

# 03\_Unit 3: Social and Sexual Health

Content Area: **Physical Education/Health**  
Course(s):  
Time Period: **Trimester**  
Length: **Puberty Education**  
Status: **Published**

## **General Overview, Course Description or Course Philosophy**

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### Health 5

Health will provide students with the physical and health literacy that enables them to pursue a life of wellness. The knowledge and skills gained throughout the course will help them to pursue healthy habits and productive lives at home, school and throughout their community. During the fifth grade curriculum the students will focus on "Personal Growth and Development", "Pregnancy and Parenting", "Social and Sexual Health", and "Dependency, Substances Disorder and Treatment".

## **OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS**

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### **Unit Summary:**

Social and Sexual Health is a person's ability to communicate and interact with others efficiently. Individuals are able to form meaningful relationships with others and interact in healthy, appropriate ways. They encompass respect and accept differences of an individual's race, religion, gender identity, gender expression, ethnicity, disability, socioeconomic background, and perspectives of health-related decisions. The extent to which people connect with others in different environments, adapt to various social and sexual situations, feel supported by individuals, institutions, and experience a sense of belonging, all contribute to social and sexual health.

### **Essential Question(s):**

- How can I accept and respect differences in my community?

## Enduring Understanding(s):

- All individuals should feel welcome and included regardless of their gender, gender expression, or sexual orientation.

## CONTENT AREA STANDARDS

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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.

## RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)

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LA.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.
LA.RI.5.10	By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
LA.RI.4.10	By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
LA.RF.5.3	Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
LA.RF.5.4	Read with sufficient accuracy and fluency to support comprehension.
WRK.K-12.P.1	Act as a responsible and contributing community members and employee.
WRK.K-12.P.4	Demonstrate creativity and innovation.
WRK.K-12.P.5	Utilize critical thinking to make sense of problems and persevere in solving them.
WRK.K-12.P.9	Work productively in teams while using cultural/global competence.
TECH.K-12.P.1	Act as a responsible and contributing community members and employee.
TECH.K-12.P.4	Demonstrate creativity and innovation.
TECH.K-12.P.5	Utilize critical thinking to make sense of problems and persevere in solving them.

## STUDENT LEARNING TARGETS

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### Declarative Knowledge

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Students will understand that:

- Biological Sex/Gender is a combination of our body parts and chromosomes (found inside the cells in our bodies).
- Gender Identity relates to a person's internal sense of their own gender. Since gender identity is internal, one's gender identity is not necessarily visible to others.
- Sexual Orientation is determined by one's emotional, physical and/or romantic attractions.
- A stereotype is a widely held but fixed and oversimplified image or idea of a particular type of person or thing.
- Gender-role stereotypes may impact the way people define themselves and are treated by others (e.g. boys are better at Math = boys may have more confidence and therefore will perform better in Math).

### **Procedural Knowledge**

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**Students will be able to:**

- Define gender, gender identify, sexual orientation and stereotype.
- Describe gender-role stereotypes and their potential impact on self and others.
- Differentiate between sexual orientation and gender identity.

### **EVIDENCE OF LEARNING**

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#### **Formative Assessments**

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**For this unit, formative assessments can/will include:**

- observation
- one-on-one
- questioning
- anecdotal notes

## **Summative Assessments**

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**For this unit, summative assessments can/will include:**

- graphic organizers/worksheet
- homework
- tests/quizzes
- culminating alternative activity

## **RESOURCES (Instructional, Supplemental, Intervention Materials)**

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**Teacher Resources Include:**

Always Changing and Growing Up Teacher Guide

[https://azcdn.rosetta.pgsitecore.com/en-us/-/media/Always/Images/Callouts/Desktop/Brand%20Experience/Puberty%20Education/PDFs/Edited/5g\\_20-21-TeachersBooklet](https://azcdn.rosetta.pgsitecore.com/en-us/-/media/Always/Images/Callouts/Desktop/Brand%20Experience/Puberty%20Education/PDFs/Edited/5g_20-21-TeachersBooklet)

Toilets, bowties, gender and me | Audrey Mason-Hyde | TEDxAdelaide:

<http://www.viewpure.com/NCLoNwVJA-0?start=0&end=0>

Help kids learn about gender: <http://www.viewpure.com/St6t1WvbysU?start=0&end=0>

## **INTERDISCIPLINARY CONNECTIONS**

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**English/Language Arts** - implementation of conventions of Standard English, reading and comprehension

**Technology/Multi-Media** - Audio/visual media analysis

**Science** - Chromosomes

**Social Studies** - Community

## **ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS**

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See link to Accommodations & Modifications document in course folder.