

PENINSULA SCHOOL DISTRICT
Health & Fitness Curriculum
Fifth & Sixth Grade Special Education

1. The student acquires the knowledge & skills necessary to maintain an active life: movement, physical fitness, and nutrition. (Essential Academic Learning Requirement)

Benchmark 1 Fifth Grade	A Peninsula Fifth Grade Student will: from the Grade Level Expectations (GLEs)	Instructional Materials and Resources	Assessment Strategies and Resources
1.1 Develop fundamental and complex movement skills, as developmentally appropriate			
1.1.1 Demonstrate physical skills (locomotor, non-locomotor, and manipulative) that contribute to movement proficiency	<p>Demonstrate manipulative skills contributing to movement proficiency</p> <ul style="list-style-type: none"> • Throw a variety of balls within various activities and force (i.e., football, soccer throw-in, Frisbee) • Catch and field a variety of balls • Kick/pass/punt a ball with accuracy while moving • Foot dribble a ball changing directions both independently and in various group activities • Hand dribble against an opponent • Strike consistently to a specific area using a manipulative • Volley an object by using a variety of body parts and manipulatives <p>Demonstrate mature form in locomotor patterns and non-locomotor skills contributing to movement proficiency</p> <ul style="list-style-type: none"> • Demonstrate rhythmic movement with smooth transitions (routines) • Static and dynamic balance incorporated within a routine 		

**PENINSULA SCHOOL DISTRICT
Health & Fitness Curriculum
Fifth & Sixth Grade Special Education**

2. The student acquires the knowledge and skills necessary to maintain a healthy life: recognize patterns of growth and development, reduce health risks, and live safely. (Essential Academic Learning Requirement)

Benchmark 1 Fifth Grade	A Peninsula Fifth Grade Student will: from the Grade Level Expectations (GLEs)	Instructional Materials and Resources	Assessment Strategies and Resources
2.1 Recognize patterns of growth and development			
2.1.1a Describe the structure and function of human body systems	<p>Understand the structure and function of human body systems</p> <ul style="list-style-type: none"> Identify basic body systems and their functions (reproductive, endocrine, immune, integumentary...skin) Describe how the physical, mental and emotional changes that occur during growth affect one's health (i.e., puberty, hormonal, skeletal) 	<p>SE F.L.A.S.H.</p> <ul style="list-style-type: none"> Lesson 16, pg. 153: Anatomy Lesson 17, pg. 169: Puberty Lesson 18, pg. 179: Hygiene <p>SE F.L.A.S.H.</p> <ul style="list-style-type: none"> Lesson 17, pg. 169: Puberty Lesson 19, pg. 189: Reproduction Lesson 20, pg. 195: Pregnancy 	
2.1.1b Identify hereditary factors that affect growth and development	<p>Identify hereditary factors that affect growth and development</p> <ul style="list-style-type: none"> Explain how hereditary factors affect growth and development 	<p>SE F.L.A.S.H.</p> <ul style="list-style-type: none"> Lesson 19, pg. 189: Reproduction 	
2.1.1c Describe the influence of nutrition on health and development	<p>Understand the influence of nutrition on health and growth/development</p> <ul style="list-style-type: none"> Describe how dietary habits (food selection) affect overall health, and growth/development 		
2.2 Understand the concept of control and prevention of disease			

PENINSULA SCHOOL DISTRICT
Health & Fitness Curriculum
Fifth & Sixth Grade Special Education

<p>2.2.1a Identify skills that help in the prevention of non-communicable diseases</p>	<p>Understand the skills that control and prevent non-communicable diseases</p> <ul style="list-style-type: none"> • Identify healthy practices for the prevention of non-communicable diseases (osteoporosis, alcoholism) • Identify the practices that reduce risk factors for non-communicable disease (environmental) 		
<p>2.2.1b Identify and demonstrate skills that prevent and reduce the risk of contracting and transmitting communicable diseases</p>	<p>Understand the skills that control and prevent communicable diseases</p> <ul style="list-style-type: none"> • Explain and/or demonstrate healthy practices for the prevention of communicable diseases (blood-borne pathogens) 	<p>SE F.L.A.S.H.</p> <ul style="list-style-type: none"> • Lesson 24, pg. 225: Germs • Lesson 26, pg. 249: AIDS 	

