

## 5th Grade Health

Character Education & Community and Health Services	9 days	--
Social Emotional Growth	3 days	12 days
Safety	3 days	15 days
Nutrition and Alcohol/Tobacco/Drugs	7 days	22 days
Personal Growth & Development and Social & Sexual Health	8 days	30 days
<b>CATEGORY TOTALS</b>	30 days	

<b><u>Unit Title:</u></b> Character Education & Community and Health Services		
<b>Stage 1: Desired Results</b>		
<b><u>Standards &amp; Indicators:</u></b>		
<ul style="list-style-type: none"> <li>● <b>2.1.5.CHSS.1:</b> Identify health services and resources available and determine how each assist in addressing needs and emergencies in a school and in the community (e.g., counselors, medical professionals).</li> <li>● <b>2.1.5.CHSS.2:</b> Describe how business, non-profit organizations, and individuals can work cooperatively to address health problems that are affected by global issues, including climate change.</li> <li>● <b>2.1.5.CHSS.3:</b> Describe strategies that are useful for individuals who are feeling sadness, anger, anxiety, or stress.</li> <li>● <b>2.1.5.SSH.4:</b> Describe how families can share common values, offer emotional support, and set boundaries and limits.</li> <li>● <b>2.1.5.SSH.5:</b> Explain the importance of communication with family members, caregivers and other trusted adults about a variety of topics.</li> <li>● <b>2.1.5.SSH.6:</b> Describe the characteristics of healthy versus unhealthy relationships among friends and with family members.</li> <li>● <b>2.1.5.SSH.7:</b> Define teasing, harassment and bullying and provide examples of inappropriate behaviors that are harmful to others.</li> </ul>		
<b><u>Career Readiness, Life Literacies and Key Skills</u></b>		
<b><u>Standard</u></b>	<b><u>Performance Expectations</u></b>	<b><u>Core Ideas</u></b>
<b>9.1.5.CR.1.</b>	Compare various ways to give back and relate them to your strengths, interests,	You can give back in areas that matter to you.

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	and other personal factors.	
<b>9.1.5.PB.2.</b>	Describe choices consumers have with money (e.g., save, spend, donate).	Saving money can impact an individual's ability to address emergencies and accomplish their short-and long-term goals.
<b>9.4.5.CT.2.</b>	Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem.	The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.
<b>9.4.5.CT.4.</b>	Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global.	The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.
<b>9.4.5.DC.4.</b>	Model safe, legal, and ethical behavior when using online or offline technology.	Sending and receiving copies of media on the internet creates the opportunity for unauthorized use of data, such as personally owned video, photos, and music.
<b>9.4.5.DC.5.</b>	Identify the characteristics of a positive and negative online identity and the lasting implications of online activity.	Digital identities must be managed in order to create a positive digital footprint.

### Central Idea/Enduring Understanding:

- Personal core ethical values impact the behavior of oneself and others.
- Character building is influenced by many factors both positive and negative, such as acceptance, discrimination, bullying, abuse, sportsmanship, support, disrespect, and violence.
- Family members impact the development of their children physically, socially and emotionally.
- People in healthy relationships share thoughts and feelings, as well as mutual respect.
- Community professionals and school personnel are available to assist and address health emergencies as well as provide reliable information
- Individuals will benefit from an awareness of coping strategies that

### Essential/Guiding Question:

- How does a strong core value affect the lives of yourself and others?
- What can you do to prevent and stop bullying?
- Going forward, how will having character affect your life?
- What long term goals will you make to participate in a healthy active lifestyle?
- What should you do if you observe bullying?

