

Comprehensive Health Grade 5

Unit: Drugs, Dependency and Addiction

Overview: Students consider the nature of substance abuse and how advertising, peer pressure and other factors can influence the decision to abuse substances. Next, students will expand upon their understanding of alcohol, tobacco and other substances and the effect each has on the body, both short term and long term.

Time Frame: One Marking Period

Enduring Understandings:

- There are common indicators, stages and influencing factors of chemical dependency.
- Medicine must be used correctly in order to be safe and have the maximum benefit.
- Research had clearly established that alcohol, tobacco and other drugs have a variety of harmful effects on the human body.

Essential Questions:

- How does tobacco use relate to the incidence of disease?
- What is the impact of the use and abuse of alcohol on the incidence of illness, injuries, and disease?
- How does tobacco use relate to the incidence of disease?
- What information is found on over-the-counter and prescription medicines?
- To what extent do outside factors contribute to the use and abuse of alcohol, tobacco, and other drugs?

Standards	Topics and Objectives	Activities	Resources	Assessments
Comprehensive Health 2.3.6.B.5 Determine situations where the use of alcohol and other drugs influence decision-making and can place one at risk	Topics Substance Abuse Objectives Students will identify the signs and symptoms of drug	Students will read an article about e-cigarettes and discuss the main idea in small groups. (NJSLs RI 5.2)(NJSLs SL 5.1)	Books: Magic School Bus: Inside the Human Body, Joanna Cole, Scholastic, 1989, Dem Bones, Bob Barner, Chronicle Books, ISBN 0-8118-0827-0	Formative Assessment: The instructor will check in during discussion to ascertain student's understanding of substance abuse.

2.3.6.B.1 Explain the system of drug classification and why it is useful in preventing substance abuse.

abuse and substance dependency.

Students will assess the health risks and legal issues caused by drug use and substance dependency.

Students will create a strategy to eliminate the personal risk of substance abuse.

Students will differentiate between drug use, abuse, and misuse.

healthychildren.org and gather information about the effects of smoking and e-cigarettes. They will

compile this data and discuss with peers which might be the most useful in trying to persuade pre-teens to not to start or to quit. (NJSLs RI

5.1)(NJSLs RI 5.2) (NJSLs RI 5.3)(NJSLs W 5.7)

Students will then work in groups to construct a brochure showing effective strategies to prevent using tobacco, and e-cigarettes or to quit. (NJSLs W 5.10)

The instructor can lead a discussion regarding how advertising, peer pressure, and home environment influence children and teenagers to experiment with alcohol, tobacco, and other drugs. (NJSLs SL 5.1)(NJSLs SL 5.53

Students will then analyze different video and print media that do so and share findings with another group. (NJSLs SL 5.4)

E-Cigarettes: <https://newsela.com/read/overview-e-cigarettes/id/24877/>

Teens and Smoking <https://www.healthychildren.org/English/ages-stages/teen/substance-abuse/Pages/Teens-and-Smoking.aspx>

Smoking, Kids Health <https://classroom.kidshealth.org/3to5/problems/drugs/smoking.pdf>

Healthy and Tobacco Free, Oklahoma State Department of Health <https://www.ok.gov/okswatd/ocuments/Allies%20Curriculum.pdf>

Teaching Students Decision Making for Safe & Healthy Living <http://www.dare.com/home/default.asp>

Benchmark Assessment:
Common Formative Assessment

Summative Assessment:

Students will either write a one page essay about a self-selected topic regarding substance abuse, or present a multi-media presentation.

Alternative Assessment:

Students will be assigned a short research project, which will compare the effects and consequences of laws, policies, and procedures on those who abuse substances versus those who do not. Students will be given a facet of a law, policy (local, school), or a procedure. The project will be done on a piece of poster board and should contain the law, policy, or procedure, the effect or consequences of breaking them, and how abusing a substance can

play a role in the consequences that will be faced.

Students will create a survey on Google Forms to identify how many students their age live in households where someone smokes or uses an e-cigarette. Teacher will assist in creating questions. (NJSL SL 5.1)

Students will compile data and create a presentation for the class. (NJSL SL 5.4)

Individually, students will research the laws, policies, and procedures on smoking and vaping in school and in the community, and conduct a multimedia presentation to the class. (NJSL W 5.7)

Topics

Alcohol
Tobacco
Prescriptions

Instructors will lead discussions on alcohol and drugs(from Kids Health).

Students will illustrate situations where the use of illegal substances, (alcohol and other drugs)

Objectives
Identify the short-term and long-term effects of alcohol

influence decision-making and can place one at risk through video, skit, role

Pete's PowerPoint Station

<http://facs.pppst.com/drugs.html>

There is a lot you should know about drugs & alcohol, Dr. Pbody
<http://www.drpbody.com/dnugs.html>

Alcohol, Kids Health

Formative Assessment:

Instructors will check for understanding during student presentations regarding the policies and procedures on smoking.

Summative Assessments:

The instructor will evaluate all student

Comprehensive Health

2.3.6, B.3 Compare the effect of laws, policies, and procedures on smokers and nonsmokers.

2.3.6, B.5 Determine situations where the use of alcohol and other drugs influence decision-making and can place one at risk

2.3.6.A.1 Compare and contrast short- and long-term effects and the potential for abuse of commonly used over-the-counter and prescription medicines and herbal and medicinal supplements.

2.3.6.C.4 Determine effective

strategies to stop using alcohol, tobacco and other drugs, and that support the ability to remain drug-free.

2.3.6.A.2 Compare information found on over-the-counter and prescription medicines.

abuse and inhalants.

Students will determine situations where the use of alcohol and other drugs influence decision-making and can place one at risk. Students will list possible side effects of common medicines.

Students will identify and acquire smoking refusal skills.

Students will relate tobacco use and the incidence of disease.

Determine effective strategies to stop using alcohol, tobacco and other drugs, and that support the ability to remain drug-free.

Students will examine over-the-counter and prescription medicines to determine use and potential for abuse.

Students will explain the difference between over-the-counter and prescription medicines.

Students will identify ways in which the media can influence our decisions.

play, or poster. (NJSL SL 5.1)(NJSL W 5.8)

Students will discuss the differences between over the counter and prescription drugs. (NJSL SL 5.1)

As a class, students will create a T-chart predicting the short- and long-term effects and the potential for abuse of commonly used over-the-counter and prescription medicines. (NJSL SL 5.1)

Students will analyze information found on over-the-counter and prescription medicines using empty bottles.

