

**Belvidere Cluster Wide
Health Curriculum
Grade 5
Updated Fall 2018**

All Belvidere Cluster curriculum and instruction areas are aligned to the New Jersey Student Learning Standards (NJSL) in accordance with the NJ Department of Education's curriculum implementation requirements.

Interdisciplinary Connections

- English Language Arts
- Science and Scientific Inquiry (Next Generation)
- Social Studies
- Technology
- Visual and Performing Arts

Technology Standards and Integration

iPads

Chromebooks/Laptops

Projector/YouTube/Internet

Interactive SmartBoard activities

NJSLA Technology

8.1.2.A.2

Create a document using a word processing application.

8.1.2.A.4

Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

8.1.P.B.1

Create a story about a picture taken by the student on a digital camera or mobile device.

8.1.P.C.1

Collaborate with peers by participating in interactive digital games or activities.

8.1.2.E.1

Use digital tools and online resources to explore a problem or issue.

**CAREER EDUCATION
(NJDOE CTE Clusters)**

- Education & Training
- Information Technology
- Science, Technology, Engineering & Mathematics (STEM)

21st Century Skills/ Themes

- Health Literacy
- Environmental Literacy
- Creativity and Innovation
- Critical Thinking
- Problem Solving
- Communication
- Collaboration

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP3. Attend to personal health and financial well-being.

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP6. Demonstrate creativity and innovation.

- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

Integrated Accommodations and Modifications

Special Education

- Printed copy of board work/notes provided
- Additional time for skill mastery
- Assistive technology
- Behavior management plan
- Center-Based Instruction
- Check work frequently for understanding
- Computer or electronic device utilization
- Extended time on tests/ quizzes
- Have student repeat directions to check for understanding
- Highlighted text visual presentation
- Modified assignment format
- Modified test content
- Modified test format
- Modified test length
- Multiple test sessions
- Multi-sensory presentation
- Preferential seating
- Preview of content, concepts, and vocabulary
- Reduced/shortened written assignments
- Secure attention before giving instruction/directions
- Shortened assignments
- Student working with an assigned partner
- Teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes
- Cubing activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills Open-ended activities
- Think-Pair-Share
- Varied supplemental materials

ELL

- Allowing students to correct errors (looking for understanding)
- Teaching key aspects of a topic Eliminate nonessential information Using videos, illustrations, pictures, and drawings to explain or clarify
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning
- Allowing students to correct errors (looking for understanding)
- Allowing the use of note cards or open-book during testing
- Decreasing the amount of work presented or required
- Having peers take notes or providing a copy of the teacher's notes
- Modifying tests to reflect selected objectives
- Providing study guides
- Reducing the number of answer choices on a multiple choice test
- Tutoring by peers
- Explain/clarify key vocabulary terms

At Risk

- Allowing students to correct errors (looking for understanding)
- Teaching key aspects of a topic Eliminate nonessential information allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning
- Allowing students to select from given choices .
- Allowing the use of note cards or open-book during testing
- Collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test
- decreasing the amount of work presented or required .
- Having peers take notes or providing a copy of the teacher's notes
- Marking students' correct and acceptable work, not the mistakes
- Modifying tests to reflect selected objectives
- Providing study guides
- Reducing the number of answer choices on a multiple choice test
- Tutoring by peers
- Using authentic assessments with real-life problem-solving
- Using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills Open-ended activities
- Think-Pair-Share
- Varied supplemental materials

Gifted and Talented

- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Independent research and projects Interest groups for real world application
- Learning contracts
- Leveled rubrics
- Multiple intelligence options
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products

504

- Printed copy of board work/notes provided
- Additional time for skill mastery
- Assistive technology
- Behavior management plan
- Center-Based Instruction
- Check work frequently for understanding
- Computer or electronic device utilization
- Extended time on tests/ quizzes
- Have student repeat directions to check for understanding
- Highlighted text visual presentation
- Modified assignment format
- Modified test content
- Modified test format

- Modified test length
- Multiple test sessions
- Multi-sensory presentation
- Preferential seating
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- Secure attention before giving instruction/directions
- Shortened assignments
- Student working with an assigned partner
- Teacher initiated weekly assignment sheet
- Use open book, study guides, test prototype
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Varied supplemental materials

Unit #1, Health, Wellness, Gr. 5

Content Area: **Health**
Course(s): **Health**
Time Period: **September**
Length: **40 days**
Status: **Published**

Enduring Understanding

The dimensions of wellness are interrelated and impact overall personal well-being.

Essential Questions

- How do interpersonal skills affect health and safety related situations?
- What types of consequences do health-related decisions have?
- How does one develop character? How does character impact one's behavior?
- What affect does participation in social and health or service-related initiatives have on oneself and others?

