

Grade 5&6 Curriculum Map
Integration Plan for Health
Robert J Buss
St. Paul's Lutheran School
Written: July 2020

**Grade 5&6 Curriculum
Integration Plan for Health
Submitted by Robert J Buss
July 2019**

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Content Type	Objectives	Standards	Assessment	Area of Curriculum and Specific Unit for Integration
<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • SWBAT <ul style="list-style-type: none"> o Health • review ways in which personal health data can aid in the maintenance of good health • determine the effects of heredity, habits, and environment on growth and development through life stages • assess the risks and benefits of personal food choices <ul style="list-style-type: none"> o Wellness o Safety o Relationships 	<ul style="list-style-type: none"> • A. Identify influences. • 2:2:A1 Describe external factors, including family, peers, culture, media, technology, school environments, physical environments, and health care, which can influence health behaviors. • 2:2:A2 Give examples of messages from external factors that can influence health behaviors. • 2:2:A3 Describe internal factors, such as personal values, beliefs, and emotions, which can influence health behaviors. • B. Explore possible impacts of influences. • 2:2:B1 Describe how internal and external factors interact to influence health behaviors. 	<ul style="list-style-type: none"> • In a quiz in technology instruction, a question on GPS technologies will bring this up. • In History class, the third industrial revolution is rife with technologies for personal fitness and data collection. An essay or paragraph response could explore new ideas as well as evaluate the existing technologies. 	<p>Class or Curricular Area: Technology and History</p> <p>Unit: Technology discussion on GPS</p> <p>History lesson on technology as the third industrial revolution</p> <p>Lesson:</p> <p>GPS technology has enabled Fitbits and other fitness data collection tools</p> <p>The third industrial revolution has brought about a host of technologies to analyze fitness and provides smart home equipment for training</p>
<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • SWBAT <ul style="list-style-type: none"> o Health • apply personal health data to support the achievement of a diet and exercise goal • summarize how mental health affects physical health • evaluate methods for maintaining good mental health (e.g., building good interpersonal relationships, knowing signs and symptoms of 	<ul style="list-style-type: none"> • 2:2:A3 Describe internal factors, such as personal values, beliefs, and emotions, which can influence health behaviors. • B. Explore possible impacts of influences. • 2:2:B1 Describe how internal and external factors interact to influence health behaviors. • 	<ul style="list-style-type: none"> • Charting personal best day data into a longitudinal data sheet will help students see and track improvements to set goals in their training for physical education. 	<p>Class or Curricular Area: Physical Education</p> <p>Unit: Fitness</p>

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	problems, accessing professional assistance) <ul style="list-style-type: none"> o Wellness o Safety o Relationships Parachute Switcheroo			Lesson: <i>Personal best</i> days in Physical Education have students set goals and strive to meet them.
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<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • SWBAT <ul style="list-style-type: none"> o Health o Wellness o Relationships • determine the personal traits and assets that support good physical and mental health • assess the personal values and ethics that eliminate sources of conflict, such as harassment, gang violence, discrimination, and bullying • 	<ul style="list-style-type: none"> • 2:2:A1 Describe external factors, including family, peers, culture, media, technology, school environments, physical environments, and health care, which can influence health behaviors. • 2:2:A3 Describe internal factors, such as personal values, beliefs, and emotions, which can influence health behaviors. B. Explore possible impacts of influences. • 2:2:B1 Describe how internal and external factors interact to influence health behaviors. • 	<ul style="list-style-type: none"> • Application questions on how to love and serve our neighbor always include intrapersonal as well as interpersonal habits of mind which develop excellent and helpful behavior. 	Class or Curricular Area: Catechism class Unit: Ten Commandments Lesson: The Ten Commandments tell us how to avoid all of the problems and offer all the help we can to our neighbor and everyone whom we come into contact with.

