

Course Overview Health

Content Area: **Health**
Course(s): **Health Cycle 5**
Time Period:
Length: **Full Year**
Status: **Published**

Cover

EAST BRUNSWICK PUBLIC SCHOOLS

East Brunswick New Jersey

Superintendent of Schools

Dr. Victor P. Valeski

Health

Grade- 5

Course Number: 3801

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Course Adoption: 4/21/1986

Curriculum Adoption:

Date of Last Revision: Summer 2022

Course Overview

The purpose of health instruction in sixth grade is to prepare students to make good choices towards the achievement of a positive life-style. Decision making skills, refusal methods, coping with stress, and empathy development are all addressed throughout the course. These skills can contribute to a more well-rounded individual, lead to more intrinsic motivation, and are necessary for physical, intellectual, social and emotional well-being. In this course students are expected to demonstrate mastery/proficiency of all NJSLs. The course also reinforces the learning of other Standards already mastered and contributes to the development of mastery of other standards in the areas of Language Arts Literacy, Science, Technology Literacy, and Career Education and Consumer/Family/Life Skills.

Any student 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 conscience or sincerely held moral or religious beliefs shall be excused from that portion of the course. The student will be given an alternative health project to complete the requirement of the course. Please visit the district website under Health Curriculum for the parent letter.

Textbooks and Other Resources

COURSE RESOURCES

Second Step Program: Student Success Through Prevention Committee for Children, 2008

[My Plate](#)

Scholastic Choices Weekly Readers

kidshealth.org

[Kids Health Videos](#)

[Discovery Education](#)

Healthychildren.org

[National Institute on Drug Abuse](#)

[Centers for Disease Control and Prevention](#)

[Kahoot!](#)

[Nearpod](#)

[Brainpop](#)

[Quizlet](#)

[Mentimeter](#)

[Biodigital Anatomy](#)

[Quizalize](#)

[AnatomyArcade](#)

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.

2.1.5.PP.1 Explain the relationship between sexual intercourse and human reproduction.

2.1.5.PP.2 Explain the range of ways pregnancy can occur (e.g., IVF, surrogacy).

2.1.5.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.

2.1.5.CHSS.1: Identify health services and resources available and determine how each assist 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.

2.2.5.PF.1: Identify the physical, social, emotional, and intellectual benefits of regular physical activity that effect personal health.

2.2.5.PF.4: Develop a short term and/or a long-term health-related fitness goal (e.g., cardiorespiratory endurance 'heart & lungs', muscular strength, muscular endurance, flexibility, body composition, nutrition) to evaluate personal health.

2.2.5.PF.5: Determine how different factors influence personal fitness and other healthy lifestyle choices (e.g., heredity, physical activity, nutrition, sleep, technology).

2.2.5.LF.5: Describe how community resources could be used to support participation in a variety of physical activities, sports and wellness.

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.

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 infectious 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, and 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).

Scope and Sequence

COURSE SCOPE AND SEQUENCE

Sequential Unit Description:	Associated NJSLs to be Achieved	Other Pacing Guide References	Proficiency (Summative/Formative Assessments)
<p>UNIT I: <u>Wellness</u></p> <p><i>Essential THEME: Students must understand the importance of taking care of their bodies in various ways as disease prevention is a major concern for this age group. Personal hygiene is a necessary topic as adolescents go through puberty and need to be aware of proper use of products to create a routine that works for them. Lastly, they must learn signs of common diseases and conditions affecting adolescents. These topics go hand in hand with safety and first aid to learn how to take care of and prevent injury that could potentially lead to further harm.</i></p> <p><i>Essential Question: Why is it necessary to have a proper hygiene routine and what do you need to do to stay healthy? What are common illnesses and conditions for my age? How can I prevent these? What are the treatments? How do I take care of cuts, burns, and strains/sprains? What supplies do I need from a safety first aid kit?</i></p>	<p>2.3.5.PS.1 2.3.5.PS.2 2.3.5.HCDM.1 2.3.5.HCDM.2</p>	<p>Quarter 2-3 Days</p>	<p>Worksheet Poster</p>

