and international public health and safety issues affect personal and family health status. (21.3-5.HL.1.11)** 4. **Identify characteristics of valid health information sources. (21.3-5.HL.4.5)** 5. **Recognize the techniques used by print and non-print media sources. (21.3-5.HL.4.6)** 6. **Identify factors that influence the selection of health products and services. (21.3-5.HL.4.7)**   **ANALYSIS** |
| 2 | 1. Identify heredity, environment and personal health. 2. Identify where to find help with health care. 3. Identify national, international public health, and safety issues. 4. Recognize characteristics of valid health information sources. 5. Identify print and non-print media sources. 6. Identify health products and services. |
| 1 | Student’s performance reflects insufficient progress towards foundational skills and knowledge. |
| Academic Vocabulary | *Heredity, environment, national, international, safety, communication, techniques, print, non-print, media, sources, products, factors, influence, services.* |

|  |  |
| --- | --- |
| Health Advocacy | |
| Anchor Standards:   * + Demonstrate social and communication skills to enhance health and increase safety. (21.3-5.HL.2)   + Advocate for personal, family and community health. (21.3-5.HL.2) | |
| 4 | In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond the goal. |
| 3  Learning Goal | 1. **Demonstrate ways to communicate care, consideration, empathy and respect for self and others. (21.3-5.HL.2.4)** 2. **Use assertive communication skills to consistently advocate for a health, violence-free environment. (21.3-5.HL.2.9)**   **COMPREHENSION** |
| 2 | 1. Identify ways to communicate care, consideration, empathy and respect for self and others. 2. Identify assertive communications skills to consistently advocate for a health, violence-free environment. |
| 1 | Student’s performance reflects insufficient progress towards foundational skills and knowledge. |
| Academic Vocabulary | *Assertive, communication, consideration, empathy, respect, violence-free, advocate* |

|  |  |
| --- | --- |
| Healthy Lifestyle | |
| Anchor Standards:   * Demonstrate decision making skills (21.3-5.HL.3) * Demonstrate goal setting skills (21.3-5.HL.3) * Achieve and maintain health enhancing level of physical activity. (21.3-5.HL.5) * Practice preventative health behaviors. (21.3-5.HL.5) | |
| 4 | In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond the goal. |
| 3  Learning Goal | **A. Describe the effectiveness of health-related decisions. (21.3-5.HL.3.2)**   1. **Develop goals to enhance health status. (21.3-5.HL.3.5)** 2. **Identify personal physical strengths and weaknesses. (21.3-5.HL.5.1)** 3. **Engage in physical activities to improve fitness components (21.3-5.HL.5.2)** 4. **Demonstrate appropriate and effective stress management. (21.3-5.HL.5.3)** 5. **Choose healthy foods (21.3-5.HL.5.5) COMPREHENSION** |
| 2 | 1. Identify health-related decisions. 2. Identify health area of need for remediation. 3. Identify personal physical strengths and weaknesses. 4. Recognize physical activities to improve fitness components. 5. Recognize appropriate and effective stress management. 6. Classify food groups. |
| 1 | Student’s performance reflects insufficient progress towards foundational skills and knowledge. |
| Academic Vocabulary | *goal setting, decision making, health related decisions, health professionals, health status, culture, media, technology, health factors, strength, weakness, stress management, food groups* |