

PENINSULA SCHOOL DISTRICT
Health & Fitness Curriculum
Fifth Grade

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 		

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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>F.L.A.S.H.</p> <ul style="list-style-type: none"> Lesson 11, pg. 89: Reproductive System <p>KNOW</p> <ul style="list-style-type: none"> Lesson I, pg. 59-95 <p>F.L.A.S.H.</p> <ul style="list-style-type: none"> Lesson 9 & 10, pg. 73 & 81: Puberty Skeletal: CDC Bone Health Website: http://www.cdc.gov/nccdphp/dnpa/bonehealth/index.html or Bone upon bone loss: http://156.4088.31/publications.pubs/boneup_boneloss.pdf 	
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>F.L.A.S.H.</p> <ul style="list-style-type: none"> Lesson 13 & 14, pg. 119 & 125 	
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 	<p><i>The Power of Choice: Healthy Eating & Fitness Decisions.</i> http://www.fns.usda.gov/tm/resources/power_of_choice.html</p> <p>F.L.A.S.H. K-4 About Myself: pg. 119-125</p>	

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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>F.L.A.S.H.</p> <ul style="list-style-type: none"> • Lesson 15, pg. 137: Resources <p>KNOW</p> <ul style="list-style-type: none"> • Lesson 1, pg. 59-95 <p>KNOW</p> <ul style="list-style-type: none"> • Lesson 2, pg. 96-105 • Lesson 1, pg. 59-95 	

**helpful stress

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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 	KNOW <ul style="list-style-type: none"> • Lesson 2, pg. 96-108 	
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 	KNOW <ul style="list-style-type: none"> • Lesson 3, pg. 109-119 KNOW <ul style="list-style-type: none"> • Lesson 3, pg. 109-119 	

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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) 		