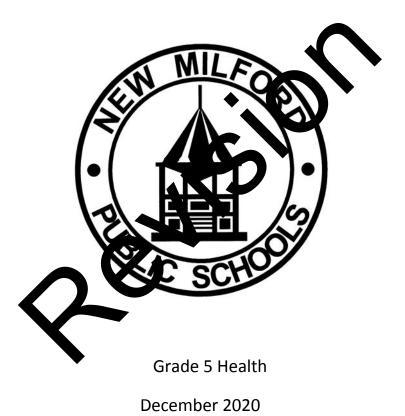
# NEW MILFORD PUBLIC SCHOOLS

New Milford, Connecticut



# **New Milford Board of Education**



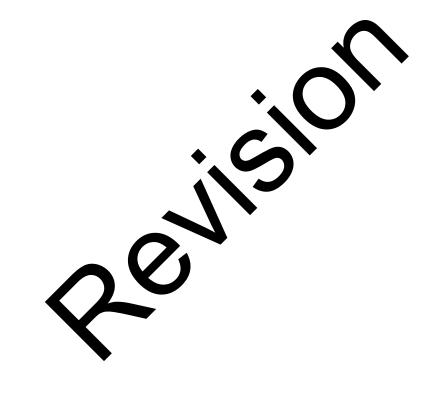
Authors of Course Guide

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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.



# 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 perion 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 unpublic s on the importance of leading a healthy and active lifestyle as a citizen in our school and community.

20

- 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 Boundarius
11-13	2	Disease Precention
14-16	2	HIV Prevention
17		Mid Yea Review
18-20	2	Dig Abuse Prevention
21-23		sutri on
24-26		Puberty
27-29	1	Zones of Regulation
30		Post-Assessment

	Stage 1 Desired Results	
ESTABLISHED GOALS	Transfer	
<b>Standard 3</b> : Students will demonstrate the ability to practice health-enhancing behaviors to avoid and reduce health risks. <b>Standard 5</b> : Students will	<ul> <li>Students will be able to independently use their lear</li> <li>Live a healthy life by making healthful choice management, personal boundaries, empathy</li> <li>Participate in activities that promote wellnes</li> </ul>	es and decisions regarding relationship y, digital citizenship and self regulation.
demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. Standard 8: Students will demonstrate the ability to advocate for personal, family and community health. CT Sexual Health Education Standards Standard 1 - Students will comprehend concepts related to physical, mental, emotional, and social development and the impact on self and others.		<ul> <li>SSENTIAL QUESTIONS</li> <li>Students will keep considering</li> <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>

**Standard 3:** Students will demonstrate the ability to practice health-enhancing behaviors to avoid and reduce sexual health risks.

**Standard 5:** Students will demonstrate the ability to use interpersonal communication skills to avoid or reduce health risks and contribute to sexual health.

**CCSS.ELA-LITERACY.RI.5.2** Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

**CCSS.ELA-LITERACY.SL.5.1** 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. Students will know...

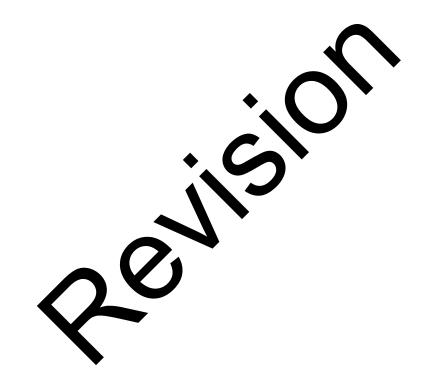
- behaviors for both healthy and unhealthy relationships.
- concepts of personal boundaries and the ability to recognize them
- effective communication skills in person as well as online look like.
- resources for getting help with person boundaries when needed
- empathy, a desired character wit, we expressed in appropriate ways i considered compassion in action.
- emotions expressed in a appropriate manner help to maintain realthy relationships.

Acquisition

Students will be skilled at...

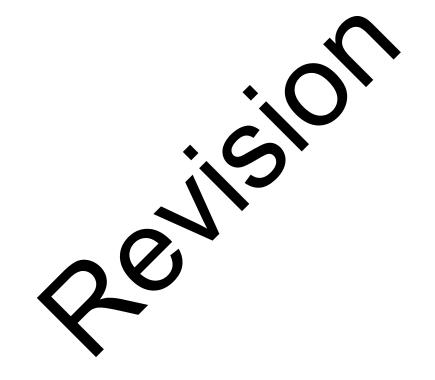
- Recognizing the difference between healthy and unhealthy behaviors in various kinds of relationships.
- Communicating when a personal boundary has been crossed.
- Using interpersonal communication skills to avoid or reduce health risks and contribute to social well-being.
- Accessing available resources to report when a personal boundary is crossed ie. sexual harassment.
- Recognizing the feelings of others and understanding why this is important to our social well-being.
- Self-regulation strategies to cope with their emotions and energy levels throughout the day.