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can be used when facing difficult situations.	
<p><b><u>Content:</u></b></p> <ul style="list-style-type: none"> <li>● Character Building – Respect, Integrity, Perseverance, Service and Responsibility</li> <li>● Bully-Busting Curriculum – Six Essential Lessons from the State Bar Foundation</li> <li>● Community Health Services promote public health, health equity, healthy lifestyles and reduce health disparities</li> </ul>	<p><b><u>Skills(Objectives):</u></b></p> <ul style="list-style-type: none"> <li>● Use effective decision-making strategies.</li> <li>● Predict how the outcome(s) of a health-related decision may differ if an alternative decision is made by self or others.</li> <li>● Determine how conflicting interests may influence one’s decisions.</li> <li>● Apply personal health data and information to support achievement of one’s short- and long-term health goals.</li> <li>● Explain how character and core ethical values can be useful in addressing challenging situations.</li> <li>● Predict situations that may challenge an individual’s core ethical values.</li> <li>● Develop ways to proactively include peers with disabilities at home, at school, and in community activities.</li> <li>● Demonstrate verbal and nonverbal interpersonal communication in various settings that impact the health of oneself and others.</li> <li>● Appraise the goals of various community or service-organization initiatives to determine opportunities for volunteer service.</li> <li>● Develop a position about a health issue in order to inform peers.</li> </ul>
<p><b><u>Interdisciplinary Connections:</u></b>            Language Arts: persuasive writing; informational process writing (slides; brochures, etc.)            Math: ability to analyze charts and percentages related to relevant impacts of HIB incidents</p>	
<b>Stage 2: Assessment Evidence</b>	
<p><b><u>Performance Task(s):</u></b></p> <ul style="list-style-type: none"> <li>● Identify and define character education words.</li> <li>● Learn techniques to stop and prevent bullying.</li> </ul>	<p><b><u>Other Evidence:</u></b></p> <ul style="list-style-type: none"> <li>● Teacher Observation</li> <li>● Written and oral responses</li> </ul>
<b>Stage 3: Learning Plan</b>	
<p><b><u>Learning Opportunities/Strategies:</u></b>  <b>Session 1</b></p> <ul style="list-style-type: none"> <li>● Interpersonal Skills: People Skills</li> </ul>	<p><b><u>Resources:</u></b>  <b>Sessions</b></p> <ul style="list-style-type: none"> <li>● Books</li> </ul>

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<b>Session 2</b> <ul style="list-style-type: none"><li>● Long Term Health Goals: Preparing for a Healthy Active Lifestyle</li></ul> <b>Session 3</b> <ul style="list-style-type: none"><li>● Civic mindedness/citizenship: importance of being a good citizen</li></ul> <b>Session 4</b> <ul style="list-style-type: none"><li>● School Core values: Make your own Peace Pledge</li></ul> <b>Session 5</b> <ul style="list-style-type: none"><li>● Discovering disabilities: Special Olympics</li></ul> <b>Session 6</b> <ul style="list-style-type: none"><li>● Responsibilities of a bystander: HIB</li></ul> <b>Session 7</b> <ul style="list-style-type: none"><li>● Service Projects: How do you serve? How would you like to serve?</li></ul> <b>Session 8</b> <ul style="list-style-type: none"><li>● Character Ed Future Impacts</li></ul> <b>Session 9</b> <ul style="list-style-type: none"><li>● Role models of character</li></ul>		<ul style="list-style-type: none"><li>● Internet With Projector</li><li>● Whiteboard/Smartboard equipment</li><li>● Paper</li><li>● Writing supplies</li><li>● Art supplies</li><li>● PE Equipment</li></ul>	
<b><u>Differentiation</u></b>			
<b>High-Achieving Students</b>	<b>On Grade Level Student</b>	<b>Struggling Students</b>	<b>Special Needs/ELL</b>
<ul style="list-style-type: none"><li>● Lesson Skill Extension</li><li>● Peer Mentoring</li></ul>	<ul style="list-style-type: none"><li>● Peer Mentoring</li></ul>	<ul style="list-style-type: none"><li>● Rewording Directions</li><li>● Allow Extra Time</li></ul>	<ul style="list-style-type: none"><li>● IEP’s</li><li>● 504’s</li><li>● Instructional Aides</li><li>● Receive help from a peer assistant</li><li>● Allow extra time</li><li>● Reword directions</li></ul>

# 5th Grade Health

**Unit Title:** Social Emotional Growth

## Stage 1: Desired Results

### Standards & Indicators:

#### **NJSLS- Health and Physical Education**

- 2.1.5.EH.1: Discuss the impact of one's feelings and thoughts that lead to healthy and unhealthy behaviors.
- 2.1.5.EH.2: Explain how to cope with rejection, loss, difficult learning situations and/or separation from family or others.
- 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety).
- 2.1.5.EH.4: Identify behaviors that help to deal with difficult situations that can occur at home, in school, and/or in the community and where to go for assistance.
- 2.3.5.HCDM.3: Examine how mental health can impact one's wellness (e.g., depression, anxiety, stress, phobias).

