

**OCEAN COUNTY HEALTH & PHYSICAL EDUCATION
CURRICULUM**

Content Area: HEALTH & PHYSICAL EDUCATION

Course Title: HEALTH & PHYSICAL EDUCATION

Grade Level: 5 – 2.4

Human Relationships and Sexuality

1 week

Sexuality

1 week

Pregnancy and Parenting

1 week

Date Created: 07/11/2012

Board Approved on: 9/19/12

OCEAN COUNTY HEALTH & PHYSICAL EDUCATION CURRICULUM
Unit Overview

Content Area: HEALTH & PHYSICAL EDUCATION

Grade: 5

Standard:

2.4 Human Relationships and Sexuality: All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.

Strand: A. Relationships

Summary: Healthy relationships require a mutual commitment.

College and Career Readiness: Note that the Common Core State Standards provide for College and Career Readiness Anchor Standards in Reading, Writing, Speaking, and Listening, which are listed specifically at the beginning of each section of the grade-level standards and then infused throughout the grade-level standards. For specific College and Career Readiness Anchor Standards, see <http://www.corestandards.org/the-standards/english-language-arts-standards>

Primary interdisciplinary connections: Mathematics, Language Arts Literacy, Science

21st century themes: 9.1 21st-Century Life & Career Skills All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational culture

Learning Targets

Content Standards

Number	Common Core Standard for Mastery
2.4.4.A.1	Explain how families typically share common values; provide love and emotional support, and set boundaries and limits.
2.4.4.A.2	Explain why healthy relationships are fostered in some families and not in others.
Number	Common Core Standard for Introduction
2.4.6.A.1	Compare and contrast how families may change over time.
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.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.

Unit Essential Questions

- How do families typically share common values; provide love and emotional support, and set boundaries and limits?
- How are healthy relationships fostered in some families and not in others?
- Can you name some ways that families

Unit Enduring Understandings

- Students will understand that...
- Healthy relationships require a mutual commitment.

change over time?	
Unit Objectives Students will know... <ul style="list-style-type: none"> • Healthy relationships require a mutual commitment. 	Unit Objectives Students will be able to... <ul style="list-style-type: none"> • Explain how families typically share common values; provide love and emotional support, and set boundaries and limits. • Explain why healthy relationships are fostered in some families and not in others. • Compare and contrast how families may change over time. • Analyze the characteristics of healthy friendships and other relationships.

Evidence of Learning
Formative Assessments <ul style="list-style-type: none"> • Teacher observation • Student participation • Checklist • Rubric • Verbal question and answer
Summative Assessments <ul style="list-style-type: none"> • Teacher observation • Student participation • Rubric score • Verbal question and answer
Modifications (ELLs, Special Education, Gifted and Talented) <ul style="list-style-type: none"> • Follow all IEP modifications/504 plan • Shorter assignments when needed. • Use of concrete examples before beginning activity. • Cue student by stating name before asking a question, or speaking to them. • Use of preferential seating. • Provide opportunity for movement. • Provide student with cool off location. • Allow for additional time for written work as well as to comprehend and master skill introduced. • Assign student a peer tutor/partner learner when necessary. • Keep in mind learner’s multi sensory, visual, and auditory style. • Provide variety of size manipulatives to accommodate student needs. • Provide extra worksheets for students who exceed given assignment. • Allow students who exceed objective expectations, the opportunity to visit subject specified interactive websites. • Provide more challenging opportunities with use of manipulative that will challenge the skill being

<p>taught to other students.</p> <ul style="list-style-type: none"> •
<p>Curriculum development Resources/Instructional Materials/Equipment Needed Teacher Resources:</p> <p>Ready-to-Use PE Activities K-6 Landy & Landy Physical Education Curriculum Activities Kit K-6 Wheeler & Spilker Elementary Teacher’s Handbook of Indoor and Outdoor Games Kamiya Health Promotion Wave Kit Here’s Looking at You 2000 NJ Comprehensive Health & PE Curriculum Framework Sunburst Building Character Kit NJCCCS</p>
<p>Teacher Notes:</p> <p>See Teacher Notes Section in Unit 1 of Standard 2.1</p>

OCEAN COUNTY HEALTH & PHYSICAL EDUCATION CURRICULUM Unit Overview	
Content Area: HEALTH & PHYSICAL EDUCATION	Grade: 5
<p>Standard: 2.4 Human Relationships and Sexuality: All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.</p>	
<p>Strand: B. Sexuality</p>	
<p>Summary: Most significant physical, emotional, and mental growth changes occur during adolescence, but not necessarily at the same rates.</p> <p>Primary interdisciplinary connections: Mathematics, Language Arts Literacy, Science</p> <p>9.1 21st-Century Life & Career Skills All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational culture</p>	
Learning Targets	
<p>Content Standards</p>	
Number	Common Core Standard for Mastery
2.4.4.B.1	Differentiate the physical, social, and emotional changes occurring at puberty and explain why puberty begins and ends at different ages.