	Stage	2 – Evidence
Code	Evaluative Criteria	Assessment Evidence

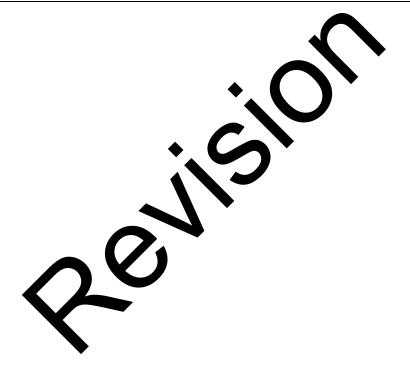


		PERFORMANCE TASK(S):
Т	Visual assessment	<ul> <li>Goal: Students will design a visual representation depicting a trust triangle that will identify at least three safe grow-ups</li> </ul>
Μ	• Students will share their representation with their peers	they may access for emotional or social support. <b>Role</b> : Developers
М		Audience: Teacher/peers
	Peers will provide feedback	Situation: Classroom
		Products: Visual collage
		Success: Complete of the "trust triangle" with at least one
		grown -up that is not a family member
		(Personal Boundares)
<b>T</b> 14	Students will support their responses	Gold State althy, unhealthy and abusive relationship
Т, М	through whole group discussion	But Students
	<ul> <li>Chart completion of the types of</li> </ul>	Audence: Teacher/peers
А	relationships	Situation: Classroom
		<b>Products</b> : A chart with healthy, unhealthy and abusive
	Participation in small group	relationships
М	peer-feedback	<b>Success</b> : Evidence of reflection will be evident on the chart,
		students will show the differences between the types of
Μ	Reflection from whole class	relationships. (Relationships)
	Correct situation sorting	Goal: Using a zone map, students will sort situations
А		interpreting them both physically and emotionally.
	<ul> <li>Whole group discussion with the</li> </ul>	Role: A well-rounded human being
Τ, Μ	sentence stem: "What if"	Audience: Community, peers
		Situation: Real world
		<b>Products</b> : Ability to properly and accurately sort situations
		<b>Success:</b> Evidence is shown through students' interpretation of what is the expected physical and emotional

	response to a given situation. (Zones of Regulation)
<ul> <li>Whole group verbal assessment</li> </ul>	OTHER EVIDENCE: • Worksheets • Exit slips • Do-nows



	Stage 3 – Learning Plan
Code	Pre-Assessment
	Students will self-assess using four guiding questions to gauge how their emotional state and energy levels changes
А	in different situations (pg. 51, Frey, Fisher, Smith)
М	Whole class will create a KWL chart on what it means to be in a healthy relationship.
Т	When prompted with an essential question, students will participate in a turn and talk recalling relevant information on the new topic.



	Summary of Key Learning Events and Instruction (Students will) <i>Student success at transfer meaning and acquisition</i>	Progress Monitoring (Teacher will)
	depends on	
	Relationship:	Relationship:
МΤ	<ul> <li>Students will identify four kinds of relationship through whole group conversation.</li> <li>Students, in small groups, will brainstorm appropriate</li> </ul>	<ul> <li>Teacher will lead and monitor participation in group conversation centered around kinds of relationships</li> </ul>
Т	behaviors that relate to their assigned relationship (healthy, unhealthy, abusive)	<ul> <li>Teacher will define types of relationships to assist with students' ability to differentiate</li> </ul>
MA	<ul> <li>Students assess and rank the healthy relationship behaviors.</li> </ul>	between healthy, unhealthy and abusive relationships behaviors. Teacher records all healthy relationship
	Empathy:	ehaviors
Т	<ul> <li>Students will complete a "feelings charades". Chosing a feeling then role playing the feeling using body language and facial expression.</li> </ul>	Empathy: • Teacher will chart responses as the group
М	<ul> <li>Teacher will show a youtube video depicing thread world situations.</li> <li>Students will complete a graphic organization reference to the students.</li> </ul>	<ul> <li>guesses the feeling.</li> <li>Teacher will play and then pause the video,</li> <li>bighting togehable memory. Togehar</li> </ul>
AM	<ul> <li>Students will complete a graphic organization relating to the video shown in the previous lesson.</li> <li>Students will listen to the read aloud I Anathrman: A</li> </ul>	highlighting teachable moments. Teacher will also prompt students to turn and talk throughout the video.
М	Book of Empathy by Susan Verse exploring the idea that you create trust, bring beal, or and approach	<ul> <li>Teacher will monitor completion of the five main ideas on the organizer</li> </ul>
	others on their levels by using empetity and be able to discuss the main ideas prevented in the text.	• 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
	Personal Boundaries:	
A	• Students will be given red, green and yellow cards:	Personal Boundaries:
Т	depicting examples of personal boundaries and use these to communicate their own personal boundaries.	• Teacher will read each scenario to the class,
Μ	<ul> <li>Students listen to a read-aloud "Lauren's Kingdom" or similar texts.</li> </ul>	asking them to identify their personal boundary.
	BOE Approved March 2	021

