



BOE Approved 5/17

Cliffside Park Public Schools

GRADE: Fifth

Unit Name: Unit III: Family Life

Resource: 2014 NJSL Model Curriculum for Comprehensive Health and Physical Education

Learning Objectives

- **To distinguish types of relationships (family, friend, romantic) experienced by adolescents and determine healthy characteristics (trust, communication, honesty) that may influence each relationship.**
- **To compare and contrast changes that occur during puberty (physical, social and emotional) in both males and females**
- **To identify strategies (refusal skills) that adolescents may employ to resist pressure to become sexually active and remain abstinent.**
- **To identify the signs of pregnancy**
- **To discuss the process of fertilization, embryonic growth, and fetal development and explain how the health of the birth mother affects a developing fetus**

Duration: March/April

Essential Questions

- **What are characteristics of a healthy relationship?**
- **Why, during puberty, do we begin to feel a variety of different feelings towards others and ourselves?**
- **What are the signs of pregnancy?**



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Enduring Understandings

- Healthy relationships require a mutual commitment.
- Puberty is the period of sexual development, determined primarily by heredity, in which the body becomes physically able to produce children.
- Responsible actions regarding sexual behavior impact the health of oneself and others.
- Knowing the physiological process of how pregnancy occurs as well as development of the fetus leading to child birth contribute to a greater understanding of how and why a healthy environment should be provided for the pregnant mother.

NJSLS Comprehensive Health and Physical Education Standards

- **2.4.6.A.2** Analyze the characteristics of healthy friendships and other relationships.
- **2.4.6.A.3** Examine the types of relationships adolescents may experience.
- **2.4.6.B.1** Compare growth patterns of males and females during adolescence.
- **2.4.6.B.2** Summarize strategies to remain abstinent and resist pressures to become sexually active.
- **2.4.6.C.2** Identify the signs and symptoms of pregnancy.
- **2.4.6.C.1** Summarize the sequence of fertilization, embryonic growth, and fetal development during pregnancy.

Interdisciplinary Connections

Language Arts

- Have students work with partners to find poems that they feel express definite feelings, such as happiness, sadness, loneliness, pride, respect, anger, or patriotism
- Have partners work together to create either an oral or written presentation to give the class. Each presentation should include the text of the poem as well as students' identification and analysis of the feeling it expressed.
- Have students write their own "expression" poems.

Write a recipe for a good friend. Include ingredients like "2 cups of kindness," as well as instructions about how all the ingredients should be mixed together.



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Drama

- Have each student choose a partner. Have each pair of students think of a situation in which emotions get in the way of good communication. The situation could be between any two people (for example: two friends, a parent and child, two siblings).
 - Have students first demonstrate an unhealthy way to communicate in the situation.
 - Then have the same students demonstrate a healthy and realistic alternative that keeps both people listening to each other and working to solve the disagreement.
 - Have other observers critique each situation and provide constructive feedback.

Social Studies

- Have students name three families they've seen on TV. They can identify the ways each TV family is like and different from each other TV family. What problems and issues do they face? If they were creating a realistic TV show about a family, what issues and problems would this family explore?
- Write a letter to the newspaper stating your opinion about an issue that affects people your age. Tell why you feel strongly about the issue. Of possible, suggest a way to deal with the problem.

Math

- Start a Coming of Age growth chart to track changes in your height and weight during adolescence. If you keep track on a monthly basis, you may be amazed at how rapidly you are growing.

Art:

- Have students create posters to illustrate, in pictures and in words, the saying "The best way to have a friend is to be a friend."

Tier 2 Vocabulary: distinguish, compare, identify, discuss, create, produce, devise



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Tier 3 Vocabulary: puberty, heredity, adolescence, mature, empathy, negotiate, volunteer, prenatal, growth spurt, infancy, childhood, moods, adulthood, hormones, glands, hygiene, self-concept, attitude, clique, aggressive, peers, peer pressure, stress, stress management, body language, conflict resolution, peer mediation, communication, menstruation, fertilization, trimester, embryo, fetus

Core Instructional Materials/Resources/Digital Tools:

i.e., specific textbooks, classroom resources, digital tools, links to websites and videos

- <http://www.nj.gov/education/modelcurriculum/assessment/pw/peh/hku1.pdf>

21st Century Themes and Skills:

(CRP Standards)

CRP4. Communicate clearly and effectively and with reason.

