



# Stafford Township School District

## Health Curriculum

### Grade 5-6

2020 New Jersey Student Learning Standards - Comprehensive Health and Physical Education

[https://www.nj.gov/education/standards/chp/Docs/2020\\_NJSLS-CHPE.pdf](https://www.nj.gov/education/standards/chp/Docs/2020_NJSLS-CHPE.pdf)

<b>Original Adoption: August 8, 2022</b>
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## STATEMENT OF PURPOSE

The district's health curriculum empowers our elementary students to choose actions that will help develop their potential; make informed decisions; help improve the quality of their environment and enact health-enhancing behaviors. Responsible decision making skills will be taught at each grade level.

Health education classes give students the foundation they need to feel good about themselves. Students learn refusal skills or ways to say no to behaviors that are harmful for themselves, others or the environment. Our students learn that their healthful choices move them toward a higher state of personal well-being. We seek to instill a sense of personal responsibility for oneself and others.

The program will consist of Wellness, Integrated Skills, Drugs and Medicine, and Human Relationships and Sexuality. Our schools offer age-appropriate and culturally sensitive health education programs that help students develop the knowledge, attitudes, skills and behaviors to adopt, maintain, and enjoy an active lifestyle.

The Elementary Health Curriculum is aligned to the New Jersey Student Learning Standards and will be taught by the classroom teacher, school nurse, guidance counselor and physical education teacher, along with suggested guest speakers and experts in the community.

Primary Interdisciplinary Connections: Math, Language Arts, Science

For Grade 6:

**Inclusivity/LGBTQ/Disabilities**

New Jersey Legislation [C.18A:35-4.35](#) requires that the history of disabled and LGBT persons be included in middle and high school curriculum. Instruction shall focus on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards. In addition, policies, and procedures pertaining to inclusive instructional materials are outlined in Legislation C.18A:35-4.36. Schools shall adopt inclusive instructional materials that portray the cultural and economic diversity of society including the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, where appropriate. The instruction and materials of the course will be made inclusive and representative of all individuals and various groups of people. This course will address the following:

- Promote meaningful movement experiences as opposed to sport, which includes heightened awareness, sensitivity and acceptance
- Avoid binary assumptive language and use appropriate gender inclusive language in the classroom.
- Use appropriate gender terms, preferred names, and inclusive language to ensure all students feel safe and represented in the educational process.
- Modifications can be made to accommodate any students with specific needs, views and experiences.
- Model acceptance and respect for all students regardless of language background, ethnicity, race, immigration status, English proficiency, gender, sexual orientation, or disability.

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Recommended Pacing Guide

Unit 1: Wellness	September – November 18 days
Unit 2: Alcohol, Tobacco and Other Drugs	December - January 13 days
Unit 3: Family Life	February - April 20 days
Unit 4: Community Health Skills	May-June 13 days

Unit 1: Wellness	<b>Duration:</b> September – November 18 days
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Suggested Accommodations

**English Language Learners:**

- Pair ELL student with student who speaks English and understands/able to communicate with student's native language.
- Simplify content.
- Google Translator.
- Multi - language word wall.

**Special Education/Students with Disabilities:**

- Provide differentiated instruction as needed.
- Follow all IEP modifications/504 plan.
- Provide manipulatives or the opportunity to draw solution strategies.
- Keep in mind the learner's multi-sensory, visual, and auditory style.
- Pre-teach vocabulary.
- Graphic organizers to organize and collect important information.
- Collaborative grouping to support student needs.
- Provide student with verbal and visual prompts and directions.
- Use of concrete examples before beginning activity.
- Assign student a peer tutor/partner learner when necessary.

**504 Plans:**

- Provide differentiated instruction as needed.
- Follow all IEP modifications/504 plan.
- Provide manipulatives or the opportunity to draw solution strategies.

**Gifted and Talented:**

- Allow students who exceed objective expectations, the opportunity to visit subject specified interactive websites.
- Provide more challenging opportunities with use of manipulatives that will challenge the skill being taught to other students.

**Students at Risk of Failure:**

- Make sure children feel welcome and comfortable while being discrete.
- Provide structure and adhere to a consistent daily routine with clear and concise rules.

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- Offer encouragement and understanding.
- Give choice to provide a sense of control.
- Reinforce positive behaviors and recognize student talents.

**Economically Disadvantaged:**

- Keep in mind the learner's multi-sensory, visual, and auditory style.
- Preview lesson to help build student background knowledge.
- Collaborative grouping to support student needs.
- Accountable talk stems and sentence starters to engage students in group and peer conversations.
- Provide additional time to complete assignments and projects.
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**Culturally Diverse:**

- Involve families in student learning.
- Provide immediate praise and feedback.
- Respect cultural traditions.
- Provided students with necessary academic resources and materials.
- Provide visuals.

<b>Disciplinary Concepts and Core Ideas</b>	
Personal Growth and Development	Personal Growth and Development are lifelong processes of physical, behavioral, emotional and cognitive change throughout one's lifetime. Personal Growth and Development pertains to keeping your body healthy and understanding hormonal changes (all body systems) and their impact on sexuality. It encompasses the human condition: who we are, how we grow or evolve, and how interaction with others affects the process of growth physically, mentally, socially, and emotionally from infancy through advanced age.
Emotional Health	Emotional Health encompasses the views, feelings, and expressions about oneself. Emotional health includes a person's emotional, mental, psychological, and social well-being. It also helps determine how to handle stress and make choices related to others. Emotionally healthy people consciously develop coping mechanisms that are situationally appropriate to resolve and gather positive outcomes, develop strategies for mental health emergencies, respond to situations in a positive and appropriate manner, connect with resources and trusted individuals to assist, communicate feelings with confidence, and recognize support systems.
Social and Sexual Health	Social and Sexual Health is a person's ability to communicate and interact with others efficiently. Individuals are able to form meaningful relationships with others and interact in healthy, appropriate ways. They encompass respect and accept differences of an individual's race, religion, gender identity, gender expression, ethnicity, disability, socioeconomic background, and perspectives of health-related decisions. The extent to which people connect with others in different environments, adapt to various social and sexual situations, feel supported by individuals, institutions, and experience a sense of belonging, all contribute to social and sexual health.
Movement Skills and Concepts	Movement Skills and Concepts include learning and investigating the fundamentals of movement (on land, water, snow, sand and ice) from one place to another and the understanding of biomechanics (how the body moves, grows and matures). Movement

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	skills fall into three main categories: locomotor, non-locomotor, and manipulative skills. Concepts into categories such as spatial awareness (where the body moves), body awareness (what can the body do), qualities of movement (how the body moves and with whom/what does the body move).
Physical Fitness	Physical Fitness is the ability to move, perform daily tasks and unexpected physical challenges effectively without losing energy reserves. Fitness activities can be performed at many levels (low, moderate, and high), which will impact how efficiently the body functions.
Lifelong Fitness	Lifelong Fitness requires making fitness a part of a person's daily life. It is about creating fitness habits that support individuals to plan and stay healthy throughout their lifetime. In addition, a person recognizes the medical consequences of a sedentary lifestyle and that the benefits of an active body and mind over time reduces diseases, injuries and pain. Lifelong fitness doesn't focus on competition or high-level skill development, but rather on self-evaluation, personal goal setting, social engagement, sportsmanship, enjoyment of movement, and leisure-time fitness activities.
Nutrition	Nutrition is the intake of food, considered in relation to the body's dietary needs. An adequate and well-balanced diet, in combination with regular physical activity, is a cornerstone of physical wellness. Nutritional wellness necessitates learning how to develop good eating habits, including choosing healthy foods and understanding the effects that portion size, sugars, fats, and high cholesterol foods have on a body. Additionally, balancing food intake with exercise, tempered by factors such as age, lifestyle, and hereditary are vitally important components of nutritional wellness.
Personal Safety	Personal Safety involves being aware of your surroundings and understanding of how certain situations and/or unhealthy behaviors can lead to injury, illness or death. The ability to identify potential risks and an awareness of the steps that can likely prevent injuries and diseases are key to being safe. In addition, it is essential that individuals understand that there are circumstances that may make them feel uncomfortable or are unsafe/dangerous that are beyond their control. In those circumstances, it is essential that individuals know where and how to seek help and do not blame themselves.
Health Conditions, Diseases, and Medicines	Health conditions are acute or chronic illnesses and diseases, which can be either controllable or life threatening. People contract different types of diseases, such as communicable diseases, Vector-borne diseases and Zoonotic diseases to name a few. Access to care and facilities affect the conditions of health. Health-enhancing behaviors help a person avoid and reduce health risks, and diseases. Early detection, treatment, screenings, and vaccines assist in preventing (personal, community and global) illnesses and outbreaks. Medicines are substances that treat or relieve diseases and pain. Medications are prescribed by a physician or can be accessed over the counter. Medications can be misused and abused if not taken properly.

