

HEALTH ENHANCEMENT – GRADE 5

Grade Level Overview:

Focus Areas: *Nutrition, personal fitness, safety and injury, family/relationship skills, growth and development*

Students will develop and maintain a variety of movement skills focusing on perceptual motor and collaborative. Movement skills will be performed as they pertain to game activities. Various activities that maintain cardiovascular fitness will be explored. Students will incorporate proper nutrition in maintaining a healthy lifestyle. Students will establish and demonstrate proper safety and injury prevention techniques.

MT Health Enhancement Philosophy. Health Enhancement combines the disciplines of “health” and “physical education” into a single curriculum with its focus on health-related outcomes. Concepts learned in the classroom are reinforced in the gymnasium and vice versa. Health is essential to a quality of life and leads directly to improved learning. Health enhancement develops the skills and behaviors necessary for students to become healthy, productive citizens who take personal responsibility for their own well-being as well as a social responsibility for the health of their community.

Early initiation of healthy behaviors is a predictor of enhanced school performance as well as less risk for morbidity and premature mortality in adulthood. Health enhancement is a critical component of the education process.

Health Enhancement Content Standards

The content of the SD6 Health Enhancement curriculum is aligned with the National Standards for H/PE and the Montana Content Standards and Benchmarks for Health Enhancement. Only those benchmarks with assessments, mapping, and/or essential learnings apply to Grade 5.

Standard 1: Students will have a basic knowledge and understanding of concepts that promote comprehensive health.

Benchmarks

1.1 Students will explain the relationship between positive health behaviors and the prevention of injury, illness, disease, and premature death.

Students will:

Essential Learnings		Assessment	Map
1.1.1	recognize how fiber nutrients, fat, carbohydrates, protein, vitamins, minerals and water affect health.	V, O, P for all.	D
1.1.2	recognize nutritional factors in choosing food and meals and snacks (e.g., allergies, intolerance).		D
1.1.3	understand the health benefits of safe physical activity.		D, M
1.1.4	recognize good posture and tells why it is important.		D, M
1.1.5	understand how health habits affect wellness.		I, D

1.2 Students will explain the function and maintenance of body systems, including the reproductive system.

Students will:

Essential Learnings		Assessment	Map
1.2.1	know that human growth and development are influenced by health habits.	V, O, P for all.	D for all.
1.2.2	describe the basic structure and function of the major human body systems emphasizing growth development (skeletal, muscular, circulatory, respiratory, digestive, excretory, nervous)		

1.3 Students will analyze how peers, family, heredity, and environment influence personal health.

Students will:

Essential Learnings		Assessment	Map
1.3.1	examine and discuss methods for forming and maintaining positive relationships with family members and peers.	V, O, P for all.	I for all.
1.3.2	identify safety rules for home, school and other environment.		
1.3.3	recognize how to take responsibility for their own personal safety.		

1.4 Students will explain personal health-enhancing strategies that encompass substance abuse, nutrition, exercise, sexual activity, injury/disease prevention, blood born disease prevention, and stress management.

Assessment	Map
V, O, P	D

1.5 Students will explain how appropriate health care can prevent premature death and disability.

Standard 2: Students will demonstrate competency in a variety of movement forms.

2.1 Students will demonstrate a variety of physical skills which encompass lead-up games, rhythms and dance, and individual, dual, and team sports.

Students will:

	Essential Learnings	Assessment	Map
2.1.1	consistently demonstrate mature form in locomotor/perceptual patterns (e.g., walking, running, skipping, leaping, sliding, galloping, jumping, hopping).	V, O, P for all.	D, M
2.1.2	consistently demonstrate mature form in non-locomotor/perceptual patterns (e.g., bending, stretching, pushing, raising and lowering, twisting, turning, shaking, balancing)		D, M
2.1.3	consistently demonstrate mature form in manipulative/perceptual activities (e.g., throwing, kicking, striking, catching, redirecting an object, continuous control of an object).		D, M
2.1.4	consistently demonstrate mature form in combined movement skills.		I, D, M
2.1.5	move using mature motor patterns at different speeds, levels and directions, and transfer them to a game situation in a dynamic setting.		I, D, M
2.1.6	incorporate a variety of equipment to rhythmic movement and patterns.		I, D, M
2.1.7	develop patterns and combinations of movements into repeatable sequences with or without music.		I, D, M

Standard 3: Students will apply movement concepts and principles while learning and developing motor skills.

