

# WALDWICK SCHOOL DISTRICT

Administrative Offices  
155 Summit Avenue  
Waldwick, NJ 07463



## Health Education Curriculum Guide

**Grade 5**

*Adoption Date: August 15, 2022*

**WALDWICK SCHOOL DISTRICT**  
**Health Curriculum- Grade 5**

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### COURSE DESCRIPTION

The Mission of the 3-5 Health Education program is to provide each student the opportunity for maximum intellectual, physical, social and emotional development. It is our belief that education is a continuous life-long process, which allows each student to continuously strive to maximize all of his or her capabilities. It is our hope that each student will develop into a health educated and socially responsible life-long learner. We also believe that the benefits of a comprehensive health education program will not only develop lifelong learners but foster workplace skills, including problem solving, communication, cooperation, utilizing technology, and responsible decision making. Our students will have a foundation for an active, healthy and productive life, which will enable them to be a contributing member of society.

In addition to content-based knowledge and skills, this curriculum integrates the skills, knowledge, and expertise of Career Readiness, Life Literacies, and Key Skills as well as Computer Science and Design Thinking. These skills, when used in combination with standards-based content, ensure that students are prepared for success in today's challenging environment. In this course, students will examine the relationships of the past to the present, solve challenging, authentic problems, accept the responsibility of supporting a group by improving their own skill sets, identify interdisciplinary connections, utilize technology to solve problems, etc.

\*The 3-5 unit entitled "Family Life" contains standards related to sexual health. At the 3-5 level, the purpose of this instruction is to teach students skills to prevent child abuse and give students information on puberty. In addition, the standards related to gender identity and family structure at this grade band are to create an inclusive environment where everyone is accepted. Instruction regarding sexual intercourse and human reproduction will take place in 5th grade. In the state of New Jersey, parents/guardians may "opt out" of instruction in health, family life education, or sex education that is in conflict moral or religious beliefs ([18A:35-4.7. Parent's statement of conflict with conscience](#)). Parents/Guardians wishing to opt out of any such instruction should notify the building principal.

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**PACING GUIDE**

<b>Unit Number</b>	<b>Unit Title</b>	<b>Suggested Timeframe</b>
<b>1</b>	<b>Nutrition</b>	<b>4 lessons</b>
<b>2</b>	<b>Personal Growth and Community Health Skills</b>	<b>4 lessons</b>
<b>3</b>	<b>Safety</b>	<b>4 lessons</b>
<b>4</b>	<b>Social/Emotional Health</b>	<b>4 lessons</b>
<b>5</b>	<b>Family Life*</b>	<b>5 lessons</b>

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Unit 1: Nutrition	Pacing Guide: 4 lessons	Standards
<p><b>Essential Questions</b></p> <ul style="list-style-type: none"> <li>• What are healthy and unhealthy eating habits?</li> <li>• How does the food I eat affect my personal health?</li> <li>• How can I make better food choices?</li> </ul>	<p><b>Enduring Understandings</b></p> <ul style="list-style-type: none"> <li>• I can distinguish between healthy and unhealthy food choices and habits.</li> <li>• I can make healthy food choices that affect my body.</li> <li>• I can make a plan to meet a nutrition goal.</li> </ul>	<p>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.</p> <p>2.2.5.N.2: Create a healthy meal based on nutritional content, value, calories, and cost.</p> <p>2.2.5.N.3: Develop a plan to attain a personal nutrition health goal that addresses strengths, needs, and culture.</p>
<p><b>Summative Assessment</b></p> <ul style="list-style-type: none"> <li>✓ SWBAT identify the benefits of healthy eating by creating a shopping list for a family. The shopping list will consider the cost of foods and nutritional value. 2.2.5.N.1, 2.2.5.N.2</li> <li>✓ SWBAT develop a personal nutrition plan that encourages them to eat healthier foods. The goal should reflect their strengths, needs, and culture. 2.2.5.N.3</li> </ul>		
<p><b>Formative Assessments</b></p> <ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Student behavior</li> <li>• Discussions</li> <li>• Exit tickets</li> </ul>	<p><b>Materials</b></p> <ul style="list-style-type: none"> <li>• Grocery store circulars or web addresses</li> <li>• Information about food and food practices in different cultures</li> <li>• Examples of nutrition plans</li> </ul>	
<p><b>Suggested Activities:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Nutrition: What Your Body Needs</a>- lesson plan and resources from PBS Learning</li> <li>• Discuss how different cultures eat different foods depending on the regions. Different religions and cultural traditions require different types of eating (eg., fasting, not eating meat on certain days, etc.) <a href="#">(DEI)</a></li> <li>• Complete the Sanford Health unit for nutrition: <a href="#">Be Thoughtful About Healthy Food Choices</a> <ul style="list-style-type: none"> <li>○ Lesson 1: <a href="#">Ways that kids can fuel their bodies and brains</a></li> <li>○ Lesson 2: <a href="#">How to gamify healthy food choices</a></li> <li>○ Lesson 3: <a href="#">Paths to healthy snack options</a></li> <li>○ Lesson 4: <a href="#">Healthy meal planning with kids</a></li> <li>○ Lesson 5: <a href="#">Healthy food choices fuel healthy kids</a></li> </ul> </li> <li>• Have students review information from local grocery stores to determine prices and available foods. Review</li> </ul>		<p style="text-align: center;"><b>Differentiation for Diverse Learners</b></p> <p><i>Reinforcement:</i></p> <ul style="list-style-type: none"> <li>• Provide students with options to choose from to create the grocery list</li> <li>• Gather information about food prices to provide to students</li> <li>• Create a list of web addresses for students to easily access information to complete the shopping list</li> <li>• Provide a graphic organizer to chunk the information for the shopping list and/or</li> </ul>