New Jersey Student Learning Standards

HPE.2.6.6.A.1	Analyze the social, emotional, and health benefits of selected physical experiences.
HPE.2.1.6.A.3	Determine factors that influence the purchase of healthcare products and use of personal hygiene practices.
HPE.2.6.6.A.4	Predict how factors such as health status, interests, environmental conditions, and available time may impact personal fitness.
HPE.2.1.6.B.1	Determine factors that influence food choices and eating patterns.
HPE.2.1.6.A.2	Relate how personal lifestyle habits, environment, and heredity influence growth and development in each life stage.
HPE.2.6.6.A.2	Determine to what extent various activities improve skill-related fitness versus health-related fitness.
HPE.2.1.6.B.4	Compare and contrast nutritional information on similar food products in order to make informed choices.
HPE.2.6.6.A.5	Relate physical activity, healthy eating, and body composition to personal fitness and health.
HPE.2.1.6.B.2	Summarize the benefits and risks associated with nutritional choices, based on eating patterns.
HPE.2.6.6.A.3	Develop and implement a fitness plan based on the assessment of one's personal fitness level, and monitor health/fitness indicators before, during, and after the program.
HPE.2.1.6.B.3	Create a daily balanced nutritional meal plan based on nutritional content, value, calories, and cost.
HPE.2.1.6.A.1	Explain how health data can be used to assess and improve each dimension of personal wellness.
HPE.2.1.6.C.2	Determine the impact of public health strategies in preventing diseases and health conditions.
HPE.2.6.6.A.7	Evaluate the short- and long-term effects of anabolic steroids and other performance-enhancing substances on personal health.
HPE.2.1.6.C.3	Compare and contrast common mental illnesses (such as depression, anxiety and panic disorders, and phobias) and ways to detect and treat them.
HPE.2.6.6.A.6	Explain and apply the training principles of frequency, intensity, time, and type (FITT) to improve personal fitness.
HPE.2.1.6.C.1	Summarize means of detecting and treating diseases and health conditions that are prevalent in adolescents.

Student Learning Objectives

Students will be able to:

Identify specific diseases and conditions that are prevalent in adolescents and determine strategies to prevent, detect and treat them.

Determine the benefits or risks that certain food choices and eating patterns have on one's overall wellness.

Analyze personal wellness and health practices (nutrition, physical activity) to develop, implement, and achieve 3 personal health goals.

Explain how personal lifestyle habits, environment, and heredity influence growth and development in each life stage.

Identify factors that influence the purchase of healthcare products and use of personal hygiene practices.

Identify factors that influence food choices and eating patterns.

Summarize the benefits and risks associated with nutritional choices, based on eating patterns.

Create a daily balanced nutritional meal plan based on nutritional content, value, calories, and cost.

Compare and contrast nutritional information on similar food products in order to make informed choices.

Identify means of detecting and treating diseases and health conditions that are prevalent in adolescents.

Compare and contrast means of detecting and treating diseases and health conditions that are prevalent in adolescents.

Explain the impact of public health strategies in preventing diseases and health conditions.

Compare and contrast common mental illnesses (such as depression, anxiety and panic disorders, and phobias) and ways to detect and treat them.

Analyze the social, emotional, and health benefits of selected physical experiences.

Explain to what extent various activities improve skill-related fitness versus health-related fitness.

Develop and implement a fitness plan based on the assessment of one's personal fitness level, and monitor health/fitness indicators before, during, and after the program.

Explain how factors such as health status, interests, environmental conditions, and available time may impact personal fitness.

Explain how physical activity, healthy eating, and body composition relate to personal fitness and health.

Explain and apply the training principles of frequency, intensity, time, and type (FITT) to improve personal fitness.

Evaluate the short- and long-term effects of anabolic steroids and other performance-enhancing substances on personal health.

Instructional Activities

Research and analyze statistics on the types of injuries that frequently occur in young adolescents using data from local, state, national, and international sources. Categorize the kinds of injuries and determine the possible causes (e.g., faulty equipment, not using safety equipment or using it incorrectly, inattention, lack of experience, unsafe conditions).

Survey the student population about food choices and what influences those choices. Focus on breakfast, school lunches, snacks, fast food, or family meals. Extend the survey to students in another school (local or in another country) using a blog or podcast

Write an essay sharing their thoughts on how their environment effects their health.

Create a balanced meal using nutrition labels.

Make a poster that covers health preventions. These can include healthy choices, first aid, etc.

Create a skit to show how we can ask for help or cope with change.