### **Career Readiness, Life Literacies and Key Skills**

<b>Standard</b>	<b>Performance Expectations</b>	<b>Core Ideas</b>
<b>9.1.5.FP.3.</b>	Analyze how spending choices and decision-making can result in positive or negative consequences.	Spending choices and their intended and unintended consequences impact financial outcomes and personal well being.
<b>9.1.5.FP.4.</b>	Explain the role of spending money and how it affects well-being and happiness (e.g., "happy money," experiences over things, donating to causes, anticipation, etc.)	Spending choices and their intended and unintended consequences impact financial outcomes and personal well being.
<b>9.2.5.CAP.1.</b>	Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.	An individual's passions, aptitude and skills can affect his/her employment and earning potential.
<b>9.2.5.CA P.2.</b>	Identify how you might like to earn an income.	An individual's passions, aptitude and skills can affect his/her employment and earning potential.
<b>9.2.5.CAP.3.</b>	Identify qualifications needed to pursue traditional and non-traditional careers and occupations.	An individual's passions, aptitude and skills can affect his/her employment and earning potential.
<b>9.2.5.CAP.4.</b>	Explain the reasons why some jobs and careers require specific training, skills, and certification	An individual's passions, aptitude and skills can affect his/her employment and earning potential.

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	(e.g., life guards, child care, medicine, education) and examples of these requirements.	
<b>9.4.5.CI.3.</b>	Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity.	Curiosity and a willingness to try new ideas (intellectual risk-taking) contributes to the development of creativity and innovation skills.
<u><b>Central Idea/Enduring Understanding:</b></u> <ul style="list-style-type: none"> <li>• Social and emotional development impacts all components of wellness.</li> <li>• Respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture provide a foundation for the prevention and resolution of conflict.</li> <li>• Self-management skills impact an individual's ability to recognize, cope, and express emotions about difficult events.</li> <li>• Resiliency and coping practices influence an individual's ability to respond positively to everyday</li> </ul>		<u><b>Essential/Guiding Question:</b></u> <ul style="list-style-type: none"> <li>• How does your family influence the adult you will become?</li> <li>• How do you develop and sustain relationships over time?</li> <li>• Why is it so hard to have healthy relationships?</li> <li>• What is discrimination?</li> </ul>
<u><b>Content:</b></u> <ul style="list-style-type: none"> <li>• Relationships are the connections people have with each other. The family provides the first opportunity for a person to develop relationship skills. Every family is different but all families provide the foundation for future relationships.</li> <li>• As individuals mature, they seek out different relationships with peers, colleagues, and loved ones.</li> <li>• Through social networking, people even establish relationships with individuals they have never met. We now live in a world where families and relationships are constantly changing and where global communication systems have extended friendships and relationships across the miles.</li> </ul>		<u><b>Skills(Objectives):</b></u> <ul style="list-style-type: none"> <li>• Examine how personal assets and protective factors support healthy social and emotional development.</li> <li>• Make recommendations to resolve incidences of school and community conflict, violence, harassment, gang violence, discrimination, and bullying.</li> <li>• Compare and contrast ways that individuals, families, and communities cope with change, crisis, rejection, loss, and separation.</li> </ul>

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<ul style="list-style-type: none"> <li>● Growth patterns during adolescence are individual.</li> <li>● Emotional health includes a person's emotional, mental, psychological, and social well-being. It also helps determine how to handle stress and make choices related to others.</li> </ul>	
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### Interdisciplinary Connections:

Language Arts: persuasive and journal writing; informational process writing (slides; brochures, etc.)

Math: ability to analyze charts and percentages related to mental health issues

### Stage 2: Assessment Evidence

<u>Performance Task(s):</u> <ul style="list-style-type: none"> <li>● Healthy relationships require a mutual commitment.</li> <li>● Most significant physical, emotional, and mental growth changes occur during adolescence, but not necessarily at the same rates.</li> </ul>	<u>Other Evidence:</u> <ul style="list-style-type: none"> <li>● Teacher observation</li> <li>● Self-assessment</li> <li>● Peer-assessment</li> <li>● Quiz/checklist on key terms, concepts, and skills</li> <li>● Oral response</li> <li>● Written response</li> </ul>
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### Stage 3: Learning Plan

