

**CHERRY HILL PUBLIC SCHOOLS**  
**Cherry Hill, New Jersey**

**DISTRICT ESSENTIAL CURRICULUM**

**RESOURCES:** Health and Physical Education

**GRADE:** 5<sup>th</sup> Grade

**REQUIRED:**

- +*Totally Awesome Health*: MeeksHeit (Publishing Company)
- \**Here's Looking at You 2000*
- \**Respecting Each Other: Sexual Harassment* (VIDEO)
- \**Break the Silence* (VIDEO)
- \**The President's Challenge*: Physical Activity and Fitness Awards Program

**SUPPLEMENTAL:**

- Check with School Nurse for additional information
- \**Windows on Science Program*: Life Science Volume Two
- \**It's a Girl thing* (Booklet) by Kotex (Kimberly Clark Corp)
- \**It's a Guy thing* (Booklet) by Kotex (Kimberly Clark Corp)
- \**Always Changing* (Booklet) by Proctor and Gamble (Old Spice)

**WEB SITE RESOURCES:**

- [www.pe.central.org](http://www.pe.central.org)
- [www.indiana.edu/~preschal/](http://www.indiana.edu/~preschal/)
- [www.kidshealth.org](http://www.kidshealth.org)
- [www.remc7.k12.mi.us/remc/health.htm](http://www.remc7.k12.mi.us/remc/health.htm)
- [www.schools.eastnet.ecu.edu/pitt/ayden/physed8.htm](http://www.schools.eastnet.ecu.edu/pitt/ayden/physed8.htm)

- \* Items currently available to elementary schools
- + Review all other grade level binders that may relate to your lesson

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**DISTRICT ESSENTIAL CURRICULUM**     **SUBJECT:** Health & Physical Education     **GRADE:** 7.1: 5th Grade

**Enduring Understanding:** That...wellness is a way life emphasizing health promotion and disease prevention measures such as healthy eating, stress management, disease risk reduction, prevention and treatment of simple injuries, and elimination of environmental hazards for the home and workplace.

**Essential Questions:**     How does making informed choices about my wellness enhance and lengthen my life?

**Assessment:**     Keep a food log from Thursday through Sunday with all food and drinks consumed. Then, note the number of servings per food group per day, areas that need improvement, and how you can improve your diet. Analyze your findings, and put them into a one-page report.

STANDARDS	BENCHMARKS	KNOWLEDGE/SKILLS	CROSS CONTENT STANDARDS
<p><b>7.1:</b> The students will achieve optimal wellness by learning and applying health promotion concepts and skills.</p>	<p>A. Understands personal health and wellness</p> <p>B. Comprehends growth and development</p> <p>C. Understands the importance of nutrition</p> <p>D. Practices disease prevention</p> <p>E. Applies injury prevention and safety knowledge</p> <p>F. Exhibits an understanding of mental health</p>	<ul style="list-style-type: none"> <li>• Analyze the impact of health choices and behaviors on wellness. (7.1A)</li> <li>• Demonstrate and evaluate the appropriate use of healthcare and personal hygiene products commonly used by young adolescents. (7.1A)</li> <li>• Discuss how technological advances have a positive and negative impact on wellness. (7.1A)</li> <li>• Discuss the physical, social, and emotional changes that occur at puberty. (7.1B)</li> <li>• Compare food choices based on nutrient content and value, calories, and cost and create a healthy meal plan. (7.1C)</li> <li>• Discuss the need for and impact of nutrients on adolescent growth and lifelong wellness. (7.1C)</li> <li>• Analyze nutrition information on food packages and labels. (7.1C)</li> <li>• Discuss the short and long term benefits and risks associated with nutritional choices. (7.1C)</li> </ul>	<p>1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.11, 1.12, 1.13, 1.14, 1.15, 1.16, 1.17, 1.18 1.28, 1.29, 1.30, 1.31</p> <p>2.4, 2.5, 2.6, 2.7 2.8, 2.9, 2.10</p> <p>3.4, 3.5</p> <p>5.43</p> <p>8.18, 8.31</p>

