NEW MILFORD PUBLIC SCHOOLS

New Milford, Connecticut



Grade 5 Health February 2019

New Milford Board of Education

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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 |

BOE Approved October 2019

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.

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

Meaning

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 ?

| partners on <i>grade 5 topics and texts</i> , building on others' ideas and expressing their own clearly. | uncomfortable. 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. Acq Students will know | uisition Students will be skilled at |
| | Behaviors for both healthy and unhealthy relationships. Recognizing the concept of personal boundaries Effective communication skills in person as well as online Available resources for getting help when personal boundaries are crossed The concept of empathy and ways to express it in an appropriate manner. Ways to express emotions in an appropriate manner | 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 |

| | throughout the day. |
|--|---------------------|
| | in oughout are duy. |

| Stage 2 – Evidence | | |
|--------------------|---------------------|---------------------|
| Code | Evaluative Criteria | Assessment Evidence |

| | | PERFORMANCE TASK(S): |
|-------------|---|--|
| T M M | Visual assessment Students will share their representation with their peers Peers will provide feedback | Goal: Students will design a visual representation depicting a trust triangle that will identify at least three safe grow-ups they may access for emotional or social support. Role: Developers Audience: Teacher/peers Situation: Classroom Products: Visual collage Success: Complete of the "trust triangle" with at least one grown -up that is not a family member (Personal Boundaries) |
| T, M T,M | Students will demonstrate this both in written and verbal format Students will participate in whole group discussion | Goal: The ability to be a healthy digital citizen by exploring how decisions they make in their digital lives, affect other aspects of their lives. Role: Investigator Audience: Peers Situation: Various classroom situations Products: Completed activity Success: Evidence of healthy online decisions (Digital Citizenship) |
| | | |

| | Whole group verbal assessment | Worksheets Exit slips Do-nows |
|-----------|--|--|
| A T, M | Correct situation sorting Whole group discussion with the sentence stem "What if" | interpreting them both physically and emotionally. Role: A well-rounded human being Audience: Community, peers Situation: Real world Products: Ability to properly and accurately sort situations Success: Evidence is shown through students interpretation of what is the expected physical and emotional response to a given situation. (Zones of Regulation) OTHER EVIDENCE: |
| M | Reflection from whole class | Goal: Using a zone map, students will sort situations |
| M | Participation in small group peer-feedback | Success: Evidence of reflection will be evident on the chart, students will show the differences between the types of relationships. (Relationships) |
| T, M A | Students will support their responses through whole group discussion Chart completion of the types of relationships | Goal: Sort healthy, unhealthy and abusive relationship behaviors Role: Students Audience: Teacher/peers Situation: Classroom Products: A chart with healthy, unhealthy and abusive relationships |

| | Stage 3 – Learning Plan | | |
|--------|---|---|--|
| Code | Pre-Assessm | | |
| _ | Students will self-assess using four guiding questions to gauge how their emotional state and energy levels changes | | |
| A | in different situations (pg. 51, | | |
| M T | Whole class will create a KWL chart on what it m | | |
| ' | When prompted with an essential question, students will partic on the new to | | |
| | Summary of Key Learning Events and Instruction (Students | Progress Monitoring (Teacher will) | |
| | will) | (cae | |
| | Student success at transfer meaning and acquisition depends | | |
| | on | | |
| | Relationship: | Relationship: | |
| МТ | Students will identify four kinds of relationship through | Participation in group conversation centered | |
| | whole group conversation. | around kinds of relationships | |
| Т | In small groups students will brainstorm appropriate | Teacher defines types of relationships. | |
| | behaviors that relate to their assigned relationship | Ability to understand what healthy, unhealthy | |
| | (healthy, unhealthy, abusive) | and abusive relationships. | |
| MA | Students assess and rank the healthy relationship | Teacher records all healthy relationship | |
| | behaviors. | behaviors | |
| | Empathy: | Empathy: | |
| Т | Students will complete a "feelings charades". Choosing | Group will guess the feeling while teacher | |
| | a feeling then role playing the feeling using body | charts responses. | |
| | language and facial expression. | Teacher will play and then pause video, | |
| M | Teacher will show a youtube video depicting three real | highlighting teachable moments. Teacher | |
| A N4 | world situations. | will also prompt students to turn and talk | |
| A M | Students will complete a graphic organizer referring from the video shown in previous lesson. | throughout the video. Completion of the five main ideas on the | |
| M | Students will listen to the read aloud I Am Human: A | organizer | |
| 141 | Book of Empathy by Susan Verde exploring the idea | Teacher will post the main idea about | |
| | that you create trust, bring healing, and approach | empathy on the board, then read and pause | |
| | others on their levels by using empathy and be able to | at various parts of the text to prompt | |
| | discuss the main ideas presented in the text. | students guiding them back to the main idea | |
| | | of the text | |
| | | | |