т	<ul> <li>Students will recall the information from a previous video. They will rewatch the video and identify what steps they should take when a boundary is crossed.</li> <li>Students will read real- world situations and apply the four steps on what to do if a boundary is crossed.</li> </ul>	<ul> <li>Teacher will prompt students with questions thinking aloud the kind of boundary and who it's affecting.</li> <li>Teacher will facilitate a group discussion recording student responses as they're given.</li> <li>Teacher will create and evaluate exit-slip by students and use results to guide future instruction.</li> </ul>
M A Sup	<ul> <li>Students will categorize their emotions and energy levels using the zones regulation map</li> <li>Students will participate in an exploration of self and how the zones of regulation correlate with their feeling throughout the day.</li> <li>Students will brainstorm strategies they can use when they find themselves outside the "green" zone. Students will complete a personal tool bet.</li> <li>Delemental Self-Guided Remote Learning Activities:</li> <li>Personal Boundaries - Students we engage in a self-guided, interactive Part Deckressin via the google classroom. This lesser includes the solution of self on how to respond when someone crosses your personal boundary.</li> <li>Decision Making - Students are presented with various scenarios on Google Classroom and are invited to make a choice that will help the character feel safe, respected and happy. Students will have the ability to read the responses written by their peers, as well.</li> </ul>	<ul> <li>Zores o Regulation:</li> <li>Feacher will monitor completion of the open-ended statement. ex. times I might be in the blue zone</li> <li>Teacher will lead group cooperation and peer feedback along with the completion of a personal tool box.</li> <li>T will provide the word search, vocabulary, fill-in content source, article taken from Kidshealth.org or similar. Pear Deck tools used for the above activities include the dragging, drawing, and text tools.</li> <li>T provides weekly scenarios (from <i>Healthy Living Social Scenarios Flashcards</i> or similar) with guiding thoughts presented in a google slide presentation.</li> <li>T will monitor the comments providing feedback and ensure respectful communication between students.</li> </ul>

## **Recommended Resources:**

## Books

• I Am Human by Susan Verde

## Videos

- Health for Children Video Series
  - Dealing with Feelings
- "Social Skill Lesson on Empathy"
- <u>"Hurting or Flirting"</u> Sexual Harassment

	Stage 1 Desired Results	
ESTABLISHED GOALS	Tra	ansfer
Standard 1: Students will comprehend concepts related to health-promotion and disease prevention to enhance health.	<ul> <li>Students will be able to independently use their</li> <li>Enhance their personal health using known abuse prevention and growth/development</li> </ul>	owledge of disease prevention, nutrition, drug ent.
Standard 3: Students will demonstrate the ability to	UNDERSTANDINGS Students will understand that • We can reduce our personal risk of	<ul> <li>SSENTIAL QUESTIONS</li> <li>St. dents will keep considering</li> <li>What can I do to avoid and reduce health</li> </ul>
practice health-enhancing behaviors to avoid and reduce health risks.	contagious and non-contagious illnesses.	<ul><li>risks?</li><li>How do I make good decisions to make</li></ul>
Standard 6: Students will demonstrate the ability to use decision-making skills to enhance health.	<ul> <li>Our personal choices directly impact our risk for disease.</li> <li>Nutrition is an espential part of our health and welloeing.</li> </ul>	<ul><li>and keep myself healthy?</li><li>What are important resources for health information?</li></ul>
CCSS.ELA-LITERACY.RI.5.7	<ul> <li>Jubstance use, misuse and abuse an ob many aspects of a person's life.</li> </ul>	What are the potential consequences of medicine misuse and abuse?
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	• There are common trends between genders when exploring the concept of puberty.	<ul> <li>What information is necessary in order to enhance/maintain our reproductive health?</li> </ul>
quickly or to solve a problem efficiently.	Acq	uisition
energi,	Students will know	Students will be skilled at
	<ul> <li>The relationship between contagious and non-contagious illnesses</li> </ul>	<ul> <li>Making healthy choices to reduce their risk of contracting illness</li> </ul>
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<ul> <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 htw to read medicine labels .</li> <li>The anatomy of the oproductive system</li> </ul>	<ul> <li>The potential causes of the most chronic non-contagious diseases</li> </ul>	<ul> <li>Identifying the essential nutrients on food labels</li> </ul>
<ul> <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 htw to read medicine labels .</li> <li>The anatomy of the eproductive</li> </ul>		
<ul> <li>Food labels provide important information to the consumer to aid making healthy food choices</li> <li>The importance of knowing hew to read medicine labels .</li> <li>The anatomy of the eproductive</li> </ul>	foods will aid in maintaining good	the ability to select food to enhance
<ul> <li>making healthy food choices</li> <li>The importance of knowing hw to read medicine labels .</li> <li>The anatomy of the production</li> </ul>	<ul> <li>Food labels provide important</li> </ul>	
<ul> <li>The anatomy of the production</li> </ul>	making healthy food choices	
	read medicine labels .	

