

5th Grade	Health	Curriculum					
Unit	Sub Topic	Standards Taught (MDE)	Strand	Objective	Assessment	Resources/Technology	Notes
What Is Health, Character, & Listening	Define and list topics						
	Character Education	7	4	I can define character. I can describe how character impacts behavior. I can identify the six character traits. I can analyze short stories to identify character traits.	Monitor student work. Formative Assessment Non-Verbal & Verbal Feedback	PowerPoint, Character Trait Cards, Character Stories	
Social & Emotional Health		1, 2, 3, 5, 6, 7, 8	4				
	S.M.A.R.T. Goal Setting			I can compose 3 S.M.A.R.T. Goals. I can create an action plan for my goals.	Monitor student work. Formative Assessment Non-Verbal & Verbal Feedback Completed S.M.A.R.T. Goals Worksheet	S.M.A.R.T. Goals Infographic; S.M.A.R.T. Goals & Action Plan Worksheet	
	Managing Emotions			I can identify the four categories of emotions. I can list synonyms for each emotion. I can brainstorm at least two strategies to manage my emotions. I can manage my emotions in a class discussion.	Monitor student work. Formative Assessment Non-Verbal & Verbal Feedback	Managing Emotions Charades Cards	

	Speaking & Listening with Respect		<p>I can identify what respect means to me.</p> <p>I can compare and contrast good and bad listening skills.</p> <p>I can differentiate between aggressive, assertive, and passive communication.</p> <p>I can evaluate and support others development in assertive communication.</p>	<p>Monitor student work.</p> <p>Formative Assessment Non-Verbal & Verbal Feedback Completed STEM Ticket</p>	<p>"Who's on First" Video; The Communication Spectrum</p>	
	What Bothers Us		<p>I can use my prior knowledge to list ways to manage my emotions.</p> <p>I can identify each component of A.C.T.</p> <p>I can practice using A.C.T. with a partner.</p> <p>I can give examples of positive outcomes when we share what bother us.</p>	<p>Monitor student work.</p> <p>Formative Assessment Non-Verbal & Verbal Feedback Completed A.C.T. Worksheet</p>	<p>A.C.T. Poster & Worksheet</p>	
	Decision Making		<p>I can describe each letter in W.I.S.E.</p> <p>I can demonstrate positive decision making skills.</p> <p>I can summarize my group's response to make a W.I.S.E. decision.</p>	<p>Monitor student work.</p> <p>Formative Assessment Non-Verbal & Verbal Feedback Completed Four Corners & One Response</p>	<p>W.I.S.E. Trouble Situation Scenario Cards; Post-It Notes; Four Corners & One Response Sheets</p>	

	Bullying		<p>I can identify three roles in a bullying situation.</p> <p>I can categorize appropriate ways to handle bullying for each role.</p> <p>I can write how I would feel in a bully situation from each perspective.</p>	<p>Monitor student work.</p> <p>Formative Assessment Non-Verbal & Verbal Feedback Completed Backpack and Courage & Kindness Worksheets</p>	Worksheets	
	Helping those in Danger		<p>I can identify trusted adults who can help.</p> <p>I can explain the difference between keeping secrets and telling.</p> <p>I can justify why it would be good to tell in a 3-D situation.</p>	<p>Monitor student work.</p> <p>Formative Assessment Non-Verbal & Verbal Feedback Completed and active participation in the case study.</p>	Tennis Ball; Case Studies	
	Conflict Resolution		<p>I can define non-violence.</p> <p>I can recall communication skills and the acronyms A.C.T. and W.I.S.E.</p> <p>I can give my opinion in a pretend conflict resolution scenario.</p>	<p>Monitor student work.</p> <p>Formative Assessment Non-Verbal & Verbal Feedback</p>	Worksheet	
	Expressing Appreciation		<p>I can compose a note of appreciation to a teacher.</p> <p>I can share kindness and compassion with others.</p> <p>I can record positive phrases about each of my peers.</p>	<p>Monitor student work.</p> <p>Formative Assessment Non-Verbal & Verbal Feedback Completed Appreciation Note</p>	Coloring Supplies; Cardstock	

