

Health Education, Grade 5

Time on Task: 2½ hours per week (includes Physical Education)

Course Philosophy

Health education teaches the student of the stewardship of his/her own body as the temple of the living God. Developing this knowledge of God as Creator is essential in understanding that God holds people responsible for their actions, attitudes, and thoughts.

Course Description

In health education, students acquire the health information and skills necessary to become healthy adults and learn about behaviors in which they should and should not participate. To achieve that goal, students will understand the following: students should first seek guidance in the area of health from their parents; personal behaviors can increase or reduce health risks throughout the lifespan; health is influenced by a variety of factors; students can recognize and utilize health information and products; and personal/interpersonal skills are needed to promote individual, family, and community health.

<p>Goals and Objectives Texas Essential Knowledge and Skills (TEKS)</p> <p>§115.7. Health Education, Grade 5. (a) Introduction.</p> <p>(1) In health education, students acquire the health information and skills necessary to become healthy adults and learn about behaviors in which they should and should not participate. To achieve that goal, students will understand the following: students should first seek guidance in the area of health from their parents; personal behaviors can increase or reduce health risks throughout the lifespan; health is influenced by a variety of factors; students can recognize and utilize health information and products; and personal/interpersonal skills are needed to promote individual, family, and community health.</p> <p>(2) In addition to age-appropriate information about personal health habits, students in Grade 5 are taught about the human body and the changes that come with puberty. Students are taught how to maintain healthy body systems and prevent disease. Students also learn how technology and the media influence personal health and how to apply problem-solving skills to improve or protect their health.</p>	<p>Scope and Sequence</p> <ul style="list-style-type: none">• Body Transport System<ul style="list-style-type: none">○ Blood○ Heart○ Circulatory Pathways○ Rest and Recovery• Nutrition<ul style="list-style-type: none">○ Energy Needs○ Balanced Diet○ Food Guide○ Activity○ Balanced Meals• Digestion<ul style="list-style-type: none">○ Alimentary Canal○ Body Parts○ Absorption/Elimination○ Water/Fiber• Physical Fitness<ul style="list-style-type: none">○ Aerobic/Anaerobic○ Endurance○ Strength	<p>Spiritual Goals God’s intended purpose for health:</p> <ol style="list-style-type: none">1. To develop a knowledge of God as Creator.2. To develop a desire for spiritual health.3. To recognize that to be truly happy and truly healthy can only be attained through following the laws of God who created them.4. To encourage the student to look at life right now and to make positive lifestyle changes in order to fulfill his expectations set forth by God.5. To draw the student into a more intimate relationship with Jesus.6. To allow students to acknowledge their responsibility for their actions, attitudes, thoughts.
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<p>prevent disease and speed recovery from illness. <i>The student is expected to:</i></p> <ul style="list-style-type: none"> (A) explain how to maintain the healthy status of body systems such as avoiding smoking to protect the lungs; (B) relate the importance of immunizations in disease prevention; (C) distinguish between myth and fact related to disease and disease prevention; (D) list the effects of harmful viruses on the body such as polio, Human Immunodeficiency Virus (HIV), and the common cold; and (E) explain how to manage common minor illnesses such as colds and skin infections. <p>(5) Health behaviors. The student comprehends behaviors that reduce health risks throughout the life span. <i>The student is expected to:</i></p> <ul style="list-style-type: none"> (A) describe the use and abuse of prescription and non-prescription medications such as over-the-counter; (B) compare and contrast the effects of medications and street drugs; (C) analyze the short-term and long-term harmful effects of alcohol, tobacco, and other substances on the functions of the body systems such as physical, mental, social, and legal consequences; (D) identify and describe alternatives to drug and substance use; (E) demonstrate strategies for preventing and responding to deliberate and accidental injuries; (F) explain strategies for avoiding violence, gangs, weapons and drugs; (G) describe response procedures for emergency situations; (H) describe the value of seeking advice from parents and educational personnel about unsafe behaviors; and (I) explain the impact of neglect and abuse. <p>(6) Influencing factors. The student understands how relationships influence individual and family health including the skills necessary for building and maintaining relationships. <i>The student is expected to:</i></p>	<p>Teacher-generated Lesson</p> <p>Teacher-generated Lesson</p> <p>Teacher-generated Lesson</p> <p>Teacher-generated Lesson</p> <p>Teacher-generated Lesson</p> <p>Teacher-generated Lesson</p> <p>Teacher-generated Lesson</p> <p>Teacher-generated Lesson</p> <p>Teacher-generated Lesson</p> <p>Teacher-generated Lesson</p> <p>Teacher-generated Lesson</p> <p>Teacher-generated Lesson</p> <p>Teacher-generated Lesson</p> <p>Teacher-generated Lesson</p> <p>Teacher-generated Lesson</p> <p>Teacher-generated Lesson</p> <p>Teacher-generated Lesson</p> <p>Teacher-generated Lesson</p> <p>Teacher-generated Lesson</p> <p>Teacher-generated Lesson</p>	<p>(Psalm 8:1, Psalm 19:1)</p> <p>3. What is a human being?</p> <ul style="list-style-type: none"> a. God created humans to know Him intimately and to have a loving relationship with Him. (Psalm 100:3) b. Human beings are created in the image of God with the capacity to choose. (Genesis 1:27, Proverbs 8:10) c. Adam and Eve chose disobedience and brought death to themselves and sin entered the world. (Romans 5:12) d. All human beings have a choice and all have chosen sin that brings separation from God. (Romans 3:23) e. Sin is rebellion against God's wishes and ways and this destroys our relationship with God. (Romans 8:7-8) f. God provides a way back to Himself through the death of His son Jesus (the second person of the Trinity), on the cross. (John 3:16, Romans 6:23) g. Human beings must respond to God with repentance of our sins, receiving forgiveness, and accepting Jesus as our Savior. (Romans 10:9-10) <p>4. What happens to a person at death?</p> <ul style="list-style-type: none"> a. For each person death is either the gate to life with God and His people or the gate to eternal separation from God. (1 Corinthians 50:52)
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<p>(A) distinguish between healthy and harmful influences of friends and others;</p> <p>(B) describe the characteristics of healthy and unhealthy friendships;</p> <p>(C) identify ways to enhance personal communication skills;</p> <p>(D) analyze respectful ways to communicate with family, adults, and peers;</p> <p>(E) demonstrate ways of communicating with individuals who communicate in unique ways such as having a speech defect and not speaking English;</p> <p>(F) apply and practice strategies for self-control; and</p> <p>(G) describe strategies for stress management.</p>	<p>Teacher-generated Lesson</p> <p>Teacher-generated Lesson</p> <p>Teacher-generated Lesson</p> <p>Teacher-generated Lesson</p> <p>Teacher-generated Lesson</p>	<p>b. After death, your soul will continue to exist in an eternal way and there is a final judgment by God. (Revelation 20:12)</p> <p>c. Everyone chooses to honor and love Him by accepting Jesus as our Lord and Savior or makes a choice to reject Jesus and grasp for self-fulfillment and personal glory. (Romans 6:23)</p> <p>d. Those who received Jesus as Savior will spend eternity in Heaven with God. (Philippians 4:10-21)</p> <p>e. Those who rejected Jesus as Savior will spend eternity in Hell without God. (Hebrews 10:26-27)</p>
<p>(7) Influencing factors. The student comprehends ways in which media and technology influence individual and community health.</p>		
<p><i>The student is expected to:</i></p>		
<p>(A) research the effect of media on health-promoting behaviors; and</p>	<p>Teacher-generated Lesson</p>	
<p>(B) identify the use of health-related technology in the school such as audiometry and the Internet.</p>	<p>Teacher-generated Lesson</p>	<p>5. <i>Why is it possible to know anything at all?</i></p>
<p>(8) Influencing factors. The student knows how various factors influence individual, family, and community health throughout the life span.</p>		<p>a. Human beings can both know the world around them and God Himself because God has built within them the capacity to do so and because He takes an active role in communicating with them. (John 16:13)</p>
<p><i>The student is expected to:</i></p>		
<p>(A) explain the importance of communication skills as a major influence on the social and emotional health of the individual and family;</p>	<p>Teacher-generated Lesson</p>	<p>b. God's own intelligence is the basis of human intelligence. Knowledge is possible because there is something to be known (God and His creation) and someone to know (God and human beings made in His image). (Genesis 1:27)</p>
<p>(B) describe daily and weekly activities that promote the health of a family;</p>	<p>Teacher-generated Lesson</p>	<p>c. God reveals, Himself to us in two basic ways: by general revelation and by special</p>
<p>(C) describe how a safe school environment relates to a healthy community; and</p>	<p>Teacher-generated Lesson</p>	
<p>(D) identify environmental protection programs that promote community health such as recycling, waste disposal, or safe food packaging.</p>	<p>Teacher-generated Lesson</p>	
<p>(9) Personal/interpersonal skills. The student demonstrates critical-thinking, decision-making, goal-setting and problem-solving skills for making healthy decisions.</p>		
<p><i>The student is expected to:</i></p>		

