

**PROPOSED COURSE OF STUDY  
MORRISTOWN SCHOOL DISTRICT**

**COURSE TITLE: Health / Family Life**

**CURRICULUM AREA: Fifth Grade**

**CREDITS:**

**NEW COURSE: \_\_\_\_\_**

**REVISION OF EXISTING COURSE:   X**

**COURSE PRE-REQUISITES: none**

**1. COURSE DESCRIPTION**

The Morris School District 3 -5 comprehensive health curriculum promotes a healthy, active lifestyle by providing instruction that is aligned with the New Jersey State Department of Education core curriculum standards. The content will focus on human growth and development, personal health and safety, nutrition, diseases and health conditions, social and emotional health, communication, decision making, planning and goal setting, leadership, advocacy and service as well as character development. Instruction will be provided by the classroom teacher, Physical Education teacher, Science teacher and the nurse.

**2. COURSE PHILOSOPHY**

The goal of the comprehensive health Curriculum at the Morris School District is to enable students to take personal responsibility for their own active, healthy lifestyle by conscientiously establishing positive health and safety practices that will support and enhance life long wellness. Knowledge gained by students will contribute to a better quality of life for the individual and the community to which they belong.

### 3. SCOPE AND SEQUENCE

*This section of the curriculum specifies the course’s units, subtopics, outcome proficiencies and performance assessments. These outcome proficiencies should be indexed to each of the relevant N.J. Core Curriculum Content Standards and the N.J. Cross-Content Workplace Readiness Standards, and should be specific enough to allow uniform interpretation among the teachers who will use this curriculum.*

<b>SCOPE AND SEQUENCE</b>	
<b>Topical outline of content or performance cluster in order of presentation</b>	<b>Activity, criteria for evaluation, and minimum level of performance to determine if the student has mastered the content and/or skill</b> <i>Reference to (CCCS – 2.1 A, 2.2 B,F)</i>
Unit 1 Personal Health\ <ul style="list-style-type: none"> <li>• Dimensions of wellness – physical, social, emotional</li> <li>• Personal Choices &amp; Behaviors</li> <li>• Assessing Wellness – use of health data</li> <li>• Finding Health &amp; Fitness Services</li> </ul>	Students will : <ul style="list-style-type: none"> <li>• List factors contributing to sense of self</li> <li>• Define intrinsic vs. extrinsic qualities</li> <li>• Discuss how health choices and self-management skills influence wellness</li> <li>• List examples of obtainable health data, and how such information can be used to improve wellness</li> <li>• List examples of health and fitness careers</li> </ul>
<b>INSTRUCTIONAL BENCHMARK</b>	
<p><i>Performance-based task to measure student proficiency for a specific interval, unit, or to date; mastery is defined for the individual at 80 % or better; for the class: 80 % of the students attain the established minimum standard; an exemplar or rubric would be referenced and included in the Evaluation Section</i></p> <p>By the end of Unit 1, students will:</p> <ul style="list-style-type: none"> <li>• Define aspects of personal wellness and describe contributing factors.</li> <li>• List examples of personal health choices that impact wellness.</li> <li>• Compile examples of health data , and analyze their use in assessing wellness</li> <li>• Describe various health and fitness careers..</li> </ul>	

### 4. REQUIRED INSTRUCTIONAL RESOURCES

Video resources from Morris County Media Services, Current Events, [www.Kidshealth.org](http://www.Kidshealth.org), Health Textbook and ancillary materials

**SCOPE AND SEQUENCE**

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<p>Unit 2 Growth &amp; Development</p> <ul style="list-style-type: none"><li>• Body Systems</li><li>• Factors influencing growth &amp; development during various stages of life.</li><li>• Physical, social, and emotional changes of puberty</li><li>• Adolescent hygiene concerns</li><li>• Factors influencing attitudes about sexuality</li><li>• Fetal development and maternal health</li></ul>	<p>Students will:</p> <ul style="list-style-type: none"><li>• Compare and contrast human body systems</li><li>• List factors influencing growth &amp; development</li><li>• Describe physical, social, and emotional changes associated with puberty</li><li>• Identify adolescent hygiene concerns</li><li>• Discuss how parents, peers, and the media influence attitudes about sexual</li><li>• Recognize that cells divide to create a fetus that develops inside the uterus during pregnancy</li><li>• Discuss how the health of the birth mother impacts the development of the fetus</li></ul>

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By the end of Unit 2, students will:

- Label the major organs of each body system and their functions.
- Explain the physical, social, and physical changes occurring at puberty.
- Recite factors that influence growth & development.
- Demonstrate knowledge of hygiene practices that address changes during puberty.
- Identify ways that family, peers, and the media can affect attitudes about sexuality.
- Explain and define fetal development and the role of maternal health.

