| ***Health Grade 5 Unit 2: Wellness – Healthy Relationships***  ***3 Weeks*** | | | | | |
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| **Targeted Standards**  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).  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.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).  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.PGD.1: Explain the relationship between sexual intercourse and human reproduction.  2.1.5.PGD.2: Explain the range of ways pregnancy can occur (e.g., IVF, surrogacy).  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.  2.1.5.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.  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).  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.  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).  2.1.5.CHSS.2: Describe how business, non-profit organizations, and individuals can work cooperatively to address health problems that are affected by global issues, including climate change.  2.1.5.CHSS.3: Describe strategies that are useful for individuals who are feeling sadness, anger, anxiety, or stress.  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.  2.2.5.N.2: Create a healthy meal based on nutritional content, value, calories, and cost.  2.2.5.N.3: Develop a plan to attain a personal nutrition health goal that addresses strengths, needs, and culture.  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.  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 infection diseases and conditions (e.g., Lyme Disease, influenza)  2.3.5.HCDM.3: Examine how mental health can impact one’s wellness (e.g., depression, anxiety, stress, phobias).  2.3.5.ATD.1: Identify products that contain alcohol, tobacco, and drugs and explain potential unhealthy effects (e.g., substance disorder, cancer).  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.  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.1: Differentiate between drug use, misuse, abuse, and, prescription and illicit drugs.  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.DSDT.3: Demonstrate effective refusal skills of alcohol, e-cigarettes, vaping products, cannabis products, opioids, and other substances that can negatively impact health.  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.  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). | | | | | |
| **Rationale and Transfer Goals:**  The rationale of the Healthy Relationships unit is to provide students with the basic knowledge and experience they need to to live a healthy life. The information learned by the students will help them to become socially healthy individuals. | | | | | |
| **Enduring Understandings:** What are the most essential conclusions that students should be guided towards throughout this unit?  Health is influenced by the interaction of body systems.  Puberty is a time of physical, social, and emotional changes.  Pregnancy can be achieved through a variety of methods.  Self-management skills impact an individual’s ability to recognize, cope, and express emotions about difficult events.  Resiliency and coping practices influence an individual’s ability to respond positively to everyday challenges and difficult situations.  All individuals should feel welcome and included regardless of their gender, gender expression, or sexual orientation.  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 can be used when facing difficult situations.  Understanding the principals 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.  Safety includes being aware of the environment and understanding how certain situations could lead to injury or illness.  There are strategies that individuals can use to communicate safely in an online environment.  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.  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.  Drug misuse and abuse can affect one’s relationship with friends, family, and community members in unhealthy ways.  The short- and long-term effects of substance abuse are dangerous and harmful to one's health  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. | | | | | |
| **Essential Questions**: What are the questions that will guide critical thinking about the content of this unit? Essential questions should, in part, be thought-starters toward the enduring understandings. | | | | | |
| **Content/Objectives** | | | **Instructional Actions** | | |
| **Content**  ***What students will know*** | **Skills**  ***What students will be able to do*** | | **Activities/Strategies**  ***How we teach content and skills*** | | **Evidence (Assessments)**  ***How we know students have learned*** |
| The students will understand:   * Communication Skills * Your Family, Friends and Peers * Refusal Skills * Resolving Conflicts | * Different Ways to Communicate   Body Language  Outbound and  Inbound Messages   * Family Relationships * Family Types * Coping with Family Changes * Serious Family Problems * Who are your Friends? * Peer Pressure * Refusal Skills * Negotiating Conflicts | | -Participation   * class/group/partner discussions * class/group/partner activities   -Projects   * class/group/partner technology projects * class/group/partner presentations * class/group/partner technology presentations     -Notebook   * journal entries * vocabulary words     -Classwork/Homework   * class/group/partner discussions * class/group/partner activities * class/group/partner projects * class/group/partner presentations * class/group/partner technology presentations * worksheets     -Tests/Quizzes   * lesson quizzes * chapter tests | | Participation   * Students will be expected to participate in daily class discussions.   Notebook   * Students will be graded based on the presence of the required notes.   Classwork/Homework   * Students will be graded based on the completion of their classwork and homework.   Tests/Quizzes   * Students will be graded on one test for each chapter of the unit and one quiz for each lesson of a chapter. |
| **Spiraling for Mastery** | | | | | |
| **Content or Skill for this Unit** | | **Spiral Focus from Previous Unit** | | **Instructional Activity** | |
| Different Ways to Communicate:   * Body Language * Outbound Messages * Inbound Messages * Refusal Skills | | * How to develop healthy habits * Making responsible decisions | | * Class/group/partner discussions * Class/group/partner projects | |
| **21st Century Skills:** What are the [21st Century Skills](http://www.p21.org/about-us/p21-framework) that are a part of this unit, and where are they experienced?  **CRP9. Model integrity, ethical leadership and effective management.**  Students connect concepts of integrity with clean and healthy living, avoidance of drugs and alcohol, and community participation  **CRP12. Work productively in teams while using cultural global competence.**  Students will work in small groups to create and problem solve.  **CRP3. Attend to personal health and financial well-being.**  Unit focus on personal health | | | | | |
| **Key resources:** What are the resources that are essential for this unit (may also be listed in “Activities/Strategies”)?  *Teen Health,* Teacher Wraparound Edition, Course 1, pgs 62-90 | | | | | |
| **Interdisciplinary Connections**  **Science**  **K-LS1-1. Use observations to describe patterns of what plants and animals (including humans) need to survive.**  **K-ESS3-3. Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment.**  **MS-LS1-5** . **Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms.**   * Connections to health processes associated with physiology and anatomy * Basic understanding of communicability of diseases in discussion of wellness   **ELA**  **NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.**  **RI.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.**  **RI.3.7. Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).**  **RI.2.7. Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.**  **NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.**   * Students practice writing and reading in the content area   **Social Studies**  **6.1.4.D.13: Describe how culture is expressed through and influenced by the behavior of people.**  **6.1.4.D.18: Explain how an individual’s beliefs, values, and traditions may reflect more than one culture.**   * discussion of community and culture as a role in an individual's fitness level, discussion of community resources related to personal wellness | | | | | |