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<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • SWBAT <ul style="list-style-type: none"> o Health o Wellness o Safety o Relationships • collaborate with peers to develop plans to promote a safe and healthy school environment • research ways in which people cope with change, crisis, rejection, loss, and separation in the global community • dramatize skills that illustrate good values and character (e.g., verbal and nonverbal communicative skills, negotiation skills, assertiveness skills) in challenging situations • 	<ul style="list-style-type: none"> • 2:2:A2 Give examples of messages from external factors that can influence health behaviors. • 2:2:A3 Describe internal factors, such as personal values, beliefs, and emotions, which can influence health behaviors. B. Explore possible impacts of influences. • 2:2:B1 Describe how internal and external factors interact to influence health behaviors. • 	<ul style="list-style-type: none"> • 	
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<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • SWBAT <ul style="list-style-type: none"> o Health • examine over-the-counter and prescription medicines to determine use and potential for abuse • determine how drugs are classified and how that information may prevent abuse • identify the signs and symptoms of drug abuse and substance dependency <ul style="list-style-type: none"> o Wellness o Safety o Relationships • 	<ul style="list-style-type: none"> • 2:2:A1 Describe external factors, including family, peers, culture, media, technology, school environments, physical environments, and health care, which can influence health behaviors. • 2:2:A2 Give examples of messages from external factors that can influence health behaviors. 	<ul style="list-style-type: none"> • A question on homework can assess how alluring media and peer pressure can be and have students formulate a goal or statement of personal mission to avoid the consequences which are graphic in the science lesson. 	<p>Class or Curricular Area: Science Class</p> <p>Unit: In the human body unit, the effects of drug and alcohol abuse are discussed in the text.</p> <p>Lesson: Toxins and the body</p>
<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • SWBAT <ul style="list-style-type: none"> o Health • assess the health risks and legal issues caused by drug use and substance dependency • create a strategy to eliminate the personal risk of substance abuse • research organizations and health-related agencies that serve as resources for the treatment of substance abuse and other health-related issues • explain the steps necessary to report suspected abuse and to seek help <ul style="list-style-type: none"> o Wellness o Safety o Relationships • 	<ul style="list-style-type: none"> • 2:2:A1 Describe external factors, including family, peers, culture, media, technology, school environments, physical environments, and health care, which can influence health behaviors. • 2:2:A2 Give examples of messages from external factors that can influence health behaviors. 	<ul style="list-style-type: none"> • Oral discussion and written response in homework questions. 	<p>Class or Curricular Area: History class</p> <p>Unit: Constitution overview is part of the second semester of 5&6 History Class.</p> <p>Lesson: In the constitution, certain inalienable rights are enumerated and entitlements are listed in amendments. They will be pointed out and discusses as the agencies which oversee those entitlements were created. Discussion will focus on why and how these agencies had to be created to "promote the general welfare."</p>

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				Students will point out local agencies and private services which are helpful in areas of mental and physical wellness.
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<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • SWBAT <ul style="list-style-type: none"> o Health o Wellness o Safety o Relationships • examine the types of relationships that adolescents may experience • conduct research of dating and dating behaviors among adolescents in the global community using digital tools • 	<ul style="list-style-type: none"> • 2:2:A1 Describe external factors, including family, peers, culture, media, technology, school environments, physical environments, and health care, which can influence health behaviors. • 2:2:A2 Give examples of messages from external factors that can influence health behaviors. 	<ul style="list-style-type: none"> • Students will engage in a healthy discussion the real dangers of online relationships, including cyberbullying, online dating, and deceitful profiles. 	<p>Class or Curricular Area: Technology and Digital Citizenship</p> <p>Unit: In our technology Curriculum, digital citizenship is critical to online safety.</p> <p>Cyberbullying is real and is also discussed within this unit.</p> <p>he dangers of “catfishing” and predators online are real.</p> <p>Lesson: Students will engage in a conversation of what sites and</p>
<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • SWBAT <ul style="list-style-type: none"> o Health o Wellness o Safety o Relationships • track the sequence of fetal development during pregnancy • identify the signs,symptoms, and methods of diagnosing pregnancy • research prenatal care that supports a healthy pregnancy • collaborate to summarize the challenges faced by adolescent parents in a multimedia presentation • 	<ul style="list-style-type: none"> • 2:2:A1 Describe external factors, including family, peers, culture, media, technology, school environments, physical environments, and health care, which can influence health behaviors. • 2:2:A2 Give examples of messages from external factors that can influence health behaviors. 	<ul style="list-style-type: none"> • written assessment in response to the question of why did Mary's family and friends feel ashamed for her when she announced she was pregnant? Why did Joseph assume she had been unfaithful to him? 	<p>Class or Curricular Area:</p> <p>Word of God</p> <p>Unit: The Christmas story</p> <p>Lesson: The Christmas story and the announcement of Mary being pregnant will provide us with a great springboard for discussion on pregnancy and the external factors of peer pressure, family</p>

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				relationships affected, etc. We will bring the discussion around to modern times and circumstances as an application discussion.
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<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • SWBAT <ul style="list-style-type: none"> ○ Health ○ Wellness ○ Safety ○ Relationships • explain mental health • illustrate factors that affect mental health (e.g., stress, family issues, bullying, harassment) • summarize how the state of mental health may affect physical health • role play situations in which the resolution of conflict that may be harmful to mental and physical health with others may be accomplished • 	<ul style="list-style-type: none"> • 2:2:A1 Describe external factors, including family, peers, culture, media, technology, school environments, physical environments, and health care, which can influence health behaviors. • 2:2:A2 Give examples of messages from external factors that can influence health behaviors. 	<ul style="list-style-type: none"> • Writing prompts in class will specifically address the standard and objectives. 	<p>Class or Curricular Area: Reading</p> <p>Unit: Hatchet novel Unit</p> <p>Lesson: Brian's emotions get the best of him when stranded in the wilderness</p>