

COURSE	HEALTH			GRADE:	5 <sup>TH</sup> GRADE
STATE STANDARD:	10.1.6 CONCEPTS OF HEALTH			TIME FRAME:	15 LESSONS
STANDARD STATEMENT	CONTENT WORDS	ESSENTIAL QUESTIONS	KNOWLEDGE AND/OR SKILL	TOPIC	ASSESSMENT
<p>A. DESCRIBE GROWTH AND DEVELOPMENT CHANGES THAT OCCUR BETWEEN CHILDHOOD AND ADOLESCENCE AND IDENTIFY FACTORS THAT CAN INFLUENCE THESE CHANGES.</p> <ul style="list-style-type: none"> <li>• EDUCATION</li> <li>• SOCIOECONOMIC</li> </ul>	<ul style="list-style-type: none"> <li>▪ ADOLESCENCE</li> <li>▪ PUBERTY</li> <li>▪ PHYSICAL CHANGES</li> </ul>	<ul style="list-style-type: none"> <li>▪ <i>WHAT CHANGES TAKE PLACE DURING ADOLESCENCE?</i></li> </ul>	<p>CORE CONCEPTS</p> <ul style="list-style-type: none"> <li>▪ ADOLESCENCE <ul style="list-style-type: none"> <li>○ PERIODS OF GREAT GROWTH AND CHANGE BETWEEN CHILDHOOD AND ADOLESCENCE</li> </ul> </li> <li>▪ PUBERTY <ul style="list-style-type: none"> <li>○ PERIOD OF RAPID GROWTH BETWEEN CHILDHOOD AND ADULTHOOD <ul style="list-style-type: none"> <li>• FEMALE CHANGES <ul style="list-style-type: none"> <li>* GROWTH SPURT</li> <li>* ACNE</li> <li>* INCREASE PERSPIRATION</li> <li>* DEVELOPMENT OF BREASTS</li> <li>* WIDER HIPS</li> <li>* BEGINNING OF MENSTRUAL CYCLE</li> <li>* PUBIC HAIR</li> <li>* FORMATION OF EGGS</li> </ul> </li> <li>○ MALE CHANGES <ul style="list-style-type: none"> <li>* BROAD SHOULDERS</li> <li>* DEEPER VOICE</li> <li>* INCREASE IN PERSPIRATION</li> <li>* PUBIC HAIR</li> <li>* ENLARGEMENT OF GENITALS</li> <li>* GROWTH SPURT</li> <li>* PUBIC HAIR</li> </ul> </li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ GROWTH AND DEVELOPMENT <b>BENCHMARK</b></li> </ul>	<p>QUIZZES, TESTS, OBSERVATION CHECKLIST, VARIOUS ASSESSMENTS OF PROJECTS (INDIVIDUAL, GROUP, PARTNER)</p> <p>RUBRICS</p> <p>PERFORMANCE TASKS</p> <p>TEACHER DESIGNED ASSESSMENTS</p> <p>TEACHER OBSERVATION</p>
<p>B. IDENTIFY AND DESCRIBE THE STRUCTURE AND FUNCTION OF THE MAJOR BODY SYSTEMS.</p> <ul style="list-style-type: none"> <li>• NERVOUS</li> <li>• MUSCULAR</li> <li>• INTEGUMENTARY</li> <li>• URINARY</li> <li>• ENDOCRINE</li> <li>• REPRODUCTIVE</li> <li>• IMMUNE</li> </ul>	<ul style="list-style-type: none"> <li>▪ REPRODUCTION</li> <li>▪ URINARY</li> <li>▪ ENDOCRINE</li> <li>▪ INTEGUMENTARY</li> </ul>	<ul style="list-style-type: none"> <li>▪ <i>WHAT IS THE FUNCTION OF THE URINARY SYSTEM?