

Pascack Valley Regional Curriculum Consortium
Hillsdale - Montvale - River Vale - Woodcliff Lake

Office of Curriculum and Instruction

Grade 5 **Health** Curriculum

Unit 1 : Wellness	Unit 2 Alcohol, Tobacco and Other Drugs	Unit 3 Puberty
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Born on Date: August 2022

Grade 5 Health Unit 1: Wellness

Unit Title: Wellness Grade Level: 5th Pacing: 3-5 weeks	
Stage 1 - Desired Results	
<u>NJSLS Content Area: CHPE</u>	
2.3.5.HCDM.1	Identify conditions that may keep the human body from working properly, and the ways in which the body responds.
2.3.5.HCDM.2	Describe how to prevent the spread of communicable and infectious diseases and conditions (e.g. Lyme Disease, influenza)
2.2.5.N.3	Develop a plan to attain a personal nutrition health goal that addresses strengths, needs and cultures.
2.3.5.PS.2	Demonstrate first aid procedures for choking, bleeding, burns, poisoning, and stroke (F.A.S.T)
2.1.5.CHSS.1	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).
Physical Wellness Connections	
2.2.5.PF.1	Identify the physical, social, emotional, and intellectual benefits of regular physical activity that affect personal health.
2.2.5.PF.4	Develop a short-term and/or a long-term health-related fitness goal (e.g., cardiorespiratory endurance 'heart & lungs', muscular strength, muscular endurance, flexibility, body composition, nutrition) to evaluate personal health.
2.2.5.PF.5	Determine how different factors influence personal fitness and other healthy lifestyle choices (e.g., heredity, physical activity, nutrition, sleep, technology).

<u>Interdisciplinary Connections</u>	
RI.5.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
W.5.2.B	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
SL.5.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
L.5.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking
<u>Integration of NJSLS Computer Science and Design Thinking</u>	
8.1.5.NI.2	Describe physical and digital security measures for protecting sensitive personal information
8.2.5.ITH.4	Describe a technology/tool that has made the way people live easier or has led to a new business or career.
<u>Integration of NJSLS Career Readiness, Life Literacy and Key Skills</u>	
9.1.5.CR.1	Compare various ways to give back and relate them to your strengths, interests, and other personal factors.
9.2.5.CAP.1	Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
9.2.5.CAP.4	Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., lifeguards, child care, medicine, education) and examples of these requirements.
<u>Career Ready Practices</u>	
Utilize critical thinking to make sense of problems and persevere in solving them.	

Work productively in teams while using cultural global competence.	
<u>Social and Emotional Learning Competencies</u>	
Social Awareness	The ability to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, & contexts.
Relationship Skills	The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups.

What are the learning priorities?		
Essential Questions Students will keep considering...	Understandings/Goals Students will understand...	Student Objectives/Outcomes Students will be able to:
<ul style="list-style-type: none"> • What role do the dimensions of health have in my life? 	<ul style="list-style-type: none"> • All dimensions of health (physical, social/family and mental/emotional) are interconnected and directly impact one another. 	<ul style="list-style-type: none"> • I can define each dimension of health. • I can give an example of healthy habits in each dimension of health. • I can explain how the dimensions of health are interconnected.
<ul style="list-style-type: none"> • How do personal choices promote wellness and help prevent diseases? 	<ul style="list-style-type: none"> • Chronic and infectious diseases and health conditions impact the way the body works. There are preventative measures that can help with the spread or susceptibility of contracting an infectious disease or chronic illness. 	<ul style="list-style-type: none"> • I can describe behaviors that could help prevent some infectious and/or chronic conditions.

<ul style="list-style-type: none"> • How can setting goals contribute to wellness? 	<ul style="list-style-type: none"> • Being reflective of strengths, needs, and cultures assists in establishing and tracking goals that will contribute to wellness. 	<ul style="list-style-type: none"> • I can reflect on my personal behaviors to help develop goals. • I can track my progress towards achieving a goal. • I can set a specific goal related to my personal health and overall wellness
<ul style="list-style-type: none"> • How can I be prepared to handle an emergency? 	<ul style="list-style-type: none"> • When there is an emergency in our school or the community, it is important to know who to call for help. • There are basic first aid procedures that you can follow to help someone in an emergency. 	<ul style="list-style-type: none"> • I can explain who can assist in an emergency situation. • I can analyze a situation to identify if there is an emergency. • I can perform basic first aid procedures.