| | Personal Boundaries: | Personal Boundaries: |
|--------|--|---|
| A T | Students will be given red, green and yellow cards: depicting examples of personal boundaries and use these to communicate their own personal boundaries. Students listen to a read-aloud "Lauren's Kingdom" or | Teacher will read each scenario to the class, asking them to identify their personal boundary Teacher will prompt students with questions |
| M | similar texts. Students will recall the information from a previous | thinking aloud the kind of boundary and who it's affecting. |
| МА | video. They will rewatch the video and identify what steps they should take when a boundary is crossed. • Students will read real- world situations and apply the | Teacher will facilitate a group discussion recording students responses as they're given. |
| Т | four steps on what to do if a boundary is crossed. | Completion of exit-slip by students |
| | Digital Citizenship: | Digital Citizenship: |
| | Students will reflect on how balanced they are in their daily lives and then consider what "media balance" means. | Teacher will discuss how to complete a personalized plan for a healthy and balanced media use. |
| Т | Students will compare and contrast online-only friendships identifying the benefits and risks and describe how to respond in an uncomfortable situation. | Teacher will facilitate group discussions of the scenarios noting the students responses. Teacher will discuss the qualities of being an |
| АМ | Students will watch a video (https://www.commonsense.org/education/videos/super | " Upstander"Group completion of comic strip "Being an |
| Т | -digital-citizen or similar) recognizing the characteristics of what makes someone an upstander online. In small groups they will create a superhero comic strip that depicts the qualities of an upstander. | upstander" |
| | Zones of Regulation: | Zones of Regulation: |
| | Students will categorize their emotions and energy levels using the zones regulation map | Completion of open-ended statement. ex. Times I might be in the blue zone |
| M | Students will participate in an exploration of self and how the zones of regulation correlate with their feeling throughout the day. | Teacher will lead groups cooperation and peer feedback along with the completion of a personal tool box. |
| Т | Students will brainstorm strategies they can use when they find themselves outside the "green" zone. | personal tool box. |
| M, A | \Students will complete a " personal tool box | |

| Triyologi Wellberrig | | | |
|--|---|--|--|
| Stage 1 Desired Results | | | |
| ESTABLISHED GOALS | Tra | ansfer | |
| Standard 1: Students will comprehend concepts related to health-promotion and disease prevention to enhance health. | Students will be able to independently use their learning to • Enhance their personal health using knowledge of disease prevention, nutrition, drug abuse prevention and growth/development. | | |
| Standard 3: Students will demonstrate the ability to practice health-enhancing | | | |
| behaviors to avoid and reduce | Meaning | | |
| health risks. | UNDERSTANDINGS | ESSENTIAL QUESTIONS | |
| Chandred C. Chudanta will | Students will understand that | Students will keep considering | |
| Standard 6: Students will demonstrate the ability to use decision-making skills to enhance health. | We can reduce our personal risk of contagious and non-contagious illnesses. | What can I do to avoid and reduce health risks? | |
| 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 | 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 | 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? | |
| efficiently. | affects many aspects of a person's life. There are common trends between genders when exploring the concept of puberty. | What information is necessary in order to enhance/maintain our reproductive health? | |

