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4-5	
6-8	
9-12	

GRADE 5 Comprehensive Health and Physical Education Standard 2.1 (Wellness) All students will learn and apply health promotion concepts and skills to support a healthy, active lifestyle

<p><i>A. Personal Health</i> <i>B. Growth and Development</i></p> <p><i>C. Nutrition</i> <i>D. Diseases and Health Conditions</i></p> <p><i>E. Safety</i> <i>F. Social and Emotional Health</i></p>		
Benchmarks By the end of Grade 5 at developmentally appropriate levels of increasing complexity and skill, all students should:	Grade Specific Concepts/Skills By the end of the grade level listed above, to meet Grade 5 benchmarks, all student should be able to do the following using increasingly complex materials linked to increasingly skilled performance:	Student Activities/Evidence The following are examples of tasks/classroom assessments that provide evidence of students' progress toward proficiency:
A. Discuss the physical, social, emotional, and intellectual dimensions of wellness.	Identify the changes during the different stages of life.	Age charade, students will pantomime and show how the stages of life differ from childhood to adulthood. / Role-play, peer review
B. Compare and contrast body systems, their parts and functions, and explain how body systems work together to ensure wellness.	Recognize how the body systems (mentally and physically) associate with each other for complete wellness.	Create a wellness scale from 0-100, and chart decisions on healthy behaviors. / Small group, class discussion, questions, and answers
C. Discuss factors that influence food choices.	Examine food safety, weight control, and the need for positive eating patterns.	Create a poster design with positive/negative food behaviors and their effect on individual choices. / Artwork display poster design
D. Compare and contrast methods used to diagnose and treat diseases and health conditions.	Discuss the types of pathogens and how they enter the body.	Track a pathogen's route through the body's line of defense. / Small group, list, graphic design to teach a pathogen

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*A. Personal Health
B. Growth and Development*

*C. Nutrition
D. Diseases and Health Conditions*

*E. Safety
F. Social and Emotional Health*

Benchmarks

By the end of Grade 5 at developmentally appropriate levels of increasing complexity and skill, all students should:

Grade Specific Concepts/Skills

By the end of the grade level listed above, to meet Grade 5 benchmarks, all student should be able to do the following using increasingly complex materials linked to increasingly skilled performance:

Student Activities/Evidence

The following are examples of tasks/classroom assessments that provide evidence of students' progress toward proficiency:

E. Compare and contrast the incidence and characteristics of intentional and unintentional injuries in adolescents.

Demonstrate the ability to practice health enhancing behaviors and avoid or reduce risks.

Using the local newspapers cut out articles and describe incidents that have occurred. Prepare defense of behavior/injury. /

Critique articles, small group discussions.

F. Examine how personal assets, (e.g., self esteem, positive peer relationships and protective factors (parental involvement) support healthy social and emotional development.

Discuss how to make responsible decisions, resist pressure, and manage emotions.

In small group, write and perform a short skit showing how to make responsible decisions and avoiding risk behaviors. /

Small group, presentation role-playing.

RESOURCES

1. *Texts*
2. *Books*
3. *Charts, paper and writing instrument (for teacher's use)*
4. *Materials*
5. *Computer-Internet*

GRADE 5 Comprehensive Health and Physical Education Standard 2.2 (Integrated Skills) All students will use health enhancing personal, interpersonal, and life skills to support a healthy, active lifestyle.

<p><i>A. Communication</i> <i>B. Decision Making</i></p>			<p><i>C. Planning and Goal Setting</i> <i>D. Character Development</i></p>			<p><i>E. Leadership, Advocacy and Service</i> <i>F. Health Services and Careers</i></p>		
<p>Benchmarks By the end of Grade 5 at developmentally appropriate levels of increasing complexity and skill, all students should:</p>			<p>Grade Specific Concepts/Skills By the end of the grade level listed above, to meet Grade 5 benchmarks, all student should be able to do the following using increasingly complex materials linked to increasingly skilled performance:</p>			<p>Student Activities/Evidence The following are examples of tasks/classroom assessments that provide evidence of students' progress toward proficiency:</p>		
<p>A. Summarize health information from a variety of valid and reliable health resources.</p>			<p>Identify reliable health resources in the community, state, county, and/on the internet.</p>			<p>Create a list of reliable health websites for various health concerns and issues. /</p> <p>Computer, class discussion</p>		
<p>B. Demonstrate effective decision making in health and safety situation.</p>			<p>Recognize appropriate skills to identify, avoid, and cope with potential situations.</p>			<p>Design a new model and acronym for decision-making skills: /</p> <p>G- Give thought to problem. R- Review choices. E- Evaluate the choice. (consequences) A- Asses and select the best choice. T- Think it over afterward. /</p> <p>Small group interaction, oral presentation.</p>		
<p>C. Use health data and information to formulate health goals.</p>			<p>Identify personal health goals and, state how they will effect health.</p>			<p>Describe a personal plan to follow, and track the progress of a health goal. /</p> <p>Computer, individual assignment.</p>		
<p>D. Describe actions and situations that show evidence of good character.</p>			<p>Examine the six traits of good character (honesty, respect, responsibility, fairness, caring, citizenship)</p>			<p>Create a skit of poor character traits vs. good character traits and their affect on life time behavior. /</p> <p>Role-play, small groups.</p>		

