Curricular Scope and Sequence

Health Course, 5th grade

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Course: Health	Level: Grade 5	Course Duration: 22 days

Course Description:
In fifth grade, students start an exploration of self: Who am I and who am I becoming? As students grow, so do their opportunities and their choices. In this course, students will reflect on who they are and who they want to be, and some challenges that they will have to face along the way. Students will explore peer pressure and how that can influence choices they make when it comes to friends, priorities, health and wellness, and opportunity. Students will explore addiction and health issues associated with vaping, cigarette use, and alcohol. They will also learn about puberty and the physical, social and emotional changes that are happening to them. They also are introduced to hygiene and personal health and wellness, both physical and mental.

Coherence:	Purpose:
Students are engaging in health class for the first time. In grades K-4, students explore issues around health and wellness through their Humanities curriculum and subject matter related to healthy eating and emotional wellness.	The purpose of the 5th grade Health course is to empower students with information regarding social, physical and emotional influences that impact their health and wellness. With information and self-awareness, students can make informed choices.

Unit for Learning	Topic and Task	Duration
Unit 1: Introduction	Who Am I? Students will explore their interests, their personalities, and their interests and create a poster that is “All About Me.”	2 days
Unit 2: Drugs, Tobacco, Alcohol and other substances	Who Am I and How Can I Handle Peer Pressure? Students will explore peer pressure and family influence when it comes to their decision-making about drugs, vaping, tobacco and alcohol - as well as medicines and huffing. They will explore the long-term physical and emotional effects of these substances/vaping. Students will develop a campaign (i.e., poster) designed to inform and persuade their peers about the dangers of these substances/vaping. Risky behavior and ways to keep yourself safe. Safety as a value - who you are and valuing who you are	8 days

	means making good decisions to be safe. (reducing injury, household products, poisoning, firearms) Making deliberate and conscious decisions.	
Unit 3: Social, Physical and Emotional Change	Who am I and Who am I becoming? Students will explore the changes happening around them, to them, and with them. From social changes (friends, technology, peer pressure), physical changes (puberty, hygiene), and emotional changes (how I feel, what I feel), students will understand how to navigate the new opportunities and new situations. Discussions about hygiene will focus on: ● Cleanliness (showers and clothing) ● Oral hygiene (Brush teeth) ● Hair washing ● Body odor control - deodorant, body spray, perfume Discussions on physical changes will focus on: ● Viewing of the following video on their own in class: Always Changing and Growing Up | Co-Ed Puberty Education Video ● Discussion on structure and function of male and female reproductive system ● Who has the right to touch you? Inappropriate touching and the concept of consent.	
Unit 4: Emotional Health and Identity	Who am I and how am I feeling? Students will explore mental and emotional health, and how to be emotionally healthy. Their learning will connect with their RULER Mood Meter check-ins and their strategies for regulating their own emotions. Students will also know that sometimes their emotions are linked to the physical changes happening to them. Students will complete an Island of Personality project, in which	

	they will create 3 islands - each representing a different personality trait they possess and represents who they are. They may have a cultural island which represents the culture they grew up in or a "bookworm" island which represents their love of reading. Students will be able to examine their own islands, connect how they represent their emotions, and how their emotions can differ from others if they do not have the same island.	