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Vision: To Be a World-Class School System

Academic Plan

Curriculum and Staff Development Center

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| Course: | Health-5 - 5008070 |
| Textbook: | |
| School Year: | 2013 - 2014 |
| Revision Date: | Jun 8 2012 12:49PM |
| Print Date: | Thursday, September 05, 2013 1:24:06 PM |

Quarterly Guides

| Quarter – 1 Guide | Quarter – 2 Guide |
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| <ul style="list-style-type: none"> 1 - Safety Rules 2 - Bicycle and Pedestrian Safety 3 - Safety Equipment 4 - Hygiene 5 - Disease Prevention 6 - Goal Setting 7 - Interpersonal Communication Skills 8 - Bullying | <ul style="list-style-type: none"> 1 - Identify When You Need Help 2 - Identify Who to Go to When You Need Help 3 - Body Systems: Cardiovascular, Respiratory, Nervous and Digestive Systems 4 - Endocrine System 5 - Reproductive System and Puberty 6 - Nutrition |
| Quarter – 3 Guide | Quarter – 4 Guide |
| <ul style="list-style-type: none"> 1 - Decision Making 2 - Substance Abuse and Prevention: Alcohol 3 - Substance Abuse and Prevention: Tobacco 4 - Substance Abuse and Prevention: Over-The-Counter Drugs 5 - Substance Abuse and Prevention: Prescription Drugs 6 - Substance Abuse and Prevention: Inhalants 7 - Substance Abuse and Prevention: Current Trends and Fads | <ul style="list-style-type: none"> 1 - Positive and Negative Role Models 2 - Positive and Negative Peer Pressure 3 - Culture, Tradition and Custom: Family, Peers and Community 4 - Media Influences: Internet, TV, Movies, Music, Radio and Print 5 - Internet Safety 6 - Valid and Unbiased Health Resources |

Academic Plan

Narrative:

| Quarter - 1 | | | | |
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| Essential Knowledge | Vocabulary/Key Terms | Standards/Benchmarks | Instructional Resources | Assessments |
| <p>1 Safety Rules * Differentiate between indoor and outdoor safety rules, including: school rules, bus rules, water safety, sun safety, fire safety, weather safety, hydration and weapon safety.</p> | <p>danger; Hydration; injury; safety; safety rules; stranger; Sunscreen;</p> | <p>HE.5.C.1.3 ;</p> | <p>_____</p> | <p>_____</p> |
| <p>2 Bicycle and Pedestrian Safety * Describe the relationship between safety choices and personal health. * Analyze why we have traffic and pedestrian signs and signals.</p> | <p>bicycle; crosswalk; helmet; intersection; jaywalk; stop; wheeled recreational vehicle; yield;</p> | <p>HE.5.C.1.1 ;</p> | <p>_____</p> | <p>_____</p> |
| <p>3 Safety Equipment * Persuade others to properly use activity specific equipment. * Differentiate between indoor and outdoor safety equipment, including: age appropriate vehicle restraints, proper sports equipment, body protection.</p> | <p>Fire Extinguisher; Hat; helmet; mouth guard; safety pads; seatbelt; sunglasses; Sunscreen;</p> | <p>HE.5.C.1.4 ;</p> | <p>_____</p> | <p>_____</p> |