		<ul style="list-style-type: none"><li>• Discuss the influence of marketing, advertising, and technology on the development, availability, and consumption of food. (7.1C)</li><li>• Describe and demonstrate safe food handling, storage, and preparation. (7.1C)</li><li>• Compare and contrast diseases and health conditions prevalent in adolescents. (7.1D)</li><li>• Differentiate among communicable, non-communicable, acute, chronic, and inherited diseases and health conditions. (7.1D)</li><li>• Compare and contrast the characteristics of common injuries. (7.1E)</li><li>• Develop strategies to reduce the incidence of personal and family wellness. (7.1E)</li><li>• Compare and contrast short and long term impacts of injuries on personal and family wellness. (7.1E)</li><li>• Describe home, school and community efforts to prevent conflict, bullying, and harassment. (7.1F)</li><li>• Discuss the causes of stress and how the body responds when stressed. (7.1F)</li><li>• Describe situations that may produce stress and</li></ul>	
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		<p>demonstrate strategies to reduce or cope with it. (7.1F)</p> <ul style="list-style-type: none"><li>• Describe and demonstrate ways to cope with crisis, rejection, loss, and separation. (7.1F)</li></ul>	
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**DISTRICT ESSENTIAL CURRICULUM**      **SUBJECT:** Health & Physical Education      **GRADE:** 7.2: 5<sup>th</sup> Grade

**Enduring Understanding:** A. That...empowering students to become active participants in their own health decisions enhances community wellness.

**Essential Questions:**      How can I become a leader and health advocate?

**Assessment:**      Working in small groups, develop an awareness campaign to inform peers about a health issue or Cause.

<b>STANDARDS</b>	<b>BENCHMARKS</b>	<b>KNOWLEDGE/SKILLS</b>	<b>CROSS CONTENT STANDARDS</b>
<p><b>7.2:</b> All students will achieve optimal wellness by learning and applying health-enhancing personal, interpersonal, and life skills.</p>	<p>A. Makes decisions about wellness            B. Develops health leadership skills            C. Advocates for health and service issues</p>	<ul style="list-style-type: none"> <li>• Demonstrate effective decision-making. (7.2A)</li> <li>• Analyze the influence of family, peers, and the media on health decisions and investigate how these influences change at different life stages. (7.2A)</li> <li>• Analyze significant health decisions and discuss how the outcome(s) might have been different if a different decision had been made. (7.2A)</li> <li>• Compare the use of cooperative and competitive strategies to achieve a group goal. (7.2B)</li> <li>• Describe the characteristics of an effective leader. (7.2B)</li> <li>• Analyze a group’s ability to perform at a higher level. (7.2B)</li> <li>• Recommend strategies to keep a group on target and free from conflict. (7.2B)</li> <li>• Examine personal and group contributions towards the achievement of a goal or task. (7.2B)</li> <li>• Develop and articulate a group’s goals and vision. (7.2B)</li> <li>• Formulate and express a position on</li> </ul>	<p>1.1, 1.2, 1.3, 1.4, 1.5, 1.6,            1.11, 1.12, 1.13, 1.14, 1.15, 1.16, 1.17, 1.18            1.28, 1.29, 1.30, 1.31             2.4, 2.5, 2.6, 2.7            2.8, 2.9, 2.10             3.4, 3.5             5.43             8.18, 8.31</p>

		<p>health issues. (7.2C)</p> <ul style="list-style-type: none"><li>• Participate in volunteer service through school or community-based health organizations. (7.2C)</li><li>• Develop an awareness campaign to inform peers about a health issue or cause. (7.2C)</li><li>• Discuss local and state laws that impact community wellness and formulate ways that individuals and groups can work together to improve community wellness. (7.2C)</li></ul>	
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**DISTRICT ESSENTIAL CURRICULUM**    **SUBJECT:** Health & Physical Education    **GRADE:** 7.3: 5<sup>th</sup> Grade

**Enduring Understanding:** That... learning substance abuse prevention and concepts enables and empowers students to make healthy choices.

**Essential Questions:**        How can knowledge of prevention concepts and skills keep me safe from substance abuse?

**Assessment:**

1. Develop a teaching resource to be used in the lower grades to explain the dangers of tobacco, alcohol, inhalants or other drugs.
2. Role play refusal skills.

<b>STANDARDS</b>	<b>BENCHMARKS</b>	<b>KNOWLEDGE/SKILLS</b>	<b>CROSS CONTENT STANDARDS</b>
<p><b>7.3:</b> All students will achieve optimal wellness by learning and applying substance abuse prevention concepts and skills.</p>	<p>A. Distinguishes between drugs and medicines            B. Understands the dangers of tobacco            C. Understands the effects of alcohol on the body            D. Recognizes the dangers of inhalants            E. Understands dependency/addiction and treatment</p>	<ul style="list-style-type: none"> <li>• Discuss why some drugs are legal and some are not. (7.3A)</li> <li>• Differentiate between drug use, misuse, and abuse and give examples of each. (7.3A)</li> <li>• Discuss medicines used to treat common disease and health conditions. (7.3A)</li> <li>• Describe factors that impact the effectiveness of a drug/medicine. (7.3A)</li> <li>• Discuss the safe administration and storage of over-the-counter and prescription medicines. (7.3A)</li> <li>• Describe how tobacco use contributes to the incidence of various forms of cancer and cardiovascular disease. (7.3B)</li> <li>• Describe how the use and abuse of alcohol impacts behavior and contributes to the incidence of illness and injuries. (7.3C)</li> <li>• Discuss the short and long-term physical and behavioral effects of using inhalants including brain, heart and lung damage and death. (7.3D)</li> <li>• Describe signs and symptoms that might indicate that an individual has a substance abuse problem. (7.3E)</li> </ul>	<p>1.1, 1.2, 1.3, 1.4, 1.5, 1.6,            1.11, 1.12, 1.13, 1.14, 1.15, 1.16, 1.17, 1.18            1.28, 1.29, 1.30, 1.31            2.4, 2.5, 2.6, 2.7            2.8, 2.9, 2.10            3.4, 3.5            5.43            8.18, 8.31</p>