<u>Learning Opportunities/Strategies:</u> Session 1 <ul style="list-style-type: none"> <li>● Identifying Coping skills(individual, group, families)</li> </ul> Session 2 <ul style="list-style-type: none"> <li>● Healthy Relationships (Working with others)</li> <li>● Transitioning Healthy Relationships (new school, changing friends)</li> </ul> Session 3 <ul style="list-style-type: none"> <li>● HIB: All parties involved</li> </ul>	<u>Resources:</u> <u>Sessions</u> <ul style="list-style-type: none"> <li>● Books</li> <li>● Internet With Projector</li> <li>● Whiteboard/Smartboard equipment</li> <li>● Paper</li> <li>● Writing supplies</li> <li>● Art supplies</li> <li>● PE Equipment</li> </ul>
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### Differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<ul style="list-style-type: none"> <li>● Lesson Skill Extension</li> <li>● Peer Mentoring</li> </ul>	<ul style="list-style-type: none"> <li>● Peer Mentoring</li> </ul>	<ul style="list-style-type: none"> <li>● Rewording Directions</li> <li>● Allow Extra Time</li> </ul>	<ul style="list-style-type: none"> <li>● IEP's</li> <li>● 504's</li> <li>● Instructional Aides</li> <li>● Receive help from a peer assistant</li> <li>● Allow extra time</li> </ul>

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		<ul style="list-style-type: none"> <li>● Receive help from a peer mentor</li> </ul>	<ul style="list-style-type: none"> <li>● Reword directions</li> </ul>
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**Unit Title:** Safety

### Stage 1: Desired Results

**Standards & Indicators:**

- 2.3.5.PS.1: Develop strategies to reduce the risk of injuries at home, school, and in the community.
- 2.3.5.PS.2: Demonstrate first aid procedures for choking, bleeding, burns, poisoning, and stroke (F.A.S.T.).
- 2.3.5.PS.3: Examine the impact of unsafe behaviors when traveling in motor vehicles and when using other modes of transportation
- 2.3.5.PS.4: Develop strategies to safely communicate through digital media with respect.
- 2.3.5.PS.5: Communicate personal boundaries and demonstrate ways to respect other people's personal boundaries.
- 2.3.5.PS.6: Identify strategies a person could use to call attention to or leave an uncomfortable or dangerous situation, including bullying, teasing, teen dating violence, sexual harassment, sexual assault, and sexual abuse.

### Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
<b>9.1.5.RMI.1.</b>	Identify risks that individuals and households face.	Individuals can choose to accept inevitable risk or take steps to protect themselves by avoiding or reducing risk.
<b>9.4.5.IML.6.</b>	Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions.	Specific situations require the use of relevant sources of information.

**Central Idea/Enduring Understanding:**

- Identifying unsafe situations and choosing appropriate ways to reduce or eliminate risks contributes to the safety of self and others.

**Essential/Guiding Question:**

- How do personal health choices impact our own health as well as the health of others?
- Why is it so difficult to educate people about risky behaviors?
- Why do some people still engage in unsafe behaviors despite knowing the inherent risks and possible outcomes?

**Content:**

- Understanding why a behavior or activity is unsafe or risky is only the

**Skills(Objectives):**



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<p>first step towards preventing injuries and staying safe.</p> <ul style="list-style-type: none"> <li>● Consistently employing safe and healthy behaviors helps to reduce the incidence and severity of injuries.</li> <li>● Taking responsibility for one's own health is an essential step towards developing and maintaining a healthy, active lifestyle.</li> <li>● Safety includes being aware of the environment and understanding how certain situations could lead to injury or illness.</li> <li>● There are strategies that individuals can use to communicate safely in an online environment.</li> <li>● Children who practice setting healthy boundaries know how to say no and what to do when they feel uncomfortable or find themselves in unsafe situations.</li> </ul>	<ul style="list-style-type: none"> <li>● Summarize the common causes of intentional and unintentional injuries in adolescents and related prevention strategies.</li> <li>● Explain what to do if abuse is suspected or occurs.</li> <li>● Summarize the components of the traffic safety system and explain how people contribute to making the system effective.</li> </ul>
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### Interdisciplinary Connections:

Science: Biology

Language Arts: persuasive and journal writing; informational process writing (slides; brochures, etc.)

