



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT Health and Physical Education

COURSE Health, Grade 5

Curriculum Development Timeline

School: Township of Ocean Intermediate School

Course: Health, Grade 5

Department: Health and Physical Education

Board Approval	Supervisor	Notes
October 2006	Dave Enderly	Born Date
December 2008	Denise Palaia	Revisions
October 2012	Denise Palaia	Revisions
August 2013	Denise Palaia	Revisions
August 2018	Denise Palaia	Revisions
March 2019	Valerie Sorce	Review
August 2022	Patrick O'Neill	Alignment to Standards & Incorporate State Mandates

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COURSE Health, Grade 5

Important Note about Health Education

The 2020 New Jersey Learning Standards for Comprehensive Health and Physical Education issued by the New Jersey Department of Education include thirteen Disciplinary Concepts and Core Ideas. The Township of Ocean School District has categorized these 13 concepts into Physical Education and Health as follows:

Physical Education Concepts: Movement Skills and Concepts, Physical Fitness, and Lifelong Fitness

Health Concepts: Personal Growth and Development, Pregnancy and Parenting, Emotional Health, Social and Sexual Health, Community Health Services and Support, Nutrition, Personal Safety, Health Conditions, Diseases, and Medicines, Alcohol, Tobacco, and other Drugs, Dependency, and Substances Disorder and Treatment

All grade levels will include the New Jersey Student Learning Standards for Physical Education. The New Jersey Student Learning Standards for Health Education will be divided among the grade levels. Each school year, your school principal will send a schedule of health lessons.

N.J.S.A. 18A:35-4.7 Parent's Statement of Conflict with Conscience,

The NJDOE recognizes and respects that some families prefer to have these conversations privately. Pursuant to N.J.S.A. 18A:35-4.7, any child whose parent or guardian presents to the school a signed statement that any part of instruction in health, family life education, or sex education is in conflict with his or her conscience or sincerely held moral or religious beliefs shall be excused from that portion of the course.

Any parent wishing to opt their child out of any health lesson, may do so by completing and returning the exclusion form sent home by the principal each year.

[Sample Exclusion Form](#)

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COURSE Health, Grade 5

Township of Ocean Pacing Guide			
Week	Marking Period 1	Week	Marking Period 3
1	PE	21	PE
2		22	
3		23	
4		24	
5		25	
6		26	
7		27	
8		28	
9		29	
10		30	
Week	Marking Period 2	Week	Marking Period 4
11	PE	31	Wellness & Community Services
12		32	Wellness & Community Services
13		33	Personal Growth and Development
14		34	Personal Growth and Development
15		35	Emotional, Social, Sexual Health
16		36	Emotional, Social, Sexual Health
17		37	Pregnancy and Parenting
18		38	Nutrition and Safety
19		39	Alcohol, Drugs, Tobacco & Medicine
20		40	Alcohol, Drugs, Tobacco & Medicine

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DEPARTMENT Health and Physical Education

COURSE Health, Grade 5

STATE MANDATES:

Consent: Relationships & Human Reproduction (NJSLs: 2.4.6.A.1-5, 2.4.6.B.1-4, 2.4.6.C.1-4)

Mental Health: Wellness & Character Education (NJSLs: 2.1.6.A.1-3, 2.1.6.B.1-4, 2.1.6.C.1-3, 2.1.6.E.1-3), Relationships & Human Reproduction (NJSLs: 2.4.6.A.1-5, 2.4.6.B.1-4, 2.4.6.C.1-4)

Sex Abuse and Assault: Relationships & Human Reproduction (NJSLs: 2.4.6.A.1-5, 2.4.6.B.1-4, 2.4.6.C.1-4)

Diversity and Inclusion Law: Wellness & Character Education (NJSLs: 2.1.6.A.1-3, 2.1.6.B.1-4, 2.1.6.C.1-3, 2.1.6.E.1-3)

Core Instructional & Supplemental Materials including various levels of Texts

- BrainPop Videos- Bullying, Nutrition, and Puberty
- Kidshealth.org

Time Frame	2 Weeks
Topic	
Wellness and Community Services	
Alignment to Standards	
<ul style="list-style-type: none"> • 2.1.5.CHSS.1: Identify health services and resources available and determine how each assists in addressing needs and emergencies in a school and in the community (e.g., counselors, medical professionals). • 2.1.5.CHSS.2: Describe how business, non-profit organizations, and individuals can work cooperatively to address health problems that are affected by global issues, including climate change. • 2.1.5.CHSS.3: Describe strategies that are useful for individuals who are feeling sadness, anger, anxiety, or stress. 	
Learning Objectives and Activities	

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DEPARTMENT Health and Physical Education

COURSE Health, Grade 5

SWBAT answer the following questions:

- What are examples of physical, social, mental and emotional health?
- What are the pillars of Character Education?
- Why are feelings towards yourself and others important for promoting a healthy lifestyle?
- How can I set specific goals and make appropriate decisions?
- What are strategies to prevent harassment and bullying?
- What can I do if I am being bullied or I see someone being bullied?
- What are the basic safety rules of Online Safety?
- How can I recognize cyberbullying?

