

Englewood Public School District

Comprehensive Health

Grade 5

Unit: Relationships and Human Development

Overview: This unit will begin with students considering the nature of a healthy relationship during adolescents. Next, students will expand their understanding of developmentally appropriate presentations regarding parenting, pregnancy, and sexuality.

Time Frame: One Marking Period

Enduring Understandings:

- Change is normal; it happens at different rates and at different times and can be difficult.
- Sexual harassment can take multiple forms.
- If someone asks you to stop a hurtful/offensive behavior, you stop.
- You can use strategies to safely stop harassment.

Essential Questions:

- What are the characteristics of healthy friendships and other relationships?
- What are types of relationships adolescents may experience?
- How am I like and different from everyone else?
- Why do we change physically and emotionally?
- What is sexual harassment?
- What can you do about sexual harassment?

Standards	Topics and Objectives	Activities	Resources	Assessments
<p><u>Comprehensive Health</u> 2.4.6.A.1 Compare and contrast how families may change over time.</p> <p>2.4.6.A.2 Analyze the characteristics of healthy friendships and other relationships.</p>	<p style="text-align: center;">Topics</p> <p>Relationships</p> <p style="text-align: center;">Objectives</p> <p>Students will analyze the characteristics of healthy friendships and other</p>	<p>View a film on dating in the 1950s. Focus on the clothing, music, and language of the teens in the film and what it was like to live in different eras.</p> <p>Students will discuss in small groups and generate questions they may have.</p>	<p>What to do on a date – 1950, Stanonz http://www.youtube.com/watch?v=1WH4NWbPABw</p> <p>Teaching Relationship Skills to Teens, The Dibble Institute https://www.dibbleinstitute.</p>	<p>Formative Assessment: Student’s will be given feedback during discussions about maintaining healthy relationships.</p> <p>Benchmark Assessment: Common Formative Assessment</p>

2.4.6.A.3 Examine the types of relationships adolescents may experience.

2.4.6.A.4 Demonstrate successful resolution of a problem(s) among friends and in other relationships.

2.4.6.A.5 Compare and contrast the role of dating and dating behaviors in adolescence.

relationships.

Students will examine the types of relationships adolescents may experience.

Compare and contrast the role of dating and dating behaviors in adolescence.

(NJSL SL 5.1)

Write to a pen-pal to build a relationship with a student in another region of the world to compare family structures, culture and traditions, environment and living conditions, and interests. **(NJSL W 5.10)**

Brainstorm safe and unsafe ways to show affection and caring. **(NJSL SL 5.1)**

Teaching Relationship Skills to Teens

Engage students in discussion around the following lesson topics:

- Dating and Emotions
- Relationships and Marriage
- Mike's Crush
- What's Real

Understanding Healthy Relationships

Students examine the characteristics and benefits of healthy relationships and the characteristics of unhealthy relationships. They will respond to journal prompts about what they learned and their own experiences. **(NJSL W**

org/sample-lessons/

Understanding Healthy Relationships, IDVSA.org
https://www.edu.gov.mb.ca/k12/cur/physlth/frame.../r/m/module_e_lesson_1.pdf

Online Relationships
<https://www.common sense.org/education/digital-citizenship/curriculum?topic=relationships--communication>

Summative Assessments:

Students will receive a grade for classroom participation.

Students will either write a one page essay about a self-selected topic regarding healthy relationships, or present a multi-media presentation.

Alternative Assessments:

Students will be evaluated on their ability to match healthy characteristic to the relationships listed in the class relationship list.

5.10) (IDVSA.org)

As a group the class will brainstorm the different kinds of relationships that they have in their lives. Friends, family members, neighbors, teammates, classmates and romantic relationships should be listed on the board. Individually students will then be asked to match some healthy characteristics to the relationships. Examples of healthy characteristics might be honesty, love, communication, trust, responsibility, etc. (NJSLS W 5.10)

Students will engage in a teacher led discussion about safe online relationships. (NJSLS 5.1)(NJSLS SL 5.3)

Teacher led discussion on active vs. passive decision making, engaging students in discussion in relation to relationships. (NJSLS SL 5.3)

The instructor will explain that there are laws and a school policy prohibiting sexual harassment.