Math: ability to analyze charts and percentages related to medical emergency/first aid

### Stage 2: Assessment Evidence

#### Performance Task(s):

- Staying healthy is a lifelong process that includes all dimensions of wellness. Identifying unsafe situations and choosing appropriate ways to reduce or eliminate risks contributes to the safety of self and others

#### Other Evidence:

- Teacher observation
- Written and oral articulation

### Stage 3: Learning Plan

#### Learning Opportunities/Strategies:

Session 1

- Traffic Safety System (Bike, travel)

Session 2

- Adolescent Safety/Injuries Statistics

Session 3

- Internet Safety: Social media

#### Resources:

##### Sessions

- Books
- Internet With Projector
- Whiteboard/Smartboard equipment
- Paper
- Writing supplies

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		<ul style="list-style-type: none"><li>● Art supplies</li><li>● PE Equipment</li></ul>	
<u><b>Differentiation</b></u>			
<b>High-Achieving Students</b>	<b>On Grade Level Students</b>	<b>Struggling Students</b>	<b>Special Needs/ELL</b>
<ul style="list-style-type: none"><li>● Lesson Skill Extension</li><li>● Peer Mentoring</li></ul>	<ul style="list-style-type: none"><li>● Peer Mentoring</li></ul>	<ul style="list-style-type: none"><li>● Rewording Directions</li><li>● Allow extra time</li><li>● Receive help from peer mentors</li></ul>	<ul style="list-style-type: none"><li>● IEP's</li><li>● 504's</li><li>● Instructional Aides</li><li>● Receive help from peer mentors</li></ul>

<b><u>Unit Title:</u></b> Nutrition and Alcohol/Tobacco/Drugs
<b>Stage 1: Desired Results</b>
<b><u>Standards &amp; Indicators:</u></b> <ul style="list-style-type: none"> <li>• 2.2.5.N.1: Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively.</li> <li>• 2.2.5.N.2: Create a healthy meal based on nutritional content, value, calories, and cost.</li> <li>• 2.2.5.N.3: Develop a plan to attain a personal nutrition health goal that addresses strengths, needs, and culture.</li> <li>• 2.3.5.HCDM.1: Identify conditions that may keep the human body from working properly, and the ways in which the body responds.</li> <li>• 2.3.5.HCDM.2: Describe how to prevent the spread of communicable and infection diseases and conditions (e.g., Lyme Disease, influenza)</li> <li>• 2.3.5.ATD.1: Identify products that contain alcohol, tobacco, and drugs and explain potential unhealthy effects (e.g., substance disorder, cancer).</li> <li>• 2.3.5.ATD.2: Describe health concerns associated with e-cigarettes, vaping products, inhalants, alcohol, opioids and other drugs, and non-prescribed cannabis products.</li> <li>• 2.3.5.ATD.3: Describe the behaviors of people who struggle with the use of alcohol and drugs and identify the type of assistance that is available.</li> <li>• 2.3.5.DSDT.1: Differentiate between drug use, misuse, abuse, and, prescription and illicit drugs.</li> <li>• 2.3.5.DSDT.2: Identify signs and evaluate evidence that a person might have an alcohol, tobacco, and/or drug use problem.</li> <li>• 2.3.5.DSDT.3: Demonstrate effective refusal skills of alcohol, e-cigarettes, vaping products, cannabis products, opioids, and other substances that can negatively impact health.</li> <li>• • 2.3.5.DSDT.4: Demonstrate strategies for seeking assistance for someone impacted by an individual who is struggling with the use/abuse of alcohol or drugs.</li> </ul>

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- **2.3.5.DSDT.5:** Identify the various types of resources that are available in the community and online to assist individuals who struggle with alcohol, tobacco, and drug use/abuse (e.g., school nurse, counselor, peer leadership group).

### Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
<b>9.1.5.FP.5.</b>	Illustrate how inaccurate information is disseminated through various external influencers including the media, advertisers/marketers, friends, educators, and family members.	Not all financial information is accurate or truthful.
<b>9.1.5.PB.1.</b>	Develop a personal budget and explain how it reflects spending, saving, and charitable contributions.	There are specific steps associated with creating a budget.
<b>9.4.5.IML.5.</b>	Distinguish how media are used by individuals, groups, and organizations for varying purposes.	Accurate and comprehensive information comes in a variety of platforms and formats and is the basis for effective decision-making.
<b>9.4.5.IML.6.</b>	Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions.	Specific situations require the use of relevant sources of information.