SWBAT understand the following concepts:

- Community professionals and school personnel are available to assist and address health emergencies as well as provide reliable information.
- Individuals will benefit from an awareness of coping strategies that can be used when facing difficult situations.
- Self-management skills impact an individual's ability to recognize, cope, and express emotions about difficult events.
- Resilience and coping practices influence an individual's ability to respond positively to everyday challenges and difficult situations
- Safety includes being aware of the environment and understanding how certain situations could lead to injury or illness.
- There are strategies that individuals can use to communicate safely in an online environment.
- Children who practice setting healthy boundaries know how to say no and what to do when they feel uncomfortable or find themselves in unsafe situations.

SWBAT to "do":

- Class discussion
- Role playing and skits
- Kidshealth.org
- Brain Pop videos, quizzes and activities
- Group work and presentations

Assessments

Formative:

- Group assessments
- Class discussion
- Exit slips
- Self assessment
- Journals
- Quizzes

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COURSE Health, Grade 5

Summative:

- Bullying project
- End of unit test

Benchmark:

- Pre-test/Post test

Alternative:

- Digital Portfolio

Interdisciplinary Connections

English Language Arts:

NJSLSA.W2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.W6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

NJSLSA.SL5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

NJSLSA.SL6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners in grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

NJSLSA.SL.6.2 Interpret information presented in diverse media and formats (visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study

Career Readiness, Life Literacies, and Key Skills

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.

9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process.

9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global.

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DEPARTMENT Health and Physical Education

COURSE Health, Grade 5

9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology.

9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view.

9.4.5.IML.7: Evaluate the degree to which information meets a need including social emotional learning, academic, and social

Technology Integration

- Students will use Google Classroom to collaborate, work towards solving authentic problems, or participate in an online classroom discussion.
 - 9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem

Career Education

CRP1. Students will act as a responsible and contributing citizen and employee during group and individual activities.

CRP2. Students will apply appropriate academic and technical skills to various learning activities in a variety of contexts.

CRP3. Students will attend to personal health and financial well-being as they learn about a healthy lifestyle and personal wellness.

CRP4. Students will communicate clearly and effectively and with reason when participating in small group and whole class discussions and presentations

CRP5. Students will consider the environmental, social and economic impacts of decisions with regard to health and wellness.

CRP6. Students will demonstrate creativity and innovation during individual and group activities.

CRP8. Students will utilize critical thinking to make sense of problems and persevere in solving them across various learning activities and in a variety of contexts (individual, groups)

CRP9. Students will model integrity, ethical leadership and effective management i.e. group projects

Time Frame

2 weeks

Topic

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DEPARTMENT Health and Physical Education

COURSE Health, Grade 5

Personal Growth and Development

Alignment to Standards

- 2.1.5.PGD.1: Identify effective personal health strategies and behaviors that reduce illness, prevent injuries, and maintain or enhance one's wellness (e.g., adequate sleep, balanced nutrition, ergonomics, regular physical activity).
- 2.1.5.PGD.2: Examine how the body changes during puberty and how these changes influence personal self-care.
- 2.1.5.PGD.3: Explain the physical, social, and emotional changes that occur during puberty and adolescence and why the onset and progression of puberty can vary.
- 2.1.5.PGD.4: Explain common human sexual development and the role of hormones (e.g., romantic and sexual feelings, masturbation, mood swings, timing of pubertal onset).
- 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.

Learning Objectives and Activities

SWBAT answer the following questions:

- Identify examples of physical, social, mental and emotional health
- Identify the pillars of Character Education
- Explain why feelings towards yourself and others is important for promoting a healthy lifestyle
- Explain how to set specific goals and make appropriate decisions
- Identify strategies to prevent harassment and bullying
- Establish what to do if I am being bullied or I see someone being bullied

SWBAT understand the following concepts:

- Health is influenced by the interaction of body systems.
- Puberty is a time of physical, social, and emotional changes.
- All individuals should feel welcome and included regardless of their gender, gender expression, or sexual orientation.
- Family members impact the development of their children physically, socially, and emotionally.
- People in healthy relationships share thoughts and feelings, as well as mutual respect.