</i></li> <li>▪ <i>WHAT IS THE FUNCTION OF THE ENDOCRINE SYSTEM?</i></li> <li>▪ <i>WHAT IS THE FUNCTION OF THE REPRODUCTIVE SYSTEM?</i></li> <li>▪ <i>WHAT IS THE FUNCTION OF THE</i></li> </ul>	<p>CORE CONCEPTS</p> <ul style="list-style-type: none"> <li>▪ URINARY SYSTEM <ul style="list-style-type: none"> <li>○ RIDS THE BODY OF LIQUID WASTE AND CONTROLS THE AMOUNT OF WATER IN THE BODY</li> </ul> </li> <li>▪ REPRODUCTIVE SYSTEM <ul style="list-style-type: none"> <li>○ SYSTEM OF ORGANS INVOLVED IN PRODUCING OFFSPRING. MALE AND FEMALE REPRODUCTIVE SYSTEMS ARE DIFFERENT.</li> <li>○ IS A NORMAL PART OF THE LIFE</li> <li>○ CYCLE OF LIVING THINGS</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ GROWTH AND DEVELOPMENT <b>BENCHMARK</b></li> </ul>	

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<p>D. EXPLAIN FACTORS THAT INFLUENCE CHILDHOOD AND ADOLESCENT DRUG USE.</p> <ul style="list-style-type: none"> <li>• PEER INFLUENCE</li> <li>• BODY IMAGE</li> <li>• SOCIAL ACCEPTANCE</li> <li>• STRESS</li> <li>• MEDIA INFLUENCE</li> <li>• DECISION-MAKING/REFUSAL SKILLS</li> <li>• RULES, REGULATIONS AND LAWS</li> <li>• CONSEQUENCES</li> </ul>	<ul style="list-style-type: none"> <li>▪ PEER PRESSURE</li> <li>▪ NICOTINE</li> <li>▪ TAR</li> <li>▪ ADDICTION</li> <li>▪ ILLEGAL DRUGS</li> <li>▪ REFUSAL SKILLS</li> <li>▪ BODY IMAGE</li> <li>▪ MEDIA INFLUENCE</li> <li>▪ RULES, REGULATIONS, AND LAWS</li> </ul>	<p>INTEGUMENTARY SYSTEM?</p> <ul style="list-style-type: none"> <li>▪ WHY IS IT IMPORTANT TO CHOOSE FRIENDS WHO DON'T USE DRUGS?</li> <li>▪ WHY IS TOBACCO DANGEROUS?</li> <li>▪ WHAT ARE SOME LAWS YOUNG PEOPLE SHOULD KNOW ABOUT TOBACCO, ALCOHOL, AND OTHER ILLEGAL DRUGS.</li> </ul>	<p>ENDOCRINE</p> <ul style="list-style-type: none"> <li>▪ A GROUP OF HORMONE-PRODUCING ORGANS THAT MAINTAIN BALANCE BETWEEN ALL BODY SYSTEMS.</li> <li>▪ INTEGUMENTARY SYSTEM <ul style="list-style-type: none"> <li>○ SYSTEM THAT INCLUDES THE SKIN, HAIR, AND NAILS.</li> </ul> </li> </ul> <p>CORE CONCEPTS</p> <ul style="list-style-type: none"> <li>▪ PEER PRESSURE <ul style="list-style-type: none"> <li>○ PRESSURE THAT PEOPLE OF A CERTAIN AGE OR STATUS PLACE ON OTHERS TO ENCOURAGE THEM TO MAKE CERTAIN DECISIONS OR BEHAVE IN CERTAIN WAYS.