The class will be broken up into two groups. One group will be responsible for the short-term physical and behavioral effects of over the counter and prescription medication abuse and the other for the long-term effects. Each group will brainstorm the effects and present their findings to the entire class. (NJSL 5.3)

Students will identify ways in which the media can influence our decisions.

<https://classroom.kidshealth.org/3to5/problems/drugs/alcohol.pdf>

Drugs, Kids Health
<https://classroom.kidshealth.org/3to5/problems/drugs/drugs.pdf>

products to ascertain student's understanding of alcohol, tobacco and prescription abuse.

Students will be placed in groups of three to four students. Each group will brainstorm their own three or four step decision- making process. The students will then demonstrate their decision making process in a role play situation involving the use of alcohol, tobacco, or other drugs.

Students will create a public service announcement (PSA) concerning e-cigarettes.

Alternative Assessments:
Peer Assessment
Self Assessment

Students will revisit their T-chart, adding what they found in their research.

Key Vocabulary:

Alcohol – A liquor that contains ethanol and has the potential to intoxicate drinkers, and it can be burned as fuel.

Tobacco – The leaves of cultivated tobacco prepared for use in smoking or chewing or inhaling when pulverized.

Medicines – The science or practice of the diagnosis, treatment, and prevention of disease.

Prescriptions – An instruction written by a medical practitioner that authorizes a patient to be provided a medicine or treatment.

OTC (Over the Counter) – By ordinary retail purchase, with no need for a prescription or license.

Drugs – A medicine or other substance which has a physiological effect when ingested or otherwise introduced into the body.

Inhalants – A medicine or illegal drug that is breathed into the lungs.

Substance Abuse – Overindulgence in or dependence on an addictive substance, especially alcohol or drugs.

Dependency – Something that is dependent on something else.

Risk – A situation involving exposure to danger.

Legal Issue – Legal question which is the foundation of a case, requires a court's decision.

Integration of 21st Century Standards NJSEL 9:

9.1.8.E.2 Identify personal information that should not be disclosed to others and the possible consequences of doing or not doing so.

Accommodations and Modifications:

Students with special needs: 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 curriculum.

ELL/ESL students: Students will be supported according to the recommendations for "can do's" as outlined by WIDA - https://www.wida.us/standards/CAN_DOs/

Students at risk of school failure: 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. More time and will be made available with a certified instructor to aid students in reaching the standards.

Gifted and Talented Students: Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity of the

requirements.

English Language Learners	Special Education	At-Risk	Gifted and Talented
<ul style="list-style-type: none"> • Pre-teach vocabulary • Lower level text will be provided • Students can use both English and their native language to label items • Peers will work together on research • Speak and display terminology and movement • Look for children's books in student's native languages • Teacher modeling • Peer modeling • Develop and post routines • Label classroom materials • Word walls 	<ul style="list-style-type: none"> • Lower level text will be provided • Peer support using technology • Lower level text will be provided • Students will receive peer support for research • Provide concrete examples • Utilize modifications & accommodations delineated in the student's IEP • Lower level text will be provided • Work with paraprofessional • Use multi-sensory teaching approaches. • Work with a partner • Provide concrete examples and relate all new movements to previously learned moves (i.e., walking on a balance beam, kicking a ball). • Solidify and refine concepts through repetition. • Change movement requirements to reduce activity time 	<ul style="list-style-type: none"> • Lower level text will be provided • Peer support using technology • Lower level text will be provided • Teachers may modify instructions by modeling what the student is expected to do • Instructions may be printed out in large print and hung up for the student to see during the time of the lesson. • Using visual demonstrations, illustrations, and models • Give directions/instructions verbally and in simple written format. • Peer Support • Increase one on one time • Review behavior expectations and make adjustments for personal space or other behaviors as needed. 	<ul style="list-style-type: none"> • Students will present findings to other classes • Students can continue research outside of class • Students can be supported for peers • Curriculum compacting • Inquiry-based instruction • Independent study • Higher order thinking skills • Adjusting the pace of lessons • Interest based content • Real world scenarios • Student Driven Instruction

Interdisciplinary Connections:
ELA - NISL/SELA:

RI.5.1. Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

RI.5.3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

W.5.7. Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic.

W.5.8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

W.5.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly.

A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.

B. Follow agreed-upon rules for discussions and carry out assigned roles.

C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).

SL.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

SL.5.4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

Integration of Technology Standards NJSL 8:

8.1.5.A.3 Use a graphic organizer to organize information about problem or issue.

8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

8.1.5.D.4 Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media.

8.1.5.E.1 Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

Career Ready Practices:

CRP3. Attend to personal health and financial well-being.

CRP4. Communicate clearly and effectively and with reason.

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

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

Comprehensive Health Grade 5

Unit: My Wellness – Safety and Nutrition

Overview: This unit provides an in depth examination of nutrition and our food choices. Students consider their own choices along with others and think about the impact our choices have on lifelong wellness. The unit will end with a review of safety procedures and a new examination of safety patterns and vehicles, and how we could avoid unsafe conditions.

Time Frame: One Marking Period

Enduring Understandings:

- Being consistently aware of the environment and taking safety precautions can reduce the risk of injury to oneself and others.
- Every student has the right to always feel safe, at home and in public, and there are measures to take when someone makes them feel unsafe.
- Making healthy eating choices is an important part of achieving and sustaining 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.

Essential Questions:

- What are the factors that influence food choices and eating patterns?
- What does a balanced meal look like?
- What are the benefits and risks associated with nutritional choices?
- What can a nutrition label tell us about that food item and why is it important?
- Why is there a traffic safety system?

Standards	Topics and Objectives	Activities	Resources	Assessments
Comprehensive Health 2.1.6.B.2 Summarize the benefits and risks associated with nutritional choices, based on eating patterns. 2.1.6.B.3 Create a daily balanced nutritional meal	<p>Topics</p> <p>Nutrition</p> <p>Objectives</p> <p>Students will assess the risks and benefits of personal food choices.</p>	<p>As a class, prepare healthy snack or meal and discuss the choice of ingredients. Students will discuss what snack this could replace in their diet (i.e. granola instead of chips). (NJSL5.SL.5.1)</p>	<p>Nutrition for Kids.com http://nutritionforkids.com/</p> <p>Super Kids Nutrition, Saving the World, One Healthy Food at a Time! http://www.superkidsnutrition.com/</p>	<p>Formative Assessment:</p> <p>The instructor will provide ongoing feedback regarding student’s wellness journals.</p> <p>The instructor will observe students and keep a running record of student’s understanding of nutrition</p>

plan based on nutritional content, value, calories, and cost.