Using the information collected, develop PSAs focusing on improving safety and reducing injuries. For example, topics might include purchasing and wearing a bike helmet, skateboard or bicycle safety, or sun safety activities. Post the PSAs and solicit feedback from students in other schools. The USA Safe Kids Website enables students and teachers to post materials and participate in discussion groups and social networking.

Students will work with a partner to develop a health plan to improve a fictitious student who has a poor health habit and exercise routine. Listing areas that the student can improve and suggest ways of achieving that goal.

Using above project the students will take into account how some things about the fictitious student can be changed and other factors that the subject cannot change. Students are to determine what factors have a bigger impact on this person's health.

[Webisodes Scrub Club](#)

[Well Games and Activities Link neo-k12](#)

Students will identify specific diseases and conditions that afflict adolescents and the strategies that may be used to prevent, detect, and treat them. Students will be placed in small groups and asked to research a specific disease or condition that affects adolescents. Diseases such as diabetes, cancer, asthma, anxiety, etc. would be appropriate to research. Students will use a piece of poster board to identify their specific disease as well as research based strategies that may be used to prevent, detect, and treat them. Each group of students will report their finding to the class. http://kidshealth.org/kid/index.jsp?tracking=K_Home

Interdisciplinary Connections

Math: Research and analyze statistics, Conduct surveys and graph

Determine measurements of food goods

ELA: Research adolescent diseases - detection/prevention/nutrition, Oral Presentation - Research findings, Journal Writing - Personal Food Diary

Theater: Role Play

Assessment

Students will be asked to select items that are available for lunch from the school's cafeteria. They will then compare the items to the suggested food groups from MyPlate (<http://www.choosemyplate.gov/>). After each student has compared their selected meal to the MyPlate guidelines for serving sizes, calorie management, and healthy eating tips they will report on the following. 1. How is the meal you selected beneficial to your overall wellness? 2. If you made the same meal selection (eating patterns) every day for lunch what do you think it would do to your long-term wellness?

One Sentence Summary: Students are asked to write a summary sentence that answers the "who, what where, when, why, how" questions about the topic.

One Word Summary: Select (or invent) one word which best summarizes a topic.

Think-Pair- Share/Turn to Your Partner: Teacher gives direction to students. Students formulate individual response, and then turn to a partner to share their answers. Teacher calls on several random pairs to share their answers with the class.

Formative assessments

Exit ticket

Kahoot

Summarization

3 Things

Postcard

My favorite no

Summative assessments

End of unit presentations

Written Tests

Portfolios

Class Projects

Journals

Benchmark assessments

Teacher created standards-based assessment

Alternative assessments

Demonstration

Presentation

Project

Portfolio

Texts and Resources

[NJ Model Curriculum - Health Grade 5](#)

[Learn Together/Eat Together/Play Together Lesson Plans](#)

[My Plate Shuffle - Assessment Included](#)

[Nutrition and Gardening Lesson Plan - Assessment Included](#)

[Nutrition and Recipe Activity](#)

[Understanding the Flu - Student Online Reading/Assessment](#)

Kidshealth.org article "Playing it Safe Outdoors and on the Road"

brainpop.com video "First Aid"

Unit #2, Health, Tobacco, Alcohol, and Other Drugs, Gr. 5

Content Area: **Health**
Course(s): **Health**
Time Period: **November**
Length: **40 days**
Status: **Published**

Enduring Understanding

Alcohol, tobacco, other drugs, and medicines can support or negatively impact a healthy, active lifestyle.

Essential Questions

What are effects of over the counter medicines?

How does the safe administration of over the counter and prescription medicines effectively treat disease and health conditions?

Why do people use and abuse alcohol, tobacco and other drugs despite warnings about the dangers to self and others?

New Jersey Student Learning Standards

HPE.2.3.6.B.7	Analyze the relationship between injected drug use and diseases such as HIV/AIDS and hepatitis.
HPE.2.3.6.B.2	Relate tobacco use and the incidence of disease.
HPE.2.3.6.B.5	Determine situations where the use of alcohol and other drugs influence decision-making and can place one at risk.
HPE.2.3.6.B.1	Explain the system of drug classification and why it is useful in preventing substance abuse.
HPE.2.3.6.B.6	Summarize the signs and symptoms of inhalant abuse.
HPE.2.2.6.B.1	Use effective decision-making strategies.
HPE.2.3.6.A.1	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.
HPE.2.3.6.B.3	Compare the effect of laws, policies, and procedures on smokers and nonsmokers.
HPE.2.3.6.C.3	Determine the extent to which various factors contribute to the use and abuse of alcohol, tobacco, and other drugs by adolescents, such as peer pressure, low self-esteem, genetics, and poor role models.
HPE.2.2.6.E.1	Determine the validity and reliability of different types of health resources.
HPE.2.3.6.B.4	Determine the impact of the use and abuse of alcohol on the incidence of illness, injuries, and disease, the increase of risky health behaviors, and the likelihood of harm to one's health.
HPE.2.3.6.A.2	Compare information found on over-the-counter and prescription medicines.
HPE.2.3.6.C.2	Explain how wellness is affected during the stages of drug dependency/addiction.
HPE.2.3.6.C.4	Determine effective strategies to stop using alcohol, tobacco and other drugs, and that support the ability to remain drug-free.
HPE.2.3.6.C.1	Summarize the signs and symptoms of a substance abuse problem and the stages that lead to dependency/addiction.
HPE.2.2.6.E.2	Distinguish health issues that warrant support from trusted adults or health professionals.

