

Springfield Township School District
Physical Education Curriculum
Grade: Five
BOE Approval PENDING

Fifth Grade	
Unit of Study: Social and Sexual Health	Pacing: 1 Lesson
Unit Focus: <ul style="list-style-type: none">• A study of a person's body in relation to self, others and their environment, and its contribution to overall wellness.	
New Jersey Student Learning Standards <p>2.1.5.PGD.4: Explain common human sexual development and the role of hormones 2.1.5.PGD.5: Identify trusted adults, including family members, caregivers, school staff, and health care professionals, whom students can talk to about relationships and ask questions about puberty and adolescent health. 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). 2.1.5.SSH.1: Describe gender-role stereotypes and their potential impact on self and others. 2.1.5.SSH.2: Differentiate between sexual orientation and gender identity. 2.3.5.PS.5: Communicate personal boundaries and demonstrate ways to respect other people's personal boundaries. 2.3.5.PS.6: Identify strategies a 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>	
Interdisciplinary Connections <p><u>English Language Arts</u></p> <ul style="list-style-type: none">• 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. <p><u>Social Studies</u></p> <ul style="list-style-type: none">• 6.1.2.CivicsPI.4: Explain how all people, not just official leaders, play important roles in a community.	

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- 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.

21st Century Skills (9.1, 9.2) & Career Education 9.3

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
- 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 (e.g., 8.2.5.ED.2, 1.5.5.CR1a).

Technology (including 9.4 of CLKS)

- 9.4.2.DC.3: Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4).

Enduring Understandings

Essential Questions

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<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. 	<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?
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 	<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

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<ul style="list-style-type: none"> • Sexual intercourse • Human reproduction • Pregnancy • Gender-role stereotypes • Personal boundaries • Sexual harassment • Sexual assault • Sexual abuse 	<p>health of oneself and others.</p> <ul style="list-style-type: none"> • 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 sexual behavior impact the health of oneself and others.
Learning Activities	Resources/Websites
<ul style="list-style-type: none"> • Discussion • Video clip • Handout • Lecture • Role play 	<ul style="list-style-type: none"> •  Grade 5 - So, THAT'S How Babies Are Made! •  Grade 5 - It's All about the Hormones <ul style="list-style-type: none"> ○  Grade 5 Its All about the Hormones • 5th Grade BrainPop Video Transcripts
Assessment Evidence	

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Performance Tasks <ul style="list-style-type: none"> • Scenario Role Play • Group discussion participation • Group assessment • Peer assessment 	Other Evidence <ul style="list-style-type: none"> • Teacher Checklists • Teacher Observation
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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
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 	<ul style="list-style-type: none"> • preferential seating • repeat and clarify Instructions • provide word bank of vocabulary words • extend deadlines and time for tests 	

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<ul style="list-style-type: none"> • provide graphic organizers/scaffold projects • 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) 	<ul style="list-style-type: none"> • provide a copy of notes • provide graphic organizers/scaffold projects • 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) 	possible
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Fifth Grade	
Unit of Study: Safety	Pacing: 3 Lessons
Unit Focus: <ul style="list-style-type: none"> • A study of dealing with unsafe behaviors both physical and mentally including, injuries, drugs and stressful situations. 	
<p style="text-align: center;">New Jersey Student Learning Standards</p> <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.HCDM.3: Examine how mental health can impact one's wellness (e.g., depression, anxiety, stress, phobias).</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.4: Demonstrate strategies for seeking assistance for someone impacted by an individual who is struggling with the use/abuse of alcohol or drugs.</p> <p>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).</p>	

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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.

21st Century Skills (9.1, 9.2) & Career Education 9.3

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
- 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 (e.g., 8.2.5.ED.2, 1.5.5.CR1a).

Technology (including 9.4 of CLKS)

- 9.4.2.DC.3: Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4).

