



West Windsor-Plainsboro Regional School District  
Health Grade 5

## A Healthy, Active Lifestyle

Content Area: 02 Health

Revised 6/21/12

Course & Grade Level: 05 Grade 5

### Summary and Rationale

The New Jersey Core Curriculum Content Standards for Health and Comprehensive Physical Education site the importance of health literacy for citizens in the 21<sup>st</sup> century. There is a focus on the individual to take personal responsibility for his/her health by living an active, healthy lifestyle. As such, the goal of the curriculum is to foster a life-long commitment to healthy living by making informed choices about wellness, nutrition, social and emotional pressures, and fitness. Decisions one makes today impact current and future quality of life.

### Recommended Pacing

35 days

### New Jersey Student Learning State Standards for Health Education

#### 2.1 Personal and Mental Health

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| <b>CPI #2.1.PGD</b> | <b>Cumulative Progress Indicator (CPI)</b>   |
|                     | Disciplinary Concept   Personal Growth and Development   |
| 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                |
| <b>CPI #2.1.PP</b>  | <b>Cumulative Progress Indicator (CPI)</b>   |
|                     | Disciplinary Concept   Pregnancy and Parenting   |
| 2.1.5.PP.1          | Explain the relationship between sexual intercourse and human reproduction.  |
| 2.1.5.PP.2          | Explain the range of ways pregnancy can occur (e.g., IVF, surrogacy).  |
| <b>CPI #2.1.SSH</b> | <b>Cumulative Progress Indicator (CPI)</b>   |
|                     | Disciplinary Concept   Social and Sexual Health  |
| 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.  |

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| 2.1.5.SSH.7          | Define teasing, harassment and bullying and provide examples of inappropriate behaviors that are harmful to others.   |
| <b>CPI #2.1.EH</b>   | <b>Cumulative Progress Indicator (CPI)</b><br>Disciplinary Concept   Emotional Health   |
| 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.   |
| <b>CPI #2.1.CHSS</b> | <b>Cumulative Progress Indicator (CPI)</b><br>Disciplinary Concept   Community Health Services and Support  |
| 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).                             |
| 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.   |
| <b>2.3 Safety</b>    |   |
| <b>CPI #2.3.ATD</b>  | <b>Cumulative Progress Indicator (CPI)</b><br>Disciplinary Concept   Alcohol, Tobacco and Other Drugs   |
| 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.  |
| <b>CPI #2.3.DSDT</b> | <b>Cumulative Progress Indicator (CPI)</b><br>Disciplinary Concept   Dependency, Substances Disorder and Treatment  |
| 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). |
| <b>CPI #2.3.PS</b>   | <b>Cumulative Progress Indicator (CPI)</b><br>Disciplinary Concept   Personal Safety  |
| 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.   |

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| 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. |
| <b>CPI #2.2.HCDM</b>  | <b>Cumulative Progress Indicator (CPI)</b>  |
|   | Disciplinary Concept   Health Conditions, Diseases and Medicines  |
| 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)   |
| 2.3.5.HCDM.3  | Examine how mental health can impact one's wellness (e.g., depression, anxiety, stress, phobias).   |
| <b>Interdisciplinary Connections</b>  |   |
| <b>Standard #</b>   | <b>Standard</b>   |
| 9.4.5.GCA.1   | (Science) Analyze how culture shapes individual and community perspectives and points of view.  |
| 2.1.2.E.3   | (Guidance) Explain healthy ways of coping with common stressful situations experienced by children.   |
| 2.1.6.A.1   | (Math) Explain how health data can be used to assess and improve each dimension of personal wellness.   |
| 2.3.6.A.1   | (Language Arts) 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.                      |
| 2.4.6.C.1   | (Language Arts) Summarize the sequence of fertilization, embryonic growth, and fetal development during pregnancy.  |
| 2.1.2.E.2   | (Guidance) Determine possible causes of conflict between people and appropriate ways to prevent and resolve them.   |
| 2.2.4.A.2   | (Guidance) Demonstrate effective interpersonal communication when responding to disagreements or conflicts with others.   |
| 2.2.12.A.2  | (Guidance) Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts.   |
| 2.2.4.C.2   | (Guidance) Explain why core ethical values (such as respect, empathy, civic mindedness, and good citizenship) are important in the local and world community.   |
| 2.2.4.E.1   | (Guidance) Identify health services and resources provided in the school and community and determine how each assists in addressing health needs and emergencies.   |
| <b>New Jersey Student Learning Standards for Career Readiness, Life Literacies and Key Skills</b> |   |
| <b>Standard #</b>   | <b>Standard</b>   |
| 9.3.12.AR.2   | Analyze the importance of health, safety and environmental management systems, policies and procedures common in arts, audio/video technology and communications activities and facilities.                           |
| 9.3.GV.3  | Describe health, safety and environmental management systems, as well as policies and procedures in government and public administration agencies.  |
| 9.3.HL.2  | Explain the healthcare workers' role within their department, their organization and the overall healthcare system.   |
| 9.3.HU-FAM.2  | Identify community resources to provide family and community services.  |