3.1 Students will understand and apply movement concepts to game strategies.

Assessment	Map
V, O, P	I, D

3.2 Students will identify and refine the critical elements of advanced movement skills.

Students will:

	Essential Learnings	Assessment	Map
3.2.1	design, refine, and perform movement sequences that show smooth transitions between force, flow, and speed.	V, O, P for all.	I, D for all.
3.2.2	design, refine, and perform a movement sequence using a variety of relationships with a partner or group.		
3.2.3	demonstrate pathways, levels, directions and extension to change the continuity or flow of movements.		
3.2.4	use the qualities of force, flow, and speed to express feelings and ideas through the use of body positions.		

3.3 Students will identify and understand the application of basic rules and strategies in a variety of physical activities.

Students will:

	Essential Learnings	Assessment	Map
3.3.1	use a variety of relationships with others in order to play or design a small-group game.	V, O, P	D, M

Standard 4: Students will achieve and maintain a challenging level of health-related physical fitness.

4.1 Students will participate in a variety of developmentally appropriate fitness activities involving each component of health-related physical fitness.

Students will:

	Essential Learnings	Assessment	Map
4.1.1	identify and apply the basic concept of cardio-respiratory fitness in their daily life.	V, O, P for all.	I, D for all.
4.1.2	identify and apply the basic concepts of muscular strength and endurance in their daily life.		
4.1.3	identify and apply the basic concepts of flexibility in their daily life.		
4.1.4	identify and apply the basic concepts of training and conditioning in their daily life.		

4.2 Students will understand and apply basic principles of training to improve health-related physical fitness.

Students will:

	Essential Learnings	Assessment	Map
4.2.1	identify and apply the basic concept of cardio-respiratory fitness in their daily life.	V, O, P for all.	I, D for all.
4.2.2	identify and apply the basic concepts of muscular strength and endurance in their daily life.		
4.2.3	identify and apply the basic concepts of flexibility in their daily life.		
4.2.4	identify and apply the basic concepts of training and conditioning in their daily life.		

4.3 Students will identify personal fitness goals.

Assessment	Map
V, O, P	D

4.4 Students will demonstrate individual progress toward each component of health-related physical fitness.

Assessment	Map
O, P	D

Standard 5: Students will demonstrate the ability to use critical thinking and decision making to enhance health.

Benchmarks

5.1 Students will individually and collaboratively apply problem-solving processes to health issues.

Students will:

Essential Learnings	Assessment	Map
5.5.1 identify risk-taking behaviors (e.g., traffic safety, drug awareness, fire safety).	V, O, P for all.	D, M for all.
5.5.2 practice making decisions in a variety of situations affecting personal safety.		
5.5.3 discuss school safety rules.		
5.5.4 understand consequences of high-risk behavior.		
5.5.5 distinguish between compliance and non-compliance with game rules and fair play.		

5.2 Students will analyze how health-related decisions are influenced by the attitudes and values of individuals, families, and the community. (Refer to nursing and guidance curricula.)

5.3 Students will predict how decisions specific to health behavior have consequences for self and others.

Students will:

Essential Learnings	Assessment	Map
5.3.1 understand consequences of high-risk behavior.	V, O, P for all.	D, M for all.
5.3.2 distinguish between compliance and non-compliance with game rules and fair play.		

5.4 Students will describe personal factors that influence an individual’s health goals.

Students will:

Essential Learnings	Assessment	Map
5.4.1 participate in physical activity for the purpose of improving physical skills.	V, O, P for all.	M for all.
5.4.2 monitor their heart rate		
5.4.3 develop personal strategies to build a healthy self-concept.		

