

NEW MILFORD PUBLIC SCHOOLS

New Milford, Connecticut



Grade 5 Health
February 2019

BOE Approved October 2019

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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 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 |
|----------------------|-------------------|-------------------------|
| 1-3 | 1 | Relationship Management |
| 4-6 | 1 | Empathy |
| 7-9 | 1 | Digital Citizenship |
| 10-12 | 1 | Personal Boundaries |
| 13-15 | 2 | Disease Prevention |
| 16-18 | 2 | HIV Prevention |
| 19-21 | 2 | Drug Abuse Prevention |
| 22-24 | 2 | Nutrition |
| 25-27 | 2 | Puberty |
| 28-30 | 1 | Zones of Regulation |

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Stage 1 Desired Results

ESTABLISHED GOALS

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

Standard 5: Students will 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.

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

Transfer

Students will be able to independently use their learning to...

- Live a healthy life by making healthful choices and decisions regarding relationship management, personal boundaries, empathy, digital citizenship and self regulation.
- Participate in activities that promote wellness throughout life.

Meaning

UNDERSTANDINGS

Students will understand that...

- Communicating our feelings is important to our emotional and physical well being.
- Boundaries are the limits we set on how we want others to behave around us.
- We all deserve to be respected, feel safe and comfortable in all our relationships.
- Students bodies are their own and they always have a right to say no to anything that makes them

ESSENTIAL QUESTIONS

Students will keep considering...

- What can I do to avoid or reduce health risks?
- What interpersonal communication skills do I need in order to engage in healthy relationships?
- What can I do to promote healthy behaviors in relationships?
- How do I interact with others during physical activity?

How do we communicate our boundaries to others ?

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| <p>partners on <i>grade 5 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> | <p>uncomfortable.</p> <ul style="list-style-type: none"> • Through empathy we build strong and healthy relationships. • The importances of regulating our emotions throughout the day will maximize our ability to learn and get along with others. | |
| <p style="text-align: center;">Acquisition</p> | | |
| | <p><i>Students will know...</i></p> <ul style="list-style-type: none"> • <i>Behaviors for both healthy and unhealthy relationships.</i> • <i>Recognizing the concept of personal boundaries</i> • <i>Effective communication skills in person as well as online</i> • <i>Available resources for getting help when personal boundaries are crossed</i> • <i>The concept of empathy and ways to express it in an appropriate manner.</i> • <i>Ways to express emotions in an appropriate manner</i> | <p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> • Recognizing the difference between healthy and unhealthy behaviors in various kinds of relationships. • Communicating when a personal boundary has been crossed. • The ability to use 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 feeling of others and understand why this is important to our social well-being. • Self-regulation strategies to cope with their emotions and energy levels |

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| | | throughout the day. |
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| Stage 2 – Evidence | | |
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| Code | Evaluative Criteria | Assessment Evidence |

Stage 3 – Learning Plan

| Code | Pre-Assessment | |
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| 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 a responsible digital citizen.</p> <p>When prompted with an essential question, students will participate in a turn and talk recalling relevant information on the new topic.</p> | |
| M T T M A T M A M M | <p>Summary of Key Learning Events and Instruction (Students will) <i>Student success at transfer meaning and acquisition depends on...</i></p> <p>Relationship:</p> <ul style="list-style-type: none"> Students will identify four kinds of relationship through whole group conversation. In small groups students will brainstorm appropriate behaviors that relate to their assigned relationship (healthy, unhealthy, abusive) Students assess and rank the healthy relationship behaviors. <p>Empathy:</p> <ul style="list-style-type: none"> Students will complete a “feelings charades”. Choosing a feeling then role playing the feeling using body language and facial expression. Teacher will show a youtube video depicting three real world situations. Students will complete a graphic organizer referring from the video shown in previous lesson. Students will listen to the read aloud I Am Human: 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. | <p>Progress Monitoring (Teacher will)</p> <p>Relationship:</p> <ul style="list-style-type: none"> Participation in group conversation centered around kinds of relationships Teacher defines types of relationships. Ability to understand what healthy, unhealthy and abusive relationships. Teacher records all healthy relationship behaviors <p>Empathy:</p> <ul style="list-style-type: none"> Group will guess the feeling while teacher charts responses. Teacher will play and then pause video, highlighting teachable moments. Teacher will also prompt students to turn and talk throughout the video. Completion of the five main ideas on the organizer 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 |

