Winslow Township School District
Grade 5
Unit 3: Personal Growth & Development

Overview: Personal Growth and Development are lifelong processes of physical, behavioral, emotional and cognitive change throughout one's lifetime.

Overview	Standards for Personal Growth & Development	Unit Focus	Essential Questions
Unit 1: Personal Growth & Development	• 2.1.5.PGD.1 • 2.1.5.PGD. 2 • 2.1.5.PGD.3 • 2.1.5.PGD.4 • 2.1.5.PGD.5 • WIDA1	• Students will explain how personal growth and development pertains to keeping your body healthy and understanding hormonal changes (all body systems) and their impact on sexuality. • Students will explain human condition: who we are, how we grow or evolve, and how interaction with others affects the process of growth physically, mentally, socially, and emotionally from infancy through advanced age.	• How do individuals enjoy different activities and grow at different rates? • Why does personal hygiene and self-help skills promote healthy habits? • What importance do the body systems have on a persons personal development? • What can I do to reduce or avoid health risks? • What do I need to know to make good decisions and stay healthy? • How do the different body systems impact and affect one another? • How do decisions we make each day influence our health and wellness?
Unit 1: Enduring Understandings	• Health choices and behaviors have a profound impact on personal, family, community, and global wellness. • Food choices and eating patterns are developed at a young age, persist throughout one's lifetime, and may impact one's long-term health. • It may be difficult to change unhealthy eating patterns that are rooted in family traditions, religious beliefs, or culture. • Peers and the media also have a significant impact on food choices and the availability of healthy options. • Making healthy eating choices is an important part of achieving and sustaining wellness. • Medical advances, technology, and public health efforts enable some people to live healthier and longer lives than ever before, but many people struggle to be healthy. • Understanding why a behavior or activity is unsafe or risky is only the first step towards preventing injuries and staying safe. • Consistently employing safe and healthy behaviors helps to reduce the incidence and severity of injuries.	

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Curriculum Unit 3	Standards		Pacing	
			Week	**Unit Weeks**
	2.1.5.PGD.1	Explore how activity helps all human bodies stay healthy.	1	
	2.1.5.PGD.2	Develop an awareness of healthy habits (e.g., wash hands, cough in arm, brush teeth).	1	
	2.1.5.PGD.3	Explain what being "well" means and identify self-care practices that support wellness.	1	
	2.1.5.PGD.4	Use correct terminology to identify body parts and explain how body parts work together to support wellness.	1	6
	2.1.5.PGD.5	List medically accurate names for body parts, including the genitals.	1	
	Assessment, Re-teach and Extension		1	

Health Curriculum – Grade 5 – **Unit 3: Personal Growth & Development**

Unit 3 Grade 5		
Core Idea	**Indicator #**	**Performance Expectations**
Individuals enjoy different activities and grow at different rates.	2.1.5.PGD.1	Explore how activity helps all human bodies stay healthy.
Personal hygiene and self-help skills promote healthy habits.	2.1.5.PGD.2	Develop an awareness of healthy habits (e.g., wash hands, cough in arm, brush teeth).
	2.1.5.PGD.3	Explain what being "well" means and identify self-care practices that support wellness.
	2.1.5.PGD.4	Use correct terminology to identify body parts and explain how body parts work together to support wellness.
	2.1.5.PGD.5	List medically accurate names for body parts, including the genitals.

Unit 3 Grade 5
Assessment Plan

Performance Tasks:	Alternative Assessments:
Ability to complete classroom games, computer activities, small group activities, worksheets, whiteboards	• Quizzes/homework/teacher observation/projects

Resources	Activities

• Drawing related to topics or content
• Entrance or Exit cards
• Game Activities
• Informational surveys/Questionnaires/Inventories
• Initiating Activities
• Interest Survey
• KWL charts and other graphic organizers
• Open-ended Questioning
• Picture Interpretation
• Prediction
• Self-evaluations
• Student demonstrations and discussions
• Student products and work samples
• Table Top discussions
• Teacher observation/checklist
• Teacher prepared pretest
• Content Surveys
• Anticipatory Chart
• Quick Write
	2.1.5.PGD.1
	  • Brainstorm activities that can keep your body healthy.
	
