

GRADE 5 – Comprehensive Health Education Unit 2

Mission Statement

The primary goal of the Swedesboro-Woolwich School District is to prepare each student with the real life skills needed to compete in a highly competitive global economy. This will be achieved by providing a comprehensive curriculum, the integration of technology, and the professional services of a competent and dedicated faculty, administration, and support staff.

Guiding this mission will be Federal mandates, including No Child Left Behind, the New Jersey Core Curriculum Content Standards, and local initiatives addressing the individual needs of our students as determined by the Board of Education. The diverse resources of the school district, which includes a caring PTO and active adult community, contribute to a quality school system. They serve an integral role in supporting positive learning experiences that motivate, challenge and inspire children to learn.

Unit/Module Overview

The rationale of the wellness unit is to provide students with the basic knowledge and experience they need to live a healthy life. The information learned by the students will encourage them to strive to be physically, socially, mentally, and emotionally healthy individuals.

In Unit 2, students will engage with content regarding:

- Identify the three parts of the health triangle
- Identify factors that influence health and explain the role behavior, choices and attitudes have on health
- Identify Health Skills and explain why they are skills for life
- Identify ways to make healthy and responsible decisions when it comes to your health
- Explain why it is important to set goals for yourself
- Examine your self concept, influences on self concept, and ways to build positive self concept
- Identify the traits of good character
- Detail various emotions and how to properly express those feelings
- Explain stress and the body's response
- Describe emotional problems

Standards Covered in Current Unit/Module

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| Related Standards | Learning Goals |
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| HE.3-5.2.1.5.EH.1 | Discuss the impact of one's feelings and thoughts that lead to healthy and unhealthy behaviors. |
| HE.3-5.2.1.5.EH.2 | Explain how to cope with rejection, loss, difficult learning situations and/or separation from family or others. |
| HE.3-5.2.1.5.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). |
| HE.3-5.2.1.5.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. |
| HE.3-5.2.1.5.PP.1 | Explain the relationship between sexual intercourse and human reproduction. |
| HE.3-5.2.1.5.PP.2 | Explain the range of ways pregnancy can occur (e.g., IVF, surrogacy). |
| HE.3-5.2.1.5.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). |
| HE.3-5.2.1.5.PGD.2 | Examine how the body changes during puberty and how these changes influence personal self-care. |
| HE.3-5.2.1.5.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. |
| HE.3-5.2.1.5.SSH.4 | Describe how families can share common values, offer emotional support, and set boundaries and limits. |
| HE.3-5.2.1.5.SSH.5 | Explain the importance of communication with family members, caregivers and other trusted adults about a variety of topics. |
| HE.3-5.2.1.5.SSH.6 | Describe the characteristics of healthy versus unhealthy relationships among friends and with family members. |
| HE.3-5.2.1.5.SSH.7 | Define teasing, harassment and bullying and provide examples of inappropriate behaviors that are harmful to others. |
| HE.3-5.2.1.5.CHSS.1 | Identify health services and resources available and determine how each assist in |

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| | addressing needs and emergencies in a school and in the community (e.g., counselors, medical professionals). |
| HE.3-5.2.1.5.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. |
| HE.3-5.2.1.5.CHSS.3 | Describe strategies that are useful for individuals who are feeling sadness, anger, anxiety, or stress. |
| HE.3-5.2.2.5.N.1 | Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively. |
| HE.3-5.2.2.5.N.2 | Create a healthy meal based on nutritional content, value, calories, and cost. |
| HE.3-5.2.2.5.N.3 | Develop a plan to attain a personal nutrition health goal that addresses strengths, needs, and culture. |
| HE.3-5.2.2.5.LF.1 | Explain the need to engage in physical activities on a voluntary basis for emotional and physical enjoyment. |
| HE.3-5.2.2.5.LF.2 | Develop a movement vocabulary that is flexible and adaptable for personal physical activity and wellness. |
| HE.3-5.2.2.5.LF.3 | Proactively engage in movement and physical activity for enjoyment individually or with others. |
| HE.3-5.2.2.5.LF.5 | Describe how community resources could be used to support participation in a variety of physical activities, sports and wellness. |
| HE.3-5.2.3.5.PS.1 | Develop strategies to reduce the risk of injuries at home, school, and in the community. |
| HE.3-5.2.3.5.PS.2 | Demonstrate first aid procedures for choking, bleeding, burns, poisoning, and stroke (F.A.S.T.). |
| HE.3-5.2.3.5.PS.3 | Examine the impact of unsafe behaviors when traveling in motor vehicles and when using other modes of transportation. |
| HE.3-5.2.3.5.PS.4 | Develop strategies to safely communicate through digital media with respect. |
| HE.3-5.2.3.5.PS.5 | Communicate personal boundaries and demonstrate ways to respect other people's personal boundaries. |