Stage 2 - Evidence of Student Learning Assessment Design

What have you learned?

Assessment:

- **Summative Assessment**
 - Performance Task - Students will review a case study of an individual with a chronic or infectious disease. They will identify how chronic or infectious diseases impact the body. The students will create a plan to help the case study subject attain a nutrition or activity goal.
- **Formative Assessment**
 - Exit ticket (1. Write one of the chronic or infectious diseases we discussed in class today. 2. What is one strategy that someone could use to prevent the infectious or chronic disease.)
 - Chronic or Infectious Disease Sort
 - Tracking My Progress

<p>Student Self-Assessment:</p> <ul style="list-style-type: none"> •
<p>Modifications and Accommodations:</p> <p><u>Students with special needs:</u> Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Manipulatives, extra time, alternative assessments, and scaffolding strategies will be used to support learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered.</p> <p><u>ELL/ESL students:</u> Students will be supported according to the recommendations for “can do’s” as outlined by WIDA based on the student’s level of English Language Proficiency (ELP). - https://www.wida.us/standards/CAN_DOs/</p> <p><u>Students at risk of school failure:</u> Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support this may include parent consultation, basic skills review and differentiation strategies.</p> <p><u>Gifted and Talented Students:</u> Students excelling in mastery of standards will be challenged with complex, high level challenges related to reading and writing learning including variations in content, process, products, and learning environments.</p>

Stage 3 - Learning Plan	
NJSLs	Sample Lesson Description
<p>2.3.5.HCDM.1 Identify conditions that may keep the human body from working properly, and the ways in which the body responds.</p> <p>2.3.5.HCDM.2 Describe how to prevent the spread of communicable and infectious diseases and conditions</p>	<p>In this lesson, students develop their understanding of infectious and chronic disease. After discussing the differences between infectious and chronic, they will brainstorm common childhood illnesses and learn about choices that can help prevent these diseases and illnesses.</p>

(e.g. Lyme Disease, influenza)	
2.2.5.N.3 Develop a plan to attain a personal nutrition health goal that addresses strengths, needs and cultures.	In this lesson, students learn the steps that are needed to set and meet a goal. They review their own eating and physical activity patterns and determine areas in which they could improve. They choose one physical activity or healthy eating goal and use the goal-setting steps to make an action plan for reaching that goal.
2.3.5.PS.2 Demonstrate first aid procedures for choking, bleeding, burns, poisoning, and stroke (F.A.S.T) 2.1.5.CHSS.1 Identify health services and resources available and determine how each assists in addressing needs and emergencies in a school and in the community (e.g. counselors, medical professionals).	Students will learn what health services and resources are available for assistance in an emergency situation at home, in school, or in the community. They will also be able to identify signs of an emergency. The students will learn about basic first aid procedures for choking, bleeding, burns, poisoning, and stroke.
Unit Resources	
<ul style="list-style-type: none"> ● HealthSmart ● American Heart Association ● KidsHealth.org 	

Grade 5 Health Unit 2: Alcohol, Tobacco and Other Drugs

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Unit Title: Alcohol, Tobacco and Other Drugs Grade Level: 5th Pacing: 3 - 5 weeks	
Stage 1 - Desired Results	
<u>NJSLs Content Area: CHPE</u>	
2.3.5.DSDT.2	Identify signs and evaluate evidence that a person might have an alcohol, tobacco, and/or drug use problem.
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
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.)
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.
Physical Wellness Connections <u>NJSLs Content Area: CHPE</u>	
2.2.5.PF.5	Determine how different factors influence personal fitness and other healthy lifestyle choices (e.g., heredity, physical activity, nutrition, sleep, technology).
<u>Interdisciplinary Connections</u>	
RI.5.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

W.5.2.B	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
SL.5.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
L.5.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking
<u>Integration of NJSLS Computer Science and Design Thinking</u>	
8.1.5.NI.2	Describe physical and digital security measures for protecting sensitive personal information
8.2.5.ITH.4	Describe a technology/tool that has made the way people live easier or has led to a new business or career.
<u>Integration of NJSLS Career Readiness, Life Literacy and Key Skills</u>	
9.1.5.CR.1	Compare various ways to give back and relate them to your strengths, interests, and other personal factors.
9.2.5.CAP.1	Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
9.2.5.CAP.4	Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., lifeguards, child care, medicine, education) and examples of these requirements.
<u>Career Ready Practices</u>	
Utilize critical thinking to make sense of problems and persevere in solving them.	
Work productively in teams while using cultural global competence.	
<u>Social and Emotional Learning Competencies</u>	

Self-Awareness	The ability to understand one's own emotions, thoughts, and values and how they influence behavior across contexts.
Self-Management	The ability to manage one's emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations.

