5th Grade Health

Content Area: **Health and Physical Education**
Course(s):
Time Period: **Trimester 1**
Length: **Full Year**
Status: **Published**

Course Pacing Guide

Unit	Trimester	Cycles
Personal Growth & Development	1	2
Nutrition	1	1
Diseases and Health Conditions	1	1
Safety	1	1
Social and Emotional Health	1	3
Interpersonal Communication	2	2
Character Development	2	2
Advocacy and Service	2	1
Medicines	2	2
Alcohol, Tobacco, and Other Drugs	2, 3	6
Dependency, Addiction, and Treatment	2, 3	2
Health Services and Information	3	1
Decision Making and Goal Setting	3	2
Relationships	3	2
Sexuality	3	1
Pregnancy and Parenting	3	1

Unit Overview

Topic	Content Statement	Learning Outcome
2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.		
Personal Growth and Development	Staying healthy is a lifelong process that includes all dimensions of wellness.	Explain how health data can be used to assess and improve each dimension of personal wellness.
		Relate how personal lifestyle habits, environment, and heredity influence growth and development in each life stage
		Determine factors that influence the purchase of healthcare products and use of personal hygiene practices.
Nutrition	Eating patterns are influenced by a variety of factors.	Determine factors that influence food choices and eating patterns.

		Summarize the benefits and risks associated with nutritional choices, based on eating patterns.
		Create a daily balanced nutritional meal plan based on nutritional content, value, calories, and cost.
		Compare and contrast nutritional information on similar food products in order to make informed choices
Diseases and Health Conditions	The early detection and treatment of diseases and health conditions impact one's health.	Summarize means of detecting and treating diseases and health conditions that are prevalent in adolescents.
		Determine the impact of public health strategies in preventing diseases and health conditions.
		Compare and contrast common mental illnesses (such as depression, anxiety and panic disorders, and phobias) and ways to detect and treat them.
Safety	Identifying unsafe situations and choosing appropriate ways to reduce or eliminate risks contributes to the safety of self and others	Summarize the common causes of intentional and unintentional injuries in adolescents and related prevention strategies.
		Explain what to do if abuse is suspected or occurs.
		Summarize the components of the traffic safety system and explain how people contribute to making the system effective.
	Applying first-aid procedures can minimize injury and save lives.	Assess when to use basic first-aid procedures.
Social and Emotional Health	Social and emotional development impacts all components of wellness	Examine how personal assets and protective factors support healthy social and emotional development.
	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.	Make recommendations to resolve incidences of school and community conflict, violence, harassment, gang violence, discrimination, and bullying.

	Stress management skills impact an individual's ability to cope with different types of emotional situations	Compare and contrast ways that individuals, families, and communities cope with change, crisis, rejection, loss, and separation.
2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.		
Interpersonal Communication	Effective communication may be a determining factor in the outcome of health- and safety-related situations	Demonstrate verbal and nonverbal interpersonal communication in various settings that impact the health of oneself and others
	Effective communication is the basis for strengthening interpersonal interactions and relationships and resolving conflicts.	Demonstrate use of refusal, negotiation, and assertiveness skills in different situations.
Decision-Making and Goal Setting	Every health-related decision has short- and long-term consequences and affects the ability to reach health goals.	Use effective decision-making strategies
		Predict how the outcome(s) of a health-related decision may differ if an alternative decision is made by self or others
		Determine how conflicting interests may influence one's decisions.
		Apply personal health data and information to support achievement of one's short- and long-term health goals.
Character Development	Personal core ethical values impact the behavior of oneself and others.	Explain how character and core ethical values can be useful in addressing challenging situations
	Character building is influenced by many factors both positive and negative, such as acceptance, discrimination, bullying, abuse, sportsmanship, support, disrespect, and violence.	Predict situations that may challenge an individual's core ethical values.
		Develop ways to proactively include peers with disabilities at home, at school, and in community activities.
Advocacy and Service	Participation in social and health- or service-organization initiatives have a positive social impact.	Appraise the goals of various community or service-organization initiatives to determine opportunities for

