

Unit 1: 5th Grade Health

Content Area: **Template**
Course(s):
Time Period: **Full Year**
Length: **Full Year**
Status: **Published**

UNIT RATIONALE

Students will independently use their learning to recognize healthy practices that are necessary for living a healthy lifestyle. Students will understand that their bodies are starting to go through physiological changes and how their reproductive system operates, the dangers of vaping, the positive and negative aspects of peer pressure, gender identity and stereotypes, as well as first aid techniques for minor injuries. These topics can be beneficial to students later in their lifetimes.

ESSENTIAL QUESTIONS

1. Why is my body going through physiological changes?
2. How does the reproductive system operate?
3. What is vaping and its relation to tobacco?
4. What are examples of positive and negative peer pressure?
5. What do genders look like today?
6. How can I aid someone who is choking, bleeding, suffering from a burn or stroke, or ingested poison?

STANDARDS

NEW JERSEY STUDENT LEARNING STANDARDS: CONTENT AREA

New Jersey (NJSL) - Grades 3-5 - Comprehensive Health and Physical Education (2020)

HE.3-5.2.1.5.PGD.2	Examine how the body changes during puberty and how these changes influence personal self-care.
HE.3-5.2.1.5.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.
HE.3-5.2.1.5.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).
HE.3-5.2.1.5.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.

HE.3-5.2.1.5.SSH.1	Describe gender-role stereotypes and their potential impact on self and others.
HE.3-5.2.1.5.SSH.2	Differentiate between sexual orientation and gender identity.
HE.3-5.2.1.5.SSH.3	Demonstrate ways to promote dignity and respect for all people (e.g., sexual orientation, gender identity and expression, race, ethnicity, socio-economic status, differing ability, immigration status, family configuration).
HE.3-5.2.3.5.PS.2	Demonstrate first aid procedures for choking, bleeding, burns, poisoning, and stroke (F.A.S.T.).
HE.3-5.2.3.5.ATD.1	Identify products that contain alcohol, tobacco, and drugs and explain potential unhealthy effects (e.g., substance disorder, cancer).
HE.3-5.2.3.5.ATD.2	Describe health concerns associated with e-cigarettes, vaping products, inhalants, alcohol, opioids and other drugs, and non-prescribed cannabis products.
HE.3-5.2.3.5.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.

NEW JERSEY STUDENT LEARNING STANDARDS: CAREER READINESS, LIFE LITERACIES AND KEY SKILLS

TECH.9.4.5.CI.1	Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3,7.1.NM.IPERS.6).
TECH.9.4.5.CI.2	Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7).
TECH.9.4.5.CI.3	Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).
TECH.9.4.5.CI.4	Research the development process of a product and identify the role of failure as a part of the creative process (e.g., W.4.7, 8.2.5.ED.6).

NEW JERSEY STUDENT LEARNING STANDARDS: COMPUTER SCIENCE AND DESIGN THINKING

CS.3-5.8.2.5.EC.1	Analyze how technology has contributed to or reduced inequities in local and global communities and determine its short- and long-term effects.
-------------------	---

PRE-ASSESSMENTS

The teacher will open each lesson by asking students about the topic that will be covered that day.

This may include certain vocab words or concepts. This will serve as a baseline to determine students prior knowledge on the subject. The teacher will attempt to correct any information provided by the students that may not be factually correct.

INSTRUCTIONAL PLAN

MODULE 1

Student Learning Intentions (SLI) WALT: (We are learning to...)	<ul style="list-style-type: none">-the changes that my body is going through.-what I can do to keep my body healthy during these changes.-how to identify people that I can talk to about these changes.
Student Learning Strategies	<ul style="list-style-type: none">-Teacher Lecture-Class Discussion-Teacher Developed Materials-YouTube Videos
Success Criteria	I understand my body is going through changes.
Formative Assessment (drives instructional decisions)	The teacher will observe students throughout the lesson. Assessment will be based on the students' responses during classroom discussion, activities, and related worksheets.
Activities and Resources	Boys- Watch the video about puberty and how the body is changing. Girls -watch the video about puberty and how the body is changing. -Review vocabulary terms. -Have a class discussion about puberty.

Suggested Modifications

[Click for Suggested Modifications](#)

MODULE 2

Student Learning Intentions (SLI) WALT: (We are learning to...)