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| 9.3.12.TD-HSE.2 | Develop solutions to improve performance of health, safety and environmental management services.                             |
| 9.2.4.A.4       | Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success. |

### New Jersey Student Learning Standards for Computer Science and Design Thinking

| Standard #   | Standard  |
|--------------|---|
| 8.2.5.ED.2:  | Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models. |
| 8.2.5.ED.3:  | Follow step by step directions to assemble a product or solve a problem, using appropriate tools to accomplish the task.  |
| 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.   |

### Instructional Focus

#### Unit Enduring Understandings:

- 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.
- Resilience 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.
- 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.
- 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.
- There are actions that individuals can take to help prevent diseases and stay healthy.
- There are strategies that individuals can use to communicate safely in an online environment.

#### Unit Essential Questions:

- What food choices can I make to help my body grow?
- How can healthy eating choices affect my health?
- What healthy habits can reduce the spread of diseases and conditions?
- Who should I ask for help if I feel I'm being hurt? (abuse/bullying)
- Why is it important to tell people what I'm thinking or feeling?
- How do I make a good health choice? Who and what helps me make those decisions?
- How does peer pressure influence my decision making?
- What skills do I need to interact with others and why are they important?

- Why are some medications sold over-the-counter and others need a prescription?
- How should I take medications appropriately?
- What will tobacco, alcohol and other substances use do to my body?
- Are there laws governing tobacco, alcohol and drug use for students my age? If so, how do they affect me?
- What are the short and long term effects of using tobacco, alcohol and other substances?
- Why does everyone grow differently? (genetics)
- How is my body going to change during puberty?
- Are puberty and adolescence the same?
- How can I care for my changing body?
- How does a single cell develop into an infant?
- Why do pregnant women need to be especially health-conscious?
- Are good decisions for one person, good decisions for everyone?
- What is the relationship between sexual intercourse and human reproduction?
- What are ways in which a person can reproduce?
- How do gender roles contrast with sexual orientation in today's society?
- What are the differences between sexual orientation and gender identity?
- What are strategies to handle rejection, loss and/or separation from family or others?
- What are available health services and resources to address emergencies in schools and the community?
- How can communities address problems that are affected by global issues, including climate change?
- How can we show respect through communications and digital media?
- What are strategies a person can use to call attention to or leave an uncomfortable situation? (bullying, teasing, teen dating violence, sexual harassment, sexual assault, and sexual abuse)
- What conditions could affect how the body works?

