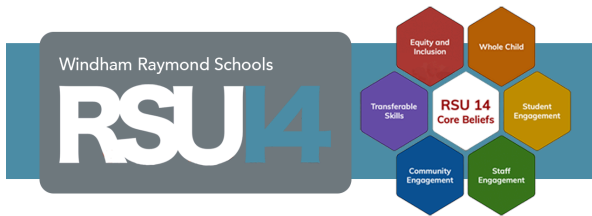


Health - Grade 5



Jordan Small Middle School



Curriculum Guide

Jordan Small Middle School
Health, Grade 5

Instruction will focus on various Health Topics outlined on the Maine Learning Results Health Education Health Concepts Standard. Topics and units covered are listed in the Course Level and Description section. The goal for this course is for students to demonstrate mastery in all MLR Health Standards: Health Concepts, accessing valid health information, products & services, healthy decision-making, analyzing influences on health, and interpersonal communication & advocacy skills.

Course Level and Description:

The units for Grade 5 Health are Active Listening & I-Statements, Self Esteem, Hygiene & Disease Prevention, Nutrition MyPlate, and Puberty.

Grade 5 Health introduces students to various health topics. We learn how to communicate in healthy ways using active listening and I-Statements. We learn about self-esteem and how our interactions can impact self-esteem in others. Students are introduced to Nutrition and what proper MyPlate nutrition looks like. Lastly, we learn about Puberty and our changing bodies and how good hygiene plays an important role in disease prevention!

Standards for course:

Health Concepts:

Health literate students comprehend concepts related to health promotion and disease prevention to enhance health.

- ❑ **H1- Health Concepts, Behaviors and Personal Health** Students analyze the impact of complex health issues on personal health related to healthy sexuality; nutrition; safety and injury prevention; and substance use prevention.
- ❑ **H2- Dimensions of Health** Students analyze the impact of current health issues on the dimensions of health including physical, mental, social, and emotional.
- ❑ **H3- Health Conditions** Students analyze causes of health conditions and ways to reduce, prevent, treat, and/or manage them.
- ❑ **H4- Environment and Personal Health** Students analyze causes of health conditions and ways to reduce, prevent, treat, and/or manage them.

Health Information Products and Services/Influences on Health:

Health literate students can demonstrate the ability to access reliable health information, services, and products to enhance health.

- ❑ **HI1- Reliability of Resources** Students evaluate the reliability and accessibility of health information, products, and services.
- ❑ **HI2- Accessing Health Resources** Students access reliable health information, products, and services

Health Promotion and Risk Reduction:

Health literate students demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks for self and others.

- ❑ **HP1- Health-Enhancing Behaviors and Self-Management** Students analyze the role of individual responsibility for enhancing health; Students analyze the role of individual responsibility for enhancing health
- ❑ **HP2- Avoiding/Reducing Health Risks** Students assess health-enhancing behaviors to avoid or reduce health risks to self and others

Influences on Health: Health literate students analyze the influences of family, peers, culture, media, technology and other factors on health practices and behaviors.

- ❑ **IH1- Influences on Health Behaviors** Students evaluate positive and negative influences on health practices and behaviors including peers, family, media, culture, community, perception of norms, government, technology, and social platforms.
- ❑ **IH2- Compound Effects of Health Behaviors** Students analyze how health-enhancing and risky behaviors can influence the likelihood of engaging in more of the same behaviors.

Communication and Advocacy Skills: Health literate students demonstrate the ability to use interpersonal communication and advocacy skills to enhance personal, family, and community health.

- ❑ **ADG1- Interpersonal Communication Skills** Students analyze effective communication skills for self and others to enhance health and build relationships including affirmative consent, refusal, and negotiation skills.
- ❑ **ADG2- Advocacy Skills** Students analyze advocacy skills for self and others to make positive health choices.

Decision-Making and Goal-Setting Skills: Health literate students demonstrate the ability to make decisions and set goals to enhance health.

- ❑ **DG1- Interpersonal Communication Skills** Students analyze decision making skills to enhance health outcomes.
- ❑ **DG2- Goal Setting Skills** Students analyze goal-setting skills to achieve short and/or long-term personal health goals.

Guiding Principles for Course:

- ❑ A Clear and Effective Communicator
- ❑ A Self-Directed and Lifelong Learner
- ❑ An Integrative and Informed Thinker
- ❑ A Responsible and Involved Citizen
- ❑ An Integrated and Informed Thinker

Units and Course Activities

<u>Units</u>	<u>Activities</u>
❑ Active Listening ❑ I-Statements ❑ Self Esteem ❑ Hygiene & Disease Prevention ❑ Nutrition MyPlate ❑ Puberty, Growth & Development	❑ Hand Washing - GloGerm ❑ Acting out Scripts - Spot the I-Statement ❑ Active Listening - Telephone Game ❑ MyPlate Curriculum ❑ Sugar in Beverages Bottles ❑ Favorite Snack - Nutrition Labels ❑ Maine Family Planning - Puberty

	Happens Curriculum
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Curriculum Materials may include:

MyPlate Nutrition (Grades 5&6 Curriculum) Maine Family Planning - Puberty Happens Curriculum