#### Central Idea/Enduring Understanding:

- Eating patterns are influenced by a variety of factors.
- Understanding the principles of a balanced nutritional plan (e.g. moderation, variety of fruits, vegetables, limiting processed foods) assists in making nutrition-related decisions that will contribute to wellness.
- There are actions that individuals can take to help prevent diseases and stay healthy.
- The use of alcohol, tobacco, and drugs may affect the user, family, and community members in negative ways and have unintended consequences.

#### Essential/Guiding Question:

- How are food choices influenced by culture and tradition?
- What role does family, peers, and the media have on food choices now and throughout life?
- How do nutritional choices and physical activity support healthy development and your future?
- What are the differences between Prescription and over-the-counter medicines?
- How does advertising affect healthy choices?

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<ul style="list-style-type: none"> <li>● Drug misuse and abuse can affect one's relationship with friends, family, and community members in unhealthy ways.</li> <li>● The short- and long-term effects of substance abuse are dangerous and harmful to one's health.</li> <li>● The use/abuse of alcohol, tobacco, and drugs can have unintended consequences but there are resources available for individuals and others affected by these situations.</li> </ul>	
<p><b><u>Content:</u></b></p> <ul style="list-style-type: none"> <li>● Medicines come in a variety of forms (prescription medicines, over-the-counter medicines, medicinal supplements), are used for numerous reasons, and should be taken as directed in order to be safe and effective.</li> <li>● Choose My Plate</li> </ul>	<p><b><u>Skills(Objectives):</u></b></p> <ul style="list-style-type: none"> <li>● Determine factors that influence food choices and patterns</li> <li>● Summarize the benefits and risks associated with food choices, based on eating patterns</li> <li>● Create a daily balanced nutritional meal plan based on nutritional content, value, calories, and cost.</li> <li>● Compare and contrast nutritional information on similar food products in order to make informed choices.</li> <li>● Compare and contrast short- and long-term effects and the potential for abuse of commonly used over-the-counter and prescription medicines and herbal and medicinal supplements.</li> <li>● Compare information found on over-the-counter and prescription medicines.</li> <li>● Relate tobacco use and the incidence of disease..</li> </ul>
<p><b><u>Interdisciplinary Connections:</u></b>            Science: Biology and chemistry            Language Arts: persuasive and journal writing; informational process writing (slides; brochures, etc.)            Math: ability to analyze charts and percentages related to caloric intake, health issues related to dietary choices as well as alcohol/tobacco/drug use.</p>	
<p><b>Stage 2: Assessment Evidence</b></p>	
<p><b><u>Performance Task(s):</u></b></p> <ul style="list-style-type: none"> <li>● Each student will create a "Healthy Food Plate" illustrating the accurate percentages of food group requirements based on the new <i>My Food Plate</i> criteria</li> </ul>	<p><b><u>Other Evidence:</u></b></p> <ul style="list-style-type: none"> <li>● Teacher observation</li> <li>● Written and oral responses</li> </ul>

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Stage 3: Learning Plan			
<u>Learning Opportunities/Strategies:</u> <b>Session 1</b> <ul style="list-style-type: none"><li>● Balance Meals: Content, Calories, and Cost</li></ul> <b>Session 2</b> <ul style="list-style-type: none"><li>● Influencing Food Choices: What influences our choices?</li></ul> <b>Session 3</b> <ul style="list-style-type: none"><li>● Healthiest Food Choices</li></ul> <b>Session 4</b> <ul style="list-style-type: none"><li>● Healthy Grocery Shopping</li></ul> <b>Session 5</b> <ul style="list-style-type: none"><li>● Identifying Medicine</li></ul> <b>Session 6</b> <ul style="list-style-type: none"><li>● Public Health Promotion (Tobacco)</li></ul> <b>Session 7</b> <ul style="list-style-type: none"><li>● Medicine/Drug Effects</li></ul>		<u>Resources:</u> <ul style="list-style-type: none"><li>● Books</li><li>● Internet With Projector</li><li>● Whiteboard/Smartboard equipment</li><li>● Paper</li><li>● Writing supplies</li><li>● Art supplies</li><li>● PE Equipment</li></ul>	
<u>Differentiation</u>			
<b>High-Achieving Students</b>	<b>On Grade Level Students</b>	<b>Struggling Students</b>	<b>Special Needs/ELL</b>
<ul style="list-style-type: none"><li>● Lesson Skill Extension</li><li>● Peer Mentoring</li></ul>	<ul style="list-style-type: none"><li>● Peer Mentoring</li></ul>	<ul style="list-style-type: none"><li>● Rewording Directions</li><li>● Allow Extra Time</li></ul>	<ul style="list-style-type: none"><li>● IEP's</li><li>● 504's</li><li>● Instructional Aides</li><li>● Receive help from a peer assistant</li><li>● Allow extra time</li><li>● Reword directions</li></ul>

