

**Swedesboro-Woolwich School District's Comprehensive Health Education Curriculum Guidance Document**

**GRADE 5 – Comprehensive Health Education Unit 1**

**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 Healthy Relationships unit is to provide students with the basic knowledge and experience they need to to live a healthy life. The information learned by the students will help them to become socially healthy individuals.

In Unit 1, students will engage with content regarding:

- Communication Skills
- Your Family, Friends and Peers
- Refusal Skills
- Resolving Conflicts

**Standards Covered in Current Unit/Module**

Related Standards	Learning Goals
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.

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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 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,

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	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.
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).

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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 & # Days	NJ Standards	Critical Knowledge & Skills	Possible Resources & Activities
Starting in September  20 days	See above	<b>Obj. We are learning to:</b>  Describe different Ways to Communicate  <ul style="list-style-type: none"> <li>Body Language</li> </ul>	Topic Healthy Relationships

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		<ul style="list-style-type: none"> <li>• Outbound and Inbound Messages</li> </ul> <p>Describe Family Relationships Describe Family Types Explain Coping Strategies with Family Changes Describe how to recognize friends Recognize the signs of Peer Pressure Describe refusal Skills Ways to Negotiate Conflicts</p> <p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• How does physical health affect one's total health?</li> <li>• How does mental health affect one's total health?</li> <li>• How does emotional health affect one's total health?</li> <li>• How does social health affect one's total health?</li> <li>• </li> </ul> <p><b>Suggested Formative Assessment(s):</b></p> <ul style="list-style-type: none"> <li>• Participation</li> <li>• Class/group/partner discussions</li> <li>• Class/group/partner activities -Projects</li> <li>• Class/group/partner technology projects</li> <li>• Class/group/partner presentations</li> <li>• Class/group/partner technology presentations</li> <li>• Notebook o journal entries</li> <li>• Vocabulary studies</li> <li>• Writing Assignments</li> </ul>	<p>Activities</p> <p><a href="#">Overcoming obstacles</a></p> <p><u>Other Ideas for Lessons and Implementation/Discussion</u></p> <ul style="list-style-type: none"> <li>• Read Aloud</li> <li>• Projects with the 7 Habits of Happy Kids</li> <li>• Internet Research</li> <li>• Reader's Workshop</li> <li>• Graphic Organizers</li> <li>• Videos</li> <li>• Diagrams</li> </ul>
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[Link to Additional Components including Cross Curricular Connections, Accommodations, Assessments, Etc](#)

[ELA Enduring Understanding Statements](#)