Stage 2	2 – Evidence
Evaluative Criteria	Assessment Evidence
	PERFORMANCE TASK(S): Students will show that they really understand evidence of
<ul> <li>Students will successfully analyze a pie chart noting the causes of death through communicable and non communicable disease</li> </ul>	<ul> <li>Goal: Disease prevention through interpretation by analyzing a pie chart depicting the top 10 causes of death in the United States.</li> <li>Role: Interpretation</li> <li>Audience: Feers</li> </ul>
Students will recall healthy choices to avoid disease transmission	<ul> <li>Situation: Must current data from CDC will be reviewed by students.</li> <li>Mroducts: Completion of pie chart and short answer question.</li> <li>Buccurs: They will link everyday actions/choices with the for coresented in the diagram and purpose solutions to reduce risk.</li> <li>(Disease Prevention)</li> </ul>
<ul> <li>Students will share their meal outor with the class and take the evaluating peer food unoice.</li> <li>Students will successful locate health enhancing information on food labels.</li> </ul>	<ul> <li>Goal: Interpret a food label and explain the value of that food choice.</li> <li>Role: consumer</li> <li>Audience: Classmates/ Community</li> <li>Situation: A "Label-tasting" reviewing several food labels and nutritional value.</li> <li>Products: Completion of a healthy school lunch menu articulating reasons for healthy choices</li> <li>Success: 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>
	<ul> <li>Evaluative Criteria</li> <li>Students will successfully analyze a pie chart noting the causes of death through communicable and non communicable disease</li> <li>Students will recall healthy choices to avoid disease transmission</li> <li>Students will share their meal onlor with the class and take these evaluating peer food moice</li> <li>Students will successful locate health enhancing information on food</li> </ul>

T M	<ul> <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> <li>Goal: Explore a visual model of the human reproductive system. Role Playing with their classmates both the female and male components.</li> <li>Role: Act out the pathway of a zygote</li> <li>Audience: Peers</li> <li>Situation: Human reproductive system</li> <li>Products: Completion of the proper pathway of the zygote shown through acting</li> <li>Success: After verbal feedback students will arrange themselves in the prrect order (Puberty)</li> </ul>
		OTHER EVIDENCE: Students will show they have achieved Stage 1 goals by - Velocitories - Note-taking graphic organizer - Definition of the state - Definition of the state - World sheets - Correctly Role Play the parts of the Reproductive System

Stage 3 – Learning Plan				
Code	Pre-Assessment			
	<ul> <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>			
	Summary of Key Learning Events and Instruction Student success at transfer meaning and acquisition depends on	Progress Monitoring		
AM	<ul> <li>Disease:</li> <li>Students explore the concept of disease completing a webquest correlating what a disease is and the potential causes. Ex. Heart Disease-</li> </ul>	Disease Formulation of worksheet and whole group discussion on risk factors Teacher will facilitate conversation asking guiding		
A	<ul> <li>Given a list of disease risk factors, students via assess what is and is not within their control.</li> </ul>	questions Teacher will read and prompt students while reading with guiding questions		
М	<ul> <li>Students will listen to "Each Kindness" by Jacqueline Woodson. They will examine "The Ripple Effect" and how it relates to disease.</li> </ul>	<ul> <li>Teacher will facilitate groups and monitor student progress</li> </ul>		
AT	• Students will recall the read aloud from the previous lesson. In ground they was create a visual representation of one communication disease and the ripple effects that disease are the ripple effects.			
	HIV:	HIV:		
M	<ul> <li>Students will watch a <i>Brainpop video</i> or other related video on HIV/AIDS.</li> <li>Students will do a close read of an article from</li> </ul>	<ul> <li>Complete a small group discussion with three guiding questions: What it is, How to contract it?</li> </ul>		
МТ	<ul> <li>Students will do a close read of an article from NEWSELA: "What's Actually in Our Blood?" or "How Does the AIDS Virus Destroy the Body's</li> </ul>	<ul> <li>and How to prevent it?</li> <li>Teacher will lead a discussion, tracking the HIV pathogen showing how blood is impacted when a</li> </ul>		
A	<ul> <li>Defenses?" or similar article</li> <li>Students will complete a guided note-taking</li> </ul>	<ul> <li>person contracts HIV.</li> <li>Completion of note-taking activity</li> </ul>		
AM	<ul> <li>Students will complete a guided note-taking organizer filling in pertinent information pertaining to HIV</li> </ul>	<ul> <li>Completion of note-taking activity</li> <li>Teacher prompts students with guiding question</li> </ul>		