<b>Comprehensive Health &amp; Physical Education Practices</b>	
Acting as responsible and contributing	Individuals who possess health and physical literacy understand the obligations and responsibilities of being a member of a community. They demonstrate this understanding

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member of society	every day through their interactions with others. They are conscientious of the impacts of their decisions on others and on their environment. They consider the short-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their families, teams, community, and school. They are reliable and consistent in going beyond the minimum expectation and in participating in community outreach that serves the greater good.
Building and maintaining healthy relationships	Individuals who possess health and physical literacy establish and maintain healthy relationships by utilizing positive communication and social skills to interact effectively with others. They are aware of others' feelings and ideas. They respect differences and identify ways to resist inappropriate social pressure. Students demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways. They identify who, when and where, or how to seek help for oneself or others when needed.
Communicating clearly and effectively (verbal and nonverbal)	Individuals who possess health and physical literacy communicate thoughts, ideas, emotions and action plans with clarity, using written, verbal and/or visual methods. They are excellent communicators who master movements, word choices, and use of effective tone and presentation skills to articulate ideas and movements. They are skilled at interacting with others as they are active listeners who speak clearly and with a purpose. They demonstrate and perform movements and skills with accuracy and balance. They consider the audience and prepare accordingly to ensure the desired outcome.
Resolving conflict	Individuals who possess health and physical literacy acknowledge problems in school and in the community and develop skills to create strategies to resolve the issue. They are aware of the reason(s) of the conflict and quickly take positive action to address the problem. They thoughtfully probe the root cause of the conflict prior to introducing a resolution. They carefully consider the consequences both positive and negative to resolve the conflict. Once a resolution is agreed upon, they follow through to ensure the conflict is resolved, whether through their own actions or the actions of others and they take the necessary steps to eliminate the conflict from recurring.
Attending to personal, health, emotional, social and physical well-being	Individuals who possess health, emotional, social and physical literacy understand the relationship between the body and the mind. They create and implement a personal self-care plan that promotes a healthy lifestyle. They recognize the importance of a healthy diet, regular exercise, and promote mental health activities that lead to healthier behaviors. They also take regular actions that contribute to their personal, emotional, and social well-being by regulating emotions, understanding personal self-care, and engaging in appropriate self-expression. Establishing outlets that are safe and take place in healthy environments allow for positive social interaction for self and others. They recognize that an active body promotes an active healthy mind that contributes to their overall health.
Engaging in an active lifestyle	Individuals who possess health and physical literacy understand the importance of wellness and being active throughout their lifetime. They understand that daily activity is crucial to establishing and maintaining good health habits of regular exercise, a balanced diet, and healthy social and mental activities that encourage help seeking skills. They know that an active lifestyle lowers the risk of cardiovascular diseases by strengthening the immune system. They also take regular action to contribute to their active lifestyle with regular health exams, a personalized fitness plan, and balanced daily schedule that provides the peace of mind and satisfaction required to fully enjoy an active lifestyle.

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Making decisions	Individuals who possess health and physical literacy make informed, responsible decisions in order to lead a lifestyle that promotes wellness. Students examine their options and consider their values, their own beliefs, and consequences that will impact their decisions. They develop, implement, and model effective critical thinking skills in their decision-making process. They consider the impacts of the decisions to self and others and evaluate whether the results of their decision promote one's health or present a risk. They analyze if a decision can be made individually or collaboratively.
Managing-self	Individuals who possess health and physical literacy understand and practice strategies for managing one's own emotions, thoughts and behaviors. They recognize the skills needed to establish and achieve success in situations. They identify and apply skills, such as self-regulating, self-control, asking questions, and setting goals to persevere and overcome barriers. They research reliable sources to inform and engage in healthy behaviors. They reflect on personal experiences, and recognize their strengths, traits and limitations to avoid risky or dangerous behaviors and situations.
Setting goals	Individuals who possess health and physical literacy are focused with a plan in mind and a task to complete. They set high but realistic standards, prioritize responsibilities, utilize time wisely and think short and long-term to achieve the intended results. Goal-setters are organized, self-directed, highly motivated, curious, and desirous of living healthy and productive lives.
Using technology tools responsibly	Individuals who possess health and physical literacy find and maximize the productive value of existing with new technology to accomplish personal and professional tasks. They are flexible and adaptive in acquiring and operating new technology. They are proficient with ubiquitous technology applications. They understand the laws, inherent risks - personal and organizational - of technology applications, and they take actions to prevent or mitigate these risks as responsible users.

<b>New Jersey Student Learning Standards</b>	
	<ul style="list-style-type: none"> <li>● <u>2020 Health/PE Standards</u></li> <li>● 2.1 Personal and Mental Health                             <ul style="list-style-type: none"> <li>○ Personal Growth and Development                                     <ul style="list-style-type: none"> <li>■ 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).</li> <li>■ 2.1.5.PGD.2: Examine how the body changes during puberty and how these changes influence personal self-care.</li> <li>■ 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.</li> <li>■ 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.</li> </ul> </li> <li>○ Emotional Health                                     <ul style="list-style-type: none"> <li>■ 2.1.5.EH.1: Discuss the impact of one's feelings and thoughts that lead to healthy and unhealthy behaviors.</li> <li>■ 2.1.5.EH.2: Explain how to cope with rejection, loss, difficult learning situations and/or separation from family or others.</li> </ul> </li> </ul> </li> </ul>

- 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.
    - 2.1.8.EH.1: Compare and contrast stress management strategies that are used to address various types of stress-induced situations (e.g., academics, family, personal relationships, finances, celebrations, violence).
    - 2.1.8.EH.2: Analyze how personal attributes, resiliency, and protective factors support mental and emotional health.
  - Social and Sexual Health
    - 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.6: Describe the characteristics of healthy versus unhealthy relationships among friends and with family members.
    - 2.1.8.SSH.3: Demonstrate communication skills that will support healthy relationships
    - 2.1.8.SSH.4: Compare and contrast the characteristics of healthy and unhealthy relationships.
- 2.2 Physical Wellness
  - Movement Skills and Concepts
    - 2.2.5.MSC.1: Demonstrate body management skills and control when moving in relation to others, objects, and boundaries in personal and general space (e.g., coordination, balance, flexibility, agility).
    - 2.2.5.MSC.2: Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.
    - 2.2.5.MSC.3: Demonstrate and perform movement skills with developmentally appropriate control in isolated settings (e.g., skill practice) and applied settings (e.g., games, sports, dance, recreational activities).
    - 2.2.5.MSC.4: Develop the necessary body control to improve stability and balance during movement and physical activity.
    - 2.2.5.MSC.6: Execute appropriate behaviors and etiquette while participating as a player and viewing as an observer during physical activity, games, and other events, contributes to a safe environment.
    - 2.2.5.MSC.7: Apply specific rules, strategies, and procedures for specific physical activity, games, and sports in a safe active environment.
    - 2.2.8.MSC.2: Demonstrate control of motion in relationship between force, flow, time, and space in interactive dynamic environments.
    - 2.2.8.MSC.3: Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, music, and physical activities (e.g., creative, cultural, social, fitness aerobics, dance, yoga).
    - 2.2.8.MSC.6: Demonstrate offensive, defensive, and cooperative strategies in a variety of games and settings.
    - 2.2.8.MSC.7: Effectively manage emotions during physical activity (e.g., anger, frustration, excitement) in a safe manner to self and others.