| Acquisition | |
|---|---|
| Students will know | Students will be skilled at |
| The relationship between contagious and non-contagious illnesses | Making healthy choices to reduce their risk of contracting illness |
| The potential causes of the most chronic non-contagious diseases | Identify the essential nutrients on food labels |
| Effective nutritional habits to maintain a healthy lifestyle | Making healthy food choices |
| Eating a variety of different foods will aid in maintaining good health | Analyzing food labels and demonstrating the ability to select food to enhance personal health |
| It is important to understand the components of a food labels | Evaluating the proper use of common OTC medications |
| The importance of knowing how to read medicine labels . | Labeling the parts of the reproductive anatomy and the path of the zygotes |
| The anatomy of the reproductive system | |
| | |

| | Stage | 2 – Evidence |
|--------|--|--|
| Code | Evaluative Criteria | Assessment Evidence |
| | | PERFORMANCE TASK(S): Students will show that they really understand evidence of |
| A | Students will successfully analyze a pie chart noting the causes of death through communicable and non communicable disease Students will recall healthy choices to | Goal: Disease prevention through interpretation by analyzing a pie chart depicting the top 10 causes of death in the United States. Role: Interpreter Audience: Peers |
| T, M | avoid disease transmission | Situation: Most current data from CDC will be reviewed by students. Products: Completion of pie chart and short answer question Success: They will link everyday actions/choices with the facts presented in the diagram and purpose solutions to reduce risk. |
| T, M | Students will share their meal options with the class and take turns evaluating peer food choices. | (Disease Prevention)Goal: Interpret a food label and explaining the value of that |
| А | Students will successfully locate health enhancing information on food labels. | food choice. Role: consumer Audience: Classmates/ Community Situation: A "Label-tasting" reviewing several food labels and nutritional value. Products: Completion of a healthy school lunch menu articulating reasons for healthy choices |
| T M | Student will discuss and simulate the physical and emotional changes that occur during puberty Students will participate in classroom | 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) |
| | discussions | Goal: Explore a visual model of the human reproductive system. Role Playing with their classmates both the female and male components. |

| Role: Act out the pathway of a zygote Audience: Peers Situation: Human reproductive system Products: Completion of the proper pathway of the zygote shown through acting Success: After verbal feedback students will arrange themselves in the correct order (Puberty) OTHER EVIDENCE: Students will show they have achieved Stage 1 goals by Venn diagram |
|---|
| Note-taking graphic organizer Pre and post true false tests Worksheets Correctly Role Play the parts of the Reproductive System |

| Stage 3 – Learning Plan | | | |
|-------------------------|--|--|--|
| Code | Pre-Assessment | | |
| | 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 | | |
| | Summary of Key Learning Events and Instruction Student success at transfer meaning and acquisition depends on | Progress Monitoring | |
| | Disease: | Disease: | |
| A M | Students explore the concept of disease completing a webquest correlating what a disease is and the potential causes. Ex. Heart Disease- | Completion of worksheet and whole group discussion on risk factors Teacher will facilitate conversation asking guiding | |
| А | poor diet Given a list of disease risk factors, students will assess what is and is not within their control | questions Teacher will read and prompt students while reading with guiding questions | |
| M | Students will listen to "Each Kindness" by Jacqueline Woodson. They will examine "The Ripple Effect" and how it relates to disease | Teacher will facilitate groups and monitor student progress | |
| AT | 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 | HIV: Complete a small group discussion with three guiding questions: What it is, How to contract it? and How to prevent it? | |
| | HIV: | Teacher will lead a discussion, tracking the HIV | |
| M | 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 | pathogen showing how blood is impacted when a person contracts HIV. Completion of note-taking activity | |
| МТ | NEWSELA: "What's Actually in Our Blood?" or "How Does the AIDS Virus Destroy the Body's | Teacher prompts students with guiding question | |
| А | Defenses?" or similar article Students will complete a guided note-taking | while the video plays. Teacher will monitor students progress | |
| АМ | organizer filling in pertinent information pertaining to HIV | 1 oddina wiii mamaa addana progress | |