Benchmark 1 Fifth Grade	A Peninsula Fifth Grade Student will: from the Grade Level Expectations (GLEs)	Instructional Materials and Resources	Assessment Strategies and Resources
2.3 Acquire skills to live safely and reduce health risks			
<p>2.3.1a Explain one's right to personal and physical safety</p>	<p>Understand ones right to personal and physical safety</p> <ul style="list-style-type: none"> • Demonstrate appropriate use of personal space • Define appropriate and inappropriate touch • Recognize the right for the refusal of unsafe activity 	<p>SE F.L.A.S.H.</p> <ul style="list-style-type: none"> • Lesson 2, pg. 11: Private/Public • Lesson 3, pg. 19: Self Esteem • Lesson 7, pg. 55: Helpers • Lesson 14, pg. 133: Touching • Lesson 11, pg. 101: Hearing NO • Lesson 12, pg. 111: Saying NO • Lesson 13, pg. 123: Decision-making 	
<p>2.3.1b Identify abuse and risky situations and demonstrate safe behaviors to prevent injury to self and others at home, school, and in the community</p>	<p>Understand abuse and risky situations and demonstrate safe behaviors to prevent injury to self and others at home, school, and in the community</p> <ul style="list-style-type: none"> • Identify the various aspects of harassment (bullying, teasing, threatening) • Describe appropriate responses to harassment <ul style="list-style-type: none"> • Identify safe and risky behaviors at home, school and in the community 	<p>SE F.L.A.S.H.</p> <ul style="list-style-type: none"> • Lesson 4, pg. 55: Helpers • Lesson 8, pg. 73: Non-verbal • Lesson 9, pg. 83: Assertiveness • Lesson 10, pg. 91: Asking for help <p>SE F.L.A.S.H.</p> <ul style="list-style-type: none"> • Lesson 14, pg. 131: Touching • Lesson 15, pg. 141: Exploitation 	

PENINSULA SCHOOL DISTRICT
Health & Fitness Curriculum
Fifth & Sixth Grade Special Education

	<ul style="list-style-type: none">• Identify injury prevention behaviors (fire, water, bike)		
--	--	--	--

PENINSULA SCHOOL DISTRICT
Health & Fitness Curriculum
Fifth & Sixth Grade Special Education

Benchmark 1 Fifth Grade	A Peninsula Fifth Grade Student will: from the Grade Level Expectations (GLEs)	Instructional Materials and Resources	Assessment Strategies and Resources
2.3 Acquire skills to live safely and reduce health risks, <i>continued</i>			
2.3.1b Identify abuse and risky situations and demonstrate safe behaviors to prevent injury to self and others at home, school, and in the community, <i>continued</i>	<p>Understand abuse and risky situations and demonstrate safe behaviors to prevent injury to self and others at home, school, and in the community, <i>continued</i></p> <ul style="list-style-type: none"> • Illustrate the decision-making model (is it safe? is it legal? Would your parents approve?) in a script/skit or dialogue • Dramatize conflict and anger management situations (role playing, discuss and evaluate) 	<p>SE F.L.A.S.H.</p> <ul style="list-style-type: none"> • Lesson 8, pg. 23: Non-verbal • Lesson 9, pg. 83 • Lesson 10, pg. 91 <p>SE F.L.A.S.H.</p> <ul style="list-style-type: none"> • Lesson 11, pg. 101 • Lesson 12, pg. 111 • Lesson 13, pg. 123 	

PENINSULA SCHOOL DISTRICT
Health & Fitness Curriculum
Fifth & Sixth Grade Special Education

Benchmark 1 Fifth Grade	A Peninsula Fifth Grade Student will: from the Grade Level Expectations (GLEs)	Instructional Materials and Resources	Assessment Strategies and Resources
2.3 Acquire skills to live safely and reduce health risks, <i>continued</i>			
<p>2.3.1c Identify sources to ask for help in an emergency or crisis</p> <p>2.3.1d Identify the differences between harmful and helpful stress; recognize signals of too much stress and when to ask an adult for help</p> <p>2.3.1e Identify physical, emotional, and legal consequences of using nicotine, alcohol, and other drugs, and apply skills to resist any harmful use of substances</p>	<p>Know the sources to ask for help in an emergency or crises</p> <ul style="list-style-type: none"> • Describe getting/giving reliable help (peers, teachers, parents, emergency personnel...sheriff, fire 911, poison control, neighbor, self) • Know and define vocabulary: crisis, emergency situations, simple or immediate first aid (bee stings, burns, choking, poison, nose bleed) <p>Know the differences between harmful and helpful stress; recognize signals of too much stress and when to ask an adult for help</p> <ul style="list-style-type: none"> • Compare definitions of stress (eustress** and distress) • Identify signals of stress • Select appropriate help (who, when, how) <p>Understand the physical and legal consequences of using nicotine, alcohol, and other drugs, and apply skills to resist any harmful use of substances</p> <ul style="list-style-type: none"> • Demonstrate skills involved in avoiding risky situations (including refusal skills) • Recognize the consequences of alcohol, tobacco, and other drug use (legal, health risks, parents) 	<p>SE F.L.A.S.H.</p> <ul style="list-style-type: none"> • Lesson 15, pg. 141: Exploitation <p>SE F.L.A.S.H.</p> <ul style="list-style-type: none"> • Lesson 7, pg. 55: Helpers • Lesson 15, pg. 141: Exploitation <p>SE F.L.A.S.H.</p> <ul style="list-style-type: none"> • Lesson 11, pg. 101: Hearing NO • Lesson 12, pg. 111: Saying NO • Lesson 13, pg. 123: Decision-making 	