Sexual Health for 5th gr: <https://www.kingcounty.gov/depts/health/locations/family-planning/education/FLASH/elementary-school.aspx>

Always Changing and Growing Up, Girls Puberty Education Videos, Always

Formative Assessment: Instructors will maintain a running record of student progress as they consider concepts related to sexuality and puberty.

Summative Assessments: Students will receive a grade for classroom participation.

**Comprehensive Health
2.4.6.B.1 Compare growth patterns of males and females during adolescence.**

Topics

Sexuality

Objectives

Students will state the specific changes which occur in boys.

Students will state the

	<p>specific changes which occur in girls.</p> <p>Students will explain that individuals change at their own pace and on their own predetermined time schedule.</p> <p>Students will talk about misconceptions versus accurate information about puberty.</p> <p>Students will demonstrate strategies to safely stop sexual harassment.</p> <p>Students will identify sexual harassment in various forms (visual, verbal, physical).</p>	<p>Engage in a class discussion followed by watching the video, <i>Always Changing</i>. Following the movie, discuss the changes your body goes through at puberty. In teams, create a list of changes they believe will take place during puberty. (NJSL SL 5.2)(NJSL SL 5.3)</p> <p>The instructor can display a Prezi that introduces human growth and development. Students will learn the correct terminology for reproductive processes.(NJSL RI 5.4)</p> <p>Instructor will lead discussions after readings on concepts related to puberty(Teaching Sexual Health).(NJSL SL 5.1)(NJSL SL 5.2)</p>	<p>https://youtu.be/OR1XJZ0xRSo</p> <p>Always Changing and Growing Up, Boys Puberty Education Videos, Always https://youtu.be/G57Suq7JpQE</p> <p>Puberty, Kids Health https://classroom.kidshealth.org/3to5/personal/growing/puberty.pdf</p> <p>Human Growth and Development, Melissa Hanson https://prezi.com/gwrjex_6n9al/copy-of-5th-grade-human-growth-and-development/</p> <p>Puberty, Teaching Sexual Health https://www.google.com/#q=grade+5+puberty+lessons</p>	<p>Each student will complete a list of the changes that occur to both males and females during puberty. Students must list the physical, social, and emotional changes that begin to occur during the beginning stages of puberty. Students will then compare the common changes as well as the sex dependent changes that occur.</p> <p>Alternative Assessment: Self-Assessment Peer Assessment</p>
<p><u>Comprehensive Health</u> 2.4.6.C.3 Identify prenatal practices that support a healthy pregnancy.</p> <p>2.4.6.C.4 Predict challenges that may be</p>	<p>Topics</p> <p>Parenting and Pregnancy</p> <p>Objectives</p> <p>Students will summarize the sequence of</p>	<p><u>Pregnancy</u></p> <p>Instructors will lead a lesson on concepts related to pregnancy (Seattle & King County), and students will respond to journal prompts. (NJSL W 5.10)</p>	<p>Pregnancy, Seattle & King County http://youngpeopletoday.net/wp-content/uploads/.../Lesson-Plan-Pregnancy-Part-I-and-II.pdf</p>	<p>Formative Assessments: Discussions Journal Prompts</p> <p>Summative Assessments: Students will write a narrative story that depicts a</p>

faced by adolescent parents and their families.

fertilization, embryonic growth, and fetal development during pregnancy.

Students will identify the signs and symptoms of pregnancy.

Students will identify prenatal practices that support a healthy pregnancy.

Students will predict challenges that may be faced by adolescent parents and their families.

Building A Baby
Teachers will discuss that although it may look simple on the outside, the process of fetal development is extremely complex. Discussion will focus on the concepts of the development of babies in the womb.(Discovery Education)(**NJSLS SL 5.1)(NJSLS SL5.3)**

Instructors can lead a discussion where students predict challenges faced by adolescent parents and their families. (**NJSLS SL 5.1**)

Students will view a clip of the TV show Teen Mom demonstrating some of the struggles a teen mom may have. Students will respond to journal prompts related to the clip. (**NJSLS W 5.10**)

After a class discussion regarding the signs of pregnancy students will be asked to brainstorm three to four signs of pregnancy and create a Wordle. Pregnancy would be the word in the center with the signs surrounding it on the outside. Examples of signs

Building A Baby, Discovery Education <http://www.discoveryeducation.com/teachers/free-lesson-plans/building-a-baby.cfm>

Sexual Health for 5th gr: <https://www.kingcounty.gov/depts/health/locations/family-planning/education/FLASH/elementary-school.aspx>

teen that selected to have a baby.