- Personal Fitness
  - 2.2.5.PF.1: Identify the physical, social, emotional, and intellectual benefits of regular physical activity that affect personal health.
  - 2.2.5.PF.2: Accept and respect others of all skill levels and abilities during participation.
  - 2.2.8.PF.2: Recognize and involve others of all ability levels into a physical activity.
  - 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).
  - 2.2.8.PF.1: Summarize the short and long-term physical, social, mental, and emotional health benefits of regular physical fitness activity.
  - 2.2.8.PF.5: Use evidence to predict how factors such as health status, body composition, interests, environmental conditions, healthy eating, anabolic steroids, physical activity, and lifestyle behaviors impact personal fitness and health.
- Lifelong Fitness
  - 2.2.5.LF.1: Explain the need to engage in physical activities on a voluntary basis for emotional and physical enjoyment.
  - 2.2.5.LF.2: Develop a movement vocabulary that is flexible and adaptable for personal physical activity and wellness.
  - 2.2.5.LF.5: Describe how community resources could be used to support participation in a variety of physical activities, sports and wellness.
  - 2.2.5.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 cost.
  - 2.2.5.N.3: Develop a plan to attain a personal nutrition health goal that addresses strengths, needs, and culture.
- Nutrition:
  - 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 cost.
  - 2.2.5.N.3: Develop a plan to attain a personal nutrition health goal that addresses strengths, needs, and culture.
  - 2.2.8.N.1: Analyze how culture, health status, age and access to healthy foods can influence personal eating habits.
  - 2.2.8.N.2: Identify skills and healthy behaviors that can support adolescents in losing, gaining, or maintaining healthy weights.
  - 2.2.8.N.4: Assess personal nutritional health and consider opportunities to improve health and performance (e.g., sports drinks, supplements, balanced nutrition).
- 2.3 Safety
  - Personal Safety
    - 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.4: Develop strategies to safely communicate through digital media with respect.

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- 2.3.5.PS.5: Communicate personal boundaries and demonstrate ways to respect other people's personal boundaries.
  - Health Conditions, Diseases, and Medicines
    - 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).
    - 2.3.8.HCDM.2: Determine the role of genetics in being susceptible to disease and health conditions and identify the types of behavior that might reduce the risk factors.
    - 2.3.8.HCDM.6: Explain how the immune system fights disease.

### Interdisciplinary Connections

#### Reading

- Knowledge of Language
  - NJSLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
  - NJSLSA.L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
  - NJSLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings.
  - NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

#### Speaking and Listening

- Comprehension and Collaboration
  - NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
  - NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
  - NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

#### Writing

- Production and Distribution of Writing
  - NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
  - NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
  - NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**Mathematics**

- Ratios and Proportional Relationships
  - 6.RP.A1. Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. For example, “The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak.” “For every vote candidate A received, candidate C received nearly three votes.”
- Number and Operations in Base Ten
  - 5.NBT.A1. Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.
- Operations and Algebraic Thinking
  - 5.OA.A2 . Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. For example, express the calculation “add 8 and 7, then multiply by 2” as  $2 \times (8 + 7)$ . Recognize that  $3 \times (18932 + 921)$  is three times as large as  $18932 + 921$ , without having to calculate the indicated sum or product.

**Science**

- 3-5-ETS1: Engineering Design
  - 3-5-ETS1-1 Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.
  - 3-5-ETS1-2 Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.
- 3-LS3: Heredity: Inheritance and Variation of Traits
  - 3-LS3-2 Use evidence to support the explanation that traits can be influenced by the environment.

**Social Studies**

- 6.1 U.S. History: America in the World
  - Civics, Government, and Human Rights: Civics and Political Institutions
    - 6.1.5.CivicsPI.1: Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.
  - Civics, Government, and Human Rights: Participation and Deliberation
    - 6.1.5.CivicsPD.3: Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.
  - Civics, Government, and Human Rights: Processes and Rules
    - 6.1.5.CivicsPR.1: Compare procedures for making decisions in a variety of settings including classroom, school, government, and /or society.
  - Civics, Government, and Human Rights: Human and Civil Rights
    - 6.1.5.CivicsHR.4: Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.
  - Civics, Government, and Human Rights: Civic Mindedness
    - 6.1.5.CivicsCM.3: Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.
  - History, Culture, and Perspectives: Understanding Perspectives
    - 6.1.5.HistoryUP.6: Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.
    - 6.1.5.HistoryUP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world.
  - Economics, Innovation, and Technology: Economic Ways of Thinking

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- 6.1.5.EconET.1: Identify positive and negative incentives that influence the decisions people make.

### **Computer Science and Design Thinking**

- 8.1 Computer Science
  - Data & Analysis
    - 8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.
    - 8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data.
    - 8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data.

### **Career Readiness, Life Literacies, and Key Skills**

- 9.1 Personal Financial Literacy
  - Financial Psychology
    - 9.1.5.FP.2: Identify the elements of being a good steward of money.
- 9.4 Life Literacies and Key Skills
  - Creativity and Innovation
    - 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 (e.g., 8.2.5.ED.2, 1.5.5.CR1a).
  - Critical Thinking and Problem-solving
    - 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).
  - Digital Citizenship
    - 9.4.5.DC.5: Identify the characteristics of a positive and negative online identity and the lasting implications of online activity.
    - 9.4.5.DC.6: Compare and contrast how digital tools have changed social interactions (e.g., 8.1.5.IC.1).
    - 9.4.5.DC.7: Explain how posting and commenting in social spaces can have positive or negative consequences.
  - Information and Media Literacy
    - 9.4.5.IML.5: Distinguish how media are used by individuals, groups, and organizations for varying purposes. (e.g., 1.3A.5.R1a).
  - Critical Thinking and Problem-solving
    - 9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1).
  - Global and Cultural Awareness
    - 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
    - 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
  - Technology Literacy
    - 9.4.5.TL.5: Collaborate digitally to produce an artifact (e.g., 1.2.5CR1d)

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**Career Readiness, Life Literacies, and Key Skills Practices**

Act as a responsible and contributing community member and employee.	Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
Attend to financial well-being.	Students take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.
Consider the environmental, social and economic impacts of decisions.	Students understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.
Demonstrate creativity and innovation.	Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
Utilize critical thinking to make sense of problems and persevere in solving them.	Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.
Model integrity, ethical leadership and effective management.	Students consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.
Plan education and career paths aligned to personal goals.	Students take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to

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	pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.
Use technology to enhance productivity, increase collaboration and communicate effectively.	Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
Work productively in teams while using cultural/global competence.	Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