2.1.6.B.1 Determine factors that influence food choices and eating patterns.

Students will apply personal health data to support the achievement of a diet and exercise goal.

Students will list the factors that influence food choices and eating patterns.

Students will create a balanced meal for breakfast, lunch, and dinner, and explain why their choices of food are an important part of each meal.

Students will explain the benefits and risks associated with nutritional choices, based on eating patterns.

Students will compare and contrast nutritional information on similar food products in order to make informed choices.

On a paper plate, students will create a plate of food with appropriately listed foods in each category after reading about the

Choose My Plate Guide. (NJSLRS RI 5.4)

Students will compare/contrast using a graphic organizer the nutritional information on two similar food products. They can bring these from home or they can be provided. (NJSLRS W 5.8)

Using menus from local fast-food chains and restaurants compare nutrition information available. (NJSLRS RI 5.1)

Students can create word problems using 5th grade math skills to give to peers to solve (i.e. total calories for lunch at McDonalds vs. Panera). (5.NF.B.6).

Students will create a poster design with positive/negative food behaviors and their effect on individual choices.

Students can compare and

Choose My Plate, USDA <http://www.choosemyplate.gov/>

Suggested Books

How to Teach Nutrition to Kids, Connie Liakos Evers

Oh the Things You Can Do That Are Good for You!: All About Staying

Healthy (Cat in the Hat's Learning Library), Tish Rabe and Arístides Ruiz

The Monster Health Book: A Guide to Eating Healthy, Being Active & Feeling Great for Monsters & Kids!, Edward Miller

as they construct meals and make food choices.

Benchmark Assessment:

Common Formative Assessment

Summative Assessments:

Students products will be evaluated to ascertain their understanding of nutrition.

Students will be asked to select items that are available for lunch from the school's cafeteria. They will then compare the items to the suggested food groups from MyPlate (<http://www.choosemyplate.gov/>).

Students will receive a grade for their weekly log and if they set appropriate and achievable goals.

Alternative Assessment:
Peer Assessment
Self-Assessment

contrast your school cafeteria menu with another school's menu (online) with regards to nutritional information. Students will apply math skills to get a total number of calories eaten for lunch during a week based on eating the school lunch daily. **(5.NF.B.6).**

Students will create a survey using Google Forms to report the food choices of peers, as well as what influences those choices.

Students will report their findings to the class, sharing trends that they found. **(NJSL SL 5.3)**

Students will be asked to keep a weekly log of both their nutritional intake as well as their physical activity. The goals should be monitored to evaluate if there is progress being made. **(NJSL W 5.10)**

Students will create a model of the components of the traffic safety system.

Students will discuss cell phone use as a cause of accidents after reading an

Comprehensive Health

2.1.6. D.1 Summarize the common causes of intentional and unintentional injuries in adolescents and related prevention strategies.

Topics

Safety

Objectives

Students will recognize,

Formative Assessments:

Discussions
Ongoing Feedback to students

Summative Assessments:

Cell Phones While Biking: <https://newsela.com/read/distraacted-biking/id/13198>
Driving Safety: <https://www.nationwide.com/driving-safety-tips.jsp>

2.1.6.D.3 Summarize the components of the traffic safety system and explain how people contribute to making the system effective.

identify and alert adults to potentially harmful conditions/situations.

article. (NJSL SL 5.1)(NJSL RI 5.1)(NJSL SL 5.2)

Text Less Live More: <http://textlesslivemore.org/textless-live-more-toolkit-2/>

Student models of traffic safety systems will be evaluated to ascertain their understanding of the need for safe behaviors on the road.

Students will compare and contrast the incidence and characteristics of intentional and unintentional injuries in adolescents.

Using the local newspapers cut out articles and describe incidents that have occurred. Students will discuss how injuries may have been prevented (i.e. texting and driving).(NJSL SL 5.2)

Intentional Injury (Suicide Prevention): <https://yellowribbon.org/get-help/warning-signs.html>

Students will receive a grade for their defense of a self-selected article regarding someone that was injured.

Students will summarize the components of the traffic safety system and explain how people contribute to making the system effective.

Students will learn about the Text Less Live More campaign and will decide how to spread the word in their community.

Alternative Assessment:
Self-Assessment
Peer Assessment

Students will participate in the campaign by promoting it through social media, creating materials for distribution in their school, etc.

Teacher led lessons on the connectedness of a community and prevention of suicide. Positive support will be the focus, as students will engage in activities to identify support systems in their community, and build self-esteem.

Students will discuss these topics with peers and

respond to journal prompts.
 (NJSLs W 5.10)(NJSLs
 SL 5.1)(NJSLs SL 5.2)

Key Vocabulary:

Nutrition – The process of providing or obtaining the food necessary for health and growth.

Snacks – A small amount of food eaten between meals.

Ingredients – Any of the foods or substances that are combined to make a particular dish.

Diet – A special course of food to which one restricts oneself, either to lose weight or for medical reason.

Exercise – Activity requiring physical effort, carried out specially to sustain or improve health and fitness.

Nutritional information – A label required on most packaged food in many countries.

Intentional – Done on purpose.

Unintentional – Not done on purpose.

Incident – An event or occurrence.

Alert – The state of being watchful for possible danger.

Harmful – Something that causes damage or is able to be hurtful.

Injury – An act that damages or hurts.

Integration of 21st Century Standards, NJSLs 9:

9.1.8.E. 2 Identify personal information that should not be disclosed to others and the possible consequences of doing or not doing so.

Accommodations and Modifications:

Students with special needs: 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 curriculum.

ELL/ESL students: Students will be supported according to the recommendations for “can do’s” as outlined by WIDA

- https://www.wida.us/standards/CAN_DOs/

Students at risk of school failure: 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. More time and will be made available with a certified instructor to aid students in reaching the standards.

Gifted and Talented Students: Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity of the requirements.