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<p>internet safety guidelines and review how students can make sure they are protecting sensitive personal information when using the internet. 8.1.5.NI.2, 9.4.5.CT.1, RI.5.7</p> <ul style="list-style-type: none"> <li>● <a href="#">3-5 Health Education Activities</a></li> </ul>	<p style="text-align: center;">nutrition plan</p> <ul style="list-style-type: none"> <li>● Chunk directions</li> </ul> <hr style="border: 0.5px solid black;"/> <p><i>Enrichment:</i></p> <ul style="list-style-type: none"> <li>● Have students create a monthly budget for a family including the amount spent on food. Students will use available information on salaries and include other possible expenditures</li> <li>● Have students create a menu for a family vacation that identifies red and green light foods</li> </ul>	
<p><b>Suggested Materials</b></p> <ul style="list-style-type: none"> <li>● Texts and videos that support information about nutrition and developing a nutrition plan</li> </ul>	<p><b>Suggested Websites</b></p> <ul style="list-style-type: none"> <li>● <a href="#">My Plate Resources</a></li> <li>● <a href="#">Kids Health- Nutrition</a></li> <li>● <a href="#">PBS Learning Media</a></li> </ul>	
<p><b>Interdisciplinary Connections</b></p> <ul style="list-style-type: none"> <li>➤ Language Arts: 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.</li> <li>➤ SEL Competencies: Self-Management and Responsible Decision-Making</li> <li>➤ Career Readiness, Life Literacies, and Key Skills: 9.4.5.CT.1 Identify and gather relevant data that will aid in the problem-solving process</li> <li>➤ Computer Science and Design Thinking: 8.1.5.NI.2 Describe physical and digital security measures for protecting sensitive personal information</li> </ul>		

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<b>Unit 2: Personal Growth and Community Health Skills</b>	<b>Pacing Guide: 4 lessons</b>	<b>Standards</b>
<b>Essential Questions</b> <ul style="list-style-type: none"> <li>• What are factors that influence my health and wellness?</li> <li>• How can I prevent the spread of infectious diseases?</li> <li>• How does mental health impact wellness?</li> <li>• Who can I contact if I need help?</li> </ul>	<b>Enduring Understandings</b> <ul style="list-style-type: none"> <li>• I can list ways to practice wellness in my life.</li> <li>• I know how to protect myself from certain diseases.</li> <li>• I understand how my mental health can affect my well-being.</li> <li>• I can think of ways that organizations and businesses can address health issues.</li> </ul>	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). 2.3.5.HCDM.1: Identify conditions that may keep the human body from working properly, and the ways in which the body responds. 2.3.5.HCDM.2: Describe how to prevent the spread of communicable and infectious diseases and conditions (e.g., Lyme Disease, influenza) 2.3.5.HCDM.3: Examine how mental health can impact one’s wellness (e.g., depression, anxiety, stress, phobias). 2.1.5.CHSS.2: Describe how business, non-profit organizations, and individuals can work cooperatively to address health problems that are affected by global issues, including climate change.
<b>Summative Assessment</b> <ul style="list-style-type: none"> <li>✓ SWBAT summarize the functions of the immune system and identify practices that help ensure proper functioning of the body. 2.1.5.PGD.1, 2.3.5.HCDM.1, 2.3.5.HCDM.2, 2.3.HCDM.3</li> <li>✓ SWBAT identify ways that organizations can work together to address health issues. 2.1.5.CHSS.2</li> </ul>		
<b>Formative Assessments</b> <ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Student behavior</li> <li>• Discussions</li> <li>• Exit tickets</li> </ul>		<b>Materials</b> <ul style="list-style-type: none"> <li>• Smartboard, computer to project video</li> </ul>
<b>Suggested Activities:</b> <ul style="list-style-type: none"> <li>• <a href="#">How does your environment affect your health</a>- Students complete different activities to learn how your environment may impact your health. 9.4.5.Cl.3</li> <li>• Students will complete the following activity to learn about the <a href="#">immune system</a> and how it functions. Students will identify ways to keep the body functioning</li> </ul>		<b>Differentiation for Diverse Learners</b>
		<b>Reinforcement:</b> <ul style="list-style-type: none"> <li>• Preview vocabulary and use visuals when available</li> <li>• Give students multiple</li> </ul>