Student Learning Objectives

Determine effective decision making strategies that would assist in choices involving alcohol, tobacco, and other drugs

Compare and contrast short and long term physical and behavioral effects of substance use and abuse caused by over the counter and prescribed medication.

Compare the effects and consequences of laws, policies, and procedures on people who use and abuse substances to those who do not.

Determine how laws/policies can have an effect on the health of both smokers and nonsmokers.

Summarize the signs and symptoms of a person who is abusing alcohol, tobacco and other drugs, and determine how it affects personal wellness both short term and long term.

Determine the validity and reliability of different types of health resources.

Identify health issues that warrant support from trusted adults or health professionals.

Compare information found on over-the-counter and prescription medicines.

Explain the system of drug classification and why it is useful in preventing substance abuse.

Explain the relationship between tobacco use and the incidence of disease.

Explain the impact of the use and abuse of alcohol on the incidence of illness, injuries, and disease, the increase of risky health behaviors, and the likelihood of harm to one's health.

Identify situations where the use of alcohol and other drugs influence decision-making and can place one at risk.

Identify the signs and symptoms of inhalant abuse.

Analyze the relationship between injected drug use and diseases such as HIV/AIDS and hepatitis.

Explain how wellness is affected during the stages of drug dependency/addiction.

Explain the extent to which various factors contribute to the use and abuse of alcohol, tobacco, and other drugs by adolescents, such as peer pressure, low self-esteem, genetics, and poor role models.

Instructional Activities

Students will be given labels from common over the counter medications and prescription medications and discuss the difference in the warnings and directions, as well as side effects. Use website: <http://www.intelihealth.com/IH/ih/IH/c/8124/28957/345337.html?d=dmContent>

Using the website students will chart discuss the effects of each drug classifications as well as the effects each type of drug in that category has on a person. <http://www.nicd.us/drugclassifications.html>

Evaluate the impact of smoking on the lungs and heart during physical activity by engaging in a ten-minute step aerobic routine under normal conditions. Make predictions about the outcomes of the activities. Collect heart rate and breathing data and record. Then, under conditions that mimic the impact of tobacco use, (e.g., using a straw to breath during the aerobic routine), record the same data and compare. How did you feel different after the second round of exercise? Verify/support those predictions after activity and compare findings with classmates. Note: This activity may not be appropriate for some students with respiratory conditions such as asthma. Make sure these students have medical clearance to participate.

Students will make an informative poster and short presentation to the class on the drug's uses and misuses as well as the abuse characteristics. Students will make an original tobacco advertisement. Increase student awareness of media manipulations in advertising for cigarettes.

Students will use an already existing law or policy and look for ways to either improve the law or change the law if they feel it is not fair or effective. Students will work with a partner to develop a new law.

Students will be given a scenario based on someone's abuse of alcohol and a specific outcome such as illness, or disease, or risky behavior.

Students will brainstorm the likely result of that person's actions. Students will take the predictions and create the scenario in the form of a short skit/infomercial.

News report – Split the class into two groups and have them research the physical, behavioral and emotional effects of drug use. Then students will present their findings.

Research project – Students will use the internet to create and present the consequences and effects of laws and procedures regarding tobacco and drug use in their state.

Each student is to develop a pamphlet that summarizes the signs and symptoms regarding the abuse of alcohol, tobacco, or other drugs. The pamphlet should include the signs and symptoms of abuse, and how they affect both the short and long term wellness of someone who is abusing them. This will allow students to research and develop a base of knowledge to understand the signs and symptoms of abuse as well as how it affects a person's wellness.

Interdisciplinary Connections

Technology – Research

ELA – News Report

Theatre – Role Playing

Assessment

Students will compare and contrast the short/long term physical and behavioral effects of substance abuse caused by over the counter prescription medication.