5.5 Students will explain a personal health plan that addresses needs, strengths, and risks. (Refer to nursing curriculum.)

Assessment	Map
V, O, P	D

5.6 Students will identify the validity of health information and how culture, media, and technology influence choices.

Assessment	Map
V, O, P	I, D

Standard 6: Students will demonstrate interpersonal communication skills to enhance health.

Benchmarks

6.1 Students will describe how the behavior of family and peers affects interpersonal communication.

Students will:

Essential Learnings	Assessment	Map
6.1.1 model respect for the rights, feelings and abilities of others.	V, O for all.	D for all.
6.1.2 make responsible decisions.		

6.2 Students will demonstrate ways to communicate care, consideration, and respect of self and others.

Students will:

Essential Learnings	Assessment	Map
6.2.1 demonstrate cooperation and teamwork.	V, O, P for all.	D for all.
6.2.2 demonstrate appropriate ways for resolving conflict.		
6.2.3 demonstrate ways to show compassion for people with disease/disability.		
6.2.4 understand the impact of harassment on others.		
6.2.5 discuss ways to show compassion for others.		

6.3 Students will demonstrate healthy ways to express needs, wants, and feelings.

Students will:

Essential Learnings	Assessment	Map
6.3.1 develop the skills needed to establish and set boundaries within friendships, relationships, and team play.	V, O for all.	D for all.

6.4 Students will demonstrate refusal and mediation skills to enhance health.

Students will:

	Essential Learnings	Assessment	Map
6.4.1	demonstrate appropriate verbal and non-verbal behavior.	V, O for all.	D for all.
6.4.2	demonstrate cooperation and teamwork.		

6.5 Students will demonstrate strategies to analyze and manage conflict in healthy ways.

Students will:

	Essential Learnings	Assessment	Map
6.5.1	demonstrate appropriate verbal and non-verbal behavior.	V, O for all.	D for all.
6.5.2	demonstrate cooperation and teamwork.		

Standard 7: Students will demonstrate health-enhancing behaviors.

Benchmarks

7.1 Students will enjoy participation in physical activity.

Students will:

	Essential Learnings	Assessment	Map
7.1.1	use physical activity as a means of self expression and enjoyment.	V, O, P for all.	I, D for all.
7.1.2	be self-directed during skill practice.		

7.2 Students will recognize the social benefits of physical activity.

Assessment	Map
V, O	D, M

7.3 Students will participate in health-enhancing physical activity outside of school.

Assessment	Map
V, O	I, D

7.4 Students will work cooperatively with a group to achieve group goals in both cooperative and competitive settings.

Students will:

	Essential Learnings	Assessment	Map
7.4.1	demonstrate ways to communicate care, consideration, and respect of self and others.	V, O, P for all.	I, D for all.
7.4.2	express emotions in appropriate ways.		

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7.5 Students will demonstrate strategies to improve or maintain personal health and family health.

Students will:

Essential Learnings		Assessment	Map
7.5.1	demonstrate strategies to improve and maintain healthy eating habits.	V, W, O, P for all.	D, M
7.5.2	discuss healthy habits that minimize the risk of disease.		I, D
7.5.3	demonstrate the ability to locate school and community health resources.		D, M
7.5.4	demonstrate safety rules and procedures for various seasonal and environmental conditions (e.g., cover fingers and face in cold weather, wear sunscreen in summer, wear appropriate clothes for conditions).		D, M
7.5.5	demonstrate how and when to say no to harmful situations.		D
7.5.6	understand and recognize the importance of good hygiene (e.g., hand washing, dental, hair washing).		D, M
7.5.7	understand the consequence of the use, misuse, and abuse of medications, tobacco, alcohol and other substances.		I, D
7.5.8	practice self-directed behavior without external rewards.		D, M
7.5.9	describe and practice ways to help the body grow strong and healthy.		D, M