VECC Health Education
Grades 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?
October & November First Aid	Why is first aid important? Why should people in the community know first aid? Who can be helped when first aid is used? What steps need to be followed for first aid to be effective?	**2.1** A 1-5 D 1-4 E 1-4	Lesson 1: First Aid - What, Who, When • Define first aid and explain the role it plays in emergency situations • Explain the importance of being of service to others in a time of need • List and practice Emergency Response Steps • Follow the Decision Making Steps to determine who should be called in an emergency situation Lesson 2: First Aid that you can do • Explain the methods of handling first aid for a range of common minor emergencies • Explain the importance of developing first aid skills • Simulate a first aid station where you triage the patients, administer first aid, and refer other patients to appropriate resources for help • Compare and contrast major and minor emergencies and evaluate the suitability of resources Lesson 3:Your community and how to call for help • Identify the roles of public safety groups and how to access each for help • Explain the value of assertive strategies when asking for help in an emergency • Access your own personal safety support system within the community • Use the Decision Making steps to determine which public agency to call for help Lesson 4: First Aid: Taking Precautions • Identify negative behavior and group activities that pose danger and identify existing and potential safety hazards • Demonstrate a sense of connection and responsibility to others by taking safety precautions • Set up routines for safety precautions (refusal skills) at home, school, in the community and in one's own personal relationships • Predict unsafe consequences of unsafe, risk-taking behavior	Students will be assessed through: • Personal participation in classroom and small group discussions • Personal content & organization of Health notebook • Written assignments & projects - Individual - Group • Unit Tests and Quizzes	Learning will take place through: • Teacher led instruction • Classroom discussions • Group activities • Graphic organizers • Role Playing –Simulation Dramas	Student achievement will take place through: • Outlining of teacher led instruction and taking written notes • Participation in classroom discussions • Brainstorming activities • Charting personal graphic organizers in: o Decision making o Comparing and Contrasting o Predicting Consequences • Acting out a "simulated" emergency situation