

NEW MILFORD PUBLIC SCHOOLS

New Milford, Connecticut



Grade 5 Health

December 2020

BOE Approved March 2021

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## **New Milford's Mission Statement**

The mission of the New Milford Public Schools, a collaborative partnership of students, educators, family and community, is to prepare each and every student to compete and excel in an ever-changing world, embrace challenges with vigor, respect and appreciate the worth of every human being, and contribute to society by providing effective instruction and dynamic curriculum, offering a wide range of valuable experiences, and inspiring students to pursue their dreams and aspirations.

**Revision**

## Health Education

### Grade 5

Fifth grade health vertically aligns with the third and fourth grade curricula and will allow students the opportunity to further explore, create, practice and reflect to better understand what it means to be socially, emotionally and physically healthy. The course is broken into two large units. The first unit will focus on social emotional learning where students will gain the knowledge and skills needed to make safe and healthy choices as it pertains to Relationship Management both in person and online, Empathy, and the Zones of Self-Regulation. The second unit will focus on physical wellbeing and self-management. The topics covered include Disease and Drug Abuse Prevention, Human Growth and Development, and Nutrition with an emphasis on the importance of leading a healthy and active lifestyle as a citizen in our school and community.

### Fifth Grade Health Curriculum Pacing Calendar

- Each class currently meets once every 6 days for 30 minutes.
- Each class receives approximately 30 sessions during the school year.

Session #	Unit #	Lesson Title
1		Pre-Assessment
2-4	1	Relationship Management
5-7	1	Empathy
8-10	1	Personal Boundaries
11-13	2	Disease Prevention
14-16	2	HIV Prevention
17		Mid Year Review
18-20	2	Drug Abuse Prevention
21-23	2	Nutrition
24-26		Puberty
27-29	1	Zones of Regulation
30		Post-Assessment

## Stage 1 Desired Results

ESTABLISHED GOALS	<i>Transfer</i>	
<p><b>Standard 3:</b> Students will demonstrate the ability to practice health-enhancing behaviors to avoid and reduce health risks.</p> <p><b>Standard 5:</b> Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p>	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>• Live a healthy life by making healthful choices and decisions regarding relationship management, personal boundaries, empathy, digital citizenship and self regulation.</li> <li>• Participate in activities that promote wellness throughout life.</li> </ul>	
	<i>Meaning</i>	<i>Meaning</i>
<p><b>Standard 8:</b> Students will demonstrate the ability to advocate for personal, family and community health.</p> <p><b>CT Sexual Health Education Standards</b></p> <p><b>Standard 1</b> - Students will comprehend concepts related to physical, mental, emotional, and social development and the impact on self and others.</p>	<p><b>UNDERSTANDINGS</b> Students will understand that...</p> <ul style="list-style-type: none"> <li>• Communicating our feelings is important to our emotional and physical well-being.</li> <li>• Boundaries are the limits we set on how we want others to behave around us.</li> <li>• We all deserve to be respected, feel safe and comfortable in all our relationships.</li> <li>• Students' bodies are their own and they always have a right to say no to anything that makes them uncomfortable.</li> <li>• Through empathy we build strong and healthy relationships.</li> <li>• The importance of regulating our emotions throughout the day will maximize our ability to learn and get along with others.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b> Students will keep considering...</p> <ul style="list-style-type: none"> <li>• How can using interpersonal communication skills help to avoid or reduce health risks and contribute to social well-being?</li> <li>• How do we communicate our boundaries to others in a healthy way?</li> <li>• How can I assess my personal relationships?</li> <li>• What can I do to promote healthy behaviors in relationships?</li> <li>• What do healthy interactions with others look like?</li> </ul>