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| HE.3-5.2.3.5.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. |
| HE.3-5.2.3.5.ATD.1 | Identify products that contain alcohol, tobacco, and drugs and explain potential unhealthy effects (e.g., substance disorder, cancer). |
| HE.3-5.2.3.5.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. |
| HE.3-5.2.3.5.DSDT.1 | Differentiate between drug use, misuse, abuse, and, prescription and illicit drugs. |
| HE.3-5.2.3.5.DSDT.2 | Identify signs and evaluate evidence that a person might have an alcohol, tobacco, and/or drug use problem. |
| HE.3-5.2.3.5.DSDT.3 | Demonstrate effective refusal skills of alcohol, e-cigarettes, vaping products, cannabis products, opioids, and other substances that can negatively impact health. |
| HE.3-5.2.3.5.DSDT.4 | Demonstrate strategies for seeking assistance for someone impacted by an individual who is struggling with the use/abuse of alcohol or drugs. |
| HE.3-5.2.3.5.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). |
| HE.3-5.2.3.5.HCDM.1 | Identify conditions that may keep the human body from working properly, and the ways in which the body responds. |
| HE.3-5.2.3.5.HCDM.2 | Describe how to prevent the spread of communicable and infectious diseases and conditions (e.g., Lyme Disease, influenza). |
| HE.3-5.2.3.5.HCDM.3 | Examine how mental health can impact one's wellness (e.g., depression, anxiety, stress, phobias). |

Unit/Module Weekly Learning Activities and Pacing Guide

| Topic & # | NJ Standards | Critical Knowledge & Skills | Possible Resources & Activities |
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| Days | | | |
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| <p>Starting in January</p> <p>20 Days</p> | <p>See above</p> | <p>Obj. We are learning to:</p> <ul style="list-style-type: none"> • Explain the Individual Health Triangle • Explain how to develop healthy habits • Describe the wellness scale • Define Heredity • Explain influence of family and culture • Identify influence of peers • Describe influence of media and technology • Define prevention skills • Describe steps for making responsible decisions • Set health goals • Explain the importance of developing good character • Describe how to express emotions in a healthy manner and how to cope with stress <p>Essential Questions:</p> <ul style="list-style-type: none"> • How does physical health affect one's total health? • How does mental health affect one's total health? • How does emotional health affect one's total health? • How does social health affect one's total health? • <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> • Participation • Class/group/partner discussions • Class/group/partner activities -Projects • Class/group/partner technology projects | <p>Topic</p> |

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- Class/group/partner presentations
- Class/group/partner technology presentations
- Notebook or journal entries
- Vocabulary studies
- Writing Assignments

Cardiovascular System

Teacher's Guide
 Handout: Heart Rate Data Table
 Handout: Heart Haiku
 Poster: Get Powerful from an Hour Full of Fun (color) | (black and white)
 Poster: How The Body Works - Heart (color) | (black and white)
 Poster: How The Body Works - Cardiovascular (color) | (black and white)

Digestive System

Teacher's Guide
 Handout: Apple
 Poster: Eat a Rainbow (color) | (black and white)
 Poster: Healthy Drink Awards (color) | (black and white)

Endocrine System

Teacher's Guide
 Handout: Name That Gland
 Name That Gland: Answer Key
 Handout: Glandular Gratitude Quiz
 Quiz: Answer Key

Immune System

Teacher's Guide
 Handout: Help Wanted: Leukocytes Quiz
 Quiz: Answer Key
 Poster: Don't Share Germs (color) | (black and white) | (in Spanish, color) | (in Spanish, black and white)