SWBAT to "do":

- Class discussion
- Role playing and skits

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DEPARTMENT Health and Physical Education

COURSE Health, Grade 5

- Kidshealth.org
- Brain Pop videos, quizzes and activities
- Group work and presentations

Assessments

Formative:

- Group assessments
- Class discussion
- Exit slips
- Self assessment
- Journals
- Quizzes

Summative:

- Bullying project
- End of unit test

Benchmark:

- Pre-test/Post test

Alternative:

- Digital Portfolio

Interdisciplinary Connections

English Language Arts:

NJSLSA.W1. Students will write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence in response to internet safety scenarios.

NJSLSA.R2. Students will determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas while reading the Acceptable Use Policy.

Visual & Performing Arts:

1.4.8.Cr1c: Explore, describe and develop given circumstances of a scripted or improvised character in a theatrical work.

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DEPARTMENT Health and Physical Education

COURSE Health, Grade 5

1.4.8.Cr2a: Articulate and apply critical analysis, extensive background knowledge, sociohistorical research, and cultural context related to existing or developing original theatrical work.

Career Readiness, Life Literacies, and Key Skills

9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process.

9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem.

9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology.

9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view.

9.4.5.IML.7: Evaluate the degree to which information meets a need including social emotional learning, academic, and social.

Technology Integration

- Students will use Google Classroom to collaborate, work towards solving authentic problems, or participate in an online classroom discussion.
 - 9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem

Career Education

CRP1. Students will act as a responsible and contributing citizen and employee during group and individual activities.

healthy lifestyle and personal wellness.

CRP4. Students will communicate clearly and effectively and with reason when participating

in small group and whole class discussions and presentations

CRP5. Students will consider the environmental, social and economic impacts of decisions with regard to health and wellness.

CRP6. Students will demonstrate creativity and innovation during individual and group activities.

CRP9. Students will model integrity, ethical leadership and effective management i.e.

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DEPARTMENT Health and Physical Education

COURSE Health, Grade 5

group projects

Time Frame	2 Weeks
Topic	
Emotional, Social, Sexual Health	
Alignment to Standards	
<ul style="list-style-type: none"> • 2.1.5.EH.1: Discuss the impact of one's feelings and thoughts that lead to healthy and unhealthy behaviors. • 2.1.5.EH.2: Explain how to cope with rejection, loss, difficult learning situations and/or separation from family or others • 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety). • 2.1.5.EH.4: Identify behaviors that help to deal with difficult situations that can occur at home, in school, and/or in the community and where to go for assistance. • 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. • 2.1.5.SSH.3: Demonstrate ways to promote dignity and respect for all people (e.g. sexual orientation, gender identity and expression, race, ethnicity, socio-economic status, differing ability, immigration status, family configuration). • 2.1.5.SSH.4: Describe how families can share common values, offer emotional support, and set boundaries and limits. • 2.1.5.SSH.5: Explain the importance of communication with family members, caregivers and other trusted adults about a variety of topics. • 2.1.5.SSH.6: Describe the characteristics of healthy versus unhealthy relationships among friends and with family members. • 2.1.5.SSH.7: Define teasing, harassment and bullying and provide examples of inappropriate behaviors that are harmful to others 	
Learning Objectives and Activities	
<p>SWBAT answer the following questions:</p> <ul style="list-style-type: none"> • What are examples of physical, social, mental and emotional health? • What are the pillars of Character Education? • Why are feelings towards yourself and others important for promoting a healthy 	

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COURSE Health, Grade 5

lifestyle?

- How can I set specific goals and make appropriate decisions?
- What are strategies to prevent harassment and bullying?
- What can I do if I am being bullied or I see someone being bullied?
- What are the basic safety rules of Online Safety?
- How can I recognize cyberbullying?

SWBAT understand the following concepts:

- All individuals should feel welcome and included regardless of their gender, gender expression, or sexual orientation.
- Family members impact the development of their children physically, socially, and emotionally.
- People in healthy relationships share thoughts and feelings, as well as mutual respect.