		volunteer service
		Develop a position about a health issue in order to inform peers.
Health Services and Information	Health literacy includes the ability to compare and evaluate health resources.	Determine the validity and reliability of different types of health resources.
	Communicating health needs to trusted adults and professionals assists in the prevention, early detection, and treatment of health problems	Distinguish health issues that warrant support from trusted adults or health professionals.
2.3 Drugs and Medicines: All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle.		
Medicines	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.	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.
		Compare information found on over-the-counter and prescription medicines.
Alcohol, Tobacco, and Other Drugs	There is a strong relationship between individuals who abuse drugs and increased intentional and unintentional health-risk behaviors.	Explain the system of drug classification and why it is useful in preventing substance abuse
		Relate tobacco use and the incidence of disease.
		Compare the effect of laws, policies, and procedures on smokers and nonsmokers.
		Determine the impact of the use and abuse of alcohol on the incidence of illness, injuries, and disease, the increase of risky health behaviors, and the likelihood of harm to one’s health.
		Determine situations where the use of alcohol and other drugs influence decisionmaking and can place one at risk.
		Summarize the signs and symptoms of inhalant abuse.

		Analyze the relationship between injected drug use and diseases such as HIV/AIDS and hepatitis.
Dependency / Addiction Treatment	Substance abuse is caused by a variety of factors.	Summarize the signs and symptoms of a substance abuse problem and the stages that lead to dependency/addiction.
		Explain how wellness is affected during the stages of drug dependency/addiction.
		Determine the extent to which various factors contribute to the use and abuse of alcohol, tobacco, and other drugs by adolescents, such as peer pressure, low selfesteem, genetics, and poor role models.
	There are many ways to obtain help for treatment of alcohol, tobacco, and other substance abuse problems	Determine effective strategies to stop using alcohol, tobacco and other drugs, and that support the ability to remain drug-free.
2.4 Human Relationships and Sexuality: All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.		
Relationships	Healthy relationships require a mutual commitment.	Compare and contrast how families may change over time.
		Analyze the characteristics of healthy friendships and other relationships.
		Examine the types of relationships adolescents may experience
		Demonstrate successful resolution of a problem(s) among friends and in other relationships.
		Compare and contrast the role of dating and dating behaviors in adolescence.
Sexuality	Most significant physical, emotional, and mental growth changes occur during adolescence, but not necessarily at the same rates.	Compare growth patterns of males and females during adolescence.
	All individuals should feel welcome and included regardless of their gender, gender expression, or sexual orientation.	•Describe gender-role stereotypes and their potential impact on self and others. •Differentiate between sexual orientation and gender identity.

	Responsible actions regarding sexual behavior impact the health of oneself and others.	Summarize strategies to remain abstinent and resist pressures to become sexually active.
		Determine behaviors that place one at risk for HIV/AIDS, STIs, HPV, or unintended pregnancy
		Predict the possible physical, social, and emotional impacts of adolescent decisions regarding sexual behavior.
Pregnancy and Parenting	Knowing the physiological process of how pregnancy occurs as well as development of the fetus leading to child birth contribute to a greater understanding of how and why a healthy environment should be provided for the pregnant mother.	Summarize the sequence of fertilization, embryonic growth, and fetal development during pregnancy Explain the range of ways pregnancy can occur (e.g., IVF, surrogacy)
		Identify the signs and symptoms of pregnancy
		Identify prenatal practices that support a healthy pregnancy.
	Adolescent parents may have difficulty adjusting to emotional and financial responsibilities of parenthood	Predict challenges that may be faced by adolescent parents and their families.

Enduring Understandings

- All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.

- All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.

- All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle.

- All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.

Essential Questions

- How do the dimensions of wellness contribute to lifelong health?
- What are the factors that influences eating patterns?

- How does the early detection and treatment of diseases and health conditions impact one's health?
- How can identifying unsafe situations and choosing appropriate ways to reduce or eliminate risks to teh safethy of self and others?
- How does applying first-aid procedure minimize injury and save lives?
- How does social and emotional development impact all components of wellness?
- What provides a foundation for the prevention and resolution of conflict?
- How do stress management skills impact an individual's ability to cope with different types of emotional situations?
- To what extent does effective communication factor in the outcome of health and safety-related situations?
- What is the basis for strengthening interpersonal interactions and relationships and resolving conflicts?
- What are the consequences of health-related decisions and how do they affect the avility to reach health goals?
- How do personal core ethical values impact the behavior of oneself and others?
- What factors influence character building?
- How does participation in social and health or service-organization initiatives have a positive social impact?
- What is health literacy?
- What assists in the prevention, early detection, and treatment of health problems?
- What forms does medicine come in and how should they be taken to be safe and effective?
- What is the relationship between individuals who abuse drugs and increased intentional/unintentional health-risk behaviors?
- What factors contribute to substance abuse?
- What are treatment methods for alcohol, tobacco, and other substance abuse problems?
- What is required of healthy relationships?
- How and when do significant physical, emotional, and mental growth changes occur?