</li> </ul> </li> <li>▪ NICOTINE <ul style="list-style-type: none"> <li>○ AN ODORLESS AND COLORLESS COMPOUND FOUND IN TOBACCO THAT CAUSES ADDICTIVE BEHAVIOR IN TOBACCO USERS.</li> </ul> </li> <li>▪ TAR <ul style="list-style-type: none"> <li>○ A STICKY, DARK MIXTURE OF AT LEAST 3,500 CHEMICALS IN TOBACCO SMOKE.</li> </ul> </li> <li>▪ ELECTRONIC CIGARETTES <ul style="list-style-type: none"> <li>○ (ALSO CALLED E-CIGARETTES OR ELECTRONIC NICOTINE DELIVERY SYSTEMS) ARE BATTERY-OPERATED DEVICES DESIGNED TO DELIVER NICOTINE WITH FLAVORINGS AND OTHER CHEMICALS TO USERS IN VAPOR INSTEAD OF SMOKE. THEY CAN BE MANUFACTURED TO RESEMBLE TRADITIONAL TOBACCO CIGARETTES, CIGARS OR PIPES, OR EVEN EVERYDAY ITEMS LIKE PENS OR USB MEMORY STICKS; NEWER DEVICES, SUCH AS THOSE WITH</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ ALCOHOL, TOBACCO, AND OTHER DRUGS</li> </ul> <p>INTRODUCTION/ BENCHMARK</p>	

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<b>STANDARD STATEMENT</b>	<b>CONTENT WORDS</b>	<b>ESSENTIAL QUESTIONS</b>	<b>KNOWLEDGE AND/OR SKILL</b>	<b>TOPIC</b>	<b>ASSESSMENT</b>
			<p>FILLABLE TANKS, MAY LOOK DIFFERENT. MORE THAN 250 DIFFERENT E-CIGARETTE BRANDS ARE CURRENTLY ON THE MARKET.</p> <ul style="list-style-type: none"> <li>▪ ADDICTION <ul style="list-style-type: none"> <li>○ BEHAVIOR ASSOCIATED WITH REPEATED AND CONTINUAL CONNECTION WITH AN ACTIVITY OR OBJECT</li> </ul> </li> <li>▪ LAWS <ul style="list-style-type: none"> <li>○ TOBACCO: 18 YRS. OLD TO PURCHASE AND USE</li> <li>○ ALCOHOL: 21 YRS. OLD TO PURCHASE AND CONSUME</li> <li>○ MARIJUANA: ILLEGAL IN THE U.S., EXCEPT FOR MEDICAL USE.</li> </ul> </li> <li>▪ ILLEGAL DRUGS</li> <li>▪ BODY IMAGE</li> <li>▪ REFUSAL SKILLS</li> </ul> <p><b>***REVIEW AND REINFORCE PREVIOUS CONTENT TAUGHT IN GRADE 3 RELATED TO DRUGS/ALCOHOL AND DECISION MAKING PROCESS INCORPORATE SCENARIOS WITH REFUSAL SKILLS /I MESSAGES</b></p>		
<b>ENRICHMENT:</b>	JOURNAL WRITING, RELATED READING ACTIVITIES, PEER ASSISTED ACTIVITIES, INDEPENDENT PROJECTS, RESEARCH USING THE LIBRARY, INTERNET, ETC.				
<b>REMEDATION:</b>	SMALL GROUPS, PEER ASSISTANCE, ADDITIONAL INDIVIDUALIZED ASSISTANCE, VARIATION OF ACTIVITIES/ASSIGNMENTS, MODIFICATIONS AND ACCOMODATIONS.				