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| | | | <p>Poster: Wash Your Hands (color) (black and white)</p> <p>Nervous System</p> <p>Teacher's Guide</p> <p>Handout: Nervous System Factfinder</p> <p>Handout for Teachers: Brains Recipe</p> <p>Handout: Brain Games Quiz</p> <p>Quiz: Answer Key</p> <p>Poster: How The Body Works - Brain (color) (black and white)</p> <p>Respiratory System</p> <p>Teacher's Guide</p> <p>Handout: Respiratory Relay</p> <p>Handout: Breath Cards</p> <p>Handout: Take a Deep Breath! Game Board</p> <p>Poster: Get Powerful from an Hour Full of Fun (color) (black and white)</p> <p>Poster: How The Body Works - Lungs (color) (black and white)</p> |
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| | | | <p>Puberty, Growing Up and Emotions</p> <p>Emotions/Behaviors/Feelings Explanation Information</p> <p>Conflict Resolution</p> <p>Teacher's Guide</p> <p>Handout: Fairy Tale Conflict</p> <p>Handout: Conflict Corner</p> <p>Empathy</p> <p>Teacher's Guide</p> <p>Handout: Deciding on Empathy</p> <p>Handout: Empathy Award</p> <p>Getting Along</p> <p>Teacher's Guide</p> <p>Handout: Kindness Coupons</p> <p>Quiz</p> <p>Quiz: Answer Key</p> <p>Peer Pressure</p> <p>Teacher's Guide</p> <p>Handout: Think First</p> <p>Quiz</p> <p>Quiz: Answer Key</p> <p>Puberty</p> <p>Teacher's Guide</p> <p>Handout: Puberty Pete</p> <p>Quiz</p> <p>Quiz: Answer Key</p> <p>Self-Esteem</p> <p>Teacher's Guide</p> <p>Handout: Mirror, Mirror</p> <p>Handout: Fable</p> <p>Storyboard</p> |
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| | | | <p>Nutrition</p> <p>Staying Healthy Explanation Information</p> <p>Breakfast</p> <p>Teacher's Guide</p> <p>Handout: Great Beginnings</p> <p>Quiz</p> <p>Quiz: Answer Key</p> <p>Poster: Start Your Engines With a Healthy Breakfast (color) (black and white)</p> <p>Poster: Eat a Rainbow (color) (black and white)</p> <p>Poster: Healthy Drink Awards (color) (black and white)</p> <p>Poster: 5-2-1-Almost None (color) (black and white)</p> <p>Poster, with NBA FIT: Eat Right (color)</p> <p>Infographic: Kids Can Help Parents Get Healthier (color)</p> <p>Food Labels</p> <p>Teacher's Guide</p> <p>Handout: A Tale of Two Foods</p> <p>Handout: It All Adds Up</p> <p>Quiz</p> <p>Quiz: Answer Key</p> <p>Healthy Snacking</p> <p>Teacher's Guide</p> <p>Handout: Dream Snack Machine</p> <p>Quiz</p> <p>Quiz: Answer Key</p> <p>Poster: Eat a Rainbow (color) (black and white)</p> <p>Poster: Healthy Drink Awards (color) (black and white)</p> <p>Poster: 5-2-1-Almost None (color) (black and white)</p> <p>Poster, with NBA FIT: Eat Right (color)</p> <p>Infographic: Kids Can Help</p> |
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| | | | Parents Get Healthier (color) School Lunch Teacher's Guide Handout: 5-Day Lunch Planner Handout: A Winning Lunch Quiz Quiz: Answer Key Poster: Eat a Rainbow (color) (black and white) Poster: Healthy Drink Awards (color) (black and white) Poster: 5-2-1-Almost None (color) (black and white) Poster, with NBA FIT: Eat Right (color) Infographic: Kids Can Help Parents Get Healthier (color) |
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| | | | <p>Emotions and Behavioral Health</p> <p>Bullying</p> <p>Teacher's Guide</p> <p>Handout: Acting Against Bullying</p> <p>Quiz</p> <p>Quiz: Answer Key</p> <p>Feeling Sad</p> <p>Teacher's Guide</p> <p>Handout: Let's Talk About It</p> <p>Handout: Feeling Better</p> <p>Quiz</p> <p>Quiz: Answer Key</p> <p>Stress</p> <p>Teacher's Guide</p> <p>Handout: Take Care of YourSELF</p> <p>Handout: Morning Stressbusters</p> <p>Quiz</p> <p>Quiz: Answer Key</p> <p>Infographic: Kids Can Help Parents Get Healthier (color)</p> <p>Screen Time</p> <p>Teacher's Guide</p> <p>Handout: Keeping an Eye on Screen-Time</p> <p>Quiz</p> <p>Quiz: Answer Key</p> <p>Poster: 5-2-1-Almost None (color) (black and white)</p> <p>Staying Healthy Explanation Information</p> |
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| | | | <p>Sportsmanship</p> <p>Staying Healthy Explanation Information</p> <p>Safe and Healthy Summer</p> <p>Staying Healthy Explanation Information</p> | <p>Teacher's Guide Handout: Sportsmanship Scenarios Quiz Quiz: Answer Key</p> <p>Teacher's Guide Handout for Teachers: 5-2-1-Almost None (color) Handout for Teachers: 5-2-1-Almost None (black and white) Handout: Have Fun for 1! Quiz Quiz: Answer Key</p> |
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| | | | <p>Safety</p> <p>Staying Healthy Explanation Information</p> <p>Bike Safety Teacher's Guide Handout for Teachers: Safe Spokes Handout: Safe Spokes Handout: Show of Hands Quiz Quiz: Answer Key</p> <p>Fire Safety Teacher's Guide Handout: Safer Story Handout: Fire Science Handout for Teachers: Fire Science Answer Key Handout: Think First! Quiz Quiz: Answer Key</p> <p>Food and Cooking Safety Teacher's Guide Handout for Teachers: Top 10 Kitchen Tips Handout: Ingredients for a Safe Kitchen Quiz Quiz: Answer Key Poster: Don't Share Germs (color) (black and white) (in Spanish, color) (in Spanish, black and white) Poster: Wash Your Hands (color) (black and white)</p> <p>Online Safety Teacher's Guide Handout: Hello, Nina Handout: Good Chat, Bad Chat Quiz Quiz: Answer Key</p> <p>Water Safety Teacher's Guide Quiz Quiz: Answer Key</p> |
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| | | | <p>All lessons and activity resources can be found here: Kids Health in the Classroom</p> <p>Activities:</p> |
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[Link to Additional Components including Cross Curricular Connections, Accommodations, Assessments, Etc](#)

[ELA Enduring Understanding Statements](#)