SWBAT to “do”:

- Class discussion
- Role playing and skits
- Kidshealth.org
- Brain Pop videos, quizzes and activities
- Group work and presentations

Assessments

Formative:

- Group assessments
- Class discussion
- Exit slips
- Self assessment
- Journals
- Quizzes

Summative:

- Bullying project
- End of unit test

Benchmark:

- Pre-test/Post test

Alternative:

- Digital Portfolio

Interdisciplinary Connections

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COURSE Health, Grade 5

English Language Arts:

RH.6-8.7. Students will integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts to display data through the use of charts and graphs.

RST.6-8.9. Students will compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic working with partners remotely for research and to create a presentation

Visual & Performing Arts

1.4.8.Cr1c: Explore, describe and develop given circumstances of a scripted or improvised character in a theatrical work.

1.4.8.Pr4a: Rehearse a variety of acting techniques to increase skills in a rehearsal or theatrical performance that assist in the development of stronger character choices.

Career Readiness, Life Literacies, and Key Skills

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.

9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process.

9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem.

9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global.

9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology.

Technology Integration

- Students will use Google Classroom to collaborate, work towards solving authentic problems, or participate in an online classroom discussion.
 - 9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem

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COURSE Health, Grade 5

Career Education

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CRP9. Students will model integrity, ethical leadership and effective management i.e. group projects

Time Frame	1 week
Topic	
Pregnancy and Parenting	
Alignment to Standards	
<ul style="list-style-type: none"> • 2.1.5.PGD.1: Explain the relationship between sexual intercourse and human reproduction. • 2.1.5.PGD.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. • 2.1.5.SSH.3: Demonstrate ways to promote dignity and respect for all people (e.g. sexual orientation, gender identity and expression, race, etc • 2.1.5.SSH.4: Describe how families can share common values, offer emotional support, and set boundaries and limits. • 2.1.5.SSH.5: Explain the importance of communication with family members, caregivers and other trusted adults about a variety of topics. • 2.1.5.SSH.6: Describe the characteristics of healthy versus unhealthy relationships among friends and with family members. • 2.1.5.SSH.7: Define teasing, harassment and bullying and provide examples of 	

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DEPARTMENT Health and Physical Education

COURSE Health, Grade 5

inappropriate behaviors that are harmful to others.

Learning Objectives and Activities

SWBAT answer the following questions:

- Families provide connections between people and the building of relationship skills.
- Families are different and create foundations for future relationships.
- Families and social relationships change and are impacted in the global community.
- Human relationships include physical, emotional and social aspects.
- Significant growth changes occur at different rates during adolescence.
- The development of pregnancy spans 9 months with different stages.
- Adolescent pregnancy presents added stress and emotional and financial responsibilities.

SWBAT Understand the following concepts:

- Staying healthy is a lifelong process that includes all dimensions of wellness.
- Early detection and treatment of diseases and health conditions impact one's health
- Social and emotional development impacts all components of wellness
- Respect and 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
- Stress management skills impact an individual's ability to cope with different types of emotional situations
- Effective communication may be a determining factor in the outcome of health and safety related situations
- Effective communication is the basis for strengthening and interpersonal interactions and relationships and resolving conflicts
- Every health related decision has a short and long-term consequence and affects the ability to reach health goals
- Personal core ethical values impact the behavior of oneself and others
- Character building is influenced by many factors both positive and negative, such as acceptance, discrimination, bullying, abuse, sportsmanship, support, disrespect and violence
- Health literacy includes the ability to compare and evaluate health resources





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COURSE Health, Grade 5

- Communicating health needs to trusted adults and professionals assists in the prevention, early detection, and treatment of health problems

SWBAT to “do”:

- Class discussion
- Role playing and skits
- Kidshealth.org
- Brain Pop videos, quizzes and activities
- Group work and presentations

Assessments

Formative:

- Group assessments
- Class discussion
- Exit slips
- Self assessment
- Journals
- Quizzes

Summative:

- End of unit test

Benchmark:

- Pre-test/Post test

Alternative:

- Digital Portfolio

Interdisciplinary Connections

English Language Arts:

NJSLS.W7 Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focus questions, demonstrating an understanding of the subject.

NJSLSA.R1 Read closely to determine what the text says explicitly.

Career Readiness, Life Literacies, and Key Skills

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.

9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process.

9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the

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COURSE Health, Grade 5

problem.

9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global.

9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology.

9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view.

9.4.5.IML.7: Evaluate the degree to which information meets a need including social emotional learning, academic, and social.

Technology Integration

- Students will use Google Classroom to collaborate, work towards solving authentic problems, or participate in an online classroom discussion.
 - 9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem

Career Education

CRP1. Students will act as a responsible and contributing citizen and employee during group and individual activities.