Assessment Activity: The class will be broken up into two groups. One group will be responsible for the short-term physical and behavioral effects of over the counter and prescription medication abuse and the other for the long-term effects. Each group will brainstorm the effects from previous lessons and present their findings to the entire class. After the findings have been reported all students will be asked the following reflection questions: 1. What are the short-term physical and behavioral dangers of abusing over the counter or prescription medications? 2. What are the long-term physical and behavioral dangers of abusing over the counter or prescription medications? 3. Which type of medications, over the counter or prescription, do you think pose a greater risk for abuse and addiction?

Students will compare the effects and consequences of laws, policies, and procedures on people who use and abuse substances to those who do not.

Assessment Activity: Students will be assigned a short research project, which will compare the effects and consequences of laws, policies, and procedures on those who abuse substances versus those who do not.

Students will be given a facet of a law, policy (local, school), or a procedure. The project will be done on a piece of poster board and should contain the law, policy, or procedure, the effect or consequences of breaking them, and how abusing a substance can play a role in the consequences that will be faced. Rubric: _____

Information (Project is complete and includes the laws, policies, or procedures and the consequences for substances abusers who break them) 10 points _____ Presentation (Project is appropriate, and is delivered in an accurate manner) 8 points _____ Total: 18 points

Students will determine how laws/policies can have an effect on the health of both the smoker and nonsmoker.

Assessment Activity: Students will complete a public service announcement (PSA) concerning how laws/policies about smoking can have an effect on the health of both smokers and nonsmokers. Each student will develop a poster containing a law or policy that governs smoking in the state of New Jersey as well as the effects that these laws may have on the health of both the smoker and the nonsmoker. (i.e. municipal laws regarding smoking on public beaches). Include at least two reasons to educate the public of why the policy or law may have an effect on the health of the smoker and the nonsmoker.

Formative assessments

Exit ticket

Kahoot

Summarization

3 Things

Postcard

My favorite no

Summative assessments

End of unit presentations

Written Tests

Portfolios

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Journals

Benchmark assessments

Teacher created standards-based assessment

Alternative assessments

Demonstration

Presentation

Project

Portfolio

Texts and Resources

<http://www.costkids.org/getinvolved/classroomactivities/activities.htm>

<http://nobutts.tarnu.edu/facts/fact.Htm>

http://www.teachervision.fen.com/tv/printables/smoking_effects.pdf

<http://www.teachervision.fen.com/smoking/resource/3582.html>

<http://www.brainpop.com/health/personalhealth/smoking/preview.weml>

Smoking and Tobacco Use - Center for Disease Control and Prevention

Smoking and Smokeless Tobacco - Medline Plus

Cigarette Smoking and Cardiovascular Diseases – American Heart Association

<http://www.drugabuse.gov/DrugPages/DrugsofAbuse.html>

<http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/h5u2.pdf>

Inhalants: The common ones used, abused, and deadly

inhalants. <http://www.drugabuse.gov/infofacts/inhalants.html>

Unit #3, Health, Family Life, Gr. 5

Content Area: **Health**
Course(s): **Health**
Time Period: **February**
Length: **40 days**
Status: **Published**

Enduring Understanding

The physical, emotional, and social aspects of human relationships and sexuality are an important part of a healthy active lifestyle and their development can occur at different rates for each individual.

Essential Questions

How can families change over time?

What are the characteristics of a healthy friendship or other relationship?

What influences effect a person at each stage in life?

Why is it so hard to have healthy relationships?

New Jersey Student Learning Standards

HPE.2.4.6.A.1	Compare and contrast how families may change over time.
HPE.2.4.6.A.2	Analyze the characteristics of healthy friendships and other relationships.
HPE.2.4.6.C.2	Identify the signs and symptoms of pregnancy.
HPE.2.4.6.B.4	Predict the possible physical, social, and emotional impacts of adolescent decisions regarding sexual behavior.
HPE.2.4.6.C.1	Summarize the sequence of fertilization, embryonic growth, and fetal development during pregnancy.
HPE.2.4.6.A.4	Demonstrate successful resolution of a problem(s) among friends and in other relationships.
HPE.2.4.6.A.5	Compare and contrast the role of dating and dating behaviors in adolescence.
HPE.2.4.6.B.1	Compare growth patterns of males and females during adolescence.
HPE.2.4.6.B.2	Summarize strategies to remain abstinent and resist pressures to become sexually active.
HPE.2.4.6.B.3	Determine behaviors that place one at risk for HIV/AIDS, STIs, HPV, or unintended pregnancy.
HPE.2.4.6.B.4	Predict the possible physical, social, and emotional impacts of adolescent decisions regarding sexual behavior.
HPE.2.4.6.C.3	Identify prenatal practices that support a healthy pregnancy.
HPE.2.4.6.C.4	Predict challenges that may be faced by adolescent parents and their families.
HPE.2.4.6.A.3	Examine the types of relationships adolescents may experience.