Number	Common Core Standard for Introduction
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.
Unit Essential Questions <ul style="list-style-type: none"> • How do you differentiate the physical, social, and emotional changes occurring at puberty? • Why does puberty begin and end at different ages? • During adolescence, how are the growth patterns of males and females different? 	Unit Enduring Understandings <p>Students will understand that...</p> <ul style="list-style-type: none"> • Most significant physical, emotional, and mental growth changes occur during adolescence, but not necessarily at the same rates.
Unit Objectives <p>Students will know...</p> <ul style="list-style-type: none"> • Most significant physical, emotional, and mental growth changes occur during adolescence, but not necessarily at the same rates. 	Unit Objectives <p>Students will be able to...</p> <ul style="list-style-type: none"> • Differentiate the physical, social, and emotional changes occurring at puberty and explain why puberty begins and ends at different ages. • Compare growth patterns of males and females during adolescence.

Evidence of Learning
Formative Assessments <ul style="list-style-type: none"> • Teacher observation • Student participation • Checklist • Rubric • Verbal question and answer
Summative Assessments <ul style="list-style-type: none"> • Teacher observation • Student participation • Rubric score • Verbal question and answer
Modifications (ELLs, Special Education, Gifted and Talented) <ul style="list-style-type: none"> • Follow all IEP modifications/504 plan • Shorter assignments when needed. • Use of concrete examples before beginning activity. • Cue student by stating name before asking a question, or speaking to them. • Use of preferential seating. • Provide opportunity for movement. • Provide student with cool off location. • Allow for additional time for written work as well as to comprehend and master skill introduced.

- Assign student a peer tutor/partner learner when necessary.
- Keep in mind learner’s multi sensory, visual, and auditory style.
- Provide variety of size manipulatives to accommodate student needs.
- Provide extra worksheets for students who exceed given assignment.
- Allow students who exceed objective expectations, the opportunity to visit subject specified interactive websites.
- Provide more challenging opportunities with use of manipulative that will challenge the skill being taught to other students.

Curriculum development Resources/Instructional Materials/Equipment Needed Teacher Resources:

Ready-to-Use PE Activities K-6 Landy & Landy
 Physical Education Curriculum Activities Kit K-6 Wheeler & Spilker
 Elementary Teacher’s Handbook of Indoor and Outdoor Games Kamiya
 Health Promotion Wave Kit
 Here’s Looking at You 2000
 NJ Comprehensive Health & PE Curriculum Framework
 Sunburst Building Character Kit
 NJCCCS

Teacher Notes:

See Teacher Notes Section in Unit 1 of Standard 2.1
 See Summary Section in Unit 1 of Standard 2.4 for Career and College Readiness Standard

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Content Area: HEALTH & PHYSICAL EDUCATION

Grade: 5

Standard:

2.4 Human Relationships and Sexuality: All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.

Strand: C. Pregnancy and Parenting

Summary

The health of the birth mother impacts the development of the fetus.

Primary interdisciplinary connections: Mathematics, Language Arts Literacy, Science

21st century themes: 9.1 21st-Century Life & Career Skills - All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational culture

Learning Targets

William Fall – Point Pleasant Borough, Martha Groh – Ocean Township, Jeff Martin – Stafford Township, Kaitlyn Prior- Island Heights Grade School, Nina Rispoli- Island Heights Grade School, Ryan Savianeso – Stafford Township, Tracy Williams – Little Egg Harbor

Content Standards	
Number	Common Core Standard for Mastery
2.4.2.C.1	Differentiate the physical, social, and emotional changes occurring at puberty and explain why puberty begins and ends at different ages.
Number	Common Core Standard for Introduction
2.4.4.C.1	Explain the process of fertilization and how cells divide to create an embryo/fetus that grows and develops during pregnancy.
2.4.4.C.2	Relate the health of the birth mother to the development of a healthy fetus.
2.4.6.C.1	Summarize the sequence of fertilization, embryonic growth, and fetal development during pregnancy.
2.4.6.C.2	. Identify the signs and symptoms of pregnancy.
Unit Essential Questions <ul style="list-style-type: none"> • How can you differentiate the physical, social, and emotional changes occurring at puberty? • Why does puberty begin and end at different ages? • Does the health of the birth mother effect the development of the fetus? 	Unit Enduring Understandings Students will understand that... <ul style="list-style-type: none"> • The health of the birth mother impacts the development of the fetus.
Unit Objectives Students will know... <ul style="list-style-type: none"> • The health of the birth mother impacts the development of the fetus. 	Unit Objectives Students will be able to... <ul style="list-style-type: none"> • Differentiate the physical, social, and emotional changes occurring at puberty. • Explain why puberty begins and ends at different ages.

Evidence of Learning
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Modifications (ELLs, Special Education, Gifted and Talented)

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