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| <p>4 Hygiene * Determine strategies to promote personal hygiene, including but not limited to: hand washing, sharing personal items, dental hygiene, body odor.</p> | <p>body odor; halitosis; lice; personal;</p> | <p>HE.5.P.1.1 ;</p> | <p>_____</p> | <p>_____</p> |
| <p>5 Disease Prevention * Identify ways to reduce risks of common childhood diseases. * Differentiate between chronic disease and infectious disease. * Persuade others to make healthy lifestyle choices such as a healthy diet and regular exercise.</p> | <p>allergies; blood; chicken pox; chronic; communicable disease; contagious disease; disease; flu; infectious; Pathogen;</p> | <p>HE.5.C.1.1 ; HE.5.P.1.1 ;</p> | <p>_____</p> | <p>_____</p> |
| <p>6 Goal Setting * The students will create a SMART Goal and track achievement towards enhancing their goals.</p> | <p>goal; SMART goals; track;</p> | <p>HE.5.B.4.1 ; HE.5.B.4.2 ; HE.5.P.1.2 ;</p> | <p>_____</p> | <p>_____</p> |
| <p>7 Interpersonal Communication Skills * Students will demonstrate through scenarios nonviolent, verbal and nonverbal communication, conflict resolution and refusal skills.</p> | <p>conflict resolution; non-verbal; refusal skill; scenario; verbal;</p> | <p>HE.5.B.2.1 ; HE.5.B.2.2 ; HE.5.B.2.3 Illustrate effective conflict resolution strategies.; HE.5.B.2.4 ;</p> | <p>_____</p> | <p>_____</p> |
| <p>8 Bullying * Identify types of bullying * Identify the roles of those involved in a bully situation, such as:</p> | <p>bully; bystander; report; victim;</p> | <p>HE.5.B.3.1 ; HE.5.B.3.2 ; HE.5.P.1.3 ;</p> | <p>_____</p> | <p>_____</p> |

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| victim, bully and bystander. * Demonstrate (through role play) strategies to use when responding to bullying. | | | | |
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Academic Plan

Narrative:

| Quarter - 2 | | | | |
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| Essential Knowledge | Vocabulary/Key Terms | Standards/Benchmarks | Instructional Resources | Assessments |
| 1 Identify When You Need Help * Give examples of circumstances that may require assistance from others. | | HE.5.B.3.2 ; | _____ | _____ |
| 2 Identify Who to Go to When You Need Help * Describe and identify trusted adults in a situation that may require assistance. | | HE.5.B.4.2 ; HE.5.C.1.5 ; | _____ | _____ |
| 3 Body Systems: Cardiovascular, Respiratory, Nervous and Digestive Systems * Explain how the body systems work together. * Explain the functions of the major organs in the included systems, such as: heart, lungs, nerves, stomach, intestines. | | HE.5.C.1.6 ; | _____ | _____ |
| 4 Endocrine System * Identify parts of the endocrine system. * Explain the function of the endocrine system. | | HE.5.C.1.6 ; | _____ | _____ |

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| <p>5 Reproductive System and Puberty * Explain the function of the reproductive system. * Identify parts of the reproductive system. * Explain how and why the body changes physically, mentally and emotionally during sexual maturity.</p> | | <p>HE.5.C.1.6 ;</p> | <p>_____</p> | <p>_____</p> |
| <p>6 Nutrition * Analyze food labels to make healthy choices. * Construct a healthy meal.</p> | | <p>HE.5.B.3.5 ;</p> | <p>_____</p> | <p>_____</p> <p>www.myplate.gov;</p> |

Academic Plan

Narrative:

| Quarter - 3 | | | | |
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| Essential Knowledge | Vocabulary/Key Terms | Standards/Benchmarks | Instructional Resources | Assessments |
| <p>1 Decision Making *</p> <p>Compare the potential short and long term impact of each option on self and others when making a health-related decision.</p> | | <p>HE.5.B.1.2 ; HE.5.B.3.1 ;</p> <p>HE.5.B.3.2 ; HE.5.B.3.3 ;</p> <p>HE.5.B.3.4 ; HE.5.B.3.5 ;</p> <p>HE.5.B.3.6 ; HE.5.C.1.1 ;</p> <p>HE.5.C.1.2 ;</p> | | |
| <p>2 Substance Abuse and Prevention: Alcohol *</p> <p>Recognize the characteristics of intoxication. * Recall the effects of alcohol use on the body. * Demonstrate (through role playing) refusal skill on ways to avoid alcohol use.</p> | | <p>HE.5.B.2.1 ; HE.5.B.2.2 ;</p> <p>HE.5.B.3.4 ; HE.5.P.1.3 ;</p> | | |
| <p>3 Substance Abuse and Prevention: Tobacco *</p> <p>Recall the effects of tobacco use and second hand smoke on the body. * Demonstrate (through role playing) refusal skill on ways to avoid tobacco use and second hand smoke.</p> | | <p>HE.5.B.2.1 ; HE.5.B.2.2 ;</p> <p>HE.5.B.3.4 ; HE.5.P.1.3 ;</p> | | |

