

<b>5th Grade Health: MCCSC Standards aligned w/ Michigan Model Chapters</b>				
	<b>Benchmark</b>	<b>Lesson Behavioral Objectives</b>	<b>Phase &amp; Lesson no.</b>	<b>Materials</b>
	<b>I Becoming an Effective Team</b>			
5.3.2	Demonstrate how to apply skills to manage grief and anger.	Demonstrate the ability to identify feelings and triggers of anger.	I 4, 6-10	Story Board Poster; & Story cards; Student worksheets from Teacher manual, Check it Out! Three D's for Telling
5.4.2	Describe how culture influences personal health behavior.	<i>Know the factors that influence our health choices</i>	I 2,7 & 10	Book: <i>Bully on the Bus</i> ; plus above materials
5.5.1	Demonstrate effective verbal and nonverbal communication skills to enhance health.	Discuss the use of verbal and nonverbal communication skills when interacting with peers.	I-3	Food Label Charts; In addition it is helpful to bring in Snack wrappers
5.5.2	Describe characteristics needed to be a responsible friend and family member.	Describe personal qualities that contribute to good or poor relationships with others.	I 1-10	above materials
5.5.3	Demonstrate healthy ways to express needs, wants, and feelings, including "I" messages and assertive communication strategies.	Share with an adult any feelings of wanting to physically hurt yourself or others and understand who can offer help or support.(parents, teachers, social workers, faith-based individuals etc.)	I 4-6	above materials
5.5.5	Demonstrate attentive listening skills to build and maintain healthy relationships.	Demonstrate that attentive listening skills are elements of healthy friendships and the importance of healthy peer groups.	I 7-11	Story Board Poster; & Story cards; Student worksheets from Teacher manual, Three D's For Telling
5.5.7	Differentiate between negative and positive behaviors used in conflict situations	Identify the different ways that boys and girls deal with conflict situations in both a negative and positive way (ie..bullying, relational aggression, gossip, cyber-bullying)	I 10	Story Board Poster; & Story cards; Student worksheets from Teacher manual
5.5.8	Demonstrate nonviolent strategies to resolve conflicts.	Demonstrate how to resolve a conflict by showing how to stay calm, agree that there is a problem, listen to the other person, work with them to identify choices to resolve the conflict, and compromise on a choice that is fair for both persons.	I 6-9	Story Board Poster; & Story cards; Student worksheets from Teacher manual, Three D's For Telling
5.6.3	Demonstrate the ability to set a health goals that address personal strengths, needs and health risks.	Describe how personal behavior affects self and accept responsibility for personal behavior by developing a plan for enhancing strengths and improving weaknesses based on a personal assessment.	I-11	

<b>II Health Habits to Grow By</b>				
5.1.3	Describe the interrelationships of physical health and emotional health.	Recognize that issues of diversity or not fitting in are causes of stress that can also impact how you feel physically (head ache, stomach ache, tired)	II 1-3	
5.2.2	Demonstrate the ability to utilize resources from home, school, and Community Health that provide valid health information.	Examine snacks labels to decipher nutritional value.	II-7 .	Food Label Charts; In addition it is helpful to bring in Snack wrappers
5.2.5	Compare the costs of basic health products	Examine the cost of healthy snacks vs junk food.	II-7	
5.3.1	Demonstrate how to apply skills to manage stress.	Know common and developmental sources of stress and ways to manage stress. Describe body changes that cause stress, make a plan to control the effects of stress, identify good stress, maintain a positive balance about school and home commitments.	II-1-4	Story Board Poster; Check it out Poster
5.4.4	Analyze the influence of technology on personal and family health and health behaviors.	Describe that due to the increase amount of TV, movies, video games, adolescents are physically moving less, and eating more, thus increasing childhood obesity. Describe the direct relationship between caloric intake, exercise and weight.	II 3-8	Food Label Charts; In addition it is helpful to bring in Snack wrappers
5.6.1	Demonstrate the ability to apply a decision-making process to health issues and problems individually and collaboratively.	Plan a day long healthy menu including all elements of the food groups from the food pyramid (individually or collaboratively).	II-8	Food Labels Charts for National School Products
5.6.2	Explain the food groups and nutritional components. Predict how decisions regarding health have consequences for self and others.	Describe how certain nutritional habits may lead to poor health (sugar consumption, sodium, excessive fats, empty calories)	II-5-8	Food Labels Charts for National School Products
5.6.4	Demonstrate the ability to apply strategies and skills to monitor and attain personal health goals.	Keep a personal log of sleep, food and physical activity behaviors for one week.	II-3	
5.7.1	Describe a variety of ways to convey accurate health information and ideas.	Examine the various sources of information about food (food labels, commercials, ads, store promotions).	II-7	
<b>III How my Body Works and Grows</b>				