<b>Evidence of Student Learning</b>
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<p><b>Formative Tasks:</b></p> <ul style="list-style-type: none"> <li>● Teacher Observation</li> <li>● Teacher Checklist</li> <li>● Verbal question and answer</li> <li>● Peer Assessment</li> <li>● Conference between student and teacher</li> </ul>	<p><b>Alternative Assessments:</b></p> <ul style="list-style-type: none"> <li>● Teacher Observation Checklist</li> <li>● Student Performance Rubric</li> <li>● Untimed Writing Assessment</li> <li>● Stop &amp; Jot Activities</li> <li>● Student Conversation Rubric</li> <li>● Written Response Sentence Starters provided with Writing Assessment</li> <li>● Exit Slips</li> <li>● Draw a Picture to Show Understanding with Verbal Explanation</li> <li>● Teacher Created/Modified Assessment</li> </ul>
<p><b>Summative Assessments:</b></p> <ul style="list-style-type: none"> <li>● Student participation</li> <li>● Rubric score</li> <li>● Student Growth Objective</li> <li>● Verbal question and answer</li> </ul>	<p><b>Benchmark Assessments:</b></p> <ul style="list-style-type: none"> <li>● Assessment on MyPlate.com</li> <li>● Notebook Check with Teacher Created Rubric</li> </ul>

<b>Knowledge &amp; Skills</b>
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<p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>● Physical, social and mental dimensions of personal wellness interact with each other.</li> <li>● Remember a balanced healthy lifestyle is the key to good total health.</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>● How do physical, social and mental dimensions of personal wellness interact?</li> <li>● How do you balance your physical, mental/emotional, and social health through wellness, nutrition, and fitness?</li> <li>● At what age does puberty begin?</li> </ul>
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	<ul style="list-style-type: none"> <li>• What does good personal hygiene look like? Bad?</li> </ul>
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<b>Core Instructional &amp; Supplemental Materials</b>
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<p><b>Suggested Activities/Resources:</b></p> <ul style="list-style-type: none"> <li>• <b>Google Jamboard:</b> Students will write why it is important to eat healthy and a healthy food that they like to eat.</li> <li>• <b>Food Label Project:</b> The student will research food labels, the content, daily values, and nutritional values. The student is to develop a food label for a new product. The label must include nutritional value as well as a product logo. The nutritional value should include calories, fat content and percentages, carbohydrates, and proteins.</li> <li>• <b>Collaborative Group Cultural Project:</b> Students will work collaboratively to research both nutritional and health care needs, as well as different health issues that are related to their heritage and genetic makeup (i.e. sickle cell anemia, cystic fibrosis, Tay Sachs). Students will create a presentation that will describe the health issue, causes, cultural history, treatments etc. Students should pay special attention to presenting the information regarding heritage/culture and genetic make-up in a sensitive and respectful manner.</li> <li>• <b>Disease Identification:</b> Students will be placed in small groups and given a disease or condition that affects adolescents. Students will create a poster on their specific disease as well as research based strategies that may be used to prevent, detect, and treat them. Each group of students will present their findings to the class. Prior to the activity, the teacher will go over with the students valid sources of information on the internet.</li> <li>• <b>Physical/Social/Mental Health Pamphlet:</b> Have students develop a pamphlet addressing physical, social, and mental wellness. For each area, they will have to include the following:             <ul style="list-style-type: none"> <li>○ Why is it important?</li> <li>○ What good wellness for that area looks like.</li> <li>○ How one can accomplish a good state for that area in particular.</li> </ul> </li> </ul>	<p><b>Varied Levels of Text:</b></p> <ul style="list-style-type: none"> <li>• Make Good Choices: Your Guide to Making Healthy Decisions by Heather E. Schwartz</li> <li>• American Medical Association Girl's Guide to Becoming a Teen, by Kate Gruenwald Pfeiffer</li> <li>• American Medical Association Boy's Guide to Becoming a Teen, by Kate Gruenwald Pfeiffer</li> <li>• Straight Talk The Truth About Food by Stephanie Paris</li> <li>• What the Worlds Eats by Faith D'Aluisio</li> <li>• <a href="https://www.pecentral.org/">https://www.pecentral.org/</a></li> <li>• <a href="https://www.usa.gov/education?source=kids">https://www.usa.gov/education?source=kids</a></li> <li>• <a href="https://pbskids.org/">https://pbskids.org/</a></li> <li>• <a href="https://www.myplate.gov/life-stages/kids">https://www.myplate.gov/life-stages/kids</a></li> <li>• <a href="https://classroom.kidshealth.org/classroom/">https://classroom.kidshealth.org/classroom/</a></li> <li>• <a href="https://jr.brainpop.com/health/">https://jr.brainpop.com/health/</a></li> <li>• <a href="https://www.cdc.gov/healthequity/kidsites/index.htm">https://www.cdc.gov/healthequity/kidsites/index.htm</a></li> </ul>
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- **Healthy Recordings:** Students will be asked to keep a weekly log of both their nutritional intake as well as their physical activity. Students should log their daily intake at breakfast, lunch, dinner, and any other snacks they consume during the week. Students will also be asked to log their physical activity for the week. Students should log the type of activity, the frequency they did it, as well as for how long they participated in the activity. At the end of the week students will analyze their logs and set appropriate and achievable goals to improve these health and wellness practices. The goals should be monitored to evaluate if there is progress being made.
- **Puberty Talk (Fifth Grade)-** Separately, boys and girls will watch a video about going through puberty and what they can expect. Teacher's will emphasis how they are not showing the video to be awkward or funny but because this is another major element under their "Health Umbrella" and most certainly applies to them as this is the age that puberty begins to take place. The teacher will follow up the video with additional facts about puberty and a Q&A. A main focus will be set on personal hygiene and properly maintaining the body as it begins to go through these developments. If students wish to ask questions privately, they can do so after class.
- **Mental Wellness:** Teacher will go over multiple easy to-do at home meditation practices (yoga poses, breathing exercises, etc.) that contribute to soothing one's mind improving their mental state.
- **Calming Down:** Teacher will describe and demonstrate to the class different strategies used to calm down during overwhelming situations.
- **Resources:**
  - <https://www.state.nj.us/education/mod-elcurriculum/assessment/pw/peh/h6u1.pdf>
  - <https://www.kidshealth.org/en/kids/>
  - <https://www.state.nj.us/education/mod-elcurriculum/assessment/pw/peh/h5u1.pdf>
  - <https://jamboard.google.com/>



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Unit 2: Alcohol, Tobacco and Other Drugs	<b>Duration:</b> December - January 13 days
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Suggested Accommodations

**English Language Learners:**

- Pair ELL student with student who speaks English and understands/able to communicate with student's native language.
- Simplify content.
- Google Translator.
- Multi - language word wall.
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**Special Education/Students with Disabilities:**

- Provide differentiated instruction as needed.
- Follow all IEP modifications/504 plan.
- Provide manipulatives or the opportunity to draw solution strategies.
- Keep in mind the learner's multi-sensory, visual, and auditory style.
- Pre-teach vocabulary.
- Graphic organizers to organize and collect important information.
- Collaborative grouping to support student needs.
- Provide student with verbal and visual prompts and directions.
- Use of concrete examples before beginning activity.
- Assign student a peer tutor/partner learner when necessary.

**504 Plans:**

- Provide differentiated instruction as needed.
- Follow all IEP modifications/504 plan.
- Provide manipulatives or the opportunity to draw solution strategies.

**Gifted and Talented:**

- Allow students who exceed objective expectations, the opportunity to visit subject specified interactive websites.
- Provide more challenging opportunities with use of manipulatives that will challenge the skill being taught to other students.