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

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

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

CRP9. Model integrity, ethical leadership and effective management.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

8.1 Educational Technology

<http://www.state.nj.us/education/cccs/2014/tech/8.pdf>

http://kidshealth.org/kid/grow/body_stuff/puberty.html

Content Area Technology



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Standard 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

Strand F: Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

Grade Level Bands - K-2

Content Statements students will:

Identify and define authentic problems and significant questions for **Indicator 8.1.2.F.1**

Use geographic mapping tools to plan and solve problems.

Plan and manage activities to develop a solution or complete a project.

Collect and analyze data to identify solutions and/or make informed decisions.

Use multiple processes and diverse perspectives to explore alternative solutions

Activities:

SLO: 3 Goal: Students will distinguish types of relationships (family, friend, romantic) experienced by adolescents and determine healthy characteristics (trust, communication, honesty) that may influence each relationship. **Assessment Activity:** As a group the class will brainstorm the different



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Assessments and Performance Tasks

kinds of relationships that they have in their lives. Friends, family members, neighbors, teammates, classmates and romantic relationships should be listed on the board. 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. After the class has completed the brainstorming exercise they will be asked to reflect on the following:

1. How many different types of relationships do you have in your life?
2. Identify which healthy characteristics you feel you exhibit in your relationships.

SLO: 6 Goal: Students will demonstrate the ability to compare and contrast changes that occur during puberty (physical, social, emotional) in both males and females. **Assessment Activity:** Each student will complete their own list (brainstormed from previous lessons) 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

http://kidshealth.org/kid/grow/body_stuff/puberty.html

SLO: 7 Goal: Students will demonstrate the ability to identify strategies (i.e. refusal skills, other strategies) that adolescents may employ to resist pressure to become sexually active and remain abstinent. **Assessment Activity:** Each student will create their own strategy poster. The poster should contain a main strategy or phrase surrounded by other phrases that support the main strategy. For example, the main strategy may be a refusal skill like “Changing the Subject”. The surrounding phrases could be “Have you heard the new Jay Z CD” or “let’s go get a soda” or “what time is it? I think I need to get home”. Teachers will assess on the students ability to identify different strategies that may be used in a refusal situation.



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SLO: 10 Goal: Students will identify the signs of pregnancy. **Assessment Activity:** 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 might be fatigue, growing belly, change in appetite.

SLO: 11 Goal: Students will demonstrate understanding of the process of fertilization, embryonic growth, and fetal development and explain how the health of the birth mother affects a developing fetus. **Assessment Activity:** Students will be asked to create a timeline which will describe the process of fertilization, embryonic growth, and fetal development. Students will then be asked to answer the following reflections:

1. List three factors that could affect the health of an unborn fetus.
2. How do the choices that an expecting mother makes regarding her health affect the health of an unborn fetus?

. Assessments

- Grade 5: Unit III: Family Life (See Attached)
- See SLO Goals 3,6,7,10, 11 above
- Anecdotal Notes



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Differentiation/Accommodations/Modifications (Alternate Modes of Instruction and Support)

Gifted and Talented	English Language Learners	Students with IEPs/504s	At-Risk Learners
<p>Provide appropriate challenge for wide ranging skills and development areas.</p> <p>Participate in inquiry and project-based learning units of study</p> <p>Assigning roles within partnerships</p> <p>Differentiated supports: content, process, product, environment</p>	<p>Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)</p> <p>Pair visual prompts with verbal presentations</p> <p>Frontload and immerse students in literacy and language experiences related to content</p> <p>Provide students with visual models, sentence stems, concrete objects, and hands-on materials.</p> <p>Model procedures for life skills. Collaboration between ELL and general education teacher to maximize learning</p>	<p>Review student individual educational plan and/or 504 plan.</p> <p>Establish procedures for accommodations and modifications for assessments as per IEP/504.</p> <p>Establish procedures for modification of classwork and homework as per IEP/504.</p> <p>Modify classroom environment to support academic and physical needs of the students as per IEP/504.</p> <p>Provide appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team.</p> <p>Differentiation through content, process, product, environment</p>	<p>Provide Title I services to students not meeting academic standards in ELA and/or Math.</p> <p>Provide instructional adaptations and interventions in the general education classroom.</p> <p>Modify classroom environment to support student needs.</p> <p>Differentiated instruction</p> <p>Basic Skills</p> <p>Intensive individual intervention</p>



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Sources 2014 NJSLS for Comprehensive Health and Physical Education www.state.nj.us/education/cccs/2014/chpe/standards.pdf www.nj.gov/education NJ: 2014 SLS: Technology: http://www.state.nj.us/education/cccs/2014/tech/8.pdf 21st Century Life and Careers: http://www.state.nj.us/education/cccs/2014/career/9.pdf Career Ready Practices: http://www.state.nj.us/education/cccs/2014/career/9.pdf			