Students will be asked to create a timeline which will describe the process of fertilization, embryonic growth, and fetal development.

Alternative Assessments:
Self-Assessment
Peer Assessment

might be fatigue, growing belly, change in appetite. Students may refer to experience from family members. (NJSLS SL 5.1)(NJSLS 5.2)

Key Vocabulary:

Relationship – The state of being connected, emotionally involved or by blood.

Friendship – A state of mutual trust and support between friends.

Marriage – The legally or formally recognized union of two people as partners in a personal relationship.

Crush (on someone) – Strong desire for another person.

Adolescence – The period following the onset of puberty during which a young person develops from a child into adult.

Dating – A form of romantic courtship typically between two individuals.

Harassment – Aggressive pressure or intimidation to annoy or bother someone in a constant or repeated way.

Affection – A gentle feeling of fondness or liking.

Caring – Displaying kindness and concern for others.

Emotion – An intense mental state that arises subjectively rather than through conscious effort and is often accompanied by physiological changes.

Integration of 21st Century Standards NJSLS 9:

9.1.8.E.2 Identify personal information that should not be disclosed to others and the possible consequences of doing or not doing so.

Accommodations and Modifications:

Students with special needs: Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered. Additional safety precautions will be made along with additional staff so all student can fully participate in the standards associated with this curriculum.

ELL/ESL students: Students will be supported according to the recommendations for “can do’s” as outlined by WIDA - https://www.wida.us/standards/CAN_DOs/

Students at risk of school failure: Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support this may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time and will be made available with a certified instructor to aid students in reaching the standards.

Gifted and Talented Students: Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity of the requirements.

English Language Learners

Special Education

At-Risk

Gifted and Talented

<ul style="list-style-type: none"> ● Pre-teach vocabulary ● Lower level text will be provided ● Students can use both English and their native language to label items ● Peers will work together on research ● Speak and display terminology and movement ● Look for children's books in student's native languages ● Teacher modeling ● Peer modeling ● Develop and post routines ● Label classroom materials ● Word walls 	<ul style="list-style-type: none"> ● Lower level text will be provided ● Students will receive peer support for research ● Provide concrete examples ● Utilize modifications & accommodations delineated in the student's IEP ● Lower level text will be provided ● Work with paraprofessional ● Use multi-sensory teaching approaches. ● Work with a partner ● Provide concrete examples and relate all new movements to previously learned moves (i.e., walking on a balance beam, kicking a ball). ● Solidify and refine concepts through repetition. ● Change movement requirements to reduce activity time 	<ul style="list-style-type: none"> ● Lower level text will be provided ● Teachers may modify instructions by modeling what the student is expected to do ● Instructions may be printed out in large print and hung up for the student to see during the time of the lesson. ● Using visual demonstrations, illustrations, and models ● Give directions/instructions verbally and in simple written format. ● Peer Support ● Increase one on one time ● Review behavior expectations and make adjustments for personal space or other behaviors as needed. 	<ul style="list-style-type: none"> ● Students can be support for peers ● Curriculum compacting ● Inquiry-based instruction ● Independent study ● Higher order thinking skills ● Adjusting the pace of lessons ● Interest based content ● Real world scenarios ● Student Driven Instruction
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Interdisciplinary Connections:

ELA - NJSL/ELA:

- RI.5.1. Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
- RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
- RI 5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*.

W.5.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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.

- A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
- B. Follow agreed-upon rules for discussions and carry out assigned roles.
- C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).

SL.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

SL.5.4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

Integration of Technology Standards NJSL 8:

8.1.5.A.3 Use a graphic organizer to organize information about problem or issue.

8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

8.1.5.D.4 Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media.

8.1.5.E.1 Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

Career Ready Practices:

CRP3. Attend to personal health and financial well-being.

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.