5.1.4	Describe the basic structure and functions of the human body systems.	Review of 6 body systems (Circulatory; Respiratory, Digestive, Nervous, Skeletal, Muscular) and add Endocrine, Reproductive, Excretory, Integumentary.	III 1-4	Transparency Book "Systems of the Human Body"
<b>IV Resisting Pressure to Use Drugs</b>				
5.4.3	Analyze how messages from media and other sources influence health behaviors.	Understand the majority of people do not use drugs or tobacco and identify how the media glamorizes their use which can influence personal health behaviors.	IV 6&7	Student worksheets from Teacher manual
5.5.6	Demonstrate refusal and negotiation skills to enhance health.	Demonstrate the effects of peer pressure and how to say no, give a reason, suggest another activity, use humor, say no again and walk away to refuse unwanted sexual pressure.	IV 10-11	
5.7.4	Demonstrate the ability to work cooperatively when advocating for healthy individuals, families and schools.	As a group identify the short term consequences of using tobacco, alcohol and other drugs.	IV 1-5	
<b>V The Respiratory System and Disease</b>				
5.1.7	Discuss health problems of children that should be detected and treated early.	Tell how the body has an immune system which gives protection against communicable diseases and know the symptoms of communicable diseases and the benefits of early detection.	V-8	Transparency Masters from Teacher manual. Air Pollution & Human Health Microslide
5.1.8	Describe how pathogens are related to the cause or prevention of disease.	Describe a variety of modes of transmission for microorganisms that cause communicable diseases.	V-8	Transparency Masters from Teacher manual.
<b>VI Safety is for Everyone</b>				
5.1.1	Explain the importance of assuming responsibility for personal health behaviors..	Explain that during the shift from childhood to adolescence they will get more opportunities for personal choices that will influence Growth and Development. Diet, physical activity, risky behavior, sleep, etc.	VI 2-6	"Duffy's Story" Video; What do you do , a kids guide book
5.1.6	Describe ways to reduce risks related to common health problems among adolescents.	Define the dangers and safety precautions in: Riding as a passenger in a vehicle, bed of a pick-up truck, pedestrian safety.	VI 2-5	"Duffy's Story" Video; What do you do? A kids guide book; Story Board Poster; Check it out Poster
5.2.4	Demonstrate the ability to locate school and Community Health helpers.	<i>Students will know how to protect themselves</i> against inappropriate touch and who to go to for help	VI-6	"When should you Tell" Video; worksheets from teachers manual

5.2.6	Identify Community Health sources of health services.	Distinguish between the purposes of hospitals, clinics and doctors offices.	VI-1-10	"Duffy's Story" Video; What do you do? A kids guide book; Story Board Poster; Check it out Poster
5.3.3	Demonstrate ways to avoid, reduce and report threatening situations.	Review "good touch and bad touch" and who to report to in the event of bad touch. Discuss uncomfortable sexual attention, sexual harassment and sexual abuse.	VI- 6	"When should you Tell" Video; worksheets from teachers manual, Better Than Sorry 2nd Edition
5.3.4	Develop Safety and First Aid and management strategies for personal and family health.	<i>Safety Rules for Water, Ice &amp; Sun</i>	VI-8	worksheets from teachers manual
5.3.5	Demonstrate the ability to analyze a personal health assessment to determine health strengths and risks.	Conduct a personal assessment determining character descriptions and develop a plan for enhancing strengths and improving weaknesses.	VI-10	worksheets from teachers manual
5.7.3	Demonstrate the ability to influence and support others in making positive health choices.	Identify specific existing and potential safety hazards within the home, school and Community and what could be done about them.	VI 4-6 & 10	Risk Cards
<b>Puberty The Wonder Years</b>				
5.1.2	Explain the relationship between personal health behaviors and the prevention of injury, illness, disease and premature death.	Define sexually transmitted infections (STI's), dangers and the means of exposing oneself to AIDS or any other STI.	Tier A	"We're Just Around the Corner" & "Fertilization and Birth" Videos
5.1.9	Explain key health terms and concepts.	Identify concepts related to puberty (physical changes, interest in and reliance on peers, shift in view of authority, interest in the opposite sex).	Tier A-4	Transparency Masters from Puberty Manual, Then One Year
5.2.1	Identify characteristics of valid health information and products and services.	Examine media's portrayal of sexuality, food, clothes, tobacco to consider what is accurate or not.	Tier B-6	Transparency Masters from Puberty Manual.
5.2.3	Analyze how media influences the selection of health products and services.	Discuss the sexuality messages and myth's portrayed on television and other media sources for both males and females.	Tier B-6	Transparency Masters from Puberty Manual.
5.3.6	Demonstrate strategies to improve or maintain personal health.	Understand the definition sex (contact with sexual organs with another person) and abstinence (avoiding sexual contact).	Tier B & C	Worksheets from Puberty Manual
5.4.1	Describe how the family and school influences personal health behaviors.	Understand the influences your family genetically has in terms of your rate of maturation, and that this varies greatly.	Tier A-3	Worksheets from Puberty Manual
5.5.4	Demonstrate ways to communicate care, consideration and respect for self and others.	Understand that people are unique sexual beings at all ages and stages of development.	TierB	

5.7.2	Demonstrate the ability to express information and ideas about health issues.	Demonstrate the ability to talk to your parents about puberty and reproduction.	Puberty the wonder Years B-1	
<b>Supplemental HIV/AIDS Lesson</b>				
5.1.5	Describe how one's surroundings influence mental, emotional, social and physical health.	Tell how about transmission of HIV & Hepatitis virus (vaginal fluids, breast milk, semen and blood ) and why we use universal precautions.	HIV/AIDS Supplemental Lesson	Video "AIDS: Fact for Kids"