

**Summit High School  
Summit, NJ**

**Grade Five/ Content Area:**

**Wellness**

**Course Description:**

<p><b>Standard 2.1 (Wellness)</b> All students will learn and apply health promotion concepts and skills to support a healthy, active lifestyle.</p>	
<p><b>Big Ideas:</b> <i>Course Objectives / Content Statement(s)</i>  <b>Choices I make today will impact my health in the future.</b></p>	
<p><b>Essential Questions</b>  <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p>	<p><b>Enduring Understandings</b>  <i>What will students understand about the big ideas?</i></p>
<p>1. What do I need to care for my growing body?                  2. As I change, how do I make healthy decisions?</p>	<p>Students will understand...</p> <ul style="list-style-type: none"> <li>• The need for personal hygiene products.</li> <li>• How to resist unhealthy influences.</li> <li>• How their body will change over time.</li> <li>• How choices may affect future chronic health conditions.</li> </ul>
<p><b>Areas of Focus: Proficiencies (Cumulative Progress Indicators)</b></p>	<p><b>Examples, Outcomes, Assessments</b></p>
<p>Students will:</p>	<p>Instructional Focus:</p> <ul style="list-style-type: none"> <li>• Personal Health</li> <li>• Growth and Development</li> <li>• Diseases and Health Conditions</li> </ul> <p>Sample Assessments:</p> <ul style="list-style-type: none"> <li>• Students will participate in resistance scenarios.</li> <li>• DARE essay and poster.</li> </ul>
<p>Describe the appropriate use of healthcare and personal hygiene products.</p>	
<p>Discuss how health knowledge, health choices, self-control, resistance, and self-management skills influence wellness.</p>	
<p>Compare the rate of physical, social, emotional, and intellectual change during various life stages and discuss ways to foster healthy growth.</p>	
<p>Differentiate among communicable, non-communicable acute, chronic, and inherited</p>	

diseases and healthy conditions.	<p>Instructional Strategies:</p> <p>Interdisciplinary Connections</p> <ul style="list-style-type: none"> <li>• In language arts, students will write a comprehensive DARE essay.</li> <li>• In art, students will create a DARE poster.</li> </ul> <p>Technology Integration</p> <ul style="list-style-type: none"> <li>• Utilize <a href="http://kidshealth.org">kidshealth.org</a> or appropriate website to enhance understanding of growth and development.</li> </ul> <p>Global Perspectives</p> <ul style="list-style-type: none"> <li>• Research adolescent traditions across the world.</li> </ul>
Compare and contrast diseases and health conditions prevalent in adolescents, including asthma, obesity, diabetes, Lyme disease, STDs, and HIV/AIDS.	

Texts and Resources:

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**Grade Five/ Content Area:**

**Integrated Skills**

**Course Description:**

<b>Standard 2.2</b> (Integrated skills) All students will use health-enhancing personal, interpersonal, and life skills to support a healthy, active lifestyle.	
<b>Big Ideas:</b> <i>Course Objectives / Content Statement(s)</i> <b>I am responsible for making decisions about my health and safety.</b>	
<b>Essential Questions</b> <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	<b>Enduring Understandings</b> <i>What will students understand about the big ideas?</i>
<p>3. How do I make an effective decision?</p> <p>4. How do I negotiate difficult decisions?</p> <p>5. What characteristics make a good role model?</p>	<p>Students will understand...</p> <ul style="list-style-type: none"> <li>• How to make an effective decision concerning health and safety.</li> <li>• How personal ethics influence decision making.</li> <li>• How to choose good role models.</li> </ul>
<b>Examples, Outcomes, Assessments</b>	
Students will:	<p>Instructional Focus:</p> <ul style="list-style-type: none"> <li>• Decision Making</li> <li>• Character Development</li> </ul> <p>Sample Assessments:</p> <ul style="list-style-type: none"> <li>• Students can role play making effective decisions.</li> <li>• Students can list the characteristics of a good role model.</li> <li>• Students can create posters that evidence actions of good character.</li> </ul> <p>Interdisciplinary Connections</p> <ul style="list-style-type: none"> <li>• In DARE, students will talk about how others influence their decisions. Students will also practice refusal skills.</li> </ul>
Demonstrate effective decision making in health and safety situations.	
Analyze the influence of family, peers, and the media on health decisions and investigate how conflicting interest may influence decisions and choices.	
Analyze significant health decisions and discuss how the outcomes(s) might have been different if a different decision had been made.	
Explain how personal ethics influence decision making.	
Describe actions and situations that show evidence of good character.	
Discuss the characteristics of a role model and how role models influence the personal goals and ethical standards of others.	