English Language Learners	Special Education	At-Risk	Gifted and Talented
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<ul style="list-style-type: none"> • Students can use both English and their native language to label items • Peers will work together on research • Speak and display terminology and movement • Look for children's books in student's native languages • Teacher modeling • Peer modeling • Develop and post routines • Label classroom materials • Word walls 	<ul style="list-style-type: none"> • Provide concrete examples • Utilize modifications & accommodations delineated in the student's IEP • Lower level text will be provided • Work with paraprofessional • Use multi-sensory teaching approaches. • Work with a partner • Provide concrete examples and relate all new movements to previously learned moves (i.e., walking on a balance beam, kicking a ball). • Solidify and refine concepts through repetition. • Change movement requirements to reduce activity time 	<ul style="list-style-type: none"> • Teachers may modify instructions by modeling what the student is expected to do • Instructions may be printed out in large print and hung up for the student to see during the time of the lesson. • Using visual demonstrations, illustrations, and models • Give directions/instructions verbally and in simple written format. • Peer Support • Increase one on one time • Review behavior expectations and make adjustments for personal space or other behaviors as needed. 	<ul style="list-style-type: none"> • Students may do research on topics and share with class • Students may support peers as needed • Interest based content • Real world scenarios • Student Driven Instruction • Students can be support for peers • Curriculum compacting • Inquiry-based instruction • Independent study • Higher order thinking skills • Adjusting the pace of lessons
<p>Interdisciplinary Connections: ELA - NJSL/SELA:</p> <p>RI.5.1. Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>RI.5.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i>.</p> <p>W.5.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p>A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.</p>			

- B. Follow agreed-upon rules for discussions and carry out assigned roles.
- C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).

SL.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

Math:

5.NF.B.6. Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.

Integration of Technology Standards NJSL 8:

8.1.5.A.3 Use a graphic organizer to organize information about problem or issue.

8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

8.1.5.D.4 Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media.

8.1.5.E.1 Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

Career Ready Practices:

CRP3. Attend to personal health and financial well-being.

CRP4. Communicate clearly and effectively and with reason.

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

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

Englewood Public School District

Comprehensive Health

Grade 5

Unit: Relationships and Human Development

Overview: This unit will begin with students considering the nature of a healthy relationship during adolescents. Next, students will expand their understanding of developmentally appropriate presentations regarding parenting, pregnancy, and sexuality.

Time Frame: One Marking Period

Enduring Understandings:

- Change is normal; it happens at different rates and at different times and can be difficult.
- Sexual harassment can take multiple forms.
- If someone asks you to stop a hurtful/offensive behavior, you stop.
- You can use strategies to safely stop harassment.

Essential Questions:

- What are the characteristics of healthy friendships and other relationships?
- What are types of relationships adolescents may experience?
- How am I like and different from everyone else?
- Why do we change physically and emotionally?
- What is sexual harassment?
- What can you do about sexual harassment?

Standards	Topics and Objectives	Activities	Resources	Assessments
<p>Comprehensive Health</p> <p>2.4.6.A.1 Compare and contrast how families may change over time.</p> <p>2.4.6.A.2 Analyze the characteristics of healthy friendships and other relationships.</p>	<p>Topics</p> <p>Relationships</p> <p>Objectives</p> <p>Students will analyze the characteristics of healthy friendships and other</p>	<p>View a film on dating in the 1950s. Focus on the clothing, music, and language of the teens in the film and what it was like to live in different eras.</p> <p>Students will discuss in small groups and generate questions they may have.</p>	<p>What to do on a date – 1950, Stanonz http://www.youtube.com/watch?v=1WH4NWbPABw</p> <p>Teaching Relationship Skills to Teens, The Dibble Institute https://www.dibbleinstitute.</p>	<p>Formative Assessment:</p> <p>Student's will be given feedback during discussions about maintaining healthy relationships.</p> <p>Benchmark Assessment:</p> <p>Common Formative Assessment</p>

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.

relationships.

Students will examine the types of relationships adolescents may experience.

Compare and contrast the role of dating and dating behaviors in adolescence.

(NJSL5 SL 5.1)

Write to a pen-pal to build a relationship with a student in another region of the world to compare family structures, culture and traditions, environment and living conditions, and interests. (NJSL5 W 5.10)

Brainstorm safe and unsafe ways to show affection and caring. (NJSL5 SL 5.1)

Teaching Relationship Skills to Teens

Engage students in discussion around the following lesson topics:

- Dating and Emotions
- Relationships and Marriage
- Mike's Crush
- What's Real

Understanding Healthy Relationships

Students examine the characteristics and benefits of healthy relationships and the characteristics of unhealthy relationships.

They will respond to journal prompts about what they learned and their own experiences. (NJSL5 W

org/sample-lessons/

Understanding Healthy

Relationships, IDVSA.org
https://www.edu.gov.mb.ca/k12/cur/physlth/frame..r/m/module_e_lesson_1.pdf

Online Relationships

<https://www.commonsense.org/education/digital-citizenship/curriculum?topic=relationships--communication>

Summative Assessments:
Students will receive a grade for classroom participation.

Students will either write a one page essay about a self-selected topic regarding healthy relationships, or present a multi-media presentation.

Alternative Assessments:
Students will be evaluated on their ability to match healthy characteristic to the relationships listed in the class relationship list.

5.10) (IDVSA.org)

As a group the class will brainstorm the different kinds of relationships that they have in their lives. Friends, family members, neighbors, teammates, classmates and romantic relationships should be listed on the board. Individually 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. **(NJSL W 5.10)**

Students will engage in a teacher led discussion about safe online relationships. **(NJSL 5.1)(NJSL SL 5.3)**

Topics		
Sexuality	Teacher led discussion on active vs. passive decision making; engaging students in discussion in relation to relationships. (NJSL SL 5.3)	Sexual Health for 5 th gr: https://www.kingcounty.gov/depts/health/locations/family-planning/education/FLASH/elementary-school.aspx
Objectives	Students will state the specific changes which occur in boys.	Formative Assessment: Instructors will maintain a running record of student progress as they consider concepts related to sexuality and puberty.
	Students will state the	Summative Assessments: Students will receive a grade for classroom participation.

Comprehensive Health
2.4.6.B.1 Compare growth patterns of males and females during adolescence.