<b>RESOURCES:</b>	<a href="http://WWW.HEALTHTEACHER.COM">WWW.HEALTHTEACHER.COM</a> , <a href="http://WWW.CDC.ORG">WWW.CDC.ORG</a> , WWW. COMPREHENSIVE SCHOOL HEALTH EDUCATION/MEEKS HEIT , , <a href="http://KIDSHEALTH.ORG/KID/">HTTP://KIDSHEALTH.ORG/KID/</a> , <a href="http://WWW.MYPLATE.GOV">WWW.MYPLATE.GOV</a> , <a href="http://FNIC.NAL.USDA.GOV/LIFECYCLE-NUTRITION/CHILD-NUTRITION-AND-HEALTH">HTTP://FNIC.NAL.USDA.GOV/LIFECYCLE-NUTRITION/CHILD-NUTRITION-AND-HEALTH</a> VARIETY OF INTERNET SOURCES AND REFERENCE BOOKS, PA STANDARDS ALIGNED SYSTEM, NATIONAL & STATE HEALTH EDUCATION STANDARDS AND SKILLS, POCONO MOUNTAIN CURRICULUM				

<b>Course:</b>	Health	<b>Grade:</b>	Grade 5
<b>State Standard:</b>	10.2.6 Healthful Living	<b>Time Frame:</b>	3–4 Lessons

Standard Statement	Content Words	Essential Questions	Knowledge and/or Skill	Topic	Assessment
A. Explain the relationship between health-related information and consumer choices	<ul style="list-style-type: none"> <li>hygiene</li> </ul>	What is personal hygiene?	<b>Core Concepts</b> <ul style="list-style-type: none"> <li><b>Hygiene</b> – Cleanliness <ul style="list-style-type: none"> <li>Daily hygiene includes care of skin, nails, hair and teeth. Discuss hair, nails, skin.</li> <li>A clean body is the best line of defense against germs that cause illness.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Personal and community health</li> </ul>	Quizzes, tests, observation checklist, various assessments of projects (individual, group, partner)  Rubrics
C. Explain the media's effect on health and safety issues	<ul style="list-style-type: none"> <li>body image</li> <li>eating disorders</li> <li>steroids</li> <li>physical activity</li> <li>social media</li> <li>positive/negative</li> <li>effects of social media</li> </ul>	What is body image?  What are eating disorders and how do they impact our body image?  What role do steroids play in body image?  How does physical activity affect body image?  What is social media?  How is social media used in a positive/ negative manner?	<b>Core Concepts</b> <ul style="list-style-type: none"> <li>Define body image, examples, images</li> <li>Mass media's role in defining body image – both male and female</li> <li>Eating disorders: What are eating disorders, types of eating disorders (binge eating, anorexia, and bulimia) and harmful effects of eating disorders</li> <li>Define steroids and how they impact body image</li> <li><b>Social media</b> <ul style="list-style-type: none"> <li>a series of websites and applications designed to allow people to share content quickly, efficiently and in real-time.</li> </ul> </li> <li><b>Positive use of social media</b> <ul style="list-style-type: none"> <li>An alternative way to socialize (helps to develop social skills)</li> <li>Easy way to share information</li> <li>Not many restrictions on creatively expressing</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Personal and community health</li> </ul>	Performance tasks  Teacher designed assessments  Teacher Observation

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<p>E. Analyze environmental factors that impact health</p> <ul style="list-style-type: none"> <li>indoor air quality (e.g., second-hand smoke, allergens)</li> <li>chemical, metals, gases (e.g., lead, radon, carbon monoxide)</li> <li>radiation</li> </ul>	<ul style="list-style-type: none"> <li>indoor air quality</li> <li>second-hand smoke</li> </ul>	<p>What are the effects of poor indoor air quality?</p> <p>What is second-hand smoke?</p>	<ul style="list-style-type: none"> <li>oneself</li> <li>Helps develop awareness</li> <li><b>Negative use of social media</b> <ul style="list-style-type: none"> <li>Can affect a teen's mental health (depression and anxiety related to cyberbullying)</li> <li>Can be a victim to strangers/online predators</li> <li>Children unaware of privacy policies on social media</li> <li>Can be influenced by the powerful advertising they see on social media sites, and it strongly influenced their buying habits</li> <li>Sending/exchanging inappropriate pictures/comments</li> </ul> </li> </ul> <p><b>Core Concepts</b></p> <ul style="list-style-type: none"> <li>respiratory diseases</li> <li>asthma</li> <li>headaches</li> <li>nausea</li> <li>dry eyes</li> <li>cancer</li> <li>second-hand smoke: smoke from someone's burning cigarettes, cigar, or pipe</li> </ul> <p>Moved from grade 4 to grade 5</p>	<ul style="list-style-type: none"> <li>Alcohol, drugs and tobacco</li> <li>Personal and community health</li> </ul> <p>Introduce concept</p>	

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<b>ENRICHMENT:</b>	Journal writing, related reading activities, peer assisted activities, independent projects, research using the library, internet, etc.