	Acquisition	
<p><b>Standard 3:</b> Students will demonstrate the ability to practice health-enhancing behaviors to avoid and reduce sexual health risks.</p> <p><b>Standard 5:</b> Students will demonstrate the ability to use interpersonal communication skills to avoid or reduce health risks and contribute to sexual health.</p> <p><b>CCSS.ELA-LITERACY.RI.5.2</b> Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p><b>CCSS.ELA-LITERACY.SL.5.1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others' ideas and expressing their own clearly.</p>	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li><i>behaviors for both healthy and unhealthy relationships.</i></li> <li><i>concepts of personal boundaries and the ability to recognize them</i></li> <li><i>effective communication skills in person as well as online look like.</i></li> <li><i>resources for getting help with personal boundaries when needed</i></li> <li><i>empathy, a desired character trait, when expressed in appropriate ways is considered compassion in action.</i></li> <li><i>emotions expressed in an appropriate manner help to maintain healthy relationships.</i></li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>Recognizing the difference between healthy and unhealthy behaviors in various kinds of relationships.</li> <li>Communicating when a personal boundary has been crossed.</li> <li>Using interpersonal communication skills to avoid or reduce health risks and contribute to social well-being.</li> <li>Accessing available resources to report when a personal boundary is crossed ie. sexual harassment.</li> <li>Recognizing the feelings of others and understanding why this is important to our social well-being.</li> <li>Self-regulation strategies to cope with their emotions and energy levels throughout the day.</li> </ul>

**Stage 2 – Evidence**

Code	Evaluative Criteria	Assessment Evidence
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Revision





		response to a given situation. (Zones of Regulation)
	<ul style="list-style-type: none"> <li>• Whole group verbal assessment</li> </ul>	OTHER EVIDENCE: <ul style="list-style-type: none"> <li>• <i>Worksheets</i></li> <li>• <i>Exit slips</i></li> <li>• <i>Do-nows</i></li> </ul>

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### Stage 3 – Learning Plan

Code	<i>Pre-Assessment</i>
A M T	<p>Students will self-assess using four guiding questions to gauge how their emotional state and energy levels changes in different situations (pg. 51, Frey, Fisher, Smith)</p> <p>Whole class will create a KWL chart on what it means to be in a healthy relationship.</p> <p>When prompted with an essential question, students will participate in a turn and talk recalling relevant information on the new topic.</p>

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	Summary of Key Learning Events and Instruction (Students will) <i>Student success at transfer meaning and acquisition depends on...</i>	Progress Monitoring (Teacher will)
M T	<b>Relationship:</b> <ul style="list-style-type: none"> <li>Students will identify four kinds of relationship through whole group conversation.</li> <li>Students, in small groups, will brainstorm appropriate behaviors that relate to their assigned relationship (healthy, unhealthy, abusive)</li> <li>Students assess and rank the healthy relationship behaviors.</li> </ul>	<b>Relationship:</b> <ul style="list-style-type: none"> <li>Teacher will lead and monitor participation in group conversation centered around kinds of relationships</li> <li>Teacher will define types of relationships to assist with students' ability to differentiate between healthy, unhealthy and abusive relationships behaviors.</li> </ul>
T		
M A		
T		
M		
A M	<b>Empathy:</b> <ul style="list-style-type: none"> <li>Students will complete a "feelings charades". Choosing a feeling then role playing the feeling using body language and facial expression.</li> <li>Teacher will show a youtube video depicting three real world situations.</li> <li>Students will complete a graphic organizer referring to the video shown in the previous lesson.</li> <li>Students will listen to the read aloud I Am a Man: A Book of Empathy by Susan Verde exploring the idea that you create trust, bring healing, and approach others on their levels by using empathy and be able to discuss the main ideas presented in the text.</li> </ul>	<b>Empathy:</b> <ul style="list-style-type: none"> <li>Teacher will chart responses as the group guesses the feeling.</li> <li>Teacher will play and then pause the video, highlighting teachable moments. Teacher will also prompt students to turn and talk throughout the video.</li> <li>Teacher will monitor completion of the five main ideas on the organizer</li> <li>Teacher will post the main idea about empathy on the board, then read and pause at various parts of the text to prompt students guiding them back to the main idea of the text</li> </ul>
M		
A	<b>Personal Boundaries:</b> <ul style="list-style-type: none"> <li>Students will be given red, green and yellow cards: depicting examples of personal boundaries and use these to communicate their own personal boundaries.</li> <li>Students listen to a read-aloud "Lauren's Kingdom" or similar texts.</li> </ul>	<b>Personal Boundaries:</b> <ul style="list-style-type: none"> <li>Teacher will read each scenario to the class, asking them to identify their personal boundary.</li> </ul>
T		
M		