<p>specific changes which occur in girls.</p> <p>Students will explain that individuals change at their own pace and on their own predetermined time schedule.</p> <p>Students will talk about misconceptions versus accurate information about puberty.</p> <p>Students will demonstrate strategies to safely stop sexual harassment.</p> <p>Students will identify sexual harassment in various forms (visual, verbal, physical).</p>	<p>Engage in a class discussion followed by watching the video, <i>Always Changing</i>. Following the movie, discuss the changes your body goes through at puberty. In teams, create a list of changes they believe will take place during puberty. (NJSL SL 5.2)(NJSL SL 5.3)</p> <p>The instructor can display a Prezi that introduces human growth and development. Students will learn the correct terminology for reproductive processes. (NJSL RI 5.4)</p> <p>Instructor will lead discussions after readings on concepts related to puberty (Teaching Sexual Health). (NJSL SL 5.1)(NJSL SL 5.2)</p>	<p>https://youtu.be/OR1XJZ0xRSo</p> <p>Always Changing and Growing Up, Boys Puberty Education Videos, Always https://youtu.be/G57Snq7JpQE</p> <p>Puberty, Kids Health https://classroom.kidshealth.org/3to5/personal/growing/puberty.pdf</p> <p>Human Growth and Development, Melissa Hanson https://prezi.com/gwtjex_6n9al/copy-of-5th-grade-human-growth-and-development/</p> <p>Puberty, Teaching Sexual Health https://www.google.com/#q=grade+5+puberty+lessons</p>	<p>Each student will complete a list 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.</p> <p>Alternative Assessment: Self-Assessment Peer Assessment</p>
<p>Comprehensive Health 2.4.6.C.3 Identify prenatal practices that support a healthy pregnancy.</p> <p>2.4.6.C.4 Predict challenges that may be</p>	<p>Parenting and Pregnancy</p> <p>Objectives</p> <p>Students will summarize the sequence of</p>	<p>Pregnancy</p> <p>Instructors will lead a lesson on concepts related to pregnancy (Seattle & King County), and students will respond to journal prompts. (NJSL W 5.10)</p>	<p>Formative Assessments:</p> <p>Discussions Journal Prompts</p> <p>Summative Assessments:</p> <p>Students will write a narrative story that depicts a</p>

faced by adolescent parents and their families.

fertilization, embryonic growth, and fetal development during pregnancy.

Students will identify the signs and symptoms of pregnancy.

Students will identify prenatal practices that support a healthy pregnancy.

Students will predict challenges that may be faced by adolescent parents and their families.

Building A Baby

Teachers will discuss that although it may look simple on the outside, the process of fetal development is extremely complex.

Discussion will focus on the concepts of the development of babies in the womb. (Discovery Education)(**NJSLS SL 5.1**)(**NJSLS SL5.3**)

Instructors can lead a discussion where students predict challenges faced by adolescent parents and their families. (**NJSLS SL 5.1**)

Students will view a clip of the TV show Teen Mom demonstrating some of the struggles a teen mom may have. Students will respond to journal prompts related to the clip. (**NJSLS W 5.10**)

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

Building A Baby,

Discovery Education <http://www.discoveryeducation.com/teachers/free-lesson-plans/building-a-baby.cfm>

Sexual Health for 5th gr: <https://www.kingcounty.gov/depts/health/locations/family-planning/education/FLASH/elementary-school.aspx>

teen that selected to have a baby.

Students will be asked to create a timeline which will describe the process of fertilization, embryonic growth, and fetal development.

Alternative Assessments:
Self-Assessment
Peer Assessment

might be fatigue, growing belly, change in appetite. Students may refer to experience from family members. (NJSLS SL 5.1)(NJSLS 5.2)

Key Vocabulary:

Relationship – The state of being connected, emotionally involved or by blood.

Friendship – A state of mutual trust and support between friends.

Marriage – The legally or formally recognized union of two people as partners in a personal relationship.

Crush (on someone) – Strong desire for another person.

Adolescence – The period following the onset of puberty during which a young person develops from a child into adult.

Dating – A form of romantic courtship typically between two individuals.

Harassment – Aggressive pressure or intimidation to annoy or bother someone in a constant or repeated way.

Affection – A gentle feeling of fondness or liking.

Caring – Displaying kindness and concern for others.

Emotion – An intense mental state that arises subjectively rather than through conscious effort and is often accompanied by physiological changes.

Integration of 21st Century Standards NJSLS 9:

9.1.8.E.2 Identify personal information that should not be disclosed to others and the possible consequences of doing or not doing so.

Accommodations and Modifications:

Students with special needs: 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 curriculum.

ELL/ESL students: Students will be supported according to the recommendations for “can do’s” as outlined by WIDA - https://www.wida.us/standards/CAN_DOS/

Students at risk of school failure: 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. More time and will be made available with a certified instructor to aid students in reaching the standards.

Gifted and Talented Students: Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity of the requirements.

English Language Learners	Special Education	At-Risk	Gifted and Talented
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<ul style="list-style-type: none"> • Pre-teach vocabulary • Lower level text will be provided • Students can use both English and their native language to label items • Peers will work together on research • Speak and display terminology and movement • Look for children's books in student's native languages • Teacher modeling • Peer modeling • Develop and post routines • Label classroom materials • Word walls 	<ul style="list-style-type: none"> • Lower level text will be provided • Students will receive peer support for research • Provide concrete examples • Utilize modifications & accommodations delineated in the student's IEP • Lower level text will be provided • Work with paraprofessional • Use multi-sensory teaching approaches. • Work with a partner • Provide concrete examples and relate all new movements to previously learned moves (i.e., walking on a balance beam, kicking a ball). • Solidify and refine concepts through repetition. • Change movement requirements to reduce activity time 	<ul style="list-style-type: none"> • Lower level text will be provided • Teachers may modify instructions by modeling what the student is expected to do • Instructions may be printed out in large print and hung up for the student to see during the time of the lesson. • Using visual demonstrations, illustrations, and models • Give directions/instructions verbally and in simple written format. • Peer Support • Increase one on one time • Review behavior expectations and make adjustments for personal space or other behaviors as needed. 	<ul style="list-style-type: none"> • Students can be supported for peers • Curriculum compacting • Inquiry-based instruction • Independent study • Higher order thinking skills • Adjusting the pace of lessons • Interest based content • Real world scenarios • Student Driven Instruction
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Interdisciplinary Connections:
ELA - NJSL/ELA:

RI.5.1. Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

RI.5.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*.