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<p>properly including getting enough sleep, eating nutritious meals, staying active, protecting yourself from communicable disease, and addressing mental health. RI.5.2.</p> <ul style="list-style-type: none"> <li>● Students will list ways that businesses and organizations can help improve health. Students will research an organization in small groups and discuss the positive impact they are having on the community. 8.1.5.DA.1</li> </ul>	<p>choice options instead of having them list</p> <ul style="list-style-type: none"> <li>● Provide students with graphic organizers to help them organize ideas</li> </ul>
<p><b>Suggested Materials</b></p> <ul style="list-style-type: none"> <li>●</li> </ul>	<p><b>Suggested Websites</b></p> <ul style="list-style-type: none"> <li>● <a href="#">PBS Learning Media</a></li> <li>● <a href="#">Kids Health- Personal Health</a></li> </ul>
<p><b>Interdisciplinary Connections</b></p> <ul style="list-style-type: none"> <li>➤ Language Arts: RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</li> <li>➤ SEL Competencies: Self-Management and Responsible Decision-Making</li> <li>➤ Career Readiness, Life Literacies, and Key Skills: 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</li> <li>➤ Computer Science and Design Thinking: 8.1.5.DA.1 Collect, organize, and display data in order to highlight relationships or support a claim</li> </ul>	



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<b>Unit 3: Safety</b>	<b>Pacing Guide: 4 lessons</b>	<b>Standards</b>
<p><b>Essential Questions</b></p> <ul style="list-style-type: none"> <li>● What can I do to stay safe?</li> <li>● What should I do in an emergency?</li> <li>● Which products might be dangerous?</li> <li>● What health issues might people have from using products like alcohol, tobacco, and/or drugs?</li> </ul>	<p><b>Enduring Understandings</b></p> <ul style="list-style-type: none"> <li>● I can follow safety rules.</li> <li>● I can make good choices that keep me safe during indoor and outdoor activities.</li> <li>● I know basic first aid procedures.</li> <li>● I can identify products that might have alcohol, tobacco, and/or drugs.</li> <li>● I can identify health concerns caused by alcohol, tobacco, and other drugs.</li> </ul>	<p>2.3.5.PS.2: Demonstrate first aid procedures for choking, bleeding, burns, poisoning, and stroke (F.A.S.T.).</p> <p>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.</p> <p>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.</p> <p>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.</p>
<p><b>Summative Assessment</b></p> <ul style="list-style-type: none"> <li>✓ SWBAT demonstrate first aid procedures for choking, bleeding, burns, poisoning, and stroke by responding to scenarios 2.3.5.PS.2</li> <li>✓ SWBAT list behaviors related to use of alcohol and drugs and identify where people can get assistance 2.3.5.ATD.3</li> <li>✓ SWBAT model effective refusal skills of products that could negatively affect health 2.3.5.DSDT.3</li> </ul>		
<p><b>Formative Assessments</b></p> <ul style="list-style-type: none"> <li>● Teacher observation</li> <li>● Student behavior</li> <li>● Discussions</li> <li>● Exit tickets</li> </ul>		<p><b>Materials</b></p> <ul style="list-style-type: none"> <li>● Smartboard, computer to show videos</li> </ul>
<p><b>Suggested Activities:</b></p> <ul style="list-style-type: none"> <li>● BrainPop Video on <a href="#">First Aid</a> and complete the <a href="#">activity</a></li> <li>● BrainPop Video on <a href="#">CPR</a> and complete the <a href="#">activity</a></li> <li>● Provide the students with different situations and review how to respond to different emergency situations. Have students respond to scenarios to assess their understanding 9.4.2.CT.2</li> <li>● Kids Health Info on: <ul style="list-style-type: none"> <li>○ <a href="#">Bike Safety</a></li> <li>○ <a href="#">Fire Safety</a></li> <li>○ <a href="#">Food &amp; Cooking Safety</a></li> <li>○ <a href="#">Online Safety</a> 8.1.5.NI.2</li> <li>○ <a href="#">Water Safety</a></li> </ul> </li> <li>● Watch BrainPop video on <a href="#">Addiction</a> and have students</li> </ul>		<p style="text-align: center;"><b>Differentiation for Diverse Learners</b></p> <p><i>Reinforcement:</i></p> <ul style="list-style-type: none"> <li>● Have students match safety procedures with the activity</li> <li>● Preview vocabulary- use visuals when possible</li> <li>● Provide students with sentence starters to model refusal strategies</li> </ul> <p><i>Enrichment:</i></p> <ul style="list-style-type: none"> <li>● Students create a poster or</li> </ul>