## Recommended Resources:

### Books

- [I Am Human](#) by Susan Verde

### Videos

- Health for Children Video Series
  - Dealing with Feelings
- [“Social Skill Lesson on Empathy”](#)
- [“Hurting or Flirting”](#) Sexual Harassment

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## Stage 1 Desired Results

ESTABLISHED GOALS	<i>Transfer</i>	
<p>Standard 1: Students will comprehend concepts related to health-promotion and disease prevention to enhance health.</p> <p>Standard 3: Students will demonstrate the ability to practice health-enhancing behaviors to avoid and reduce health risks.</p> <p>Standard 6: Students will demonstrate the ability to use decision-making skills to enhance health.</p> <p>CCSS.ELA-LITERACY.RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p>	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>Enhance their personal health using knowledge of disease prevention, nutrition, drug abuse prevention and growth/development.</li> </ul>	
	<i>Meaning</i>	
	<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>We can reduce our personal risk of contagious and non-contagious illnesses.</li> <li>Our personal choices directly impact our risk for disease.</li> <li>Nutrition is an essential part of our health and well-being.</li> <li>Substance use, misuse and abuse affects many aspects of a person's life.</li> <li>There are common trends between genders when exploring the concept of puberty.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li>What can I do to avoid and reduce health risks?</li> <li>How do I make good decisions to make and keep myself healthy?</li> <li>What are important resources for health information?</li> <li>What are the potential consequences of medicine misuse and abuse?</li> <li>What information is necessary in order to enhance/maintain our reproductive health?</li> </ul>
	<i>Acquisition</i>	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>The relationship between contagious and non-contagious illnesses</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>Making healthy choices to reduce their risk of contracting illness</li> </ul>

	<ul style="list-style-type: none"> <li>• The potential causes of the most chronic non-contagious diseases</li> <li>• Effective nutritional habits to maintain a healthy lifestyle</li> <li>• A diet made up of a variety of different foods will aid in maintaining good health.</li> <li>• Food labels provide important information to the consumer to aid making healthy food choices</li> <li>• The importance of knowing how to read medicine labels .</li> <li>• The anatomy of the reproductive system</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying the essential nutrients on food labels</li> <li>• Making healthy food choices</li> <li>• Analyzing food labels and demonstrating the ability to select food to enhance personal health</li> <li>• Evaluating the proper use of common OTC medications</li> <li>• Labeling the parts of the reproductive anatomy and the path of the zygotes</li> </ul>
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Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
A	<ul style="list-style-type: none"> <li>Students will successfully analyze a pie chart noting the causes of death through communicable and non communicable disease</li> </ul>	<p>PERFORMANCE TASK(S): Students will show that they really understand evidence of...</p> <ul style="list-style-type: none"> <li><b>Goal:</b> Disease prevention through interpretation by analyzing a pie chart depicting the top 10 causes of death in the United States. <b>Role:</b> Interpreter <b>Audience:</b> Peers <b>Situation:</b> Most current data from CDC will be reviewed by students. <b>Products:</b> Completion of pie chart and short answer question <b>Success:</b> They will link everyday actions/choices with the facts presented in the diagram and purpose solutions to reduce risk. (Disease Prevention)</li> </ul>
T, M	<ul style="list-style-type: none"> <li>Students will recall healthy choices to avoid disease transmission</li> </ul>	
T, M	<ul style="list-style-type: none"> <li>Students will share their meal option with the class and take turns evaluating peer food choices</li> </ul>	<ul style="list-style-type: none"> <li><b>Goal:</b> Interpret a food label and explain the value of that food choice. <b>Role:</b> consumer <b>Audience:</b> Classmates/ Community <b>Situation:</b> A “Label-tasting” reviewing several food labels and nutritional value. <b>Products:</b> Completion of a healthy school lunch menu articulating reasons for healthy choices <b>Success:</b> They will gain perspective on how the choices they make impact their overall health. They will then create a one meal menu using the labels to guide their choices. (Nutrition)</li> </ul>
A	<ul style="list-style-type: none"> <li>Students will successfully locate health enhancing information on food labels.</li> </ul>	