GRADE 5 Comprehensive Health and Physical Education Standard 2.2 (Integrated Skills) All students will use health enhancing personal, interpersonal, and life skills to support a healthy, active lifestyle.

A. Communication B. Decision Making			C. Planning and Goal Setting D. Character Development			E. Leadership, Advocacy and Service F. Health Services and Careers		
Benchmarks By the end of Grade 5 at developmentally appropriate levels of increasing complexity and skill, all students should:			Grade Specific Concepts/Skills By the end of the grade level listed above, to meet Grade 5 benchmarks, all student should be able to do the following using increasingly complex materials linked to increasingly skilled performance:			Student Activities/Evidence The following are examples of tasks/classroom assessments that provide evidence of students' progress toward proficiency:		
E. Compare various forms of leadership, and implement appropriate leadership strategies when serving in a leadership role.			Distinguish between being a leader and a follower and, become aware of leadership responsibilities.			Create a chart listing the characteristics of a good leader. / Peer review, class discussion		
F. Categorize health and fitness services available in the school and community, and demonstrate how to access them.			Demonstrate the ability to locate and use accurate health and fitness information and services.			List the health and fitness services available in school, community, county and state for age appropriate groups. / Computer, list, small group		

RESOURCES

1. Texts
2. Books
3. Materials
4. Tape recorder

GRADE 5 Comprehensive Health and Physical Education Standard 2.3 (Drugs and Medicines) All students will learn and apply information about alcohol, tobacco, other drugs and medicines to make decisions that support a healthy, active lifestyle.

<i>A. Medicines</i> <i>B. Alcohol, Tobacco and Other Drugs</i> <i>C. Dependency/Addiction and Treatment</i>		
Benchmarks By the end of Grade 5 at developmentally appropriate levels of increasing complexity and skill, all students should:	Grade Specific Concepts/Skills By the end of the grade level listed above, to meet Grade 5 benchmarks, all student should be able to do the following using increasingly complex materials linked to increasingly skilled performance:	Student Activities/Evidence The following are examples of tasks/classroom assessments that provide evidence of students' progress toward proficiency:
A. Discuss factors to consider when choosing an over-the-counter medicine.	Recognize the type of OTC medicine to be taken for specific problems or conditions.	Pass out sample labels of OTC drugs and create a chart for the OTC drugs and their uses. / Small group, class discussion
B. Describe how tobacco use contributes to the incidences of respiratory disease, cancer, and cardiovascular disease.	Identify affects of tobacco on various organs (lungs, heart and digestive system).	List the diseases/disorders obtained long-term use of tobacco. / List, oral presentation
C. Describe the signs and symptoms of a substance abuse problem and the statistics that lead to dependency/addiction.	Describe the effects of drugs on individual behavior.	Devise a Belief vs. Reality scale based on preconceptions of substance abuse. / Small group, class discussion
RESOURCES		
<ol style="list-style-type: none"> 1. Handouts 2. Charts 3. Guest speakers 4. Materials 5. Computer 		

GRADE 5 Comprehensive Health and Physical Education Standard 2.4 (Human Relationships, and Sexuality) All students will learn the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.