**helpful stress

**PENINSULA SCHOOL DISTRICT
Health & Fitness Curriculum
Fifth & Sixth Grade Special Education**

3. The student analyzes and evaluates the impact of real-life influences on health. (Essential Academic Learning Requirement)

Benchmark 1 Fifth Grade	A Peninsula Fifth Grade Student will: from the Grade Level Expectations (GLEs)	Instructional Materials and Resources	Assessment Strategies and Resources
3.1 Understand how environmental factors affect one's health			
	*		
3.2 Gather and analyze health information			
3.2.1a Determine reliable sources of health information 3.2.1b Identify messages about safe and unsafe behaviors <i>such as those found in tobacco or alcohol advertising</i>	Know reliable sources of health information <ul style="list-style-type: none"> • List criteria for judging reliable sources of health information (parents, medical information, community agencies, etc.) • Apply research skills: fact vs. myth, fiction vs. non-fiction, web-based information Understand the messages about safe and unsafe behaviors <ul style="list-style-type: none"> • Identify the techniques the media uses for persuasion (bandwagon and testimonial as associated with tobacco, alcohol, toy, and food products) • Identify products, resources, and messages that promote health (wear seatbelts, bike helmets, video) • Recognize hidden messages (<i>happier, richer, fit-in, join the crowd</i>) 		

* Not formally addressed at this grade level

PENINSULA SCHOOL DISTRICT
Health & Fitness Curriculum
Fifth & Sixth Grade Special Education

Benchmark 1 Fifth Grade	A Peninsula Fifth Grade Student will: from the Grade Level Expectations (GLEs)	Instructional Materials and Resources	Assessment Strategies and Resources
3.3 Use social skills to promote health and safety in a variety of situations			
3.3.1 Apply appropriate social skills to keep out of trouble and resist pressure from others	Apply social skills to keep out of trouble and resist pressure from others <ul style="list-style-type: none"> • Recognize risky situations and describe how to avoid them (“I” messages, clean not statements, repeat no statements, suggest alternative, walk away) • Resolve conflict respectfully through appropriate social skills 	SE F.L.A.S.H. <ul style="list-style-type: none"> • Lesson 11, pg. 101 • Lesson 12, pg. 111 • Lesson 13, pg. 123 SE F.L.A.S.H. <ul style="list-style-type: none"> • Lesson 8, pg. 73 • Lesson 9, pg. 83 • Lesson 10, pg. 91 	
3.4 Understand how emotions influence decision making			
3.4.1a Express emotions in healthy ways and form safe and respectful relationships 3.4.1b Recognize a variety of emotions and how they affect self and others. Develop strategies about how to act in emotional situations	Know how to express emotions in healthy ways and form safe and respectful relationships <ul style="list-style-type: none"> • Demonstrate problem solving strategies when emotions affect relationships Recognize and understand emotions and how they affect decision-making <ul style="list-style-type: none"> • Distinguish how emotions affect self and others when making decisions regarding healthy choices • Demonstrate appropriate emotional-response strategies 	SE F.L.A.S.H. <ul style="list-style-type: none"> • Lesson 3, pg. 19 • Lesson 4, pg. 29 • Lesson 5, pg. 37 • Lesson 6, pg. 43 	

PENINSULA SCHOOL DISTRICT
Health & Fitness Curriculum
Fifth & Sixth Grade Special Education

4. The student effectively analyzes health and safety information to develop health and fitness plans based on life goals. (Essential Academic Learning Requirement)

Benchmark 1 Fifth Grade	A Peninsula Fifth Grade Student will: from the Grade Level Expectations (GLEs)	Instructional Materials and Resources	Assessment Strategies and Resources
4.1 Analyze health and safety information			
4.1.1 Identify how fitness and healthy living are important for life goals	Apply the components of fitness used at home, school, and in the community Administer and assess the physical fitness components to self and others Apply principles of safety within the components of fitness <ul style="list-style-type: none"> • Use safety principles when performing age appropriate activities (i.e., chores, exercises, stretching, play) 		
4.2. Develop a health and fitness plan and a monitoring system			
4.2.1 Set daily goals for improving health and fitness practices	Define and set goals for improving health and fitness practices <ul style="list-style-type: none"> • Use fitness assessment results to set individual realistic goals and develop a plan to improve previous health-related fitness scores • Evaluate and apply health and fitness practices as it impacts daily health (healthy diet, risky behaviors) 		