**Students at Risk of Failure:**

- Make sure children feel welcome and comfortable while being discrete.
- Provide structure and adhere to a consistent daily routine with clear and concise rules.
- Offer encouragement and understanding.
- Give choice to provide a sense of control.
- Reinforce positive behaviors and recognize student talents.

**Economically Disadvantaged:**

- Keep in mind learner's multi-sensory, visual, and auditory style.
- Preview lesson to help build student background knowledge.
- Collaborative grouping to support student needs.
- Accountable talk stems and sentence starters to engage students in group and peer conversations.
- Provide additional time to complete assignments and projects.

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**Culturally Diverse:**

- Involve families in student learning.
- Provide immediate praise and feedback.
- Respect cultural traditions.
- Provided students with necessary academic resources and materials.
- Provide visuals.

**Disciplinary Concepts and Core Ideas**

<b>Alcohol, Tobacco, and Other Drugs</b>	Alcohol, other drugs and tobacco can be found in a variety of forms. The use of alcohol and other drugs has both short-term and long-term effects. Alcohol and other drugs use refer to all types of legal and illicit drugs. Over the counter medicines and prescription medications, when taken correctly are drugs used to treat pain and illness. These drugs have both benefits and risks. There are many types of tobacco products such as cigarettes, e-cigarettes, and marijuana to name a few that can cause damage both physically and mentally. Tobacco, alcohol, and other illicit drug products can adversely affect the user, family members, and those in the community.
<b>Dependency, Substances Disorder, and Treatment</b>	Dependency is when a person develops a tolerance and an increased need for a drug or substance. There are types of dependency such as physical, and psychological addictions. Disorder or a substance use disorder is when casual or experimental use of alcohol or other substances (including illegal drugs, medications prescribed or not) escalates. Treatment includes programs and facilities a person can enroll in, to seek assistance and to receive help to recovery. There are many types of treatment facilities for a person to receive help to recovery. Students should know who to see and where to go for resources in the school and in the community (e.g., teacher, coach, school counselor, SAC, school nurse, resource officer, peer leadership individual, mental health specialist, parents, social worker).

**Comprehensive Health & Physical Education Practices**

<b>Attending to personal, health, emotional, social and physical well-being</b>	Individuals who possess health, emotional, social and physical literacy understand the relationship between the body and the mind. They create and implement a personal self-care plan that promotes a healthy lifestyle. They recognize the importance of a healthy diet, regular exercise, and promote mental health activities that lead to healthier behaviors. They also take regular actions that contribute to their personal, emotional, and social well-being by regulating emotions, understanding personal self-care, and engaging in appropriate self-expression. Establishing outlets that are safe and take place in healthy environments allow for positive social interaction for self and others. They recognize that an active body promotes an active healthy mind that contributes to their overall health.
<b>Making decisions</b>	Individuals who possess health and physical literacy make informed, responsible decisions in order to lead a lifestyle that promotes wellness. Students examine their options and consider their values, their own beliefs, and consequences that will impact their decisions. They develop, implement, and model effective critical thinking skills in their decision-making process. They consider the impacts of the decisions to self and others and evaluate whether the results of their decision promote one's health or present a risk. They analyze if a decision can be made individually or collaboratively.

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## Managing-self

Individuals who possess health and physical literacy understand and practice strategies for managing one's own emotions, thoughts and behaviors. They recognize the skills needed to establish and achieve success in situations. They identify and apply skills, such as self-regulating, self-control, asking questions, and setting goals to persevere and overcome barriers. They research reliable sources to inform and engage in healthy behaviors. They reflect on personal experiences, and recognize their strengths, traits and limitations to avoid risky or dangerous behaviors and situations.

## New Jersey Student Learning Standards

- 2020 Health/PE Standards
- 2.3 Safety
  - Alcohol, Tobacco and Other Drugs
    - 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.
    - 2.3.8.ATD.1: Examine how the use of alcohol, tobacco, and other drugs by adolescents has impacted their lives and the lives of family members socially, emotionally, and physically.
    - 2.3.8.ATD.3: Determine the factors that contribute to different rules, laws, and policies in schools, communities, and states regarding alcohol, tobacco (including e-cigarettes, vaping, cannabis products), and other drugs.
    - 2.3.8.ATD.4: Explain the impact of alcohol and other drugs on areas of the brain that control vision, sleep, coordination, reaction time, judgment, and memory.
    - 2.3.8.ATD.5: Analyze how the influence of peers and different social settings (e.g., home, school, party) can result in positive and/or negative outcomes.
  - Dependency, Substance Disorder, and Treatment
    - 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).
    - 2.3.8.DSDT.1: Summarize the signs and symptoms of alcohol, tobacco, and drug disorders.
    - 2.3.8.DSDT.2: Compare and contrast the various services that are available for individuals affected by substance disorders in the community and at the state level.
    - 2.3.8.DSDT.3: Determine the impact that alcohol and drugs can have on an individual's social, emotional, and physical well-being.
    - 2.3.8.DSDT.4: Examine how alcohol and drug disorders can impact the social, emotional, and physical lives of friends and family members.

**Interdisciplinary Connections****Reading**

- Knowledge of Language
  - NJSLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
  - NJSLSA.L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
  - NJSLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings.
  - NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

**Speaking and Listening**

- Comprehension and Collaboration
  - NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
  - NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
  - NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

**Writing**

- Production and Distribution of Writing
  - NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
  - NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
  - NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**Mathematics**

- Ratios and Proportional Relationships
  - 6.RP.A1. Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. For example, "The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak." "For every vote candidate A received, candidate C received nearly three votes."
- Number and Operations in Base Ten
  - 5.NBT.A1. Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.
- Operations and Algebraic Thinking
  - 5.OA.A2. Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. For example, express the calculation "add 8

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and 7, then multiply by 2" as  $2 \times (8 + 7)$ . Recognize that  $3 \times (18932 + 921)$  is three times as large as  $18932 + 921$ , without having to calculate the indicated sum or product.

**Science**

- 3-5-ETS1: Engineering Design
  - 3-5-ETS1-1 Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.
  - 3-5-ETS1-2 Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.
- 3-LS3: Heredity: Inheritance and Variation of Traits
  - 3-LS3-2 Use evidence to support the explanation that traits can be influenced by the environment.

**Social Studies**

- 6.1 U.S. History: America in the World
  - Civics, Government, and Human Rights: Processes and Rules
    - 6.1.5.CivicsPR.1: Compare procedures for making decisions in a variety of settings including classroom, school, government, and /or society.
  - Civics, Government, and Human Rights: Civic Mindedness
    - 6.1.5.CivicsCM.3: Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.
  - History, Culture, and Perspectives: Understanding Perspectives
    - 6.1.5.HistoryUP.6: Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.
  - Economics, Innovation, and Technology: Economic Ways of Thinking
    - 6.1.5.EconET.1: Identify positive and negative incentives that influence the decisions people make.

**Computer Science and Design Thinking**

- 8.1 Computer Science
  - Data & Analysis
    - 8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.
    - 8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data.
    - 8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data.