What are the learning priorities?		
Essential Question(s): Students will keep considering	Understanding(s)/Goals Students will understand	Student Objectives/Outcomes Students will be able to:
<ul style="list-style-type: none"> How does substance use and abuse impact all dimensions of wellness? 	<ul style="list-style-type: none"> There are signs that a person might have an alcohol, tobacco and/or drug use problem. The short and long term effects of substance abuse are dangerous and harmful to one's health 	<ul style="list-style-type: none"> I can describe the difference between drug use, abuse and misuse. I can identify signs that a person might have alcohol, tobacco and/or drug problem.
	<ul style="list-style-type: none"> Drug misuse and abuse can affect one's relationship with friends, family, and community members in unhealthy ways. 	<ul style="list-style-type: none"> I can identify various resources that are available to provide assistance for someone struggling with drug use/abuse/misuse. I can demonstrate how to seek help.

Stage 2 - Evidence of Student Learning Assessment Design

What have you learned?

Assessment:

- **Formative Assessment**
 - Teacher observation
 - Exit ticket
- **Summative Assessment**
 - District-specific assessment

Student Self-Assessment:

- Student Self Assessment - Levels of Understanding

Modifications and Accommodations:

Students with special needs: Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Manipulatives, extra time, alternative assessments, and scaffolding strategies will be used to support learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered.

ELL/ESL students: Students will be supported according to the recommendations for “can do’s” as outlined by WIDA based on the student’s level of English Language Proficiency (ELP). - https://www.wida.us/standards/CAN_DOs/

Students at risk of school failure: Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support this may include parent consultation, basic skills review and differentiation strategies.

Gifted and Talented Students: Students excelling in mastery of standards will be challenged with complex, high-level challenges related to reading and writing learning including variations in content, process, products, and learning environments.

Stage 3 - Learning Plan	
NJSLS	Sample Lesson Description
2.3.5.DSDT.2 Identify signs and evaluate evidence that a person might have an alcohol, tobacco, and/or drug use problem.	Students will identify signs and behaviors of a person that might have an alcohol, tobacco and/or drug use problem. Students explore how alcohol use by family and friends can cause difficulties for young people. They list resources in their community that people can go to for help, then practice what they could say if they needed to approach one of these resources for help.
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.	
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.)	
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.	

Grade 5 Unit 3: Puberty

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Unit Title: Puberty Grade Level: 5th Pacing: 3 - 5 weeks	
Stage 1 - Desired Results	
<u>NJSLS Content Area: CHPE</u>	
2.1.5.PGD.2	Examine how the body changes during puberty and how these changes influence personal self-care
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.
2.1.5.SSH.2	Differentiate between sexual orientation and gender identity
2.1.5.PGD.4	Explain common human sexual development and the role of hormones (e.g. romantic and sexual feelings, masturbation , mood swings, timing of pubertal onset) <ul style="list-style-type: none"> ● Bold indicates examples; these do not have to be taught
2.1.5.PGD.1	2.1.5.PP.1 Explain the relationship between sexual intercourse and human reproduction
2.1.5.PGD.2	2.1.5.PP.2 Explain the range of ways pregnancy can occur (e.g. IVF, surrogacy)
Physical Wellness Connections <u>NJSLS Content Area: CHPE</u>	
2.2.5.PF.5	Determine how different factors influence personal fitness and other healthy lifestyle choices (e.g., heredity, physical activity, nutrition, sleep, technology).
<u>Interdisciplinary Connections</u>	
RI.5.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a

	grade 5 topic or subject area.
W.5.2.B	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
SL.5.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
L.5.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking
<u>Integration of NJSLS Computer Science and Design Thinking</u>	
8.1.5.NI.2	Describe physical and digital security measures for protecting sensitive personal information
8.2.5.ITH.4	Describe a technology/tool that has made the way people live easier or has led to a new business or career.
<u>Integration of NJSLS Career Readiness, Life Literacy and Key Skills</u>	
9.1.5.CR.1	Compare various ways to give back and relate them to your strengths, interests, and other personal factors.
9.2.5.CAP.1	Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
9.2.5.CAP.4	Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., lifeguards, child care, medicine, education) and examples of these requirements.
<u>Career Ready Practices</u>	
Utilize critical thinking to make sense of problems and persevere in solving them.	
Work productively in teams while using cultural global competence.	
<u>Social and Emotional Learning Competencies</u>	

Social Awareness	The ability to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, & contexts.
Responsible Decision Making	The ability to make caring and constructive choices about personal behavior and social interactions across diverse situations.