A T M A T A	<ul> <li>Students watch a brief clip from "Health for Children" 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>	<ul> <li>while the video plays.</li> <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>
	Nutrition:	Nutrition:
М	<ul> <li>Students will describe why a meal is healthy or unhealthy.</li> <li>Students will explore the 6 essential nutrients by</li> </ul>	<ul> <li>Trache will provide visuals for each meal plate the students will analyze.</li> <li>Teacher will provide note taking charts and</li> </ul>
ТМ	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.	posters spread around the room on various partrients. • Teacher facilitates discussion with guiding
	<ul> <li>Students will discuss where they will fine the</li> </ul>	questions.
А	essential nutrients on MyPlate.	Teacher will provide various food labels from     which the students may apply theme headly
ΑT	<ul> <li>Students will analyze various food labels and drawing on their knowledge of essential nutriens</li> </ul>	which the students may analyze there health value.
	will choose the healthier food.	<ul> <li>Teacher will provide students with a</li> </ul>
	• Students will reflect on their own earing habits and	self-assessment and review the elements of a
М	<ul> <li>make a SMART goal to improve their elet.</li> <li>Students will complete a one day was menu with</li> </ul>	SMART goal
	healthy food choices	
	Drug Abuse:	Drug Abuse:
	<ul> <li>Students will sort various OTC medicine bottles</li> </ul>	Teacher will provide empty containers and
	<ul> <li>into correct categories.</li> <li>Students will view a CDC video, "Medicines in My</li> </ul>	placemats for each small group, and ask guiding questions as needed with each group
	Home" (or similar title) discussing the importance	<ul> <li>Teacher will provide students with a sample</li> </ul>
	of reading medicine labels.	medicine label and walk them through each
	<ul> <li>Students will identify and label the 7 different sections on an OTC medicine label</li> </ul>	<ul><li>section of the label.</li><li>Teacher will provide an assortment of empty</li></ul>
	<ul> <li>Students will go on a "Drug Facts Label</li> </ul>	medicine containers and scavenger hunt
	Scavenger Hunt."	printable to guide students in how to read a

		medicine label
	Puberty:	Puberty:
ТМ	<ul> <li>**Genders are separated during unit</li> <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>	<ul> <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.</li> </ul>
Μ	<ul> <li>Students will look at the physical and emotional changes brought on by puberty. Students will discover that changes are common regardless of</li> </ul>	<ul> <li>What are two changes that occur during puberty?</li> <li>What is the purpose of puberty?</li> <li>Teacher will guide student discussion and</li> </ul>
AM	<ul> <li>gender.</li> <li>Students will watch a video: Health for Children or other related video that summarizes the information from about puberty.</li> </ul>	n ovide a model for students to examine reproduction leaver will introduce the concept of monstruation reading aloud to an expert from
ΜΤ	<ul> <li>Students will examine the anatomy of the reproductive system for each respective gender. They will label the parts and track the path of he zygote</li> <li><u>**Female lesson only:</u> Students will track a</li> </ul>	<ul> <li>A herican 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</li> </ul>
AM	typical menstruation cycle and review common feminine hygiene products.	aloud can be chosen from Youtube or <u>SafeShare.TV - The safest way to share</u> <u>YouTube and Vimeo videos</u> , as it relates to the SNIS <b>Breast Cancer Awareness Campaign</b> .
	Supplemental Self-Guidec Remite Learning Activities:	
	<ul> <li>Disease Prevention - udents 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 risk factors and their relationship to healthy decision making.</li> </ul>	

#### **Recommended Resources**

#### Books

• <u>Cancer Hates Kisses</u>

#### Videos

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

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