**Career Readiness, Life Literacies, and Key Skills**

- 9.4 Life Literacies and Key Skills
  - Creativity and Innovation
    - 9.4.5.Cl.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).
  - Critical Thinking and Problem-solving

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<ul style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li>■ 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).</li> </ul> </li> <li>○ Digital Citizenship           <ul style="list-style-type: none"> <li>■ 9.4.5.DC.5: Identify the characteristics of a positive and negative online identity and the lasting implications of online activity.</li> <li>■ 9.4.5.DC.6: Compare and contrast how digital tools have changed social interactions (e.g., 8.1.5.IC.1).</li> </ul> </li> <li>○ Critical Thinking and Problem-solving           <ul style="list-style-type: none"> <li>■ 9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1).</li> </ul> </li> <li>○ Global and Cultural Awareness           <ul style="list-style-type: none"> <li>■ 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.</li> </ul> </li> <li>○ Technology Literacy           <ul style="list-style-type: none"> <li>■ 9.4.5.TL.5: Collaborate digitally to produce an artifact (e.g., 1.2.5CR1d)</li> </ul> </li> <li>○ Information and Media Literacy           <ul style="list-style-type: none"> <li>■ 9.4.5.IML.1: Evaluate digital sources for accuracy, perspective, credibility and relevance (e.g., Social Studies Practice - Gathering and Evaluating Sources).</li> <li>■ 9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions (e.g., RI.5.7, 6.1.5.HistoryCC.7, 7.1.NM.IPRET.5).</li> </ul> </li> </ul>
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<b>Career Readiness, Life Literacies, and Key Skills Practices</b>
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<p>Demonstrate creativity and innovation.</p>	<p>Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.</p>
<p>Utilize critical thinking to make sense of problems and persevere in solving them.</p>	<p>Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.</p>
<p>Model integrity, ethical leadership and effective management.</p>	<p>Students consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.</p>

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Use technology to enhance productivity, increase collaboration and communicate effectively.	Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
Work productively in teams while using cultural/global competence.	Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

<b>Evidence of Student Learning</b>
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<p><b>Formative Tasks:</b></p> <ul style="list-style-type: none"> <li>● Teacher Observation</li> <li>● Teacher Checklist</li> <li>● Verbal question and answer</li> <li>● Peer Assessment</li> <li>● Conference between student and teacher</li> </ul>	<p><b>Alternative Assessments:</b></p> <ul style="list-style-type: none"> <li>● Teacher Observation Checklist</li> <li>● Student Performance Rubric</li> <li>● Untimed Writing Assessment</li> <li>● Stop &amp; Jot Activities</li> <li>● Student Conversation Rubric</li> <li>● Written Response Sentence Starters provided with Writing Assessment</li> <li>● Exit Slips</li> <li>● Draw a Picture to Show Understanding with Verbal Explanation</li> <li>● Teacher Created/Modified Assessment</li> </ul>
<p><b>Summative Assessments:</b></p> <ul style="list-style-type: none"> <li>● Student participation</li> <li>● Rubric score</li> <li>● Student Growth Objective</li> <li>● Verbal question and answer</li> </ul>	<p><b>Benchmark Assessments:</b></p> <ul style="list-style-type: none"> <li>● Notebook Check with Teacher Created Rubric</li> </ul>

<b>Knowledge &amp; Skills</b>
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<p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>● The difference between drug use, misuse, and abuse.</li> <li>● Products that contain alcohol, tobacco, drugs and their potential unhealthy effects on the body mentally, physically, emotionally, and socially.</li> <li>● How the use of alcohol, tobacco, and other drugs by adolescents has impacted their lives and the lives of family members socially, emotionally, and physically.</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>● What is peer pressure?</li> <li>● What is the difference between drug use, misuse, and abuse?</li> <li>● What are three ways alcohol impacts the body?</li> </ul>
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<ul style="list-style-type: none"> <li>● The signs and evaluate evidence that a person might have an alcohol, tobacco, and/or drug use problem.</li> <li>● The impact of alcohol and other drugs on areas of the brain that control vision, sleep, coordination, reaction time, judgment, and memory.</li> <li>● The effective refusal skills of alcohol, drugs, and other substances that can negatively impact health.</li> </ul>	
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<b>Core Instructional &amp; Supplemental Materials</b>
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<p><b>Suggested Activities/Resources:</b></p> <ul style="list-style-type: none"> <li>● <b>Assessment Activity:</b> The importance of refusal skills and recognition of risky behaviors.             <ul style="list-style-type: none"> <li>○ 1. Place the six categories of risk behaviors identified by CDC on large raindrops.</li> <li>○ 2. Place the six criteria for the Responsible Decision Making Model on large construction strips.</li> <li>○ 3. Have two students in front of the class who state that they are preparing for the storms of life and its decisions. Give one an umbrella and label him/her as ready for the storms of life. Place the decision making model on the umbrella, describing the process and the importance of good decision making.</li> <li>○ 4. Using index cards with scenarios have students discuss how the umbrella can help the students make better decisions.</li> <li>○ 5. Have each student role play “resistance skills” that would allow the student without the umbrella to begin changing decisions (strategies to use, long term effects &amp; consequences) and protect themselves from the raindrops.</li> </ul> </li> <li>● <b>Smoking PSA:</b> Students will complete a public service announcement (PSA) concerning how laws/policies about smoking can have an effect on the health of both smokers and nonsmokers. In groups of 4-6</li> </ul>	<p><b>Varied Levels of Text:</b></p> <ul style="list-style-type: none"> <li>● <i>Smoking Stinks</i> by Thom Buttner</li> <li>● <i>American Medical Association Girl’s Guide to Becoming a Teen</i>, by Kate Gruenwald Pfeiffer</li> <li>● <i>American Medical Association Boy’s Guide to Becoming a Teen</i>, by Kate Gruenwald Pfeiffer</li> <li>● <i>Teen Heath, Tobacco, Alcohol, and Other Drugs</i> by McGraw-Hill Education</li> <li>● <i>Alcohol &amp; Tobacco (Downside of Drugs)</i> By Rosa Waters</li> <li>● <a href="https://kidshealth.org/en/teens/drug-alcohol/">https://kidshealth.org/en/teens/drug-alcohol/</a></li> <li>● <a href="https://nida.nih.gov/research-topics/parents-educators/lesson-plans#/questions">https://nida.nih.gov/research-topics/parents-educators/lesson-plans#/questions</a></li> <li>● <a href="https://www.pecentral.org/">https://www.pecentral.org/</a></li> <li>● <a href="https://www.usa.gov/education?source=kids">https://www.usa.gov/education?source=kids</a></li> <li>● <a href="https://pbskids.org/">https://pbskids.org/</a></li> <li>● <a href="https://jr.brainpop.com/health/">https://jr.brainpop.com/health/</a></li> </ul>
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students, they will develop a poster containing a law or policy that governs smoking in the state of New Jersey as well as the effects that these laws may have on the health of both the smoker and the nonsmoker. (I.e. municipal laws regarding smoking on public beaches). Include at least five reasons to educate the public of why the policy or law is for the better and/or the harmful facts about smoking which will be covered in class. Groups will present their posters to the class before hanging them up on the wall.

- **Signs & Symptoms Flier:** In groups, students will summarize the signs and symptoms of a person who is abusing alcohol, tobacco, and other drugs and determine how they affect both short and long-term wellness. Each group is to develop a flier that summarizes the signs and symptoms regarding the abuse of alcohol, tobacco, or other drugs and how they affect both the short and long term wellness of someone who is abusing them. This will allow students to research and develop a base of knowledge to understand the signs and symptoms of abuse as well as how it affects a person's wellness.
- **Debate:** Have students form groups. Have groups research and develop arguments for each side of the following question. "What is the worst drug" "Are short-term or long-term effects of a drug more dangerous?" "What is the number one reason teens use drugs or consume alcohol?" The groups must be prepared to give research-based data to defend their position. The data should include, but is not limited to, statistics, definitions of diseases, treatment, programs that have been implemented (successful or not)
- **Alcoholism/addiction definition and stages:** The student is to develop a pamphlet for alcoholism/addiction stages and definitions. The pamphlet should include a definition of the disorder, signs and symptoms, stages, treatment, and three tips for maintaining one's wellness. This will allow students to research and develop a base of knowledge to understand addiction and alcoholism.