<b>REMEDATION:</b>	Small groups, peer assistance, additional individualized assistance, variation of activities/assignments, modifications and accommodations.
<b>RESOURCES:</b>	<a href="http://www.cdc.org">www.cdc.org</a> , <a href="http://www.comprehensiveschoolhealtheducation/meeksheit">www.comprehensiveschoolhealtheducation/meeksheit</a> , <a href="http://kidshealth.org/kid/">http://kidshealth.org/kid/</a> , variety of internet sources and reference books, PA Standards Aligned System, National & State Health Education Standards and Skills, Pocono Mountain School District Curriculum

COURSE	HEALTH			GRADE:	5 <sup>TH</sup> GRADE
STATE STANDARD:	10.3.6 SAFETY AND INJURY PREVENTION			TIME FRAME:	5 LESSONS
STANDARD STATEMENT	CONTENT WORDS	ESSENTIAL QUESTIONS	KNOWLEDGE AND/OR SKILL	TOPIC	ASSESSMENT
<p>A. EXPLAIN AND APPLY SAFE PRACTICES IN THE HOME, SCHOOL, AND COMMUNITY.</p> <ul style="list-style-type: none"> <li>● EMERGENCIES (E.G., FIRE, NATURAL DISASTERS)</li> <li>● PERSONAL SAFETY (E.G., HOME ALONE, LATCH KEY, HARASSMENT)</li> <li>● COMMUNICATION (E.G., TELEPHONE, INTERNET)</li> </ul>	<ul style="list-style-type: none"> <li>▪ EMERGENCIES</li> <li>▪ PERSONAL SAFETY</li> <li>▪ COMMUNICATION</li>   <li>▪ BULLY</li> <li>▪ CYBER/ELECTRONIC BULLYING</li> <li>▪ BYSTANDER</li> </ul>	<ul style="list-style-type: none"> <li>▪ WHAT IS AN EMERGENCY?</li> <li>▪ WHAT MAKES UP A NATURAL DISASTER?</li> <li>▪ WHAT SHOULD I DO IF I FEEL THREATENED?</li> <li>▪ HOW CAN I BE SAFE WHILE USING TECHNOLOGY?</li>   <li>▪ REVIEW THE DEFINITION OF A BULLY</li> <li>▪ WHAT IS A BYSTANDER?</li> <li>▪ WHAT IS CYBERBULLYING?</li> <li>▪ TYPES OF BULLYING – EMOTIONAL AND PHYSICAL ABUSE</li> </ul>	<ul style="list-style-type: none"> <li>▪ EMERGENCY <ul style="list-style-type: none"> <li>○ A SERIOUS SITUATION THAT OCCURS WITHOUT WARNING, CAN BE LIFE THREATENING AND NEEDS IMMEDIATE ACTION.</li> <li>○ 911</li> </ul> </li> <li>▪ NATURAL DISASTER <ul style="list-style-type: none"> <li>○ CAN BE TORNADOES, FLOODS, WILD FIRES, OR EARTHQUAKES.</li> </ul> </li> <li>▪ TECHNOLOGY SAFETY <ul style="list-style-type: none"> <li>○ INTERNET</li> <li>○ CELL PHONE</li> </ul> </li>   <li>▪ REINFORCE THE DEFINITION OF A BULLY AND BYSTANDER</li> <li>▪ WHAT IS THE ROLE OF THE BYSTANDER?