

**VECC Health Education
Grade 5
Curriculum Guide 2007**

Suggested Time Line How much time will be spent on this learning	Essential Questions and Content What will be taught?	NJCCC Standards What state standards will be met by these objectives?	Instructional Objectives What will the students know or be able to do as a result of this instruction?	Assessment What evidence will I collect that demonstrate that the students have achieved the objective?	Instructional Domain How will the learning be structured?	Instructional Activities What will the students do to achieve the objective?
December & January <hr/> “You are what you Eat”	Why is it important to eat foods from the different food groups? How do I know if the foods I am eating are Healthy for me? What are nutrients and how can I know if my body is getting enough of them? How can I know if I am consuming too many calories? Will I develop medical problems or become obese if I don't pay attention to the food choices I am making?	2.1 A: 1-5 B: 1-3 C: 1-4 D: 1,3	Lesson 1: You are What you Eat <ul style="list-style-type: none"> • Explain the basic nutritional guidelines. • Write an assessment of your own personal values regarding nutrition. • Propose alternate menus for the family that meet dietary guidelines. • Compare and contrast two food groups. Lesson 2: Life cycle and nutrition <ul style="list-style-type: none"> • Explain the nutritional needs of individuals based on age, gender, activity level and state of health. • Trace the change in values and influences that affect food choice throughout the life cycle. • Plan a diet that is appropriate to your place in the life cycle and one that will be appropriate ten years from now. • Predict the consequences of maintaining your current diet without any change until you reach the age of you parents. Lesson 3: What can go wrong <ul style="list-style-type: none"> • List illnesses associated with food handling. • Design and present awards to people and organizations in the community who have contributed to keeping the community from diseases associated with food handling. • Debate which job in the community is the most important in preventing disease associated with food handling. • Analyze why the community needs a Department of Health office. Lesson 4: Making a difference <ul style="list-style-type: none"> • Assess the knowledge level of the community regarding nutrition, using everything you have learned about nutrition. • State how valuable it is to you that individuals, families, communities and the nation are responsible in the promotion of nutritional health. • Discover if your local grocery store provides a variety of foods that promote choices that are more healthful and meet the needs of varied diets within the community. • Use the Decision Making steps to determine what you personally can do to help improve the nutritional health of the community. 	Students will be assessed through: <ul style="list-style-type: none"> • Personal participation in classroom and small group discussions • Personal content & organization of Health notebook • Written assignments, projects, and reports <ul style="list-style-type: none"> - Individual - Group • Unit Tests and Quizzes 	Learning will take place through: <ul style="list-style-type: none"> • Teacher led instruction • Classroom discussions • Group activities • Graphic organizers • Analysis of food labels • Creating meal menus 	Student achievement will take place through: <ul style="list-style-type: none"> • Classroom discussions • Outlines and notes • Brainstorming activities • Charting personal graphic organizers in: <ul style="list-style-type: none"> ○ Decision making ○ Comparing and Contrasting ○ Predicting Consequences • Creating menu posters • Researching, reading, analyzing and writing about foods and the choices we make.