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<ul style="list-style-type: none"> <li>● <b>Resources:</b> <ul style="list-style-type: none"> <li>○ <a href="https://www.cdc.gov/healthyyouth/data/yrbs/index.htm">https://www.cdc.gov/healthyyouth/data/yrbs/index.htm</a></li> <li>○ <a href="https://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/h5u2.pdf">https://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/h5u2.pdf</a></li> <li>○ <a href="https://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/h6u2.pdf">https://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/h6u2.pdf</a></li> <li>○ <a href="https://www.cdc.gov/injectionsafety/">https://www.cdc.gov/injectionsafety/</a></li> </ul> </li> </ul>	
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<b>Unit 3: Family Life</b>	<b>Duration: February - April 20 days</b>
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<b>Suggested Accommodations</b>
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**English Language Learners:**

- Pair ELL student with student who speaks English and understands/able to communicate with student's native language.
- Simplify content.
- Google Translator.
- Multi - language word wall.

**Special Education/Students with Disabilities:**

- Provide differentiated instruction as needed.
- Follow all IEP modifications/504 plan.
- Provide manipulatives or the opportunity to draw solution strategies.
- Keep in mind the learner's multi-sensory, visual, and auditory style.
- Pre-teach vocabulary.
- Graphic organizers to organize and collect important information.
- Collaborative grouping to support student needs.
- Provide student with verbal and visual prompts and directions.
- Use of concrete examples before beginning activity.
- Assign student a peer tutor/partner learner when necessary.

**504 Plans:**

- Provide differentiated instruction as needed.
- Follow all IEP modifications/504 plan.
- Provide manipulatives or the opportunity to draw solution strategies.

**Gifted and Talented:**

- Allow students who exceed objective expectations, the opportunity to visit subject specified interactive websites.
- Provide more challenging opportunities with use of manipulatives that will challenge the skill being taught to other students.

**Students at Risk of Failure:**

- Make sure children feel welcome and comfortable while being discrete.

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- Provide structure and adhere to a consistent daily routine with clear and concise rules.
- Offer encouragement and understanding.
- Give choice to provide a sense of control.
- Reinforce positive behaviors and recognize student talents.

**Economically Disadvantaged:**

- Keep in mind learner’s multi-sensory, visual, and auditory style.
- Preview lesson to help build student background knowledge.
- Collaborative grouping to support student needs.
- Accountable talk stems and sentence starters to engage students in group and peer conversations.
- Provide additional time to complete assignments and projects.

**Culturally Diverse:**

- Involve families in student learning.
- Provide immediate praise and feedback.
- Respect cultural traditions.
- Provided students with necessary academic resources and materials.
- Provide visuals.

<b>Disciplinary Concepts and Core Ideas</b>	
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Personal Growth and Development	Personal Growth and Development are lifelong processes of physical, behavioral, emotional and cognitive change throughout one’s lifetime. Personal Growth and Development pertains to keeping your body healthy and understanding hormonal changes (all body systems) and their impact on sexuality. It encompasses the human condition: who we are, how we grow or evolve, and how interaction with others affects the process of growth physically, mentally, socially, and emotionally from infancy through advanced age.
Pregnancy and Parenting	Pregnancy and parenting are stages in life that impact all aspects on one’s wellness. Regardless of the circumstance, pregnancy and parenting brings changes to an individual’s emotional, financial, physical, mental, and social well-being. These stages can include many happy experiences but can also be the source of great challenges. Like any new skill, parenting takes knowledge, skills, and practice to be successful. However, other factors such as medical and financial challenges can make this stage in life more difficult. Preparation is the key to a healthy pregnancy, delivery and transition to parenting.
Emotional Health	Emotional Health encompasses the views, feelings, and expressions about oneself. Emotional health includes a person’s emotional, mental, psychological, and social well-being. It also helps determine how to handle stress and make choices related to others. Emotionally healthy people consciously develop coping mechanisms that are situationally appropriate to resolve and gather positive outcomes, develop strategies for mental health emergencies, respond to situations in a positive and appropriate manner, connect with resources and trusted individuals to assist, communicate feelings with confidence, and recognize support systems.
Social and Sexual Health	Social and Sexual Health is a person’s ability to communicate and interact with others efficiently. Individuals are able to form meaningful relationships with others and interact in healthy, appropriate ways. They encompass respect and accept differences of an

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	individual's race, religion, gender identity, gender expression, ethnicity, disability, socioeconomic background, and perspectives of health-related decisions. The extent to which people connect with others in different environments, adapt to various social and sexual situations, feel supported by individuals, institutions, and experience a sense of belonging, all contribute to social and sexual health.
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<b>Comprehensive Health &amp; Physical Education Practices</b>
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Building and maintaining healthy relationships	Individuals who possess health and physical literacy establish and maintain healthy relationships by utilizing positive communication and social skills to interact effectively with others. They are aware of others' feelings and ideas. They respect differences and identify ways to resist inappropriate social pressure. Students demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways. They identify who, when and where, or how to seek help for oneself or others when needed.
Communicating clearly and effectively (verbal and nonverbal)	Individuals who possess health and physical literacy communicate thoughts, ideas, emotions and action plans with clarity, using written, verbal and/or visual methods. They are excellent communicators who master movements, word choices, and use of effective tone and presentation skills to articulate ideas and movements. They are skilled at interacting with others as they are active listeners who speak clearly and with a purpose. They demonstrate and perform movements and skills with accuracy and balance. They consider the audience and prepare accordingly to ensure the desired outcome.
Resolving conflict	Individuals who possess health and physical literacy acknowledge problems in school and in the community and develop skills to create strategies to resolve the issue. They are aware of the reason(s) of the conflict and quickly take positive action to address the problem. They thoughtfully probe the root cause of the conflict prior to introducing a resolution. They carefully consider the consequences both positive and negative to resolve the conflict. Once a resolution is agreed upon, they follow through to ensure the conflict is resolved, whether through their own actions or the actions of others and they take the necessary steps to eliminate the conflict from recurring.
Attending to personal, health, emotional, social and physical well-being	Individuals who possess health, emotional, social and physical literacy understand the relationship between the body and the mind. They create and implement a personal self-care plan that promotes a healthy lifestyle. They recognize the importance of a healthy diet, regular exercise, and promote mental health activities that lead to healthier behaviors. They also take regular actions that contribute to their personal, emotional, and social well-being by regulating emotions, understanding personal self-care, and engaging in appropriate self-expression. Establishing outlets that are safe and take place in healthy environments allow for positive social interaction for self and others. They recognize that an active body promotes an active healthy mind that contributes to their overall health.
Making decisions	Individuals who possess health and physical literacy make informed, responsible decisions in order to lead a lifestyle that promotes wellness. Students examine their options and consider their values, their own beliefs, and consequences that will impact their decisions. They develop, implement, and model effective critical thinking skills in their decision-making process. They consider the impacts of the decisions to self and others and evaluate whether the results of their decision promote one's health or present a risk. They analyze if a decision can be made individually or collaboratively.

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<b>Managing-self</b>	Individuals who possess health and physical literacy understand and practice strategies for managing one’s own emotions, thoughts and behaviors. They recognize the skills needed to establish and achieve success in situations. They identify and apply skills, such as self-regulating, self-control, asking questions, and setting goals to persevere and overcome barriers. They research reliable sources to inform and engage in healthy behaviors. They reflect on personal experiences, and recognize their strengths, traits and limitations to avoid risky or dangerous behaviors and situations.
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**New Jersey Student Learning Standards**

- 2020 Health/PE Standards
- 2.1 Personal and Mental Health
  - Personal Growth and Development
    - 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.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.
    - 2.1.8.PGD.2: Analyze how genetics and family history can impact personal health.
  - Pregnancy and Parenting
    - 2.1.5.PGD.1: Explain the relationship between sexual intercourse and human reproduction.
  - Emotional Health
    - 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.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.
  - Social and Sexual Health
    - 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.
    - 2.1.8.SSH.6: Examine how culture influences the way families cope with traumatic situations, crisis, and change.