Nutrition & Physical Activity		1, 2, 3	1			lakerlinks.weebly.com PE link to Nutrition sites	
	Nutrients		1	1	I can list the six nutrients. I can record notes on the six nutrients. I can give an example for each type of nutrient.	Monitor student work. Formative Assessment Non-Verbal & Verbal Feedback	Computer/Sketch Paper; PowerPoint; Multimedia Projector; Coloring Supplies; "Re-Think Your Drink" Handout; Sugary Drink Examples
	My Plate, Serving Size, & Dietary Guidelines		1	1	I can name the five food groups. I can classify foods for each group. I can explain the dietary guidelines. I can compare objects to proper serving size.	Monitor student work. Formative Assessment Non-Verbal & Verbal Feedback Health Tweet	MyPlate Outlines and board games; Food grouping into categories.
	Food Label		2,3	1	I can read a label. I can compare different food labels. I can evaluate food using labels to decide if it is a healthy choice.	Monitor student work. Formative Assessment Non-Verbal & Verbal Feedback Exit Ticket	Food Labels; Analysis Worksheet; Exit Slips; Coloring Supplies
	Drink Labels		3	1	Compare a wide variety of healthy drinks and not healthy drinks. List ingredients.	Monitor student work. Formative Assessment Non-Verbal & Verbal Feedback	Drink Examples with Nutritional Information on Label
	Blast Off! Assignment	2,3		1	I can be on task the whole hour. I can evaluate the difficulty of meal planning. I can analyze food choices and how they affect our diet. I can reflect on the experience I had playing Blast Off.	Monitor student work. Formative Assessment Non-Verbal & Verbal Feedback Blast Off! Written Reflection	Computer Lab; Worksheet; Multimedia Projector
Alcohol, Tobacco, & Drugs		1, 3, 4, 6, 7	2				

	Inhalants	1, 3, 4, 7	2	<p>I can define inhalants.</p> <p>I can describe the short- and long-term effects of inhalant use.</p> <p>I can explain how choices can be influenced by family and friends.</p>	<p>Monitor student work.</p> <p>Formative Assessment Non-Verbal & Verbal Feedback</p>	<p>"The Truth About Inhalants" Video; Computer; Multimedia Projector; Worksheet</p>	
	Tobacco	1	2	<p>I can define tobacco, nicotine, and cigarettes.</p> <p>I can infer what negative health effects different forms of tobacco have on health.</p> <p>I can describe the health risks associated with tobacco use.</p> <p>I can calculate the cost of tobacco use.</p>	<p>Monitor student work.</p> <p>Formative Assessment Non-Verbal & Verbal Feedback</p>	<p>Matching Vocabulary Cards; Multimedia Projector; Computer; PowerPoint; Jar of Molasses; Ottawa County "Tobacco Crossroads" Information Pamphlet</p>	
	Advertising	4	2	<p>I can identify three big influences to alcohol, tobacco, and drug use.</p> <p>I can name different ways companies use advertising.</p> <p>I can analyze tobacco ads to which technique is employed (used).</p>	<p>Monitor student work.</p> <p>Formative Assessment Non-Verbal & Verbal Feedback</p>	<p>Advertisement Examples; PowerPoint; Multimedia Projector; Computer; Note Sheet</p>	
	Refusal Skills	6,7	2	<p>I can explain peer pressure.</p> <p>I can list four ways to say "no."</p> <p>I can defend my choice to refuse.</p> <p>I can demonstrate my refusal skills in a role play.</p>	<p>Monitor student work.</p> <p>Formative Assessment Non-Verbal & Verbal Feedback Practice with Teacher Health Tweet</p>	<p>PowerPoint; Multimedia Projector; Computer; Role Play Scenario Cards</p>	

	Alcohol	1,3	2	<p>I can brainstorm how a decision to use alcohol, tobacco, and drugs would impact my life.</p> <p>Legal age and define alcohol</p>	<p>Monitor student work.</p> <p>Formative Assessment Non-Verbal & Verbal Feedback Exit Ticket</p>	Visible Signs of Intoxication List	
	Anti-Drug Project	7	2	<p>I can create an original "anti-drug" message.</p> <p>I can give ideas on how to live a "drug-free life."</p> <p>I can show others the truth about the harmful effects of inhalants and tobacco.</p>	<p>Monitor student work.</p> <p>Formative Assessment Non-Verbal & Verbal Feedback Completed Anti-Drug Project</p>	Team Jeopardy Game	
Safety							
	Personal Safety			Good Touch Bad Touch	Verbal and Non-Verbal feedback	Guidance counselor, video, Parent Letter	2014-2015