	<p>Technology Integration</p> <ul style="list-style-type: none"><li>• On the computer the students will make a list of the characteristics of a good role model.</li></ul> <p>Global Perspectives</p> <ul style="list-style-type: none"><li>• Discuss global role models in the media.</li></ul>
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Texts and Resources:

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**Grade Five / Content Area:  
Drugs and Medicines**

**Course Description:**

<p><b>Standard 2.3</b> (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.</p>	
<p><b>Big Ideas:</b> <i>Course Objectives / Content Statement(s)</i>  <b>The uses of drugs and alcohol effect many aspects of my life.</b></p>	
<p><b>Essential Questions</b>  <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p>	<p><b>Enduring Understandings</b>  <i>What will students understand about the big ideas?</i></p>
<ol style="list-style-type: none"> <li>1. How do drug and alcohol use and abuse affect my body?</li> <li>2. How do drug and alcohol use and abuse affect me and my family emotionally?</li> <li>3. How can family and friends support a drug free lifestyle?</li> </ol>	<p>Students will understand that...</p> <ul style="list-style-type: none"> <li>• The physical effects of alcohol and drug use and abuse.</li> <li>• The short and long term behavioral effects of alcohol and drug abuse.</li> <li>• They will understand how to support a drug free lifestyle.</li> </ul>
<p><b>Areas of Focus: Proficiencies (Cumulative Progress Indicators)</b></p>	<p><b>Examples, Outcomes, Assessments</b></p>
<p>Students will:</p> <p>Describe how tobacco use contributes to the incidents of respiratory diseases, cancer, and cardiovascular disease.</p> <p>Describe how the use and abuse of alcohol</p>	<p>Instructional Focus:</p> <ul style="list-style-type: none"> <li>• Alcohol, tobacco, and other drugs</li> <li>• Dependency/Addiction and treatment</li> </ul>

<p>impacts behavior and contributes to the incidents of illness and injuries.</p>	<p>Sample Assessments:</p>
<p>Discuss the short and long term physical and behavioral effects of inhalant use including brain, heart, and lung damage and death.</p>	<p>The students will...</p> <ul style="list-style-type: none"> <li>• Create a drug awareness poster and write a drug free lifestyle essay for DARE</li> </ul>
<p>Describe how substance abuse affects the individual and the family and describe ways that family and friends can support a drug free lifestyle.</p>	<p>Instructional Strategies:</p>
	<p>Interdisciplinary Connections</p>
	<ul style="list-style-type: none"> <li>• In DARE students will create posters and write essays promoting a drug free lifestyle.</li> </ul> <p>Technology Integration</p> <ul style="list-style-type: none"> <li>• Students will create “Just Say NO!” IMovies.</li> <li>•</li> </ul> <p>Global Perspectives</p> <ul style="list-style-type: none"> <li>• Drug and alcohol addictions are worldwide.</li> </ul>

Texts and Resources:

**Summit High School  
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**Grade Five/ Content Area: Health**

**Human Relationships and Sexuality**

**Course Description:**

<p><b>Standard 2.4</b> (Human relationships and sexuality) All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.</p>	
<p><b>Big Ideas:</b> <i>Course Objectives / Content Statement(s)</i>  <b>My puberty growth patterns will be unique to me.</b></p>	
<p><b>Essential Questions</b>  <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p>	<p><b>Enduring Understandings</b>  <i>What will students understand about the big ideas?</i></p>
<p>4. What changes should I expect to happen during puberty?          5. How long will those changes take?          6. What are some things I can do to take care of my body?</p>	<p>The students will understand....</p> <ul style="list-style-type: none"> <li>• The changes I experience will necessitate a change in my hygiene routine.</li> <li>• The endocrine system relating to puberty.</li> <li>• Puberty does not occur at the same age for everyone.</li> </ul>
<p><b>Areas of Focus: Proficiencies (Cumulative Progress Indicators)</b></p>	<p><b>Examples, Outcomes, Assessments</b></p>
<p>Compare growth patterns between males and females during adolescence.</p>	<p>Instructional Focus:</p> <ul style="list-style-type: none"> <li>• Sexuality</li> </ul> <p>Sample Assessments:          The students will...</p> <ul style="list-style-type: none"> <li>• List the changes that occur during puberty for males and females.</li> <li>• Develop a brochure on hygiene.</li> <li>• Diagram the glands of the endocrine system.</li> </ul> <p>Instructional Strategies:          Interdisciplinary Connections-</p>

	<ul style="list-style-type: none"><li>• In language arts, students will create a brochure including ways to take care of their changing bodies.</li></ul> Technology Integration <ul style="list-style-type: none"><li>• Watch the “Always Changing, Always Growing” 5<sup>th</sup> grade puberty video.</li></ul> Global Perspectives <ul style="list-style-type: none"><li>•</li></ul>