<p>UNIT II: Health Relationships</p> <p>Essential THEME: Relationships are built amongst family, friends, peers, and more. Students will learn ways to build and maintain these as they understand what is healthy and unhealthy. Effective interpersonal communication encompasses respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture. In today's diverse culture, it is important for students to be able to recognize these differences as well as communicate their situations to others.</p> <p>Essential Question: What are the three styles of communication? How do I properly communicate my thoughts and ideas? How can you build/maintain relationships with family and friends? What are signs of an unhealthy relationship?</p>	<p>2.1.5.SSH.1 2.1.5.SSH.2 2.1.5.SSH.3 2.1.5.SSH.4 2.1.5.SSH.5 2.1.5.SSH.6 2.1.5.SSH.7</p>	<p>Quarter, 4 Days</p>	
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<p>UNIT III: Nutrition</p> <p>Essential THEME: Children must understand the food components in order to choose healthy options for their systems. Healthy nutritious foods are often sacrificed for quick easy unhealthy alternatives. In this unit students will learn what foods are important to a healthy diet. They will also learn why it is important so they understand why their body needs certain nutrients.</p> <p>Essential Question: What is a calorie, and how do calories affect my weight? What are some healthy dieting changes I can make? What are the macronutrients? What resources can I use to help guide my eating choices?</p>	<p>2.1.5.N.1 2.1.5.N.2 2.1.5.N.3</p>	<p>Quarter, 3-4 Days</p>	<p>My Plate scavenger hunt Food Tracking Chart</p>
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<p>UNIT IV: Growth and Development</p> <p>Essential THEME: In today's world, adolescents are changing at a quicker pace mentally, emotionally, and physically. This unit teaches students how their bodies change throughout puberty. It is important to understand what to expect if they have not already begun to experience any of these, and if they have, they must recognize that it is all okay. They will also recognize how they are affected emotionally, and what they can do to help themselves through these times of change.</p> <p>Essential Question: How does puberty begin? Why is it important to take care of your body changes? What are the physical changes that occur in this period of life? What hygiene routines are necessary throughout puberty? How are emotions affected, and</p>	<p>2.1.5.PGD.1 2.1.5.PGD.2 2.1.5.PGD.3 2.1.5.PGD.4 2.1.5.PGD.5</p>	<p>Quarter, 2 Days</p>	<p>Packet</p>
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what can you do to cope with the major change? Who can you go to with questions about this topic?			
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<p>UNIT V: <u>Social and Emotional Health</u></p> <p>Essential THEME: <i>Students need to become aware of how to properly take care of their health mentally and emotionally to also maintain healthy social interactions. It does not always get the attention it should, and how to cope with various scenarios and stress in their lives will help them achieve the goals they desire. Effective management strategies are key, and it is important to help them determine which may or may not work.</i></p> <p>Essential Question: <i>What areas of wellness are your strengths and weaknesses? How can you maintain or improve specific areas? What is stress? What is the best way to deal with stress? What is incorporated in social-emotional health? What are some healthy ways to deal with anger? How may keeping these emotions in harm me?</i></p>	<p>2.3.5.HCDM.1 2.3.5.HCDM.2 2.3.5.HCDM.3</p>	<p>Quarter, 2-3 Days</p>	<p>Unit 1 Test (S) Group Presentation (S) Exit Tickets (F)</p>
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<p>UNIT VI: <u>Alcohol, Tobacco and other Drugs</u></p> <p>Essential THEME: <i>The school district collaborates with the East Brunswick Police Department. One of the officers comes in to teach lessons from our Law Enforcement Against Drugs (LEAD) program. The focus of this unit is for students to learn about alcohol, tobacco, and other product use such as vapes. They will become aware of the negative effects the drugs can have on the body as well as socially and mentally. They will recognize how it can affect their daily lives.</i></p> <p>Essential Question: <i>What is considered a drug? What types of drugs are there? How can I avoid going down a path that gets me involved in drug use? What are some of the physical effects of drug abuse? What are some of the psychological effects? Can drug abuse increase the risk of other diseases? If so, what diseases? What is an anti-drug?</i></p>	<p>2.3.5.ATD.1 2.3.5.ATD.2 2.3.5.ATD.3 2.3.5.ATD.4 2.3.5.DSDT.1 2.3.5.DSDT.2 2.3.5.DSDT.3 2.3.5.DSDT.4 2.3.5.DSDT.5</p>	<p>Quarter, 6 Days</p>	
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Grading and Evaluation Guidelines

Grading procedures must be described in sufficient detail so that a pupil will understand, the minimal to advanced proficiency, expected of him/her as the outcome of each unit, for the marking period and for the course as a whole. Benchmark level assessments associated with the course also need to be identified.

While assessments of proficiency levels must be valid and reliable they do not need be the same for all

students. Each pupil must receive a copy of the grading procedures, proficiencies and criteria for each unit and/or marking period.

In terms of proficiency level the East Brunswick grades equate to:

- A Excellent Advanced Proficient
- B Good Above Average Proficient
- C Fair Proficient
- D Poor Minimally proficient
- F Failing Partially Proficient

Grading Procedures – Health Education

The final quarter course proficiency grade will be based on unit assessments aligned with the associated NJSLs.

Unit assessments, delineated for each unit, will include such measures as:

Written and Performance Measures of proficiency objectives (coded to NJSLs)

Records of oral participation in classroom discussions related to unit objectives

Records of achievement of lesson objectives (i.e. quizzes, relevant homework, projects, labs)

Percentage:

40% Tests

15% Preparation / Behavior / Class Participation

20% Quizzes

15% Classwork / Group Work

10% Homework

Other Details

CONTENT FOCUS AREA AND COURSE NAME

Quarter 5 Health Education

Course #	School #'s	Course Level	Grade(s)	Credits	Min. Per Week	Elective/Required	Initial Course Adopted
3801	056	A	5	0	210	R	04/21/86

PRIMARY CONTENT AREA AND SECONDARY AREAS OF FOCUS

NJCCC Standard		NJCCC Standard		NJCCCS Standard	
1. Visual and Performing Arts		5. Science	S	9. Career Education and Consumer/ Family/ Life Skills	S
2. Health and Physical Education	P	6. Social Studies			
3. Language Arts Literacy	S	7. World Languages			
4. Mathematics		8. Technology Literacy	S		