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<p>complete the activity to make a movie sharing the dangers of addiction and what can be done to prevent and treat addiction. Students should include resources for how to help the person and how to help others impacted by the actions of the person. SL.5.2.</p> <ul style="list-style-type: none"> <li>● <a href="#">3-5 Health Education Activities</a></li> </ul>	<p>skit to teach safety techniques to classmates</p> <ul style="list-style-type: none"> <li>● Students write a short story about a character practicing safety skills</li> </ul>
<p><b>Suggested Materials</b></p> <ul style="list-style-type: none"> <li>●</li> </ul>	<p><b>Suggested Websites</b></p> <ul style="list-style-type: none"> <li>● <a href="#">PBS Learning Media</a></li> <li>● <a href="#">Kids Health- Personal Health</a></li> <li>● <a href="#">Brainpop</a></li> </ul>
<p><b>Interdisciplinary Connections</b></p> <ul style="list-style-type: none"> <li>➤ Language Arts: SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).</li> <li>➤ SEL Competencies: Self-Management and Responsible Decision-Making</li> <li>➤ Career Readiness, Life Literacies, and Key Skills: 9.4.2.CT.2 Identify possible approaches and resources to execute a plan</li> <li>➤ Computer Science and Design Thinking: 8.1.5.NI.2 Describe physical and digital security measures for protecting sensitive personal information</li> </ul>	

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<b>Unit 4: Social/Emotional Health</b>	<b>Pacing Guide: 4 lessons</b>	<b>Standards</b>
<b>Essential Questions</b> <ul style="list-style-type: none"> <li>● What is character?</li> <li>● How can I be responsible?</li> <li>● How can I manage my emotions?</li> <li>● How do I know if a relationship is healthy?</li> <li>● What can I do if I disagree with someone?</li> <li>● What is bullying and what can I do about it?</li> </ul>	<b>Enduring Understandings</b> <ul style="list-style-type: none"> <li>● I know the meaning of character and how people show their character.</li> <li>● I know how to be responsible for myself.</li> <li>● I have tools for identifying and managing my emotions.</li> <li>● I know when a relationship is healthy.</li> <li>● I know what to do when I disagree with someone.</li> <li>● I know what bullying is and what to do about it.</li> </ul>	<p>2.1.5.EH.1: Discuss the impact of one’s feelings and thoughts that lead to healthy and unhealthy behaviors.</p> <p>2.1.5.EH.2: Explain how to cope with rejection, loss, difficult learning situations and/or separation from family or others.</p> <p>2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety).</p> <p>2.1.5.EH.4: Identify behaviors that help to deal with difficult situations that can occur at home, in school, and/or in the community and where to go for assistance.</p> <p>2.1.5.CHSS.3: Describe strategies that are useful for individuals who are feeling sadness, anger, anxiety, or stress.</p> <p>2.1.5.SSH.7: Define teasing, harassment and bullying and provide examples of inappropriate behaviors that are harmful to others.</p> <p>2.3.5.PS.4: Develop strategies to safely communicate through digital media with respect.</p>
<b>Summative Assessment</b> <ul style="list-style-type: none"> <li>✓ SWBAT identify how feelings affect our health and develop strategies for dealing with negative emotions 2.1.5.EH.1, 2.1.5.EH.2, 2.1.5.EH.3, 2.1.5.EH.4, 2.1.5.CHSS.3</li> <li>✓ SWBAT identify bullying, how it can be harmful, and how to respond to it 2.1.5.SSH.7</li> <li>✓ SWBAT demonstrate safe and respectful online communication strategies by making a short PSA to share with the class. 2.3.5.PS.4</li> </ul>		
<b>Formative Assessments</b> <ul style="list-style-type: none"> <li>● Teacher observation</li> <li>● Student behavior</li> <li>● Discussions</li> <li>● Exit tickets</li> </ul>		<b>Materials</b> <ul style="list-style-type: none"> <li>● Smartboard, computer to view BrainPop videos</li> </ul>
<b>Suggested Activities:</b> <ul style="list-style-type: none"> <li>● <a href="#">Self-Awareness</a>- Have students respond to the following</li> </ul>		<b>Differentiation for Diverse Learners</b>