**Objectives:**

**Students will know:**

- Factors that influence growth and development
- The importance of healthy habits on growth and development (exercise, sleep, nutrition, hygiene)
- Factors to consider when comparing health care products
- Components of a nutritionally sound diet for a growing body
- Influences that affect personal food choices
- Names and functions of major body systems
- Responsible personal health habits to keep the body well
- Inherited traits and ways that they directly influence growth patterns
- The endocrine system and the impact of hormones on growth and development
- Changes (physical, emotional, social, and intellectual) that occur during adolescence
- Good hygiene habits and their role in living a healthy life
- The effects of communicable diseases on the Immune system
- Methods of communicable disease transmission and prevention
- Some common communicable diseases and health conditions prevalent during adolescence
- Strategies of prevention for common diseases and health conditions
- Coping strategies to maintain social and emotional health
- Effective versus ineffective interpersonal communication strategies
- Effective decision making skills
- Health issues that warrant support from trusted adults and health professionals
- Strategies to deal with conflict, violence, harassment, vandalism, and bullying
- Potential effects of medications (over-the-counter, prescription drugs, and herbal supplements)
- Effects of substance abuse on health and wellness (tobacco/alcohol/marijuana)

- Factors that contribute to substance abuse including media, peer pressure, family life, culture, genetics, role-models
- Relevant laws, policies, and procedures related to substance abuse
- Signs and symptoms of substance abuse
- Relationship between injected drug abuse and disease
- Strategies to prevent substance abuse
- Male/Female changes to anatomy and physiology that occur at puberty
- The sequence of fertilization, embryonic growth, and fetal development during pregnancy
- Relationship between sexual intercourse and human reproduction
- Different ways pregnancy can occur
- Gender roles stereotypes and potential impact on self and others
- The difference between Sexual Orientation and Gender Identity
- How to cope with rejection, loss, difficult learning situations and/or separation from family or others.
- in a school and in the community, be able to identify health services and resources available and determine how each assists in addressing needs and emergencies.
- Uncomfortable or dangerous situation, including bullying, teasing, teen dating violence, sexual harassment, sexual assault, and sexual abuse.

**Students will be able to**

- Develop an action plan for personal wellness; chart progress toward goals; reflect on benefits of a healthy diet, sleep, or regular exercise
- Compare and track their own growth (personal record)
- Role-play scenarios that illustrate interpersonal communication strategies in health and safety-related situations
- Analyze their sleep patterns through a sleep log
- Demonstrate the immune system response to pathogens in the game Body Battles
- Design a plan for healthy nutritional choices and eating habits
- Create a word web for the dimensions of wellness and healthy habits
- Read case studies of adolescents in challenging situations; participate in a brainstorming discussion to analyze the role of personal values and ethics when confronted with difficult scenarios
- Role-play scenarios in which students need to ask for help from a trusted adult or from a health professional
- Design an advertisement or prepare a brochure for warning classmates of the effects of medications (prescription, over-the-counter, and herbal supplements)
- Explain the effects of alcohol on the body and how it changes behaviors/abilities
- Demonstrate the effects of tar on lungs and how it prevents oxygenation of blood cells
- Summarize the effects of substance abuse on the individual, the family, and the community
- Create a flowchart on the progression of puberty changes
- Compare and contrast male and female changes of puberty
- Identify male and female reproductive system parts and functions
- Trace the path of reproductive cells (ovum and sperm)
- Describe the major events of human development from fertilization to birth
- Develop strategies to safely communicate through digital media with respect.
- Address health problems that are affected by global issues, including climate change.
- 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.

## Evidence of Learning

### Assessment

- Student and teacher discussion using vocabulary presented in the lessons
- Informal observation
- Review of student activities
- Comments during whole group discussions
- Exit tickets
- Google forms

### Competencies for 21st Century Learners

Collaborative Team Member

Effective Communicator

Self-Directed Learner

Globally Aware, Active, & Responsible Student/Citizen

### Resources

**Core Text:** Being Healthy Harcourt Brace, Jovanovich

#### Suggested Resources:

The Puberty Workshop by Human Relations Media

Brain Pop

Kidshealth.org

CDC.gov

youtube videos

amaze.org

amazejr.org

myplate.gov

The Giving Tree

Giraffes Can't Dance

The Dot

Cloudy With a Chance of Meatballs

The Coffee Bean for Kids

A Child is Born