What are the learning priorities?		
<u>Essential Question(s):</u> Students will keep considering	<u>Understanding(s)/Goals</u> Students will understand	<u>Student Objectives/Outcomes</u> Students will be able to:
<ul style="list-style-type: none"> How and why do we change physically, emotionally, and socially? 	<ul style="list-style-type: none"> Puberty is a time of physical, social and emotional changes. 	<ul style="list-style-type: none"> Describe the physical, social, and emotional changes that occur during puberty.
		<ul style="list-style-type: none"> Explain how puberty and development can vary greatly and still be normal.
		<ul style="list-style-type: none"> Identify basic male and female reproductive body parts and their functions.
		<ul style="list-style-type: none"> Differentiate between sexual orientation and gender identity
<ul style="list-style-type: none"> Why is it important to understand the different ways pregnancy can be achieved? 	<ul style="list-style-type: none"> Pregnancy can be achieved through a variety of methods. 	<ul style="list-style-type: none"> Explain how pregnancy occurs (sperm finds egg > fertilization > implantation)
		<ul style="list-style-type: none"> Identify that pregnancy can occur as a result of sexual intercourse or with the support of medical professionals.

Stage 2 - Evidence of Student Learning Assessment Design

What have you learned?

Assessment:

- **Formative Assessment**
 - Teacher Observation/Class Discussion
 - Understanding Puberty: What Would You Say?
 - Exit Ticket
- **Summative Assessment**
 - Summative Assessment

Student Self-Assessment:

- Students will utilize a color-coded sticky-note check-in system to identify if they can explain the concept to a classmate (green), have some questions (yellow), or need more help (blue)

Modifications and Accommodations:

Students with special needs: Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Manipulatives, extra time, alternative assessments, and scaffolding strategies will be used to support learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered.

ELL/ESL students: Students will be supported according to the recommendations for “can do’s” as outlined by WIDA based on the student’s level of English Language Proficiency (ELP). - https://www.wida.us/standards/CAN_DOs/

Students at risk of school failure: Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support this may include parent consultation, basic skills review and differentiation strategies.

Gifted and Talented Students: Students excelling in mastery of standards will be challenged with complex, high-level challenges related to reading and writing learning including variations in content, process, products, and learning environments.

Stage 3 - Learning Plan	
NJSLS	Sample Lesson Description
<p>2.1.5.PGD.2 Examine how the body changes during puberty and how these changes influence personal self-care</p> <p>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.</p> <p>2.1.5.SSH.2 Differentiate between sexual orientation and gender identity</p>	<p>This lesson reviews some of the common physical, social and emotional changes that adolescents may experience. Students will identify that puberty and development can vary greatly from person to person and are all normal.</p>
<p>2.1.5.PGD.4 Explain common human sexual development and the role of hormones (e.g. romantic and sexual feelings, masturbation, mood swings, timing of pubertal onset)</p> <ul style="list-style-type: none"> ● Bold indicates examples; these do not have to be taught 	<p>This lesson presents facts about basic male and female anatomy and things they can do to stay healthy. Students will be able to explain that puberty and development can vary greatly from person to person and are all normal.</p>
<p>2.1.5.PP.1 Explain the relationship between sexual intercourse and human reproduction. (listed as 2.1.5.PGD.1 in NJSLS Doc)</p> <p>2.1.5.PP.2 Explain the range of ways pregnancy can occur (e.g. IVF, surrogacy) (listed as 2.1.5.PGD.2 in NJSLS Doc)</p>	<p>In this lesson, students will be able to describe the steps that must take place in order for pregnancy to occur (sperm finds egg > fertilization > implantation) and the location of each stage in the reproductive system. Students will be able to identify that pregnancy can happen from sexual intercourse or with the support of medical professionals.</p>

Unit Resources

- HealthSmart
- Kidshealth.org
- Brain Pop/Brain Pop Jr.