Student Learning Objectives

Distinguish types of relationships (family, friend, romantic) experienced by adolescents and determine healthy characteristics (trust, communication, honesty) that may influence each relationship.

Compare and contrast changes that occur during puberty (physical, social and emotional) in both males and females

Identify the signs of pregnancy.

Discuss the process of fertilization, embryonic growth, and fetal development and explain how the health of the birth mother affects a developing fetus.

Identify strategies (refusal skills) that adolescents may employ to resist pressure to become sexually active and remain abstinent.

Compare and contrast how families may change over time.

Analyze the characteristics of healthy friendships and other relationships.

Identify the steps needed for successful resolution of a problem(s) among friends and in other relationships.

Compare and contrast the role of dating and dating behaviors in adolescence.

Identify behaviors that place one at risk for HIV/AIDS, STIs, HPV, or unintended pregnancy.

Explain how physical, social, and emotional impacts adolescent decisions regarding sexual behavior.

Explain the sequence of fertilization, embryonic growth, and fetal development during pregnancy.

Identify prenatal practices that support a healthy pregnancy.

Identify challenges that may be faced by adolescent parents and their families.

Instructional Activities

Relationship Types

As a group the class will brainstorm the different kinds of relationships that they have in their lives. Friends, family members, neighbors, teammates, classmates and romantic relationships should be listed on the board. Students will then be asked to match some healthy characteristics to the relationships. Examples of healthy characteristics might be honesty, love, communication, trust, responsibility, etc. After the class has completed the brainstorming exercise they will be asked to reflect on the following:

1. How many different types of relationships do you have in your life?
2. Identify which healthy characteristics you feel you exhibit in your relationships

http://kidshealth.org/kid/grow/body_stuff/puberty.html

Adolescent Strategies

Students will demonstrate the ability to identify strategies (i.e. refusal skills, other strategies) that adolescents may employ to resist pressure to become sexually active and remain abstinent. Each student will create their own strategy poster. The poster should contain a main strategy or phrase surrounded by other phrases that support the main strategy. For example, the main strategy may be a refusal skill like “Changing the Subject”. The surrounding phrases could be “Have you heard the new Jay Z CD” or “let’s go get a soda” or “what time is it? I think I need to get home”. Teachers will assess on the students ability to identify different strategies that may be used in a refusal situation.

Timeline

Students will demonstrate understanding of the process of fertilization, embryonic growth, and fetal development and explain how the health of the birth mother affects a developing fetus. Students will be asked to create a timeline which will describe the process of fertilization, embryonic growth, and fetal development. Students will then be asked to answer the following reflections:

1. List three factors that could affect the health of an unborn fetus.
2. How do the choices that an expecting mother makes regarding her health affect the health of an unborn fetus.

Interdisciplinary Connections

ELA –listing, essays, Venn diagram

Art – Poster

Social Studies - Timeline

Assessment

Students will distinguish types of relationships (family, friend, romantic) experienced by adolescents and determine healthy characteristics (trust, communication, honesty) that may influence each relationship.

Assessment Activity: As a group the class will brainstorm the different kinds of relationships that they have in their lives. Friends, family members, neighbors, teammates, classmates and romantic relationships should be listed on the board.

Students will then be asked to match some healthy characteristics to the relationships. Examples of healthy characteristics might be honesty, love, communication, trust, responsibility, etc. After the class has completed the brainstorming exercise they will be asked to reflect on the following:

1. How many different types of relationships do you have in your life?
2. Identify which healthy characteristics you feel you exhibit in your relationships.

Students will demonstrate the ability to compare and contrast changes that occur during puberty (physical, social, emotional) in both males and females.

Assessment Activity: Each student will complete their own list (brainstormed from previous lessons) of the changes that occur to both males and females during puberty.

Students must list the physical, social, and emotional changes that begin to occur during the beginning stages of puberty.

Students will then compare the common changes as well as the sex dependent changes that occur.

http://kidshealth.org/kid/grow/body_stuff/puberty.html

Students will identify the signs of pregnancy.

Assessment Activity: After a class discussion regarding the signs of pregnancy students will be asked to brainstorm three to four signs of pregnancy and create a wordle. Pregnancy would be the word in the center with the signs surrounding it on the outside. Examples of signs might be fatigue, growing belly, change in appetite.