New Jersey Student Learning Standards (No CCS)

P.1	Acting as responsible and contributing member of society
P.2	Building and maintaining healthy relationships
P.3	Communicating clearly and effectively (verbal and nonverbal)
P.4	Resolving conflict
P.5	Attending to personal health, emotional, social and physical well-being
P.6	Engaging in an active lifestyle
P.7	Making decisions
P.8	Managing-self
P.9	Setting goals
P.10	Using technology tools responsibly

Amistad Integration

Holocaust/Genocide Education

Interdisciplinary Connections

Interdisciplinary Connections			
ELA	**Math**	**Science**	**Social Studies**
Reading RI..1 Ask and answer questions about key details in a text. Writing W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. W.K.5 With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g., adding details). Speaking and Listening SL.4.5. Add audio recordings and visual displays to	K.OA.A.1. Represent addition and subtraction up to 10with objects, fingers, mental images, drawings1, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. 1.OA.B.3. Apply properties of operations as strategies to add and subtract.2Examples: If 8 + 3 = 11 is known, then 3 + 8 = 11 is also known. (Commutative property of addition.) To add 2 + 6 + 4, the second two numbers can be added to make a ten, so 2 + 6 + 4 = 2 + 10 = 12. (Associative property of addition.) (Students need not use formal terms for these properties	5.1.P.C.1 Interacting with peers and adults to share questions and explorations about the natural world builds young learners' scientific knowledge. 5.3.4.A.3 Essential functions of the human body are carried out by specialized systems; Digestive, Circulatory, Respiratory, Nervous, Skeletal, Muscular, & Reproductive.	6.3 Active citizenship in the 21st century: at the preschool level, students participate in interdisciplinary activities that promote cultural awareness, sensitivity to individual differences, and respect for diversity.

presentations when appropriate to enhance the development of main ideas or themes.			

Technology Standards

TECH.8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
TECH.8.1.5.A.2	Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures.
TECH.8.1.5.A.3	Use a graphic organizer to organize information about problem or issue.
TECH.8.1.5.D.2	Analyze the resource citations in online materials for proper use.
TECH.8.1.5.D.3	Demonstrate an understanding of the need to practice cyber safety, cyber security, and cyber ethics when using technologies and social media.
TECH.8.1.5.D.4	Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media.
TECH.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.
TECH.8.2.5.A.4	Compare and contrast how technologies have changed over time due to human needs and economic, political and/or cultural influences.
TECH.8.2.5.B. 6	Compare and discuss how technologies have influenced history in the past century.
TECH.8.2.5.B.3	Investigate ways that various technologies are being developed and used to reduce improper use of resources.
TECH.8.2.5.B.4	Research technologies that have changed due to society's changing needs and wants.
TECH.8.2.5.D.3	Follow step by step directions to assemble a product or solve a problem.
TECH.8.2.5.E.1	Identify how computer programming impacts our everyday lives.

21st Century Themes/Careers

CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP3	Attend to personal health and financial well-being.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP5	Consider the environmental, social and economic impacts of decisions.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP9	Model integrity, ethical leadership and effective management.
CRP.K-12.CRP11	Use technology to enhance productivity.

Financial Literacy Integration

PFL.9.1.8.A.5	Relate how the demand for certain skills determines an individual's earning power.
PFL.9.1.8.A.6	Explain how income affects spending decisions.
PFL.9.1.8.B.6	Evaluate the relationship of cultural traditions and historical influences on financial practice.
PFL.9.1.8.B.10	Justify safeguarding personal information when using credit cards, banking electronically, or filing forms.
PFL.9.1.8.E.3	Compare and contrast product facts versus advertising claims.