	2.1.5.PGD.2
	  • Define wellness and its physical and mental aspects.
	  • What are self-care practices that support wellness?
	  • Explain what healthy habits are and list examples.
	  • Identify ways to stop germs from spreading.
	
	2.1.5.PGD.3
	  • Name 2 ways to care for our muscles.
	  • Name 2 ways to care for the digestive system
	  • Name 2 ways to care for the brain.
	
	2.1.5.PGD.4
	  • Explain how the lungs take in oxygen and the heart pumps the oxygen out to the body.

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- Popcorn Sharing - Admit Slip - Response Card **Diversity, Equity & Inclusion Educational Resources** https://www.nj.gov/education/standards/dei/	2.1.5.PGD.5 SW List Basic anatomy and functions of specific body parts.

Instructional Best Practices and Exemplars	
1. Identifying similarities and differences 2. Summarizing and note taking 3. Reinforcing effort and providing recognition 4. Homework and practice 5. Nonlinguistic representations	6. Cooperative learning 7. Setting objectives and providing feedback 8. Generating and testing hypotheses 9. Cues, questions, and advance organizers 10. Manage response rates

9.1 Personal Financial Literacy, 9.2 Career Awareness, Exploration, Preparation and Training & 9.4 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.IML.2: Create a visual representation to organize information about a problem or issue (e.g., 4.MD.B.4, 8.1.5.DA.3).
9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).

The implementation of the 21st Century skills and standards for students of the Winslow Township District is infused in an interdisciplinary format in a variety of curriculum areas that include, English language Arts, Mathematics, School Guidance, Social Studies, Technology, Visual and Performing Arts, Science, Physical Education and Health, and World Language.

Additional opportunities to address 9.1, 9.2 & 9.4:
Philadelphia Mint
https://www.usmint.gov/learn/kids/resources/educational-standards
Different ways to teach Financial Literacy.
https://www.makeuseof.com/tag/10-interactive-financial-websites-teach-kids-money-management-skills/

Modifications for Special Education/504

Students with special needs: The students' needs will be addressed on an individual and grade level using a variety of modalities. Accommodations will be made for those students who need extra time to complete assignment. 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 Health curriculum.

- Small group instruction
- Audio books/ Text-to-speech platforms
- Leveled texts/Vocabulary Readers
- Leveled informational texts via online
- Modeling and guided practice
- Read directions aloud
- Repeat, rephrase and clarify directions
- Extended time as needed
- Break down assignments into smaller units
- Provide shortened assignments
- Modify testing format
- Repeat directions as needed

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Modifications for At-Risk Students
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 • Increase one on one time • Teachers may modify instructions by modeling what the student is expected to do • Review behavior expectations and make adjustments as needed. • Oral prompts can be given. • Using visual demonstrations, illustrations, and models • Give directions/instructions verbally and in simple written format. • Peer Support

English Language Learners	Modifications for Gifted Students
All WIDA Can Do Descriptors can be found at this link: https://wida.wisc.edu/teach/can-do/descriptors ☐ Grade 1 WIDA Can Do Descriptors: ☐ Listening ☐ Speaking ☐ Reading ☐ Writing ☐ Oral Language Students will be provided with accommodations and modifications that may include: • Relate to and identify commonalities in health practices in students home country • Speak and display terminology and movement • Teacher Modeling • Peer Modeling • Label Classroom Materials - Word Walls	Students excelling in mastery of standards will be challenged with complex, high level challenges related to the topic. • Students can complete extend research outside of the classroom • Inquiry-based instruction • Independent study • Higher order thinking skills • Adjusting the pace of lessons • Interest based content • Project Based Learning • Real world scenarios • Student Driven Instruction ❖ Gifted Programming Standards ❖ Webb's Depth of Knowledge Levels and/or Revised Bloom's Taxonomy ❖ REVISED Bloom's Taxonomy Action Verbs

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Interdisciplinary Connections
ELA - NJSLS/ELA: NJSLSA.SL.5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. RI.1.1. Ask and answer questions about key details in a text. RI.1.2. Identify the main topic and retell key details of a text. SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). W.1.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
Integration of Computer Science and Design Thinking NJSLS 8
8.1.5.CS.2: Model how computer software and hardware work together as a system to accomplish tasks. 8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data. 8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data.