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| <p>4 Substance Abuse and Prevention: Over-The-Counter * Recall the positive and negative effects of Over-the-Counter drugs on the body. * Demonstrate through role play refusal skills on ways to avoid OTC Drug misuse.</p> | | <p>HE.5.B.2.1 ; HE.5.B.2.2 ; HE.5.B.3.4 ; HE.5.P.1.3 ;</p> | <p>_____</p> | <p>_____</p> |
| <p>5 Substance Abuse and Prevention: Prescription * Recall the positive and negative effects of prescription drug use and their effects on the body. * Demonstrate through role play refusal skills on ways to avoid prescription drug abuse.</p> | | <p>HE.5.B.2.1 ; HE.5.B.2.2 ; HE.5.B.3.4 ; HE.5.P.1.3 ;</p> | <p>_____</p> | <p>_____</p> |
| <p>6 Substance Abuse and Prevention: Inhalants * Recall the uses of inhalant drugs. * Recall the positive and negative effects of prscription drugs and their effects on the body. * Demonstrate through role play refusal skill on ways to avoid inhalant use.</p> | | <p>HE.5.B.2.1 ; HE.5.B.2.2 ; HE.5.B.3.4 ; HE.5.P.1.3 ;</p> | <p>_____</p> | <p>_____</p> |

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| <p>7 Substance Abuse and Prevention: Current Trends and Fads * Explain what CURRENT TREND and FAD drugs are. * Recall examples of CURRENT TRENDS and FADS. * Analyze the effects of CURRENT TRENDS and FADS on the body. * Demonstrate through role play refusal skills on CURRENT TREND and FAD use.</p> | | <p>HE.5.B.2.1 ; HE.5.B.2.2 ; HE.5.B.3.4 ; HE.5.P.1.3 ;</p> | | |
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Academic Plan

Narrative:

| Quarter - 4 | | | | |
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| Essential Knowledge | Vocabulary/Key Terms | Standards/Benchmarks | Instructional Resources | Assessments |
| <p>1 Positive and Negative Role Models * Differentiate the effects of positive and negative role models. * Write scenarios about positive and negative role models and then act them out.</p> | | HE.5.C.2.8 ; HE.5.P.2.1 ; | | |
| <p>2 Positive and Negative Peer Pressure * Predict the potential outcomes of positive and negative peer pressure.</p> | | HE.5.C.2.2 ; HE.5.C.2.8 ; HE.5.P.2.1 ; | | |
| <p>3 Culture, Tradition and Custom: Family, Peers and Community * Discuss the nutritional choices, traditions, religious practices of various cultures. * Explore opportunities in the community to participate in healthy activities.</p> | | HE.5.C.2.1 ; HE.5.C.2.2 ; HE.5.C.2.3 ; HE.5.C.2.4 ; HE.5.C.2.7 ; | | |
| <p>4 Media Influences: Internet, TV, Movies, Music, Radio and Print * Write and advertisement for a healthy choice using a</p> | | HE.5.B.1.4 ; HE.5.C.2.5 ; HE.5.C.2.6 ; | | persuasive advertising techniques; |

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| type of persuasion. | | | | |
| 5 Internet Safety * Discuss safe internet use and procedures. | | HE.5.B.3.3 ; | _____ | _____ |
| 6 Valid and Unbiased Health Resources * Distinguish between valid and nonvalid health resoures in the home, school and community. | | HE.5.B.1.1 ; HE.5.B.1.2 ; HE.5.B.1.3 ; | _____ | _____ |