Stage 1 Desired Results

| ESTABLISHED GOALS | <i>Transfer</i> | |
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| <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><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> Enhance their personal health using knowledge of disease prevention, nutrition, drug abuse prevention and growth/development. | |
| | <i>Meaning</i> | |
| <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>UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> We can reduce our personal risk of contagious and non-contagious illnesses. Our personal choices directly impact our risk for disease. Nutrition is an essential part of our health and well being Substance use, misuse and abuse affects many aspects of a person's life. There are common trends between genders when exploring the concept of puberty. | <p>ESSENTIAL QUESTIONS <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> What can I do to avoid and reduce health risks? How do I make good decisions to make and keep myself healthy? What are important resources for health information? What are the potential consequences of medicine misuse and abuse? What information is necessary in order to enhance/maintain our reproductive health? |

| Acquisition | | |
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| | <i>Students will know...</i> | <i>Students will be skilled at...</i> |
| | <ul style="list-style-type: none"> • The relationship between contagious and non-contagious illnesses • The potential causes of the most chronic non-contagious diseases • Effective nutritional habits to maintain a healthy lifestyle • Eating a variety of different foods will aid in maintaining good health • It is important to understand the components of a food labels • The importance of knowing how to read medicine labels . • The anatomy of the reproductive system | <ul style="list-style-type: none"> • Making healthy choices to reduce their risk of contracting illness • Identify the essential nutrients on food labels • Making healthy food choices • Analyzing food labels and demonstrating the ability to select food to enhance personal health • Evaluating the proper use of common OTC medications • Labeling the parts of the reproductive anatomy and the path of the zygotes |

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| | | <p>Role: Act out the pathway of a zygote</p> <p>Audience: Peers</p> <p>Situation: Human reproductive system</p> <p>Products: Completion of the proper pathway of the zygote shown through acting</p> <p>Success: After verbal feedback students will arrange themselves in the correct order (Puberty)</p> |
| | | <p>OTHER EVIDENCE:</p> <p><i>Students will show they have achieved Stage 1 goals by...</i></p> <ul style="list-style-type: none"> - <i>Venn diagram</i> - <i>Note-taking graphic organizer</i> - <i>Pre and post true false tests</i> - <i>Worksheets</i> - <i>Correctly Role Play the parts of the Reproductive System</i> |

Stage 3 – Learning Plan

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

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| <p>T M</p> <p>M</p> <p>A M</p> <p>M T</p> <p>A M</p> | <p>Puberty:</p> <p>**Genders are separated during unit</p> <ul style="list-style-type: none"> 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. Students will look at the physical and emotional changes brought on by puberty. Students will discover that changes are common regardless of gender. Students will watch a video: Health for Children or other related video that summarizes the information from about puberty. 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 <u>**Female lesson only:</u> Students will track a typical menstruation cycle and review common feminine hygiene products. | <p>Puberty:</p> <ul style="list-style-type: none"> Teacher will facilitate a debate while creating a venn diagram with the information recalled. Teacher will answer age appropriate questions pertaining to changes students are facing during puberty Teacher will provide several focus questions: ex. What are two changes that occur during puberty? What is the purpose of puberty? Teacher will guide student discussion and provide a model for students to examine reproduction Teacher will introduce the concept of menstruation reading aloud an expert from American Girl series. Teacher will then review hygiene products providing students with examples. |
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