Have students create a multimedia presentation that demonstrates how to create and maintain healthy family/peer relationships. The presentation should also explain why these factors are important for a healthy, active lifestyle. Have student present their 'A Guide to Healthy Relationships multimedia presentation.

Formative assessments

Exit ticket

Kahoot

Summarization

3 Things

Postcard

My favorite no

Summative assessments

End of unit presentations

Written Tests

Portfolios

Class Projects

Journals

Benchmark assessments

Teacher created standards-based assessment

Alternative assessments

Demonstration

Presentation

Project

Portfolio

Texts and Resources

[NJ Model Curriculum grades 3-5](#)

[kidhealth](#)

[Brainpop video](#)

Unit #4, Health, Community Health Skills, Gr. 5

Content Area: **Health**
Course(s): **Health**
Time Period: **April**
Length: **40 days**
Status: **Published**

Enduring Understanding

Developing self-esteem, resiliency, tolerance, coping skills and effective communication skills foster healthy relationships and the well-being of oneself and a diverse community.

Essential Questions

How does the use of verbal and nonverbal interpersonal communication impact the health of oneself or others?
How do preconceived attitudes and assumptions impact personal and family decisions and behaviors?
How is effective communication a determining factor in the outcome of health and safety related situations?
How is character building influenced by positive and negative factors such as acceptance, discrimination, bullying, abuse, sportsmanship, support, disrespect, and violence

New Jersey Student Learning Standards

HPE.2.2.6.B.2	Predict how the outcome(s) of a health-related decision may differ if an alternative decision is made by self or others.
HPE.2.2.6.B.4	Apply personal health data and information to support achievement of one's short- and long-term health goals.
HPE.2.1.6.E.1	Examine how personal assets and protective factors support healthy social and emotional development.
HPE.2.2.6.B.1	Use effective decision-making strategies.
HPE.2.2.6.A.2	Demonstrate use of refusal, negotiation, and assertiveness skills in different situations.
HPE.2.1.6.D.1	Summarize the common causes of intentional and unintentional injuries in adolescents and related prevention strategies.
HPE.2.1.6.D.4	Assess when to use basic first-aid procedures.
HPE.2.1.6.E.3	Compare and contrast ways that individuals, families, and communities cope with change, crisis, rejection, loss, and separation.
HPE.2.2.6.D.2	Develop a position about a health issue in order to inform peers.
HPE.2.2.6.C.2	Predict situations that may challenge an individual's core ethical values.
HPE.2.2.6.C.1	Explain how character and core ethical values can be useful in addressing challenging situations.
HPE.2.1.6.E.2	Make recommendations to resolve incidences of school and community conflict, violence, harassment, gang violence, discrimination, and bullying.
HPE.2.2.6.C.3	Develop ways to proactively include peers with disabilities at home, at school, and in community activities.
HPE.2.1.6.D.3	Summarize the components of the traffic safety system and explain how people contribute to making the system effective.
HPE.2.2.6.E.1	Determine the validity and reliability of different types of health resources.
HPE.2.2.6.A.1	Demonstrate verbal and nonverbal interpersonal communication in various settings that impact the health of oneself and others.
HPE.2.1.6.D.2	Explain what to do if abuse is suspected or occurs.
HPE.2.2.6.E.2	Distinguish health issues that warrant support from trusted adults or health professionals.
HPE.2.2.6.D.1	Appraise the goals of various community or service-organization initiatives to determine opportunities for volunteer service.
HPE.2.2.6.B.3	Determine how conflicting interests may influence one's decisions.

Student Learning Objectives

Demonstrate how the use of verbal and nonverbal (conversation, physical gestures) interpersonal communication may impact the health of oneself or others we come into contact with. (i.e. being able to communicate the need for help in different situations)

Determine how preconceived attitudes and assumptions impact personal and family decisions and behaviors.
Analyze one's values and community needs and determine the potential impact of participating in community and service projects on self and others.

Summarize the common causes of intentional and unintentional injuries and develop strategies to reduce or prevent the risk of injury at home, school, and in the community.

Analyze how one's personal assets (confidence, compassion, intelligence) support healthy social and emotional development.

Explain what to do if abuse is suspected or occurs.

Identify the components of the traffic safety system and explain how people contribute to making the system effective.

Assess when to use basic first-aid procedures.

Identify strategies to resolve incidences of school and community conflict, violence, harassment, gang violence, discrimination, and bullying.

Compare and contrast ways that individuals, families, and communities cope with change, crisis, rejection, loss, and separation.

Demonstrate verbal and nonverbal interpersonal communication in various settings that impact the health of oneself and others.

Demonstrate use of refusal, negotiation, and assertiveness skills in different situations.