CRP3. Students will attend to personal health and financial well-being as they learn about a healthy lifestyle and personal wellness.

CRP4. Students will communicate clearly and effectively and with reason when participating in small group and whole class discussions and presentations

CRP5. Students will consider the environmental, social and economic impacts of decisions with regard to health and wellness.

Time Frame	1 week
Topic	
Nutrition and Safety	
Alignment to Standards	
<ul style="list-style-type: none"> • 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. • 2.2.5.N.2: Create a healthy meal based on nutritional content, value, calories, and 	

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- cost. •2.2.5.N.3: Develop a plan to attain a personal nutrition health goal that addresses strengths, needs, and culture.
- 2.3.5.PS.1: Develop strategies to reduce the risk of injuries at home, school, and in the community.
 - 2.3.5.PS.2: Demonstrate first aid procedures for choking, bleeding, burns, poisoning, and stroke (F.A.S.T.).
 - 2.3.5.PS.3: Examine the impact of unsafe behaviors when traveling in motor vehicles and when using other modes of transportation.
 - 2.3.5.PS.4: Develop strategies to safely communicate through digital media with respect.
 - 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

Learning Objectives and Activities

SWBAT answer the following questions:

- How are food choices influenced by culture, tradition, and knowledge of nutrition?
- What role does family, peers, and the media have on food choices now and throughout life?
- How do personal behaviors impact our own safety and the safety of others?
- Why do some people still engage in unsafe behaviors despite knowing the inherent risks and possible outcomes?
- How does a commitment to wellness reduce the risk for injuries and conditions that impact the quality or duration of one's life?

SWBAT understand the following concepts:

- Food choices and eating patterns are developed at a young age, persist throughout one's life, and may affect long-term health.
- It may be difficult to change unhealthy eating patterns that are rooted in family traditions, religious beliefs, or culture.
- Peers and the media also have a significant impact on food choices and the availability of healthy options.
- Making healthy eating choices is an important part of achieving and sustaining wellness.





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DEPARTMENT Health and Physical Education

COURSE Health, Grade 5

- Medical advances, technology and public health efforts enable some people to live healthier lives but many people still struggle to be healthy.
- Understanding why a behavior or activity is unsafe is only the first step towards preventing injuries and staying safe.
- Eating patterns are influenced by a variety of factors.
- Identifying unsafe situations and choosing appropriate ways to reduce or eliminate risks, contributes to the safety of self and others.
- Applying first-aid procedures can minimize injury and save lives.

SWBAT to "do":

- Class discussion
- Role playing and skits
- Kidshealth.org
- Brain Pop videos, quizzes and activities
- Group work and presentations

Assessments

Formative:

- Group assessments
- Class discussion
- Exit slips
- Self assessment
- Journals
- Quizzes

Summative:

- End of unit test

Benchmark:

- Pre-test/Post test

Alternative:

- Portfolio

Interdisciplinary Connections

Mathematics

RH.6-8.7. Students will integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts to display data through the use of charts and graphs.

English Language Arts

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DEPARTMENT Health and Physical Education

COURSE Health, Grade 5

NJSLSA.W8. Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism while discussing the difference between facts, statistics, and opinion

Career Readiness, Life Literacies, and Key Skills

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.
9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology.
9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view.
9.4.5.IML.7: Evaluate the degree to which information meets a need including social emotional learning, academic, and social.

Technology Integration

- Students will use Google Classroom to collaborate, work towards solving authentic problems, or participate in an online classroom discussion.
 - 9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem

Career Education

CRP1. Students will act as a responsible and contributing citizen and employee during group and individual activities.
CRP2. Students will apply appropriate academic and technical skills to various learning activities in a variety of contexts.
CRP3. Students will attend to personal health and financial well-being as they learn about a healthy lifestyle and personal wellness.
CRP9. Students will model integrity, ethical leadership and effective management i.e. group projects

Time Frame

2 weeks

Topic

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DEPARTMENT Health and Physical Education