- review puberty and the parts of the reproductive system and how they function
- understand which body parts are responsible for a proper functioning reproductive system.
- how the reproduction system is responsible for the creation of life.

Student Learning Strategies

- Teacher Lecture
- Class Discussion
- Teacher Developed Materials
- YouTube Videos

Success Criteria

I understand how the reproductive system functions.

Formative Assessment (drives instructional decisions)

The teacher will observe students throughout the lesson. Assessment will be based on the students' responses during classroom discussion, activities, and related worksheets.

Activities and Resources

- Present [Google Slide](#)
- Reading materials from the workbook (located in main office).

Suggested Modifications

[Click for Suggested Modifications](#)

MODULE 3

Student Learning Intentions (SLI) WALT: (We are learning to...)	<ul style="list-style-type: none">-what is vaping?-what the health risks are to vaping.-what leads to vaping use.-what I can do about it.
Student Learning Strategies	<ul style="list-style-type: none">-Teacher Lecture-Class Discussion-Teacher Developed Materials-YouTube Videos
Success Criteria	I understand the dangers of vaping.
Formative Assessment (drives instructional decisions)	The teacher will observe students throughout the lesson. Assessment will be based on the students' responses during classroom discussion, activities, and related worksheets.
Activities and Resources	Google Slide presentation about e-cigarettes.
Suggested Modifications	Click for Suggested Modifications

MODULE 4

Student Learning Intentions (SLI) WALT: (We are learning to...)	<ul style="list-style-type: none">-what is gender and gender identity differences.-the difference between gender identity versus expression.-what is sexual orientation?
Student Learning Strategies	<ul style="list-style-type: none">-Teacher Lecture-Class Discussion

	<ul style="list-style-type: none"> -Teacher Developed Materials -YouTube Videos
Success Criteria	I understand that there can be multiple genders.
Formative Assessment (drives instructional decisions)	The teacher will observe students throughout the lesson. Assessment will be based on the students' responses during classroom discussion, activities, and related worksheets.
Activities and Resources	<ul style="list-style-type: none"> -View the Google Slide. -Have class discussion on how students feel.
Suggested Modifications	Click for Suggested Modifications

MODULE 5

Student Learning Intentions (SLI) WALT: (We are learning to...)	<ul style="list-style-type: none"> -what is peer pressure? -how to avoid peer pressure. -that there are "good" and "bad" types of peer pressure.
Student Learning Strategies	<ul style="list-style-type: none"> -Teacher Lecture -Class Discussion -Teacher Developed Materials -YouTube Videos
Success Criteria	I understand ways to avoid peer pressure.
Formative Assessment (drives instructional	The teacher will observe students throughout the

decisions)	lesson. Assessment will be based on the students' responses during classroom discussion, activities, and related worksheets.
Activities and Resources	Students will watch the video about peer pressure, discussion situations, then fill out the worksheet with solutions to different types of peer pressure.
Suggested Modifications	Click for Suggested Modifications

MODULE 6

Student Learning Intentions (SLI) WALT: (We are learning to...)	-how to administer first aid procedures for choking, bleeding, burns, poisoning, and stroke.
Student Learning Strategies	-Teacher Lecture -Class Discussion -Teacher Developed Materials -YouTube Videos
Success Criteria	I feel comfortable giving first aid in different scenarios.
Formative Assessment (drives instructional decisions)	The teacher will observe students throughout the lesson. Assessment will be based on the students' responses during classroom discussion, activities, and related worksheets.
Activities and Resources	Students will view the Google Slide about first aid.

	<p>Students will also model how to perform first aid procedures with a partner, as well as act out a scene on how to respond to a first aid situation.</p>
<p>Suggested Modifications</p>	<p>Click for Suggested Modifications</p>

REFLECTIONS

INTERDISCIPLINARY CONNECTIONS: NEW JERSEY STUDENT LEARNING STANDARDS FOR ELA, SOCIAL STUDIES, SCIENCE AND/OR MATHEMATICS

<p>LA.RL.5.9</p>	<p>Compare, contrast and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.</p>
<p>LA.K-12.NJSLSA.SL1</p>	<p>Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p>
<p>LA.SL.5.1</p>	<p>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.</p>