A. Relationships			B. Sexuality			C. Pregnancy and Parenting		
Benchmarks			Grade Specific Concepts/Skills			Student Activities/Evidence		
By the end of Grade 5 at developmentally appropriate levels of increasing complexity and skill, all students should:			By the end of the grade level listed above, to meet Grade 5 benchmarks, all student should be able to do the following using increasingly complex materials linked to increasingly skilled performance:			The following are examples of tasks/classroom assessments that provide evidence of students' progress toward proficiency:		
A. Compare and contrast the interconnected and cooperative roles of family members.			Describe the characteristics of a family (i.e. communication, respect, commitment, love).			Choose one characteristic using critical thinking skills and support why this is the most important trait. / Critical thinking skills, guide questioning, written assignment		
B. Describe the individual growth patterns of males and females during adolescence.			Explain the different changes that occur in males and females during puberty and why these changes occur?			List the differences in genders and the hormones responsible for the differences. / Computer, chart		
C. Discuss fertilization, embryonic development, and fetal development.			Identify changes to the female during pregnancy, and explain why and when they occur?			Compare changes in other animal life cycles (i.e. elephant, frog) in relationship to humans.		

RESOURCES

1. *Materials – paper, pencils, arts and crafts supplies.*
2. *Internet*

GRADE 5 Comprehensive Health and Physical Education Standard 2.5 (Motor Skill Development) All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.

<p><i>A. Movement Skills</i> <i>B. Movement Concepts</i></p> <p><i>C. Strategy</i> <i>D. Sportsmanship, Rules and Safety</i></p> <p><i>E. Sports Psychology</i></p>		
<p>Benchmarks By the end of Grade 5 at developmentally appropriate levels of increasing complexity and skill, all students should:</p>	<p>Grade Specific Concepts/Skills By the end of the grade level listed above, to meet Grade 5 benchmarks, all student should be able to do the following using increasingly complex materials linked to increasingly skilled performance:</p>	<p>Student Activities/Evidence The following are examples of tasks/classroom assessments that provide evidence of students' progress toward proficiency:</p>
<p>A. Demonstrate developmentally appropriate form when using movement skills in applied settings.</p>	<p>Perform critical elements of basic movement skills (i.e. balance).</p>	<p>Apply Holistic scoring for skill application. /</p> <p>Teacher observation, checklist</p>
<p>B. Analyze movement sequences for the proper use of body mechanics and suggest improvements.</p>	<p>Demonstrate manipulative skills in activities and combine locomotors skills in dynamic (game) situations (i.e. dribbling).</p>	<p>Diagram a flow chart of movement sequences. /</p> <p>Practical assessment, teacher observation, checklist</p>
<p>C. Describe and demonstrate the use of offensive, defensive, and cooperative strategies.</p>	<p>Execute skills in modified game activities (i.e. soccer).</p>	<p>Perform physical activity, and demonstrate awareness of strategies while on the playing field. /</p> <p>Practical assessment, teacher observation, checklist</p>

GRADE 5 Comprehensive Health and Physical Education Standard 2.5 (Motor Skill Development) All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.

<i>A. Movement Skills</i> <i>B. Movement Concepts</i>	<i>C. Strategy</i> <i>D. Sportsmanship, Rules and Safety</i>	<i>E. Sports Psychology</i>
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D. Compare the roles and responsibilities of participants and observers, and recommend strategies to improve behavior, participation, and enjoyment.	Recognize the rules and regulations of various activities and the need for safety precautions.	List the differences between sportsmanlike and unsportsmanlike conduct regarding players and spectators. / Computer, small group (team) peer review, guided questions
E. Describe and demonstrate the use of mental preparation strategies prior to and during participation in physical activity.	Exhibit positive feelings and attitudes towards physical activity and fitness through activity.	Execute “good sportsmanship” and/or increase participation in physical activities promoting a positive self image. / Student participation, teacher observation

RESOURCES

1. *Gymnasium or large space conducive to movement*
2. *Equipment – balls, jump ropes, cones, etc.*
3. *Video recorder and television*

GRADE 5 Comprehensive Health and Physical Education Standard 2.6 (Fitness) All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.

A. Fitness and Physical Activity	B. Training	C. Achieving and Assessing Fitness
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A. Describe the physical, social, and emotional benefits of regular physical activity.	Recognize the rewards of physical activities (i.e. mental, emotional, social, and physical).	Create fitness banners including a message and reward. / Presentation, display
B. Discuss the relationship between practice, training, and injury prevention.	Execute proper technique in modified games and transitioning practice into game situations (i.e. dribbling).	Discuss the importance of fitness through training and preventing injuries. / List the types of injuries that may occur. / Observation, students' participation
C. Engage in moderate to vigorous forms of physical activity that address each component of fitness.	Recognize appropriate changes in performance based on feedback to improve fitness components.	Review scores on fitness assessment. / Peer review, teachers observation

RESOURCES

1. *Gymnasium or space for activity*
2. *PE equipment – ropes, balls, scooters, cones, etc.*
3. *Video recorder and television*