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<p>questions in a journal entry.</p> <ul style="list-style-type: none"> <li>● Watch the video on the science of stress: <a href="#">Spot on Science   Stressin' Out</a>. SL.5.2.</li> <li>● Complete the unit: <a href="#">Teaching kids about mindfulness</a> <ul style="list-style-type: none"> <li>○ Lesson 1: <a href="#">What it means to be mindful</a></li> <li>○ Lesson 2: <a href="#">Why mindfulness is good for kids</a></li> <li>○ Lesson 3: <a href="#">Using your senses to be mindful</a></li> <li>○ Lesson 4: <a href="#">How to be mindful at school</a></li> <li>○ Lesson 5: <a href="#">How to be mindful at home</a> 9.4.2.CT.2</li> </ul> </li> <li>● Watch BrainPop video on <a href="#">mindfulness</a> and complete the activity</li> <li>● Watch <a href="#">Why Do Kids Bully?   Spot on Science</a> and respond to the discussion questions: Create a plan for what you should do if you witness bullying. Why is cyberbullying so hurtful? 8.1.5.NI.2</li> <li>● <a href="#">Crumpled Paper</a> Bullying Lesson</li> <li>● <a href="#">3-5 Health Education Activities</a></li> </ul>	<p><i>Reinforcement:</i></p> <ul style="list-style-type: none"> <li>● Preview vocabulary before lessons, provide visuals when possible</li> <li>● Give students a list of traits to help them identify traits exhibited in the character</li> <li>● Give students a list of actions to take when they witness teasing/bullying to help create clear steps</li> </ul>
<p><b>Suggested Materials</b></p> <ul style="list-style-type: none"> <li>● Various texts and videos showing healthy and unhealthy relationships</li> </ul>	<p><i>Enrichment:</i></p> <ul style="list-style-type: none"> <li>● Have students interview classmates to compile a list of traits classmates want in a friend. Create a bar graph and present to the class.</li> </ul>
<p><b>Suggested Websites</b></p> <ul style="list-style-type: none"> <li>● <a href="#">PBS Learning Media</a></li> <li>● <a href="#">Kids Health- Personal Health</a></li> <li>● <a href="#">Brainpop</a></li> </ul>	
<p><b>Interdisciplinary Connections</b></p> <ul style="list-style-type: none"> <li>➤ Language Arts: SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).</li> <li>➤ SEL Competencies: Self-Management and Responsible Decision-Making</li> <li>➤ Career Readiness, Life Literacies, and Key Skills: 9.4.2.CT.2 Identify possible approaches and resources to execute a plan</li> <li>➤ Computer Science and Design Thinking: 8.1.5.NI.2 Describe physical and digital security measures for protecting sensitive personal information</li> </ul>	