<b><u>Unit Title:</u></b> Personal Growth & Development and Social & Sexual Health
Stage 1: Desired Results
<b><u>Standards &amp; Indicators:</u></b> <ul style="list-style-type: none"> <li>2.1.5.PGD.1: Identify effective personal health strategies and behaviors that reduce illness, prevent injuries, and maintain or enhance one's wellness (e.g., adequate sleep, balanced nutrition, ergonomics, regular physical activity).</li> <li>2.1.5.PGD.2: Examine how the body changes during puberty and how these changes influence personal self-care.</li> <li>2.1.5.PGD.3: Explain the physical, social, and emotional changes that occur during puberty and adolescence and why the onset and progression of puberty can vary.</li> <li>2.1.5.PGD.4: Explain common human sexual development and the role of hormones.</li> </ul>

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- 2.1.5.PGD.5: Identify trusted adults, including family members, caregivers, school staff, and health care professionals, whom students can talk to about relationships and ask questions about puberty and adolescent health.
- 2.1.5.PP.1: Explain the relationship between sexual intercourse and human reproduction.
- 2.1.5.PP.2: Explain the range of ways pregnancy can occur (e.g., IVF, surrogacy).
- 2.1.5.SSH.1: Describe gender-role stereotypes and their potential impact on self and others.
- 2.1.5.SSH.2: Differentiate between sexual orientation and gender identity.
  - **\*\*\* (There will not be an in class lesson designed to focus on these topics, as this will be an optional discussion for parents/guardians with their child) \*\*\***
- 2.1.5.SSH.3: Demonstrate ways to promote dignity and respect for all people
- 2.1.5.SSH.4: Describe how families can share common values, offer emotional support, and set boundaries and limits.
- 2.1.5.SSH.5: Explain the importance of communication with family members, caregivers and other trusted adults about a variety of topics.
- 2.1.5.SSH.6: Describe the characteristics of healthy versus unhealthy relationships among friends and with family members.
- 2.1.5.SSH.7: Define teasing, harassment and bullying and provide examples of inappropriate behaviors that are harmful to others.

### Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
<b>9.1.5. EG.5.</b>	Identify sources of consumer protection and assistance.	There are agencies, laws, and resources to protect individuals as consumers.
<b>9.1.5.FP.5.</b>	Illustrate how inaccurate information is disseminated through various external influencers including the media, advertisers/marketers, friends, educators, and family members.	Not all financial information is accurate or truthful.
<b>9.1.5.RMI.2.</b>	Justify reasons to have insurance.	Individuals can choose to accept inevitable risk or take steps to protect themselves by avoiding or reducing risk.
<b>9.2.5.CAP.5.</b>	Identify various employee benefits, including income, medical, vacation time, and lifestyle benefits provided by different types of jobs and	Income and benefits can vary depending on the employer and type of job or career.

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	careers.	
<b>9.4.5.GCA.1.</b>	Analyze how culture shapes individual and community perspectives and points of view.	Culture and geography can shape an individual's experiences and perspectives.
<u><b>Central Idea/Enduring Understanding:</b></u> <ul style="list-style-type: none"> <li>Many factors contribute to your well-being including lifestyle habits, environment, heredity and hygiene. Knowing information can have a positive influence on your choices.</li> <li>Health is influenced by the interaction of body systems.</li> <li>Puberty is a time of physical, social, and emotional changes.</li> <li>Pregnancy can be achieved through a variety of methods.</li> <li>All individuals should feel welcome and included regardless of their gender, gender expression, or sexual orientation.</li> <li>Family members impact the development of their children physically, socially and emotionally.</li> <li>People in healthy relationships share thoughts and feelings, as well as mutual respect.</li> </ul>		<u><b>Essential/Guiding Question:</b></u> <ul style="list-style-type: none"> <li>How can data assist you in making informed choices to improve personal wellness?</li> <li>How do lifestyle habits, environments and heredity influence growth and development at any age?</li> <li>What helps you decide what healthcare products and personal hygiene practices you choose?</li> </ul>
<u><b>Content:</b></u> <ul style="list-style-type: none"> <li>Staying healthy is a lifelong process that includes all dimensions of wellness.</li> <li>Personal Growth and Development are lifelong processes of physical, behavioral, emotional and cognitive change throughout one's lifetime. It encompasses the human condition: who we are, how we grow or evolve, and how interaction with others affects the process of growth physically, mentally, socially, and</li> </ul>		<u><b>Skills(Objectives):</b></u> <ul style="list-style-type: none"> <li>Explain how health data can be used to assess and improve each dimension of personal wellness.</li> <li>Relate how personal lifestyle habits, environment, and heredity influence growth and development in each life stage.</li> <li>Determine factors that influence the purchase of healthcare products and use of personal hygiene practices.</li> </ul>