Enduring Understandings

Essential Questions

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<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"> • There are certain procedures to follow in the case of an injury • There are ways they can help in the case of an injury • Mental health can impact someone's wellness • There are positive ways to deal with mental health issues • There are signs to tell when someone is struggling with drugs and alcohol • There are places to get help for someone who is struggling with drugs and alcohol • There are people in the community you can go to for help 	<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"> • How mental health can impact someone's wellness? • How can positive strategies help someone's mental health? • What are the signs that someone is struggling with drugs and alcohol? • Why is it important to know where to go for help?
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"> • First Aid • F.A.S.T (Face, Arm, Speech, Time) • Mental Health • Drugs • Alcohol 	<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"> • Practicing basic first aid • Recognizing when first aid is necessary • Understanding how mental health can impact wellness • Coming up with positive ways to deal with mental health issues • Recognizing the signs associated with drug and alcohol abuse • Finding resources to help someone

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Learning Activities	Resources/Websites
<ul style="list-style-type: none"> • Students will collaborate in small groups to recall first aid information • Large group discussion on the effects of mental health • Small group lists on ways to positively impact mental health • Large group discussion on signs someone is struggling with drugs or alcohol • Small group collaboration on the warning signs of substance abuse • Role play scenario on how to help someone with substance issues 	<ul style="list-style-type: none"> • https://www.brainpop.com/health/personalhealth/firstaid/ • https://www.brainpop.com/health/personalhealth/stress/ • https://www.brainpop.com/health/personalhealth/substanceabuse/ •  5th Grade Safety Lessons
Assessment Evidence	
Performance Tasks <ul style="list-style-type: none"> • Scenario Role Play • Group discussion participation • Group assessment • Peer assessment 	Other Evidence <ul style="list-style-type: none"> • Teacher Checklists • Teacher Observation

Accommodations for Different Learners		
Students with Disabilities	Gifted and Talented Students	ELL Students

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<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 • 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"> • 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 • 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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Fifth Grade	
Unit of Study: Nutrition	Pacing: 2 Lessons
Unit Focus: <ul style="list-style-type: none">• A study of understanding how the principles of a balanced nutritional plan (e.g. moderation, variety of fruits, vegetables, limiting processed foods) assists in making nutrition-related decisions that will contribute to wellness.	
New Jersey Student Learning Standards <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>	
Interdisciplinary Connections <p><u>English Language Arts</u></p> <ul style="list-style-type: none">• 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. <p><u>Social Studies</u></p> <ul style="list-style-type: none">• 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.	
<u>21st Century Skills (9.1, 9.2) & Career Education 9.3</u>	

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- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
- 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 (e.g., 8.2.5.ED.2, 1.5.5.CR1a).

Technology (including 9.4 of CLKS)

- 9.4.2.DC.3: Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4).

Enduring Understandings	Essential Questions
<i>What specifically do you want students to understand? What inferences should they make? Students will understand that...</i> <ul style="list-style-type: none">● Nutrition is an important aspect in health● Creating a nutrition plan helps making nutrition decisions easier● Eating healthy helps to give you more energy● Eating healthy foods helps your overall health	<i>What thought-provoking questions will foster inquiry, meaning-making, and transfer? Students will keep considering...</i> <ul style="list-style-type: none">● How can eating healthy foods impact your body?● How can eating healthy foods impact your mind?● How can you make smart food choices?
Key Terms and Vocabulary	Skills
<i>What facts and basic concepts should students know and be able to recall? Students will know...</i> <ul style="list-style-type: none">● Nutrition● Nutrition plan● Diet	<i>What skills and processes should students be able to use? Students will be skilled at...</i> <ul style="list-style-type: none">● Creating a nutrition plan that suits their lifestyle● Creating a healthy meal● Explaining how healthy eating impacts our overall health

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Learning Activities	Resources/Websites
<ul style="list-style-type: none"> Students will collaborate in small groups to recall nutrition information Students will work together to create a healthy meal using real prices Students will create their own meal plan for a week of eating, including healthy and balanced food choices 	<ul style="list-style-type: none"> https://www.brainpop.com/health/nutrition/nutrition/ 5th Grade Nutrition Lesson
Assessment Evidence	
Performance Tasks <ul style="list-style-type: none"> Group Meal Project Meal Plan 	Other Evidence <ul style="list-style-type: none"> Teacher Checklists Teacher Observation

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 	<ul style="list-style-type: none"> modify content to extend skills to a higher level provided additional independent projects 	<ul style="list-style-type: none"> provide visual supports provide definitions and examples of new vocabulary repeat, reword, and clarify directions

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chunks • check in frequently with students	• allow structured student choice for skill extension or topic	• 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	
• 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 • 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)	• 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 • 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)	