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Unit 5: Family Life	Pacing Guide: 5 lessons	Standards
<p><b>Essential Questions</b></p> <ul style="list-style-type: none"> <li>● What changes will occur in my body during puberty?</li> <li>● What are the different ways that humans reproduce?</li> <li>● What is the difference between sexual orientation and sexual identity?</li> <li>● What can I do if a situation feels unsafe?</li> </ul>	<p><b>Enduring Understandings</b></p> <ul style="list-style-type: none"> <li>● I know what changes my body will go through during puberty.</li> <li>● I know that humans can reproduce by sexual intercourse, IVF, or surrogacy.</li> <li>● I know the definitions of sexual orientation and sexual identity.</li> <li>● I know what to do if a situation feels unsafe.</li> </ul>	<p>2.1.5.PGD.2: Examine how the body changes during puberty and how these changes influence personal self-care.</p> <p>2.1.5.PGD.3: Explain the physical, social, and emotional changes that occur during puberty and adolescence and why the onset and progression of puberty can vary.</p> <p>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).</p> <p>2.1.5.PP.1: Explain the relationship between sexual intercourse and human reproduction.</p> <p>2.1.5.PGD.2: Explain the range of ways pregnancy can occur (e.g., IVF, surrogacy).</p> <p>2.1.5.SSH.2: Differentiate between sexual orientation and gender identity.</p> <p>2.1.5.SSH.4: Describe how families can share common values, offer emotional support, and set boundaries and limits.</p> <p>2.1.5.SSH.5: Explain the importance of communication with family members, caregivers and other trusted adults about a variety of topics.</p> <p>2.3.5.PS.5: Communicate personal boundaries and demonstrate ways to respect other people's personal boundaries.</p> <p>2.3.5.PS.6: Identify strategies a</p>
<p><b>Summative Assessment</b></p> <ul style="list-style-type: none"> <li>✓ SWBAT identify changes that occur to the body during puberty, SWBAT list ways they have to take care of their changing bodies, SWBAT summarize how hormones affect development and their effects on the body 2.1.5.PGD.2, 2.1.5.PGD.3, 2.1.5.PGD.4</li> <li>✓ SWBAT summarize sexual intercourse and how human reproduction can occur sexual intercourse, IVF, surrogacy. 2.1.5.PP.1, 2.1.5.PGD.2</li> <li>✓ SWBAT differentiate between sexual orientation and gender identity 2.1.5.SSH.2</li> <li>✓ SWBAT identify common values in families and identify ways to set respectful boundaries 2.1.5.SSH.4, 2.1.5.SSH.5</li> <li>✓ SWBAT identify personal boundaries, SWBAT identify uncomfortable or dangerous situations and lists ways to address these situations 2.3.5.PS.5, 2.3.5.PS.6</li> </ul>		

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	<p>person could use to call attention to or leave an uncomfortable or dangerous situation, including bullying, teasing, teen dating violence, sexual harassment, sexual assault, and sexual abuse.</p>
<p><b>Formative Assessments</b></p> <ul style="list-style-type: none"> <li>● Teacher observation</li> <li>● Student behavior</li> <li>● Discussions</li> <li>● Exit tickets</li> </ul>	<p><b>Materials</b></p> <ul style="list-style-type: none"> <li>● Smartboard, computer to project video</li> <li>● Art supplies to draw a family portrait</li> </ul>
<p><b>Suggested Activities:</b></p> <ul style="list-style-type: none"> <li>● Lesson 1: <a href="#">How puberty affects our bodies</a> SL.5.2.</li> <li>● Lesson 2: <a href="#">Human Reproduction</a></li> <li>● Lesson 3: <a href="#">There is a difference between sexual orientation and gender identity</a></li> <li>● Lesson 4: <a href="#">Families share common values and family members can set respectful boundaries with one another</a> 9.4.2.GCA.1</li> <li>● Lesson 5: <a href="#">Responding to uncomfortable or dangerous situations</a> 8.1.5.NI.2</li> </ul>	<p style="text-align: center;"><b>Differentiation for Diverse Learners</b></p>
	<p><i>Reinforcement:</i></p> <ul style="list-style-type: none"> <li>● Preview vocabulary</li> <li>● Provide sentence starters for communicating personal boundaries</li> <li>● Provide students with a simple list of changes their body will go through during puberty</li> </ul>
	<p><i>Enrichment:</i></p> <ul style="list-style-type: none"> <li>● Have students research a body system and its function</li> <li>● Have students create a short film on how to respond to unsafe situations</li> </ul>
<p><b>Suggested Materials</b></p> <ul style="list-style-type: none"> <li>●</li> </ul>	<p><b>Suggested Websites</b></p> <ul style="list-style-type: none"> <li>● <a href="#">PBS Learning Media</a></li> <li>● <a href="#">Kids Health- Personal Health</a></li> <li>● <a href="#">Brainpop</a></li> </ul>
<p><b>Interdisciplinary Connections</b></p> <ul style="list-style-type: none"> <li>➤ Language Arts: SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).</li> <li>➤ SEL Competencies: Self-Management and Responsible Decision-Making</li> <li>➤ Career Readiness, Life Literacies, and Key Skills: 9.4.2.GCA.1 Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals</li> <li>➤ Computer Science and Design Thinking: 8.1.5.NI.2 Describe physical and digital security measures for protecting sensitive personal information</li> </ul>	

**WALDWICK SCHOOL DISTRICT**  
**Health Curriculum- Grade 5**

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