Formative Assessments

OVERVIEW

Throughout the year, student progress is measured and dependent upon the use of a variety of assessment tools. The purpose of assessment is multi-faceted. Interval assessments are systematic and intentional while being authentic in nature. It is the district's stance that high quality, intentional assessments are essential in:

- measuring students' growth
- informing instruction at various points in the school year (formative)

Formative Assessments may include and are not limited to:

- Teacher created assessments
- Strategic Questions
- Classroom Polls
- Observations
- Think-Pair-Share
- Exit tickets

Summative Assessment

OVERVIEW

Throughout the year, student progress is measured and dependent upon the use of a variety of assessment tools. The purpose of assessment is multi-faceted. Interval assessments are systematic and intentional while being authentic in nature. It is the district's stance that high quality, intentional assessments are essential in:

- measuring students' growth
- informing instruction at various points in the school year (formative)

Summative assessments may include but are not limited to:

- Observation
- Projects
- Tests
- Quizzes

Benchmark Assessment

Alternate Assessment

OVERVIEW

Throughout the year, student progress is measured and dependent upon the use of a variety of assessment tools. The purpose of assessment is multi-faceted. Interval assessments are systematic and intentional while being authentic in nature. It is the district's stance that high quality, intentional assessments are essential in:

- measuring students' growth
- informing instruction at various points in the school year (formative)

Alternate assessment may include but isnot limited to:

- modifying tests
- verbal assessment
- pre-skills observation

Resources & Technology

Instructional Materials	
Core Instructional Materials	**Supplemental Materials**
5th Grade • NJ State Department of Education Teaching and Learning Standards 2014 • Manipulatives • Models/Posters • Art Supplies • Books	• www.castle.com • www.kidshealth.org • www.youtube.com • www.poison.com • www.atlantiCarehealthyschools.org • Community food bank • NJ agriculture division website • www.eatright.org • www.gonoodle.com

• Chromebooks	• www.healthforkids.com • Project TNT • Mendez Foundation: Too Good For Drugs

ELL

- Continue practicing vocabulary
- Demonstrate that vocabulary can have multiple meanings
- Encourage bilingual support among students
- Provide visual cues, graphic representations, gestures, and pictures
- Build knowledge from real-world examples
- Provide manipulatives and symbols
- Encourage peer discussions regarding how students are thinking about health.

ELDS 1 English Language learners communicate for Social and Instructional purposes within the school setting.

ELDS 4 English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science.

Special Education

Specific modifications and accommodations for special education students will also be provided according to the students' IEP.

General Modifications / Accommodations

- Use of concrete materials and objects (manipulatives)
- Opportunities for cooperative partner work in small group
- Teach content in smaller segments/steps

- Differentiated center-based small group instruction
- If a manipulative is used during instruction, allow its use on a test
- Provide reteach pages if necessary
- Provide several ways to solve a problem if possible
- Provide visual aids and anchor charts
- Tiered lessons and assignments with visual instructions
- More frequent progress monitoring
- Provide more opportunities for practice

504

Specific modifications and accommodations for students with 504 plans will also be provided according to the students' 504 plans.

General Modifications / Accommodations

- Preferential seating
- Opportunities for cooperative partner work
- Teach content in smaller segments/steps
- Differentiated center-based small group instruction
- Provide several ways to solve a problem if possible
- Provide visual aids and anchor charts
- Tiered lessons and assignments
- More frequent progress monitoring
- Provide more opportunities for practice

At Risk

The possible list of modifications/accommodations identified for Special Education students can be utilized for At- Risk students. Teachers should utilize ongoing methods to provide instruction, assess student needs, and utilize modifications specific to the needs of individual students.

Gifted and Talented

- Pose open-ended questions that require higher-level thinking
- Model thinking strategies, such as decision-making and evaluation
- Accept ideas and suggestions from the student and expand on them
- Facilitating original and independent problems and solutions
- Help students identify rules, principles, and relationships
- Take time to explain the nature of errors
- Content with greater depth and higher levels of complexity
- A discovery approach that encourages students to explore concepts
- Offer opportunities for interdisciplinary connections
- An inquiry approach as active investigation
- Investigate real problems and situations
- Give pre-assessments; if students demonstrate mastery, those students may be provided with instruction and activities that are meaningful.
- Create assessments that allow for differences in understanding, creativity, & accomplishments
- Use multiple resources. No single text will adequately meet the needs of these learners
- Provide units, activities, or problems that extend beyond the general curriculum
- Provide useful concrete experiences

- Provide activities that can be done independently or in groups based on student choice.