COURSE Health, Grade 5

Alcohol, Drugs, Tobacco & Medicine

Alignment to Standards

- 2.3.5.HCDM.1: Identify conditions that may keep the human body from working properly, and the ways in which the body responds.
- 2.3.5.HCDM.2: Describe how to prevent the spread of communicable and infection diseases and conditions (e.g., Lyme Disease, influenza)
- 2.3.5.HCDM.3: Examine how mental health can impact one's wellness (e.g., depression, anxiety, stress, phobias).
- 2.3.5.ATD.1: Identify products that contain alcohol, tobacco, and drugs and explain potential unhealthy effects (e.g., substance disorder, cancer).
- 2.3.5.ATD.2: Describe health concerns associated with e-cigarettes, vaping products, inhalants, alcohol, opioids and other drugs, and non-prescribed cannabis products.
- 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.
- 2.3.5.DSDT.1: Differentiate between drug use, misuse, abuse, prescription and illicit drugs.
- 2.3.5.DSDT.2: Identify signs and evaluate evidence that a person might have an alcohol, tobacco, and/or drug use problem.
- 2.3.5.DSDT.3: Demonstrate effective refusal skills of alcohol, e-cigarettes, vaping products, cannabis products, opioids, and other substances that can negatively impact health.
- 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.
- 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).

Learning Objectives and Activities

SWBAT answer the following questions:

- Why do people use and abuse alcohol, tobacco, caffeine and other drugs despite warnings about the dangers to self and others?
- What are the warning signs of someone abusing drugs?
- What are some resources available for someone seeking treatment?
- What is the difference between drug abuse and drug misuse?
- What is the difference between an over the counter drug and a prescription drug?

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COURSE Health, Grade 5

SWBAT Understand the following concepts:

- The use and abuse of alcohol, tobacco, and other chemical substances not only affects the individual but also may have a profound impact on others.
- The early detection and proper treatment of diseases and health conditions impact one's health.
- There are many ways to obtain help for treatment of substance abuse problems.

SWBAT Identify:

- Medicines come in a variety of forms (prescription medicines, over the counter medicines, medicinal supplements), are used for numerous reasons, and should be taken as directed in order to be safe and effective.
- There is a strong relationship between individuals who abuse drugs and increased intentional and unintentional health-risk behaviors.
- Substance abuse is caused by a variety of factors.
- There are many ways to obtain help for treatment of alcohol, tobacco, and other substance abuse problems.

SWBAT to "do":

- Class discussion
- Role playing and skits
- Kidshealth.org
- Brain Pop videos, quizzes and activities
- Group work and presentations

Assessments

Formative:

- Group assessments
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DEPARTMENT Health and Physical Education

COURSE Health, Grade 5

Alternative:

- Portfolio

Interdisciplinary Connections

English Language Arts:

NJSLSA.W6. Students will use technology, including the Internet, to produce and to publish writing to interact and collaborate with others on internet safety topics.

NJSLSA.W7. Students will conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating an understanding of the benefits and drawbacks of the Internet and social media

NJSLSA.W8. Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism while discussing the difference between facts, statistics, and opinion.

Career Readiness, Life Literacies, and Key Skills

9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process.

9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem.

9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global.

9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view.

Technology Integration

- Students will use Google Classroom to collaborate, work towards solving authentic problems, or participate in an online classroom discussion.
 - 9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem

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COURSE Health, Grade 5

Career Education

CRP2. Students will apply appropriate academic and technical skills to various learning activities in a variety of contexts.

CRP3. Students will attend to personal health and financial well-being as they learn about a healthy lifestyle and personal wellness.

CRP5. Students will consider the environmental, social and economic impacts of decisions with regard to health and wellness.

CRP6. Students will demonstrate creativity and innovation during individual and group activities.

CRP8. Students will utilize critical thinking to make sense of problems and persevere in solving them across various learning activities and in a variety of contexts (individual, groups)

CRP9. Students will model integrity, ethical leadership and effective management i.e. group projects

Modifications (ELL, Special Education, At-Risk Students, Gifted & Talented, & 504 Plans)

ELL:

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Use of Bilingual Dictionary
- Guided notes and/or scaffold outline for written assignments
- Provide students with English Learner leveled readers.

Supports for Students With IEPs:

- Allow extra time to complete assignments or tests
- Guided notes and/or scaffold outline for written assignments
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications

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COURSE Health, Grade 5

At-Risk Students:

- Guided notes and/or scaffold outline for written assignments
- Introduce key vocabulary before lesson
- Work in a small group
- Lesson taught again using a differentiated approach
- Allow answers to be given orally or dictated
- Use visuals / Anchor Charts
- Leveled texts according to ability

Gifted and Talented:

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities
- Expose students to beyond level texts.

Supports for Students With 504 Plans:

- Follow all the 504 plan modifications
- Text to speech/audio recorded selections
- Amplification system as needed
- Leveled texts according to ability
- Fine motor skill stations embedded in rotation as needed
- Modified or constrained spelling word lists
- Provide anchor charts with high frequency words and phonemic patterns

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