<p>T M</p>	<ul style="list-style-type: none"> <li>• Student will discuss and simulate the physical and emotional changes that occur during puberty</li> <li>• Students will participate in classroom discussions</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Goal:</b> Explore a visual model of the human reproductive system. Role Playing with their classmates both the female and male components.  <b>Role:</b> Act out the pathway of a zygote  <b>Audience:</b> Peers  <b>Situation:</b> Human reproductive system  <b>Products:</b> Completion of the proper pathway of the zygote shown through acting  <b>Success:</b> After verbal feedback students will arrange themselves in the correct order (Puberty)</li> </ul>
		<p>OTHER EVIDENCE:  <i>Students will show they have achieved Stage 1 goals by...</i></p> <ul style="list-style-type: none"> <li>- Verbal diagram</li> <li>- Note-taking graphic organizer</li> <li>- Pre and post true false tests</li> <li>- Worksheets</li> <li>- Correctly Role Play the parts of the Reproductive System</li> </ul>

## Stage 3 – Learning Plan

Code	<i>Pre-Assessment</i>	
	<ul style="list-style-type: none"> <li>Students will take a quiz assessing their prior knowledge of over the counter and prescription medications.</li> <li>Students will participate in a think tank about pathogens and how they spread</li> </ul>	
	<p>Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i></p> <p><b>Disease:</b></p> <ul style="list-style-type: none"> <li>Students explore the concept of disease completing a webquest correlating what a disease is and the potential causes. Ex. Heart Disease-poor diet</li> <li>Given a list of disease risk factors, students will assess what is and is not within their control</li> <li>Students will listen to “Each Kindness” by <i>Jacqueline Woodson</i>. They will examine “The Ripple Effect” and how it relates to disease</li> <li>Students will recall the read aloud from the previous lesson. In groups they will create a visual representation of one communicable disease and the ripple effects that disease creates</li> </ul> <p><b>HIV:</b></p> <ul style="list-style-type: none"> <li>Students will watch a <b><i>Brainpop video</i></b> or other related video on HIV/AIDS.</li> <li>Students will do a close read of an article from <b><i>NEWSELA: “What’s Actually in Our Blood?” or “How Does the AIDS Virus Destroy the Body’s Defenses?”</i></b> or similar article</li> <li>Students will complete a guided note-taking organizer filling in pertinent information pertaining to HIV</li> </ul>	<p>Progress Monitoring</p> <p><b>Disease:</b></p> <ul style="list-style-type: none"> <li>Completion of worksheet and whole group discussion on risk factors</li> <li>Teacher will facilitate conversation asking guiding questions</li> <li>Teacher will read and prompt students while reading with guiding questions</li> <li>Teacher will facilitate groups and monitor student progress</li> </ul> <p><b>HIV:</b></p> <ul style="list-style-type: none"> <li>Complete a small group discussion with three guiding questions: What it is, How to contract it? and How to prevent it?</li> <li>Teacher will lead a discussion, tracking the HIV pathogen showing how blood is impacted when a person contracts HIV.</li> <li>Completion of note-taking activity</li> <li>Teacher prompts students with guiding question</li> </ul>