Explain how the outcome(s) of a health-related decision may differ if an alternative decision is made by self or others.

Apply personal health data and information from valid sources to support achievement of one's short- and long-term health goals.

Explain how character and core ethical values can be useful in addressing challenging situations.

Identify situations that may challenge an individual's core ethical values.

Develop ways to pro-actively include peers with disabilities at home, at school, and in community activities.

Evaluate the goals of various community or service-organization initiatives to identify opportunities for volunteer service.

Develop a position about a health issue in order to inform peers.

Identify health issues that warrant support from trusted adults or health professionals.

Instructional Activities

Examine the kinds of health problems that young adolescents might face and discuss appropriate actions to resolve the problems. Organize health problems into categories (e.g., injuries, diseases, social and emotional). Students will watch and discuss brainpop.com video "faces". Students will discuss how body language and facial expression can tell a story about how the person feels.

Causes of Injury

Students will demonstrate the ability to summarize common causes of intentional and unintentional injuries and develop strategies to prevent or reduce the risk of injury at home, school, and in the community.

Assessment Activity: Students placed in groups of two will select from a list of intentional or unintentional injuries provided by the teacher. Each group of students will write a newspaper article describing the injury, and how the injury could be avoided or prevented. Students should research appropriately to make sure they are giving correct information in their article.

<http://www.cdc.gov/bam/safety/house-qa.html>

<http://www.cdc.gov/HomeandRecreationalSafety/index.html>

Healthy Development

Students will demonstrate the ability to analyze how one's personal assets (confidence, compassion, intelligence) support healthy social and emotional development.

Working in pairs, each student selects someone they know well (friend, parent, grandparent, clergy etc.) that exemplifies positive personal assets. Each student verbally describes at least three assets that they admire to their student partner. Students then share their own personal assets with each other and create a combined list of their positive personal assets and one sentence each describing a personal experience highlighting an example or situation in which it was demonstrated

Research Health Related Professions

Choose one profession and then report on it to the class.

Analyze Values

Students will demonstrate the ability to analyze one's values and community needs and determine the potential impact of participating in community and service projects on self and others.

Students will choose a local issue of concern (teacher can provide examples: unsafe playground equipment, littered streets or ask students to do a community survey) and write a brief letter to the "mayor" explaining why the situation needs improvement. Include at least one suggestion to improve the concern and what effect the change will have on the student and community.

Verbal and Nonverbal

Students will demonstrate how the use of verbal and nonverbal (conversation, physical gestures) interpersonal communication may impact the health of oneself or others we come into contact with.

Through sketches students will illustrate how using interpersonal communication may impact the health of oneself or others. Students will draw/sketch a cartoon character, comic strip, or visual depiction of a safe and unsafe setting or situation. Through the sketches students will illustrate how using interpersonal communication may impact the health of oneself or others (i.e. communicating with a police officer to report an emergency). Students will then provide text to explain the unsafe situation. The second sketch will provide an illustration of how to avoid or deal with the same situation with verbal or nonverbal

communication. Students will also provide text to explain how to safely deal with the situation. Following the review of their own and their classmates' sketches students will be asked to answer the following:

1. How did your sketch or comic strip impact the health of others who viewed it? 2. How did one of your classmates sketch or comic impact your health?

Interdisciplinary Connections

- Art – Comic strips, posters
- ELA – lists, essays, skits
- SS - Community Connections
- Technology - Research

Assessment

Cubing: Display 6 questions from the lesson Have students in groups of 4. Each group has 1 die. Each student rolls the die and answers the question with the corresponding number. If a number is rolled more than once the student may elaborate on the previous response or roll again.

Quick Write: The strategy asks learners to respond in 2–10 minutes to an open-ended question or prompt posed by the teacher before, during, or after reading.

Directed Paraphrasing: Students summarize in well-chosen (own) words a key idea presented during the class period or the one just past.

RSQC2: In two minutes, students **recall** and list in rank order the most important ideas from a previous day's class; in two more minutes, they **summarize** those points in a single sentence, then write one major **question** they want answered, then identify a thread or theme to **connect** this material to the course's major goal.

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Demonstration

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Texts and Resources

[Vandalism Statistics State of NJ](#)

[Bike Safety in the Community](#)

[Community Health Videos - SchoolTube](#)

[Learn about Feelings - Student Driven Activities](#)

[Scholastic Resources](#)

[Readworks Paired Passages - Health](#)

Article on peer pressure and making decisions [http://kidshealth.org/kid/feeling/friend/peer pressure.html](http://kidshealth.org/kid/feeling/friend/peer%20pressure.html)

Decision making strategies: http://www.mindtools.com/pages/article/newTED_00.htm