W.5.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly.

- A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
- B. Follow agreed-upon rules for discussions and carry out assigned roles.
- C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).

SL.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

SL.5.4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

Integration of Technology Standards NJSL_S 8:

8.1.5.A.3 Use a graphic organizer to organize information about problem or issue.

8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

8.1.5.D.4 Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media.

8.1.5.E.1 Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

Career Ready Practices:

CRP3. Attend to personal health and financial well-being.

CRP4. Communicate clearly and effectively and with reason.

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

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

Comprehensive Health

Grade 5

Unit: Stress and Conflict Resolution

Overview: This unit will focus on positive messages regarding how humans can cope with change, crisis, rejection and loss via healthy approaches and coping strategies. The unit continues by providing an overview of family health, as well as community resources that students can access to assist them with all of life's challenges.

Time Frame: One Marking Period

Enduring Understandings:

- Health choices and behaviors have a profound impact on personal, family, community, and global wellness.
- Taking responsibility for one's own health is an essential step towards developing and maintaining a healthy, active life style.
- Developing self-esteem, resiliency, tolerance and coping skills support social and emotional health.
- Stress is a natural part of life, yet everyone has different stressors. The key is to find the methods of dealing with stress that makes you feel better.

Essential Questions:

- How do personal health choices impact our own health as well as the health of others?
- What are healthy ways of dealing with stress?
- What are strategies to prevent or stop violence, harassment, gang violence, discrimination, and bullying?
- What are some ways that individuals, families, and communities cope with change, crisis, rejection, loss, and separation?
- What are the goals of various community or service-organization initiatives to determine opportunities for volunteer service?

Standards	Topics and Objectives	Activities	Resources	Assessments
Comprehensive Health 2.1.6.D.1 Summarize the common causes of intentional and unintentional injuries in	Topics Mental and Emotional Wellness Objectives	Conflict Resolution Arguments, disagreements, disputes, oh my! You can help your students solve problems without fighting by teaching them conflict	Conflict Resolution, Kids Health https://classroom.kidshealth.org/3to5/personal/growing/conflict_resolution.pdf	Formative Assessment: Student's work will be reviewed and feedback given to ascertain their understanding of mental and emotional wellness.

<p>adolescents and related prevention strategies.</p> <p>2.1.6.E.1 Examine how personal assets and protective factors support healthy social and emotional development.</p> <p>2.1.6.E.1 Examine how personal assets and protective factors support healthy social and emotional development.</p> <p>2.2.6.A.1 Demonstrate verbal and nonverbal interpersonal communication in various settings that impact the health of oneself and others.</p> <p>2.2.6.B.1 Use effective decision-making strategies.</p> <p>2.2.6.B.2 Predict how the outcome(s) of a health-related decision may differ if an alternative decision is made by self or others.</p> <p>2.2.6.B.3 Determine how conflicting interests may influence one's decisions.</p> <p>2.2.6.B.4 Apply personal health data and information</p>	<p>Students will demonstrate successful resolution of a problem(s) among friends and in other relationships.</p> <p>Students will assess the personal values and ethics that eliminate sources of conflict, such as harassment, gang violence, discrimination, and bullying.</p> <p>Students will research ways in which people cope with change, crisis, rejection, loss, and separation in the global community.</p> <p>Students will examine how personal assets and protective factors support healthy social and emotional development.</p> <p>Students will demonstrate use of refusal, negotiation, and assertiveness skills in different situations.</p> <p>Use effective decision-making strategies.</p> <p>Apply personal health data and information to support achievement of one's short- and long-term health goals.</p>	<p>resolution skills. These activities will help your students identify potentially explosive scenarios, and develop strategies for dealing with them.</p> <p>Students will discuss and then role play how to deal with bullying situations. (NJSL S.L.5.1)</p> <p>Students will create a podcast, video, or multimedia campaign that promotes healthy life choices, including protective factors that support healthy emotional development.</p> <p>Students will practice assertiveness skills and debrief as a whole class. (NJSL S.L.5.1)</p>	<p>Stress Reduction Activities for Students, Lawman Stress Reduction http://www.vsacca.org/pdf/2008Presentations/LawmanStressReductionActivities.pdf</p> <p>Together Against Bullying, Pacer's Center www.pacerkidsagainstbullying.org</p> <p>Dealing with Bullies: https://kidshealth.org/en/kid/s/bullies.html</p> <p>Kids Talk about Bullying video: https://kidshealth.org/en/kid/s/talkabout-bullying.html?WT.ac=k-1a</p> <p>Dealing with Troublesome Feelings, Health Smart http://www.etr.org/healthsmart/about-healthsmart/sample-lessons/</p>	<p>Benchmark Assessment: Common Formative Assessment</p> <p>Summative Assessments: Students will receive a grade for classroom participation.</p> <p>Teacher will provide students with a list of preconceived attitudes/assumptions related to health and wellness (i.e. takes too much time to exercise, healthy foods are always so expensive, we are thin so we must be healthy and well, etc.). Students will then compare the list to experiences they have had in their own lives regarding these preconceived notions. Students will be asked to provide an example of the preconceived notion and illustrate how it may impact their personal or family decisions regarding health and wellness in a negative manner.</p>
<p>adolescents and related prevention strategies.</p> <p>2.1.6.E.1 Examine how personal assets and protective factors support healthy social and emotional development.</p> <p>2.1.6.E.1 Examine how personal assets and protective factors support healthy social and emotional development.</p> <p>2.2.6.A.1 Demonstrate verbal and nonverbal interpersonal communication in various settings that impact the health of oneself and others.</p> <p>2.2.6.B.1 Use effective decision-making strategies.</p> <p>2.2.6.B.2 Predict how the outcome(s) of a health-related decision may differ if an alternative decision is made by self or others.</p> <p>2.2.6.B.3 Determine how conflicting interests may influence one's decisions.</p> <p>2.2.6.B.4 Apply personal health data and information</p>	<p>Students will demonstrate successful resolution of a problem(s) among friends and in other relationships.</p> <p>Students will assess the personal values and ethics that eliminate sources of conflict, such as harassment, gang violence, discrimination, and bullying.</p> <p>Students will research ways in which people cope with change, crisis, rejection, loss, and separation in the global community.</p> <p>Students will examine how personal assets and protective factors support healthy social and emotional development.</p> <p>Students will demonstrate use of refusal, negotiation, and assertiveness skills in different situations.</p> <p>Use effective decision-making strategies.</p> <p>Apply personal health data and information to support achievement of one's short- and long-term health goals.</p>	<p>resolution skills. These activities will help your students identify potentially explosive scenarios, and develop strategies for dealing with them.</p> <p>Students will discuss and then role play how to deal with bullying situations. (NJSL S.L.5.1)</p> <p>Students will create a podcast, video, or multimedia campaign that promotes healthy life choices, including protective factors that support healthy emotional development.</p> <p>Students will practice assertiveness skills and debrief as a whole class. (NJSL S.L.5.1)</p>	<p>Stress Reduction Activities for Students, Lawman Stress Reduction http://www.vsacca.org/pdf/2008Presentations/LawmanStressReductionActivities.pdf</p> <p>Together Against Bullying, Pacer's Center www.pacerkidsagainstbullying.org</p> <p>Dealing with Bullies: https://kidshealth.org/en/kid/s/bullies.html</p> <p>Kids Talk about Bullying video: https://kidshealth.org/en/kid/s/talkabout-bullying.html?WT.ac=k-1a</p> <p>Dealing with Troublesome Feelings, Health Smart http://www.etr.org/healthsmart/about-healthsmart/sample-lessons/</p>	<p>Benchmark Assessment: Common Formative Assessment</p> <p>Summative Assessments: Students will receive a grade for classroom participation.</p> <p>Teacher will provide students with a list of preconceived attitudes/assumptions related to health and wellness (i.e. takes too much time to exercise, healthy foods are always so expensive, we are thin so we must be healthy and well, etc.). Students will then compare the list to experiences they have had in their own lives regarding these preconceived notions. Students will be asked to provide an example of the preconceived notion and illustrate how it may impact their personal or family decisions regarding health and wellness in a negative manner.</p> <p>Working in pairs, each student selects someone they know well (friend, parent, grandparent, clergy etc.) that exemplifies</p>