<p>A</p> <p>T M</p> <p>A</p> <p>T A</p>	<ul style="list-style-type: none"> <li>Students watch a brief clip from “<b>Health for Children</b>” that reintroduces the concept of HIV.</li> <li>Students will circle safe behaviors and crossout risky behaviors</li> <li>Students will demonstrate an understanding of the concepts related to HIV prevention in a cooperative physical relay race. Students will determine if the situation can contribute to the spread of HIV.</li> </ul>	<p>while the video plays.</p> <ul style="list-style-type: none"> <li>Teacher will monitor students progress</li> <li>Teacher will provide the 20 index cards and envelopes with scenario about contracting HIV; Teacher will keep track of correct and incorrect answers for each team.</li> </ul>
<p>M</p> <p>T M</p> <p>A</p> <p>A T</p> <p>M</p>	<p><b>Nutrition:</b></p> <ul style="list-style-type: none"> <li>Students will describe why a meal is healthy or unhealthy.</li> <li>Students will explore the 6 essential nutrients by walking around the room and visiting 6 different descriptive posters answering: what it is, why do we need it and where do I find it.</li> <li>Students will discuss where they will find the essential nutrients on MyPlate.</li> <li>Students will analyze various food labels and drawing on their knowledge of essential nutrients will choose the healthier food.</li> <li>Students will reflect on their own eating habits and make a SMART goal to improve their diet.</li> <li>Students will complete a one day meal menu with healthy food choices.</li> </ul> <p><b>Drug Abuse:</b></p> <ul style="list-style-type: none"> <li>Students will sort various OTC medicine bottles into correct categories.</li> <li>Students will view a CDC video, “Medicines in My Home” (or similar title) discussing the importance of reading medicine labels.</li> <li>Students will identify and label the 7 different sections on an OTC medicine label</li> <li>Students will go on a “Drug Facts Label Scavenger Hunt.”</li> </ul>	<p><b>Nutrition:</b></p> <ul style="list-style-type: none"> <li>Teacher will provide visuals for each meal plate the students will analyze.</li> <li>Teacher will provide note taking charts and posters spread around the room on various nutrients.</li> <li>Teacher facilitates discussion with guiding questions.</li> <li>Teacher will provide various food labels from which the students may analyze there health value.</li> <li>Teacher will provide students with a self-assessment and review the elements of a SMART goal..</li> </ul> <p><b>Drug Abuse:</b></p> <ul style="list-style-type: none"> <li>Teacher will provide empty containers and placemats for each small group, and ask guiding questions as needed with each group..</li> <li>Teacher will provide students with a sample medicine label and walk them through each section of the label.</li> <li>Teacher will provide an assortment of empty medicine containers and scavenger hunt printable to guide students in how to read a</li> </ul>

		medicine label
T M	<p><b>Puberty:</b></p> <p><b>**Genders are separated during unit</b></p> <ul style="list-style-type: none"> <li>Students will read a letter written by “Chris” describing the life changes he/she is going through. Students will debate and determine the gender of “Chris” using the information from the letter.</li> </ul>	<p><b>Puberty:</b></p> <ul style="list-style-type: none"> <li>Teacher will facilitate a debate while creating a venn diagram with the information recalled.</li> <li>Teacher will answer age appropriate questions pertaining to changes students are facing during puberty</li> <li>Teacher will provide several focus questions: ex. What are two changes that occur during puberty? What is the purpose of puberty?</li> <li>Teacher will guide student discussion and provide a model for students to examine reproduction</li> <li>Teacher will introduce the concept of menstruation reading aloud to an expert from American Girl series. Teacher will then review hygiene products providing students with examples.</li> <li>T will provide slide presentation ahead of time and post to google classroom; videos and read aloud can be chosen from Youtube or <a href="#">SafeShare.TV - The safest way to share YouTube and Vimeo videos</a>, as it relates to the SNIS <b>Breast Cancer Awareness Campaign</b>.</li> </ul>
M	<ul style="list-style-type: none"> <li>Students will look at the physical and emotional changes brought on by puberty. Students will discover that changes are common regardless of gender.</li> </ul>	
A M	<ul style="list-style-type: none"> <li>Students will watch a video: Health for Children or other related video that summarizes the information from about puberty.</li> </ul>	
M T	<ul style="list-style-type: none"> <li>Students will examine the anatomy of the reproductive system for each respective gender. They will label the parts and track the path of the zygote</li> </ul>	
A M	<ul style="list-style-type: none"> <li><b>**Female lesson only:</b> Students will track a typical menstruation cycle and review common feminine hygiene products.</li> </ul> <p><b>Supplemental Self-Guided Remote Learning Activities:</b></p> <ul style="list-style-type: none"> <li><b>Disease Prevention</b> - Students access a lesson from Google Classroom and are invited to launch an interactive google slide presentation involving embedded videos, read aloud and slides focusing on identifying <b>risk factors</b> and their relationship to healthy decision making.</li> </ul>	

## Recommended Resources

### Books

- [Cancer Hates Kisses](#)

### Videos

- Health for Children Video Collection (collection is located in the Health classroom)
  - HIV
  - Other Illnesses
- [BrianPop - HIV/AIDS](#)
- [Medicines in My Home](#)
- Just Around the Corner: For Boys and For Girls (collection is located in the Health classroom)

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