<p>(A) describe health-related situations that require parent/adult assistance such as a discussion of the health-related consequences of high-risk health behaviors or going to a doctor;</p> <p>(B) assess the role of assertiveness, refusal skills, and peer pressure on decision making and problem solving;</p> <p>(C) utilize critical thinking in decision making and problem solving;</p> <p>(D) describe benefits in setting and implementing short and long-term goals;</p> <p>(E) explain the necessity of perseverance to achieve goals; and</p> <p>(F) explain the importance of parent/trusted adult guidance in goal setting.</p>	<p>Teacher-generated Lesson</p> <p>Teacher-generated Lesson</p> <p>Teacher-generated Lesson</p> <p>Teacher-generated Lesson</p> <p>Teacher-generated Lesson</p> <p>Teacher-generated Lesson</p> <p>Student Activities</p> <p>Games</p> <p>Books</p> <p>Role Play</p> <p>Projects</p> <p>Journal</p> <p>Teaching Strategies</p> <p>Oral Instruction</p> <p>Demonstration</p> <p>Visual Aids</p> <p>Hands-on Activities</p> <p>Games</p> <p>Cooperative Learning</p> <p>Small Groups</p> <p>Guided Inquiry</p> <p>Open-ended Questions</p> <p>Debate</p> <p>Lecture</p> <p>Guest Speakers</p> <p>Evaluation Procedures</p>	<p>revelation. (Exodus 3:2, Psalm 19:1-4)</p> <p>d. In general revelation, God speaks through the creation of the universe and through His word, the Bible. (2 Samuel 22:31, Psalm 19:1)</p> <ul style="list-style-type: none"> ➤ The Bible is internally consistent and unified in its principles and claims. ➤ There is tremendous coherence across the many authors and centuries during which the various books were written and in which its stories unfold. ➤ It is relevant to all the cultures of the world <p>e. Special revelation is God revealing Himself through supernatural ways. Jesus Christ is the ultimate special revelation. He showed us what God is like more fully than any other form of revelation can. Because Jesus was also completely human, he spoke more clearly to us than any other form of revelation can. (John 14:7)</p> <p>6. <i>How do we know what is right and wrong?</i></p> <p>a. Ethics or the knowledge of right and wrong is based on the character of God as good (holy and loving). (Psalm 33:4)</p> <p>b. There is an absolute standard by which all moral judgments are</p>
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