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<p>emotionally from infancy through advanced age.</p> <ul style="list-style-type: none"> <li>● Pregnancy and parenting are stages in life that impact all aspects on one's wellness</li> <li>● Social and Sexual Health is a person's ability to communicate and interact with others efficiently.</li> </ul>	
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### Interdisciplinary Connections:

Science: Biology

Language Arts: persuasive and journal writing; informational process writing (slides; brochures, etc.)

Math: ability to analyze charts and percentages related to pregnancy and other relevant topics within this content.

### Stage 2: Assessment Evidence

<p><u>Performance Task(s):</u></p> <ul style="list-style-type: none"> <li>● Present key vocabulary and information concerning the physical, social, emotional, and intellectual dimensions of wellness during various life stages.</li> <li>● Present key vocabulary and information concerning the appropriate use of healthcare and hygiene products.</li> </ul>	<p><u>Other Evidence:</u></p> <ul style="list-style-type: none"> <li>● Teacher observation</li> <li>● Student written and oral responses</li> </ul>
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### Stage 3: Learning Plan

<p><u>Learning Opportunities/Strategies:</u></p> <p><b>Session 1</b></p> <ul style="list-style-type: none"> <li>● Respiratory System: Identification and Functionality</li> </ul> <p><b>Session 2</b></p> <ul style="list-style-type: none"> <li>● Circulatory System: Identification and Functionality</li> </ul> <p><b>Session 3</b></p> <ul style="list-style-type: none"> <li>● Digestive System: Identification and Functionality</li> </ul> <p><b>Session 4</b></p> <ul style="list-style-type: none"> <li>● Muscular/Skeletal System: Identification and Functionality</li> </ul> <p><b>Session 5</b></p> <ul style="list-style-type: none"> <li>● Adolescent Growth, Development, and Heredity</li> </ul> <p><b>Session 6</b></p>	<p><u>Resources:</u></p> <p><u>Sessions</u></p> <ul style="list-style-type: none"> <li>● Books</li> <li>● Internet With Projector</li> <li>● Whiteboard/Smartboard equipment</li> <li>● Paper</li> <li>● Writing supplies</li> <li>● Art supplies</li> <li>● PE Equipment</li> </ul>
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<ul style="list-style-type: none"><li>● Public Health Promotion: Advertisement poster/PSA</li></ul> <b>Session 7</b> <ul style="list-style-type: none"><li>● Personal Hygiene: Why Wash</li></ul> <b>Session 8</b> <ul style="list-style-type: none"><li>● Scripted discussion focusing on personal and mental health, including aspects of social and sexual health</li></ul>			
<u><b>Differentiation</b></u>			
<b>High-Achieving Students</b>	<b>On Grade Level Students</b>	<b>Struggling Students</b>	<b>Special Needs/ELL</b>
<ul style="list-style-type: none"><li>● Lesson Skill Extension</li><li>● Peer Mentoring</li></ul>	<ul style="list-style-type: none"><li>● Peer Mentoring</li></ul>	<ul style="list-style-type: none"><li>● Rewording Directions</li><li>● Allow extra time</li><li>● Receive help from peer mentors</li></ul>	<ul style="list-style-type: none"><li>● IEP's</li><li>● 504's</li><li>● Instructional Aides</li><li>● Receive help from a peer assistant</li><li>● Allow extra time</li><li>● Reword directions</li></ul>