</li> <li>▪ DEFINE CYBERBULLYING/ELECTRONIC</li> <li>▪ REINFORCE THE ACTIONS OF BULLIES</li> <li>▪ METHODS TO COMBAT BULLYING SUCH AS 'I' MESSAGES</li> <li>▪ BULLIES ACTIONS – <ul style="list-style-type: none"> <li>○ A BULLY CHOOSES A VICTIM WHERE THERE IS AN IMBALANCE OF POWER IN EMOTIONAL OR PHYSICAL STRENGTH</li> <li>○ EMOTIONAL ABUSE – INTIMIDATE, NAME CALLING, TEASING, THREATENING, TAUNTING</li> <li>○ PHYSICAL ABUSE – PUNCHING, SLAPPING,</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ SAFETY AND INJURY PREVENTION <b>INTRODUCTION/ BENCHMARK</b></li>   <li>▪ SAFETY AND INJURY PREVENTION <b>INTRODUCTION/ BENCHMARK</b></li> </ul>	<p>QUIZZES, TESTS, OBSERVATION CHECKLIST, VARIOUS ASSESSMENTS OF PROJECTS (INDIVIDUAL, GROUP, PARTNER)</p> <p>RUBRICS</p> <p>PERFORMANCE TASKS</p> <p>TEACHER DESIGNED ASSESSMENTS</p> <p>TEACHER OBSERVATION</p>

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<p>B. KNOW AND APPLY APPROPRIATE EMERGENCY RESPONSES</p> <ul style="list-style-type: none"> <li>• BASIC FIRST AID</li> <li>• HEIMLICH MANEUVER</li> <li>• UNIVERSAL PRECAUTIONS</li> </ul> <p>C. DESCRIBE STRATEGIES TO AVOID OR MANAGE CONFLICT AND VIOLENCE.</p> <ul style="list-style-type: none"> <li>• ANGER MANAGEMENT</li> <li>• PEER MEDIATION</li> <li>• REFLECTIVE LISTENING</li> <li>• NEGOTIATION</li> </ul>	<ul style="list-style-type: none"> <li>▪ FIRST AID</li> <li>▪ HEIMLICH MANEUVER</li> </ul> <ul style="list-style-type: none"> <li>• ANGER MANAGEMENT</li> <li>• REFLECTIVE LISTENING</li> <li>• DEPRESSION</li> <li>• SUICIDE</li> <li>• SELF ESTEEM</li> </ul>	<ul style="list-style-type: none"> <li>▪ WHAT IS FIRST AID?</li> <li>▪ WHEN SHOULD I USE FIRST AID?</li> </ul> <ul style="list-style-type: none"> <li>▪ WHAT ARE SOME NON-VIOLENT WAYS WE CAN RESPOND WHEN WE ARE ANGRY OR UPSET?</li> </ul> <ul style="list-style-type: none"> <li>▪ DEFINE DEPRESSION</li> <li>▪ IDENTIFY WHY PEOPLE</li> </ul>	<p>PUSHING, STEALING.</p> <ul style="list-style-type: none"> <li>▪ CYBERBULLYING <ul style="list-style-type: none"> <li>○ CRUEL OR BULLYING MESSAGES SENT VIA TEXT MESSAGE, EMAIL , FACEBOOK, TWEETING (USING ANY ELECTRONIC DEVICE)</li> </ul> </li> <li>▪ FIRST AID <ul style="list-style-type: none"> <li>○ EMERGENCY CARE GIVEN TO AN INJURED OR SICK PERSON, BEFORE A DOCTOR.</li> </ul> </li> <li>▪ BASIC FIRST AID <ul style="list-style-type: none"> <li>○ CHOCKING</li> <li>○ BASIC CPR</li> <li>○ BLEEDING</li> <li>○ POISON</li> <li>○ HEAD AND NECK</li> </ul> </li> <li>• ANGER <ul style="list-style-type: none"> <li>○ STRONG FEELING OR NOT BEING PLEASED WITH SOMEONE OR SOMETHING.</li> </ul> </li> <li>• ANGER MANAGEMENT SKILLS <ul style="list-style-type: none"> <li>○ SKILLS THAT ARE HEALTHFUL WAYS TO CONTROL AND EXPRESS ANGER.</li> <li>○ TAKING DEEP BREATHS</li> <li>○ WAIT TIME</li> <li>○ I-MESSAGES</li> <li>○ KEEP A SENSE OF HUMOR</li> </ul> </li> <li>• DEPRESSION <ul style="list-style-type: none"> <li>○ IS A FORM OF MENTAL</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ SAFETY AND INJURY PREVENTION</li> </ul>	