		<ul style="list-style-type: none"><li>• Describe how substance abuse affects the individual and the family. (7.3E)</li></ul>	
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**DISTRICT ESSENTIAL CURRICULUM**      **SUBJECT:** Health & Physical Education      **GRADE:** 7.4: 5th Grade

**Enduring Understanding:**

- A. That... our bodies, minds, and feelings change and grow.
- B. That... we can learn skills to make and enhance friendships.
- C. That... many factors influence how I feel about myself.

**Essential Questions:**

- 1. What determines how I feel about myself?
- 2. What is a healthy relationship?

**Assessment:**

- 1. Write a letter to next year's fifth graders describing the physical, emotional, social, and intellectual changes which occur during puberty in a person of the same gender.
- 2. Role-play refusal skills to demonstrate how to keep a friend but avoid any unwanted sexual activity.

<b>STANDARDS</b>	<b>BENCHMARKS</b>	<b>KNOWLEDGE/SKILLS</b>	<b>CROSS CONTENT STANDARDS</b>
<p><b>7.4:</b> All students will achieve optimal wellness by learning and applying concepts and skills that support healthy sexuality and positive personal relations.</p>	<p>A. Discusses parenting            B. Describes healthy relationships            C. Differentiates myth/fact about teenage sexual activity</p>	<ul style="list-style-type: none"> <li>• Compare and contrast different parenting styles, family structures, rules, rights, responsibility and privileges. (7.4A)</li> <li>• Discuss how friendships enhance wellness and the skills and qualities needed to make and keep friends. (7.4B)</li> <li>• Explain social patterns of early adolescence (i.e., same sex friends, group dating, one -on -one dating) and the positives and negatives of these choices. (7.4C)</li> <li>• Distinguish between myths and facts about adolescent sexual activity. (7.4C)</li> <li>• Discuss the development of gender identity, what influences it, and how stereotyping can be harmful. (7.4B,C)</li> <li>• Demonstrate the characteristics of healthy relationships. (7.4B)</li> <li>• Demonstrate refusal skills to resist unwanted social or physical familiarity.</li> </ul>	<p>1.1, 1.2, 1.3, 1.4, 1.5, 1.6,            1.11, 1.12, 1.13, 1.14, 1.15, 1.16, 1.17, 1.18            1.28, 1.29, 1.30, 1.31              2.4, 2.5, 2.6, 2.7            2.8, 2.9, 2.10              3.4, 3.5              5.43              8.18, 8.31</p>

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**DISTRICT ESSENTIAL CURRICULUM**     **SUBJECT:** Health & Physical Education     **GRADE:** 7.5: 5th Grade

**Enduring Understanding:** A. That...when you combine skills and concepts a competitive or noncompetitive activity may occur.  
B. That...when sportsmanship rules and safety concepts are applied student enjoyment is maximized.  
C. That...when individuals learn to move safely and effectively, and become comfortable and confident in the performance of these skills, they are more likely to participate in health-enhancing forms of physical activity throughout life.

**Essential Questions:**

1. How can movement concepts and skills along with strategy allow me to experience positive feedback in a game situation as well as in life?
2. How can physical activity promote opportunity for personal challenge, self expression, social interaction, and enjoyment?
3. Why is it important to demonstrate responsible, personal, and social behavior in activity settings?

**Assessment:**

1. Students will participate in a movement activity such as Alphabet Treasure Hunt.( Teams of 6-8 players will perform each of 26 teacher- made activities that will be chosen randomly and performed by all team members. Examples of activities are: hop on one foot one time around the room, hula hoop, juggling 2 balls, cup stacking, cup down stacking, crunches, and over/under with a ball,etc.)
2. In small groups, students will select a team sport previously taught and devise a lead –up game that will enhance their performance in that sport.