| | Students watch a brief clip from "Health for | Teacher will provide the 20 index cards and |
|-----------------|--|---|
| | Children " that reintroduces the concept of HIV. | envelopes with scenario about contracting HIV; |
| | Students will circle safe behaviors and crossout | Teacher will keep track of correct and incorrect |
| | isky behaviors | answers for each team. |
| | Students will demonstrate an understanding of the | |
| | concepts related to HIV prevention in a | |
| | cooperative physical relay race. Students will | Nutrition: |
| | letermine if the situation can contribute to the | Teacher will provide visuals for each meal plate |
| S | spread of HIV. | the students will analyze. |
| N. 4 141 | | Teacher will provide note taking charts and |
| Nutritio | | posters spread around the room on various |
| | Students will describe why a meal is healthy or | nutrients. |
| | inhealthy. | Teacher facilitates discussion with guiding |
| | Students will explore the 6 essential nutrients by | questions. |
| | valking around the room and visiting 6 different | Teacher will provide various food labels from |
| | lescriptive posters answering: what it is, why do | which the students may analyze there health |
| | ve need it and where do I find it. | value. |
| | Students will discuss where they will find the 6 | Teacher will provide students with a |
| | essential nutrients on MyPlate. | self-assessment and review the elements of a |
| | Students will analyze various food labels and | SMART goal |
| | Irawing on their knowledge of essential nutrients | |
| | vill choose the healthier food. | |
| | Students will reflect on their own eating habits and | Drug Abusa: |
| | nake a SMART goal to improve their diet. | Drug Abuse: |
| | Students will complete a one day meal menu with nealthy food choices | Teacher will provide empty containers and placemate for each small group, and ask guiding |
| 1 | lealtry lood choices | placemats for each small group, and ask guiding questions as needed with each group |
| Drug A | huso: | Teacher will provide students with a sample |
| | Students will sort various OTC medicine bottles | medicine label and walk them through each |
| | nto correct categories. | section of the label. |
| | Students will view a CDC video, "Medicines in My | Teacher will provide an assortment of empty |
| | Home" (or similar title) discussing the importance | medicine containers and scavenger hunt |
| | of reading medicine labels. | printable to guide students in how to read a |
| | Students will identify and label the 7 different | medicine label |
| | sections on an OTC medicine label | |
| | Students will go on a "Drug Facts Label | |
| | Scavenger Hunt." | |

| | | Puberty: |
|-------|--|---|
| | Puberty: | |
| TM | **Genders are separated during unitStudents will read a letter written by "Chris" | Teacher will facilitate a debate while creating a venn diagram with the information recalled. |
| 1 101 | describing the life changes he/she is going | verin diagram with the information recalled. |
| | through. Students will debate and determine the gender of "Chris" using the information from the letter. | Teacher will answer age appropriate questions pertaining to changes students are facing during puberty |
| М | Students will look at the physical and emotional changes brought on by puberty. Students will discover that changes are common regardless of | Teacher will provide several focus questions: ex. What are two changes that occur during puberty? What is the purpose of puberty? |
| AM | gender. | |
| | Students will watch a video: Health for Children or other related video that summarizes the information from about puberty. | Teacher will guide student discussion and provide a model for students to examine reproduction |
| MT | 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 | Teacher will introduce the concept of menstruation reading aloud an expert from American Girl series. Teacher will then review |
| АМ | **Female lesson only: Students will track a typical menstruation cycle and review common feminine hygiene products. | hygiene products providing students with examples. |
| | | |