#### **4. REQUIRED INSTRUCTIONAL RESOURCES**

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Current Events

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Unit 3 Nutrition <ul style="list-style-type: none"> <li>• Food as Energy</li> <li>• Food Groups – nutritional content and value</li> <li>• Food Choices</li> <li>• Maintaining healthy weight and lowering risk of disease</li> <li>• Factors influencing food choices – family, culture, media</li> <li>• Interpreting food labels</li> </ul>	Students will: <ul style="list-style-type: none"> <li>• Recognize the energy needs of the body, and analyze input and output of calories</li> <li>• Analyze the nutritional content of various foods</li> <li>• Create a balanced plan for a day’s meals</li> <li>• Discuss factors influencing food choices</li> <li>• Identify risk factors associated with poor food choices and obesity</li> <li>• Compare similar foods for nutritional value using food labels</li> </ul>
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Unit 4 Diseases & Health Conditions <ul style="list-style-type: none"> <li>• Identify communicable vs. non-communicable diseases and conditions, methods of diagnosis, and treatment options.</li> <li>• Common childhood diseases and conditions</li> <li>• Signs and symptoms of asthma, diabetes, Lyme Disease, and treatment options</li> <li>• Universal precautions for prevention – personal hygiene, food handling, waste disposal, and environmental aspects</li> </ul>	Students will: <ul style="list-style-type: none"> <li>• Differentiate between communicable and non-communicable diseases and conditions</li> <li>• List some methods of diagnosis and treatment.</li> <li>• List common childhood diseases and conditions</li> <li>• Identify the signs and symptoms of asthma, Lyme disease, and diabetes, and treatment options.</li> <li>• Describe how disease can be prevented through personal hygiene, proper food handling, and community efforts.</li> </ul>
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<p>Unit 5 Safety – injury prevention at home, school, community</p> <ul style="list-style-type: none"> <li>• Fire safety</li> <li>• Home accidents</li> <li>• Home alone strategies</li> <li>• Water safety</li> <li>• Forms of abuse</li> <li>• Stranger danger and internet safety</li> <li>• Pedestrian and Bike safety</li> <li>• School and bus safety</li> <li>• Use of rules and drills</li> <li>• Bullying issues</li> <li>• Basic First Aid – assessing choking and breathing, control of bleeding, care of minor wounds and burns , use of 911</li> <li>• Career options</li> </ul>	<ul style="list-style-type: none"> <li>• Students will:</li> <li>• Identify potential hazards at home</li> <li>• Develop a family plan for escape from fire in the home</li> <li>• List ways to stay safe when home alone</li> <li>• List rules for safety around water</li> <li>• Become aware of various forms of abuse</li> <li>• Identify ways to protect himself from predators including on the internet</li> <li>• Review personal responsibility for safety while walking, biking, going to and from school.</li> <li>• Identify aspects of bullying and coping strategies</li> <li>• Describe and demonstrate simple first aid procedures</li> <li>• List careers in public safety</li> </ul>

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By the end of Unit 5, students will:

- Describe the characteristics of safe and unsafe situations and develop strategies to reduce the risk of injuries at home, school, and community.
- Explain forms of abuse including physical, verbal, and emotional, and identify ways to get help
- Demonstrate basic first aid procedures and steps to follow in an emergency.
- List careers involving personal and public safety.