<b>STANDARDS</b>	<b>BENCHMARKS</b>	<b>KNOWLEDGE/SKILLS</b>	<b>CROSS CONTENT STANDARDS</b>
<p><b>7.5:</b> The students will achieve optimal wellness by learning and applying movement concepts and skills.</p>	<ul style="list-style-type: none"> <li>A. Performs movement skills</li> <li>B. Explains movement concepts</li> <li>C. Discusses strategies</li> <li>D. Describes and demonstrates good sportsmanship</li> <li>E. Applies rules and safety procedures</li> <li>F. Understands sport psychology concepts</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss and demonstrate how the principles of force and motion impact the quality of physical movement. (7.5A)</li> <li>• Describe and demonstrate ways to refine and increase control when performing movement skills. (7.5A)</li> <li>• Demonstrate developmentally appropriate form when using and combining movement skills in applied settings. (7.5A)</li> <li>• Demonstrate the use of similar or related skills in a variety of applied settings. (7.5A)</li> <li>• Evaluate the critical elements of a movement skill or skill combination and appropriate feedback. (7.5A)</li> <li>• Discuss ways that personal and general space is used in games, sports, and other forms of activity. (7.5B)</li> <li>• Analyze verbal and visual cues and use them to improve performance during physical activity. (7.5B)</li> <li>• Compare and contrast offensive,</li> </ul>	<p>1.1, 1.3, 1.4, 1.5, 1.6, 1.13, 1.15, 1.16, 1.17, 1.18, 1.19</p> <p>8.16, 8.17, 8.31</p>

		<p>defensive, and cooperative strategies used in various forms of physical activity and use them effectively in applied settings. (7.5C)</p> <ul style="list-style-type: none"><li>• Summarize general and specific activity rules and describe how they enhance participation and safety. (7.5E)</li><li>• Discuss the importance of practice and physical preparation to improve performance. (7.5E)</li><li>• Select, use and care for appropriate equipment for physical activity. (7.5E)</li><li>• Demonstrate appropriate preparation procedures. (7.5E)</li></ul>	
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**DISTRICT ESSENTIAL CURRICULUM**      **SUBJECT:** Health & Physical Education      **GRADE:** 7.6: 5th Grade

**Enduring Understanding:** A. That... engaging in, monitoring and comparing physical activity will enhance my wellness.  
B. That... individuals who participate in health-enhancing physical activity on a regular basis are less likely to develop serious health conditions.

**Essential Questions:**

1. In what appealing and interactive ways can I attain and monitor their my fitness?
2. How can technology be beneficial and a deterrent to my fitness?

**Assessment:**

1. Students will develop and track their own fitness goal from October to May.
2. Students will participate and be tested in Physical fitness activities from the Presidential Physical Fitness Test. (This assessment will be used to measure improvement from year to year.)

<b>STANDARDS</b>	<b>BENCHMARKS</b>	<b>KNOWLEDGE/SKILLS</b>	<b>CROSS CONTENT STANDARDS</b>
<p><b>7.6:</b> All students will achieve optimal wellness by learning and applying fitness concepts and skills.</p>	<p>A. Understands the importance of fitness and exercise</p> <p>B. Understands training technique</p> <p>C. Participates in activities that achieve and assess fitness.</p>	<ul style="list-style-type: none"> <li>• Describe the physical, social, and emotional benefits of regular participation in fitness activities. (7.6A)</li> <li>• Describe how gender, age, heredity, training, and health behaviors impact fitness. (7.6A)</li> <li>• Describe the relationship between physical activity, healthy eating, and body composition. (7.6A)</li> <li>• Differentiate among activities that improve skill-related fitness verse health-related fitness. (7.6A)</li> <li>• Analyze marketing strategies used to promote fitness products and services. (7.6A)</li> <li>• Investigate technological advances that positively and negatively impact fitness and exercise and fitness. (7.6A)</li> <li>• Describe the physical effects of the use of anabolic steroids and other performance enhancing substances and discuss the legal competition issues related to their use. (7.6B)</li> <li>• Engage in more complex activities that develop all components of fitness. (7.6C)</li> </ul>	<p>1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.12, 1.13, 1.14, 1.15, 1.16, 1.17, 1.18, 1.19, 1.28</p> <p>2.8, 2.9</p> <p>3.4, 3.5</p> <p>5.41. 5.43</p>

		<ul style="list-style-type: none"><li>• Demonstrate individual progress towards improving each component of fitness. (7.6C)</li><li>• Monitor and assess physiological indicators before, during, and after exercise. (7.6C)</li><li>• Develop a fitness plan and use technology to implement and assess the plan. (7.6C)</li></ul>	
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