to support achievement of one's short- and long-term health goals.

2.2.6.C.1 Explain how character and core ethical values can be useful in addressing challenging situations.

2.2.6.C.2 Predict situations that may challenge an individual's core ethical values.

2.2.6.C.3 Develop ways to proactively include peers with disabilities at home, at school, and in community activities.

Wietse Vriezen

Tear Soup, Pat Schwiebert

Sad Isn't Bad: A Good-Grief Guidebook for Kids Dealing with Loss (Elf-Help Books for Kids), R. W. Alley

positive personal assets.

Each student verbally

describes at least three

assets that they admire to

their student partner.

Alternate Assessments:

Students then share their

own personal assets with

each other and create a

combined list of their

positive personal assets and

one sentence each

describing a personal

experience highlighting an

example or situation in

which it was demonstrated

As a group the class will

brainstorm the different

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.

Alternative Assessments:

Role Play Self-

Assessment

Comprehensive Health

Topics

Instructors will lead a discussion regarding

Pete's PowerPoint Station, <http://science.pppst.com/hu>

Formative Assessment:

Instructors will maintain a

Family Health

different ways individuals,

manbody/bodyparts.html

running record of student

2.1.6.D.2 Explain what to do if abuse is suspected or occurs.

Objectives

Students will compare and contrast how families may change over time.

Students will list at least one example of how one person's health practices can affect the health of another person.

Compare and contrast at least one example of individuals, families, and communities coping with change, crisis, rejection, loss, or separation.

families, and communities coping with change, crisis, rejection, loss, or separation. (NJSL S L 5.1)

Instructors can select from a large repertoire of lessons regarding family life, Queen Anne's County Public Schools.

As a class, make a list of ways that families may change over time. Using the list, the class constructs a time line that displays ways that family may change over time.

Students will choose 1 family change and write a journal entry about how they felt during this change. (NJSL S W 5.10)

Staying Healthy, Kids Health
http://kidshealth.org/kid/stay_healthy/

5th Grade Family Life Unit, Queen Anne's County Public Schools
www.gacps.org/.../5th%20Grade%20Family%20Life%20Unit%20lessons%20.pdf

Connectedness activity:
<https://schools.au.reachout.com/articles/connectedness-and-reaching-out-resource>

progress as they consider concepts related to family health.
Summative Assessments:
Family Timeline
Journal Entry
Alternative Assessment:
Role Play Self-Assessment

Topics

Community and Environmental Health

Objectives

Determine the validity of different health resources.

Learn about health profession careers.

Determine health issues that

Visit a nursing home giving each of the patients a "Thinking of You" card.

Brainstorm projects the class could organize that would positively impact others, make a plan and complete the plan. (NJSL S L 5.1)

Students will write a letter to the mayor identifying the problem and a possible

Building Relationships
<https://schools.au.reachout.com/articles/catch-and-connect>

Dealing with Change:
<https://www.penguinrandomhouse.com/books/286852/w>

ho-moved-my-cheese-for-

Formative Assessments:
Discussion
Role Plays
Summative Assessments:
Students will receive a grade for their plan to make a positive impact for the community.
Students will choose a local issue of concern (teacher can provide examples: unsafe playground

Comprehensive Health

2.2.6.D.1 Appraise the goals of various community or service-organization initiatives to determine opportunities for volunteer service.

2.1.6.D.3 Summarize the components of the traffic safety system and explain how people contribute to making the system effective.

2.1.6.E.2 Make recommendations to resolve incidences of school and community conflict, violence, harassment, gang violence, discrimination, and bullying

warrant discussion with an adult.

solution in their community. (NJSL S W 5.10)

[kids-by-spencer-johnson-illustrated-by-steve-pileggi/9780399240164](#)

equipment, littered streets or ask students to do a community survey) and write a brief letter to the “mayor” explaining why the situation needs improvement. Include at least one suggestion to improve the concern and what effect the change will have on the student and community.

Students will collaborate with peers to develop plans to promote a safe and healthy school environment.

Students will research a community service organization and present findings to their peers. (NJSL SL 5.3)(NJSL S RI 5.1)(NJSL S RI 5.2)

Students will list ways that individuals, families, and communities cope with change, crisis, rejection, loss, and separation.