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		<p>GET DEPRESSED</p> <ul style="list-style-type: none"> <li>▪ SIGNS OF DEPRESSION</li> <li>▪ DEFINE SUICIDE</li> <li>▪ STRATEGIES TO HELP DEPRESSION</li> </ul>	<p>ILLNESS THAT AFFECTS THE WHOLE BODY – IT IMPACTS THE WAY ONE FEELS, THINKS AND ACTS.</p> <ul style="list-style-type: none"> <li>• WHERE TO GO IF YOU ARE FEELING SAD... <ul style="list-style-type: none"> <li>○ PARENTS, TEACHERS, GUIDANCE COUNSELORS, TRUSTED ADULTS</li> </ul> </li> <li>• WHY PEOPLE GET DEPRESSED... LIFE EVENTS, FAMILY, ENVIRONMENTAL, SOCIAL ISSUES.</li> <li>• SIGNS OF DEPRESSION <ul style="list-style-type: none"> <li>○ SAD FOR NO REASON</li> <li>○ LACK OF ENERGY/FEELING TIRED</li> <li>○ FEELINGS OF ANGER</li> <li>○ NOT CARING ABOUT ANYTHING</li> <li>○ NEGATIVE SELF - COMMENTS</li> <li>○ NOT WANTING TO SPEND TIME WITH FAMILY/FRIENDS</li> <li>○ SUICIDAL THOUGHTS OR THOUGHTS OF DEATH</li> </ul> </li> <li>▪ SUICIDE <ul style="list-style-type: none"> <li>○ INTENTIONAL TAKING OF ONES LIFE.</li> <li>○ WHEN A PERSON COMMITS SUICIDE, EVERYONE IS AFFECTED. (FAMILY, FRIENDS, CLASSMATES)</li> </ul> </li> </ul> <p>STRATEGIES OF HELP WHEN ONE IS DEPRESSED.</p> <ul style="list-style-type: none"> <li>▪ TALK TO SOMEONE</li> </ul>		

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			<ul style="list-style-type: none"> <li>▪ RECOGNIZE THAT YOU ARE DEPRESSED</li> <li>▪ FIND PEOPLE THAT SUPPORT YOU, PARENTS, SIBLINGS, TEACHERS, AND GUIDANCE COUNSELORS.</li> </ul> <p>DEFINE SELF ESTEEM</p> <ul style="list-style-type: none"> <li>▪ WHAT A PERSON THINKS OR BELIEVES ABOUT HIM/HERSELF.</li> </ul>		
<b>ENRICHMENT:</b>	JOURNAL WRITING, RELATED READING ACTIVITIES, PEER ASSISTED ACTIVITIES, INDEPENDENT PROJECTS, RESEARCH USING THE LIBRARY, INTERNET, ETC.				
<b>REMIEDIATION:</b>	SMALL GROUPS, PEER ASSISTANCE, ADDITIONAL INDIVIDUALIZED ASSISTANCE, VARIATION OF ACTIVITIES/ASSIGNMENTS, MODIFICATIONS AND ACCOMODATIONS.				
<b>RESOURCES:</b>	<a href="http://www.healthteacher.com">WWW.HEALTHTEACHER.COM</a> , <a href="http://www.cdc.org">WWW.CDC.ORG</a> , www. COMPREHENSIVE SCHOOL HEALTH EDUCATION/MEEKS HEIT , <a href="http://www.nutritionexplorations.org/kids.php">www.nutritionexplorations.org/kids.php</a> , <a href="http://kidshealth.org/kid/">HTTP://KIDHEALTH.ORG/KID/</a> VARIETY OF INTERNET SOURCES AND REFERENCE BOOKS, PA STANDARDS ALIGNED SYSTEM, NATIONAL & STATE HEALTH EDUCATION STANDARDS AND SKILLS, POCONO MOUNTAIN CURRICULUM				