

North Hanover Township School District
Comprehensive Health Curriculum
Grade: Five
BOE Approved: 01/17/2023

Fifth Grade

Unit of Study: Social and Sexual Health; Safety

Pacing: One Trimester

Unit Focus:

- **A study of a person's body in relation to self, others and their environment, and its contribution to overall wellness.**
- **Applying prevention and intervention knowledge, skills, and processes to promote safe living in the home, school, and community**

New Jersey Student Learning Standards

- 2.1.5.PGD.1: Identify effective personal health strategies and behaviors that reduce illness, prevent injuries, and maintain or enhance one's wellness (e.g., adequate sleep, balanced nutrition, ergonomics, regular physical activity).
- 2.1.5.PGD.4: Explain common human sexual development and the role of hormones (e.g., romantic and sexual feelings, masturbation, mood swings, timing of pubertal onset).
- 2.1.5.PP.1: Explain the relationship between sexual intercourse and human reproduction.
- 2.1.5.PP.2: Explain the range of ways pregnancy can occur (e.g., IVF, surrogacy).
- 2.2.5.N.1: Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively.
- 2.2.5.N.2: Create a healthy meal based on nutritional content, value, calories, and cost.
- 2.2.5.N.3: Develop a plan to attain a personal nutrition health goal that addresses strengths, needs, and culture.
- 2.1.5.SSH.2: Differentiate between sexual orientation and gender identity.
- 2.3.5.ATD.2: Describe health concerns associated with e-cigarettes, vaping products, inhalants, alcohol, opioids and other drugs, and non-prescribed cannabis products
- 2.3.5.ATD.3: Describe the behaviors of people who struggle with the use of alcohol and drugs and identify the type of assistance that is available.
- 2.3.5.DSDT.2: Identify signs and evaluate evidence that a person might have an alcohol, tobacco, and/or drug use problem.

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- 2.3.5.DSDT.3: Demonstrate effective refusal skills of alcohol, e-cigarettes, vaping products, cannabis products, opioids, and other substances that can negatively impact health.
- 2.3.5.DSDT.4: Demonstrate strategies for seeking assistance for someone impacted by an individual who is struggling with the use/abuse of alcohol or drugs.
- 2.3.5.DSDT.5: Identify the various types of resources that are available in the community and online to assist individuals who struggle with alcohol, tobacco, and drug use/abuse (e.g., school nurse, counselor, peer leadership group).

Interdisciplinary Connections

English Language Arts

- NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words
- NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
- NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

Social Studies

- 6.1.2.CivicsPI.4: Explain how all people, not just official leaders, play important roles in a community.
- 6.1.2.CivicsPR.2: Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities.
- 6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

Career Readiness, Life Literacies, and Key Skills

- 9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.
- 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global.
- 9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity.
- 9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology.

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Enduring Understandings	Essential Questions
<p><i>What specifically do you want students to understand? What inferences should they make? Students will understand that...</i></p> <ul style="list-style-type: none"> ● The class needs to be made aware that it is okay to openly speak about puberty/growing up. ● To understand appropriate and safe ways of communication. ● To maintain healthy relationships, you must show care, consideration, and respect for self and others. ● Be aware of people and your surroundings to avoid stressful situations. ● Puberty allows the body to become closer to being able to reproduce and is primarily decided by heredity. ● The pituitary gland produces hormones that cause physical changes to the body as well as changes in emotions and mood. ● There are multiple ways pregnancy can occur. ● Demonstrate basic procedures for first aid for choking, bleeding, burns, poisoning, and stroke (F.A.S.T.). ● Apply appropriate behaviors for potentially dangerous situations. ● Understand what it means to give someone space, give them privacy and respect their boundaries ● Bathing, showering, brushing teeth, washing hands, covering your mouth. ● Non-communicable diseases include cardiovascular diseases and cancers. Some of these diseases can be prevented by proper diet and exercise. (e.g. Heart Disease) 	<p><i>What thought-provoking questions will foster inquiry, meaning-making, and transfer? Students will keep considering...</i></p> <ul style="list-style-type: none"> ● What makes a classroom environment more comfortable to discuss puberty? ● What are appropriate and inappropriate ways to communicate interpersonally? (e.g. texting, emailing, social media?) ● Why is it important to respect other people regardless of sexual orientation, gender, race, etc. ● How does personal growth include the education of instruction on diversity and inclusion? ● How do we respond to emotional situations? ● What are some factors that affect puberty and development? ● What changes occur socially, emotionally, and physically during puberty? ● What are some different ways pregnancy can occur? ● What are some basic elements of first aid? ● How do you respond in emergency situations? ● What makes a situation unsafe? ● What does it mean to have personal boundaries and privacy? ● What are the characteristics to describe good personal hygiene? ● What is the difference between a communicable and