Students will listen to a presentation by a local community health worker (could be school guidance counselor or nurse) about how they support the health of the community. (NJSL S SL 5.3)

Alternative Assessments:

- Self-Assessment
- Peer Assessment

2.1.6.E.3 Compare and contrast ways that individuals, families, and communities cope with change, crisis, rejection, loss, and separation

Appraise the goals of various community or service-organization initiatives to determine opportunities for volunteer service.

Students will brainstorm a list of people who they can reach out to during times of stress and change.

Key Vocabulary:

- Conflict** – A state of opposition between ideas, interests, disagreement or controversy.
- Argument** – A statement or series of statements for or against something.
- Disagreement** – Lack of consistency or approval.
- Resolution** – The action of solving a problem.
- Harassment** – Aggressive pressure or intimidation towards someone in a constant or repeated way.
- Gang** – An organized group of criminals.
- Bullying** – Use superior strength or influence to intimidate (someone), typically to force him or her to do what one wants.
- Mediation** – Intervention between conflicting parties to promote compromise.
- Cope** – Dealing effectively with something difficult.
- Volunteer** – A person who freely offers to take part in an enterprise or undertake a task.

Integration of 21st Century Standards NJSL S 9:

9.1.8.E.2 Identify personal information that should not be disclosed to others and the possible consequences of doing or not doing so.

Accommodations and Modifications:

Students with special needs: 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 curriculum.

ELL/ESL students: Students will be supported according to the recommendations for “can do’s” as outlined by WIDA
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	<ul style="list-style-type: none"> • Solidify and refine concepts through repetition. • Change movement requirements to reduce activity time 	personal space or other behaviors as needed.	
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Interdisciplinary Connections:

ELA - NJSL/ELA:

RI.5.1. Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

W.5.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly.

- A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
- B. Follow agreed-upon rules for discussions and carry out assigned roles.
- C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).

SL.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

SL.5.4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

Integration of Technology Standards NJSL 8:

8.1.5.A.3 Use a graphic organizer to organize information about problem or issue.

8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

8.1.5.D.4 Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media.

8.1.5.E.1 Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

Career Ready Practices:

CRP3. Attend to personal health and financial well-being.

CRP4. Communicate clearly and effectively and with reason.

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

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

PACING GUIDE
Health: GRADE 5

SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY
<p><u>Stress and Conflict Resolution</u></p> <ul style="list-style-type: none"> - Resolution of problems. - Personal values and ethics that eliminate sources of conflict, such as harassment, gang violence, discrimination, and bullying - How to people cope with change, crisis, rejection and loss? - Effective decision making strategies - Personal health data and information to support achievement to one's goals <p><u>Standards</u></p> <p>2.1.6.D.1 2.1.6.E.1 2.2.6.A.1 2.2.6.B.1 2.2.6.B.2 2.2.6.B.3 2.2.6.B.4 2.2.6.C.1 2.2.6.C.2 2.2.6.C.3</p>	<p><u>Stress and Conflict Resolution</u></p> <ul style="list-style-type: none"> - Compare and contrast how families change over time. - List how one person's health practices can affect the health of another - How do people cope with change. <p><u>Standards</u></p> <p>2.1.6.D.2</p>	<p><u>Stress and Conflict Resolution</u></p> <ul style="list-style-type: none"> - Validity of different health resources. - Health Profession careers - Health issues that warrant discussion with an adult. - Collaborate with peers to develop plans to promote a safe and healthy school environment - How do people cope with change. - Analyze goals of various community organizations. <p><u>Standards</u></p> <p>2.2.6.D.1 2.1.6.D.3 2.1.6.E.2 2.1.6.E.3</p>	<p><u>Relationships and Human Development</u></p> <ul style="list-style-type: none"> - Characteristics of healthy friendships and other relationships. - Types of relationships adolescents may experience - Role of dating and dating behaviors in adolescents. <p><u>Standards</u></p> <p>2.4.6.A.1 2.4.6.A.2 2.4.6.A.3 2.4.6.A.4 2.4.6.A.5-</p>	<p><u>Relationships and Human Development</u></p> <ul style="list-style-type: none"> - Changes that occur in boys. - Changes that occur in girls. - Individuals change at their own pace and predetermined timeline. - Misconceptions versus accurate information about puberty. - Strategies to safely stop sexual harassment - Identify sexual harassment in various forms <p><u>Standards</u></p> <p>2.4.6.B.1</p>

FEBRUARY	MARCH	APRIL	MAY	JUNE
<p><u>Relationships and Human Development</u></p> <ul style="list-style-type: none"> - Sequence of fertilization, embryonic growth, and fetal development during pregnancy. - Identify the signs and symptoms of pregnancy - Prenatal practices that support a healthy pregnancy - Challenges by adolescent parents and their families. <p><u>Standards</u> 2.4.6.C.3 2.4.6.C.4</p>	<p><u>My Wellness - Safety and Nutrition</u></p> <ul style="list-style-type: none"> - Risks and benefits of personal food choices. - Apply personal health data to support achievement of a diet and exercise goal. - Factors that influence food choices and eating patterns. - Create balanced meal plan. - Benefits and risks with nutritional choices. - Nutritional information on similar food products. <p><u>Standards</u> 2.1.6.B.2 2.1.6.B.3 2.1.6.B.1</p>	<p><u>My Wellness - Safety and Nutrition</u></p> <ul style="list-style-type: none"> - Recognize and alert adults of potentially harmful situations. - Intentional and unintentional injuries in adolescents. - Traffic safety system and explain how people contribute to making the system effective. <p><u>Standards</u> 2.1.6.D.1 2.1.6.D.3</p>	<p><u>Drugs, Dependency, and Addiction</u></p> <ul style="list-style-type: none"> - Signs and symptoms of drug abuse and substance dependency. - Health risks and legal issues associated with substance abuse. - Strategy to eliminate personal risk of substance abuse. - Differentiate between drug use, abuse, and misuse. <p><u>Standards</u> 2.3.6.B.5 2.3.6.B.1</p>	<p><u>Drugs, Dependency, and Addiction</u></p> <ul style="list-style-type: none"> - Effects of alcohol abuse and inhalants. - How do alcohol and drugs influence decision-making and can place one at risk. - Skills to refuse smoking - Tobacco use and the incidence of disease. - Strategies to stop alcohol and tobacco use. - Difference between over the counter and prescription medicine. <p><u>Standards</u> 2.3.6.B.3 2.3.6.B.5 2.3.6.A.1 2.3.6.C.4 2.3.6.A.2</p>