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<p>Unit 6 Social and Emotional Health - Relationships</p> <ul style="list-style-type: none"> <li>• Basic human needs</li> <li>• Role of family and friends</li> <li>• Personal traits and qualities – outer vs. inner</li> <li>• Leadership and role models</li> <li>• Factors influencing communication and emotional expression – culture, family, peers, media</li> <li>• Conflict resolution techniques and refusal skills – passive, aggressive, assertive styles</li> <li>• Stress – causes and ways to alleviate</li> <li>• Finding appropriate help – available resources</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• List the basic human needs of food, water, sleep, shelter, clothing, and love, and describe how family and friends can help meet them.</li> <li>• Differentiate between personal traits that are intrinsic vs. extrinsic, and discuss traits apparent in leaders and role models.</li> <li>• Discuss how culture, family, peers, and the media can effect communication, choices, and behaviors.</li> <li>• Role –play responses to conflict situations demonstrating passive, aggressive, and assertive styles.</li> <li>• Define stress and list some coping skills.</li> <li>• List resources available to assist with meeting personal needs.</li> </ul>

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By the end of Unit 6, students will:

- Describe how family and friends can help support healthy social and emotional development.
- Demonstrate various response models to conflict situations and list methods of mediation.
- Describe stress, list contributors to stress, and describe ways to deal with stress.
- List resources to use when needing assistance.

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Unit 7 Drugs and Medicines <ul style="list-style-type: none"> <li>Types and uses of medicines</li> <li>Medicine safety</li> <li>Alcohol, tobacco, and other drugs</li> <li>Legal vs. illegal</li> <li>Short and long term effects</li> <li>Addiction</li> <li>Factors contributing to use and abuse – advertising, role models, group pressures, genetics, stress</li> <li>Effects of substance abuse on family and community</li> <li>Ways to quit – finding health resources</li> </ul>	Students Will: <ul style="list-style-type: none"> <li>Review types and uses of medicine, and how to use it safely.</li> <li>Identify legal and illegal drugs and describe their short and long term effects.</li> <li>Define addiction and its effects on the individual, family, and community.</li> <li>Discuss factors that contribute to the use and abuse of drugs and alcohol.</li> <li>Practice finding resources that provide help in quitting .</li> </ul>
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<p>Unit 8 Community Health</p> <ul style="list-style-type: none"> <li>• Group communication skills</li> <li>• Role of leaders</li> <li>• Group goals</li> <li>• Listening skills</li> <li>• Types of communities – school, town, state and nation</li> <li>• Rules and laws – impact on individual and group health</li> <li>• Service to community – clubs, school, career choices</li> <li>• Health and fitness services available in school and community</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• Describe the characteristics of an effective leader.</li> <li>• List steps to effective listening.</li> <li>• Develop and articulate group goals.</li> <li>• Discuss how various types of communities help meet the needs of individuals and the larger group.</li> <li>• Discuss laws and regulations created to enhance wellness.</li> <li>• Discuss how individuals can make a difference by helping others by volunteering through school or community based health or service organizations.</li> <li>• Discuss Public Health careers.</li> <li>• List health and fitness services available locally and demonstrate how to access them.</li> </ul>

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By the end of Unit 8, students will:

- Describe how laws and regulations can contribute to wellness.
- List examples of how group goals can be achieved through effective leadership and the use of communication skills.
- Compile a list health and fitness services available in the school and community.
- Identify careers concerning Community Health.

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**5. EVALUATION AND GRADING**

*Identify criteria for evaluation of student performance, for the course of study (i.e., completion of specific activities, levels of skill proficiency, participation, performance or product); include exemplars, rubrics, performance checklists, etc.*

**6. NEW JERSEY CORE CONTENT STANDARDS**

Standard 2.1 (Wellness) All students will learn and apply health promotion concepts and skills to support a healthy, active lifestyle.

Standard 2.2 (Integrated Skills) All students will use the health-enhancing personal, interpersonal, and life skills to support a healthy, active lifestyle.

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.

Standard 2.4 (Human Relationships and Sexuality) All students will learn the physical, emotional, and social aspects of human relations and sexuality and apply these concepts to support a healthy, active lifestyle.

**7. NEW JERSEY CROSS-CONTENT WORKPLACE READINESS SKILLS**

*To be inserted for reference*

SUBMITTED BY: \_\_\_\_\_ DATE: \_\_\_\_\_

CURRICULUM COUNCIL APPROVAL:                      YES                      NO                      DATE: \_\_\_\_\_

BOARD OF EDUCATION CURR. COMMITTEE:                      YES                      NO                      DATE: \_\_\_\_\_

BOARD OF EDUCATION APPROVAL:                      YES                      NO                      DATE: \_\_\_\_\_