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<ul style="list-style-type: none"> ● Communicable diseases are often referred to as “Poverty” diseases. ● Rehabilitation centers are available for people with addictions. ● All drugs are capable of being misused. ● The abuse of drugs, alcohol, and tobacco are harmful to the brain and body 	<p>a non-communicable disease?</p> <ul style="list-style-type: none"> ● What is Lymes disease and how can it be treated and prevented? ● What are some ways people who misuse drugs can get help? ● Why are drugs and alcohol unhealthy for your body? ● How does peer pressure and advertising play into drug use?
Key Terms and Vocabulary	Skills
<p><i>What facts and basic concepts should students know and be able to recall? Students will know...</i></p> <ul style="list-style-type: none"> ● Hormones ● Pituitary gland ● Testosterone ● Estrogen ● Sexual intercourse ● Human reproduction ● Pregnancy ● Gender-role stereotypes ● Personal boundaries ● Sexual harassment ● Sexual assault ● Sexual abuse ● first aid ● Choking ● Bleeding 	<p><i>What skills and processes should students be able to use? Students will be skilled at...</i></p> <ul style="list-style-type: none"> ● Able to explain what to do if abuse is suspected or occurs. ● Demonstrate verbal and nonverbal interpersonal communication in various settings that impact the health of oneself and others. ● Use effective decision-making strategies. ● Able to analyze the characteristics of healthy friendships and other relationships. ● Demonstrate what it means to respect and show acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture provide a foundation for the prevention and resolution of conflict ● Demonstrate how responsible actions regarding

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<ul style="list-style-type: none">● Burns● Poisoning● stroke (F.A.S.T.)● Bullying● Teasing	<p>sexual behavior impact the health of oneself and others.</p> <ul style="list-style-type: none">● How to use disease prevention strategies in home, school, and community promotes personal health.● Use decision-making skills to make healthy choices.● Able to use refusal skills of drugs, alcohol, tobacco and other substances
Learning Activities	Resources/Websites
<ul style="list-style-type: none">● Discussion● Video clip● Handout● Lecture● Role play● Online resources● Flipchart● Dry erase board	<ul style="list-style-type: none">● Lesson Plan: It's All About the Hormones<ul style="list-style-type: none">○ Resource: It's All About the Hormones Chart○ Resource: It's All About the Hormones Slides● Lesson Plan: So THAT'S How Babies Are Made!● Nutrient Superhero Challenge● Nutrition Label Scavenger Hunt● Safety Handouts● Safety Slides
Assessment Evidence	

North Hanover Township School District
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<p>Performance Tasks</p> <ul style="list-style-type: none"> ● Scenario Role Play ● Group discussion participation ● Group assessment ● Peer assessment 	<p>Other Evidence</p> <ul style="list-style-type: none"> ● Exit Ticket ● Teacher Checklists ● Teacher Observation ● Creating Posters ● Quiz/Tests
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Accommodations for Different Learners		
Students with Disabilities	Gifted and Talented Students	ELL Students
<ul style="list-style-type: none"> ● preferential seating ● repeat and clarify Instructions ● Provide a peer for support ● break long term projects into shorter chunks ● check in frequently with students 	<ul style="list-style-type: none"> ● modify content to extend skills to a higher level ● provided additional independent projects ● allow structured student choice for skill extension or topic 	<ul style="list-style-type: none"> ● provide visual supports ● provide definitions and examples of new vocabulary ● repeat, reword, and clarify directions ● provide visual supports and diagrams to support skills /content ● preferential seating ● provide short, concise directions ● provide extended time ● modify assignments to support vocabulary ● check in frequently with students ● provide study guides ● provide concrete examples when possible
At Risk Students	504 Plan Students	
<ul style="list-style-type: none"> ● preferential seating ● repeat and clarify Instructions ● provide word bank of vocabulary words ● extend deadlines and time for tests ● provide a copy of notes ● provide graphic organizers/scaffold projects ● highlight important information 	<ul style="list-style-type: none"> ● preferential seating ● repeat and clarify Instructions ● provide word bank of vocabulary words ● extend deadlines and time for tests ● provide a copy of notes ● provide graphic organizers/scaffold projects 	

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<ul style="list-style-type: none">● Provide a peer for support break long term projects into shorter chunks● check in frequently with students● provide study guides/visual supports● use of assistive technology (eg. speech to text)	<ul style="list-style-type: none">● highlight important information● Provide a peer for support● break long term projects into shorter chunks● check in frequently with students● provide study guides/visual supports● use of assistive technology (eg. speech to text)	
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