**Interdisciplinary Connections**

- Reading**
- Knowledge of Language
    - NJSLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
    - NJSLSA.L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
    - NJSLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings.

- NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

**Speaking and Listening**

- Comprehension and Collaboration
  - NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
  - NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
  - NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

**Writing**

- Production and Distribution of Writing
  - NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
  - NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
  - NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**Mathematics**

- Ratios and Proportional Relationships
  - 6.RP.A1. Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. For example, "The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak." "For every vote candidate A received, candidate C received nearly three votes."
- Number and Operations in Base Ten
  - 5.NBT.A1. Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.
- Operations and Algebraic Thinking
  - 5.OA.A2. Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. For example, express the calculation "add 8 and 7, then multiply by 2" as  $2 \times (8 + 7)$ . Recognize that  $3 \times (18932 + 921)$  is three times as large as  $18932 + 921$ , without having to calculate the indicated sum or product.

**Science**

- 3-5-ETS1: Engineering Design
  - 3-5-ETS1-1 Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.
  - 3-5-ETS1-2 Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.
- 3-LS3: Heredity: Inheritance and Variation of Traits
  - 3-LS3-2 Use evidence to support the explanation that traits can be influenced by the environment.

**Social Studies**

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Content Area: Health

- 6.1 U.S. History: America in the World
  - Civics, Government, and Human Rights: Processes and Rules
    - 6.1.5.CivicsPR.1: Compare procedures for making decisions in a variety of settings including classroom, school, government, and /or society.
  - Civics, Government, and Human Rights: Civic Mindedness
    - 6.1.5.CivicsCM.3: Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.
  - History, Culture, and Perspectives: Understanding Perspectives
    - 6.1.5.HistoryUP.6: Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.
  - Economics, Innovation, and Technology: Economic Ways of Thinking
    - 6.1.5.EconET.1: Identify positive and negative incentives that influence the decisions people make.

### Computer Science and Design Thinking

- 8.1 Computer Science
  - Data & Analysis
    - 8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.
    - 8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data.
    - 8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data.

### Career Readiness, Life Literacies, and Key Skills

- 9.4 Life Literacies and Key Skills
  - Creativity and Innovation
    - 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 (e.g., 8.2.5.ED.2, 1.5.5.CR1a).
  - Critical Thinking and Problem-solving
    - 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).
  - Digital Citizenship
    - 9.4.5.DC.5: Identify the characteristics of a positive and negative online identity and the lasting implications of online activity.
    - 9.4.5.DC.6: Compare and contrast how digital tools have changed social interactions (e.g., 8.1.5.IC.1).
  - Critical Thinking and Problem-solving
    - 9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1).
  - Global and Cultural Awareness
    - 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
  - Technology Literacy
    - 9.4.5.TL.5: Collaborate digitally to produce an artifact (e.g., 1.2.5CR1d)
  - Information and Media Literacy

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- 9.4.5.IML.1: Evaluate digital sources for accuracy, perspective, credibility and relevance (e.g., Social Studies Practice - Gathering and Evaluating Sources).
- 9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions (e.g., RI.5.7, 6.1.5.HistoryCC.7, 7.1.NM. IPRET.5).

**Career Readiness, Life Literacies, and Key Skills Practices**

Act as a responsible and contributing community member and employee.	Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
Demonstrate creativity and innovation.	Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
Utilize critical thinking to make sense of problems and persevere in solving them.	Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.
Use technology to enhance productivity, increase collaboration and communicate effectively.	Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
Work productively in teams while using cultural/global competence.	Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

**Evidence of Student Learning**



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<p><b>Formative Tasks:</b></p> <ul style="list-style-type: none"> <li>● Teacher Observation</li> <li>● Teacher Checklist</li> <li>● Verbal question and answer</li> <li>● Peer Assessment</li> <li>● Conference between student and teacher</li> </ul>	<p><b>Alternative Assessments:</b></p> <ul style="list-style-type: none"> <li>● Teacher Observation Checklist</li> <li>● Student Performance Rubric</li> <li>● Untimed Writing Assessment</li> <li>● Stop &amp; Jot Activities</li> <li>● Student Conversation Rubric</li> <li>● Written Response Sentence Starters provided with Writing Assessment</li> <li>● Exit Slips</li> <li>● Draw a Picture to Show Understanding with Verbal Explanation</li> <li>● Teacher Created/Modified Assessment</li> </ul>
<p><b>Summative Assessments:</b></p> <ul style="list-style-type: none"> <li>● Student participation</li> <li>● Rubric score</li> <li>● Student Growth Objective</li> </ul>	<p><b>Benchmark Assessments:</b></p> <ul style="list-style-type: none"> <li>● Notebook Check with Teacher Created Rubric</li> </ul>

<b>Knowledge &amp; Skills</b>
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<p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>● The physical, social, and emotional changes that occur during puberty and adolescence and why these changes can vary.</li> <li>● How families share common values.</li> <li>● Offer emotional support, and set boundaries/limits.</li> <li>● Culture influences the way families cope with traumatic situations.</li> <li>● How genetics and family history can influence personal health.</li> <li>● The importance of family communication.</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>● How can genetics and family history influence personal health?</li> <li>● How important is family communication?</li> <li>● What is one example of a trusted adult?</li> </ul>
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<b>Core Instructional &amp; Supplemental Materials</b>
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<p><b>Suggested Activities/Resources:</b></p> <ul style="list-style-type: none"> <li>● <b>Assessment Activity- Scenarios:</b> In small groups, students will be given a scenario (arguments, disagreements, rumors, etc.) that may occur when in any sort of relationship. (friendship, family, etc.). Each group will have to identify the conflict and then write up/present to the class how to resolve the conflict based off of what was covered in class. They will then explain why they think that is the best possible solution. The activity will allow students to be able to demonstrate the roles that communication and honesty play in relationships.</li> </ul>	<p><b>Varied Levels of Text:</b></p> <ul style="list-style-type: none"> <li>● <i>The Boy's Body Book</i>: Fourth Edition by Kelli Dunham</li> <li>● <i>It's Perfectly Normal</i>: Changing Bodies, Growing Up, Sex, and Sexual Health (The Family Library) by Robert Harris</li> <li>● <i>American Medical Association Boy's Guide to Becoming a Teen</i> by Kate Gruenwald Pfeifer</li> <li>● <i>American Medical Association Girl's Guide to Becoming a Teen</i> by Kate Gruenwald Pfeifer</li> <li>● <a href="https://www.usa.gov/education?source=kids">https://www.usa.gov/education?source=kids</a></li> <li>● <a href="https://pbskids.org/">https://pbskids.org/</a></li> <li>● <a href="https://jr.brainpop.com/health/">https://jr.brainpop.com/health/</a></li> </ul>
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- **Assessment Activity- Bill of Rights:**  
Students will develop a “Bill of Rights” of a relationship, stating how someone should be treated in order to ensure the relationship is healthy, respectful, and is positive for the individual’s overall wellness including examples. The group will present their “Bill of Rights” to the class and classmates will evaluate how the group portrayed the core values of a healthy relationship prior in class. Each student will then reflect about how a healthy relationship (caring, honest, loving) can increase one’s wellness (physical, social, emotional) in a journal and turn it in at the end of class..
  - Project: Students will present the “Bill of Rights” and complete journal reflection.
- **Relationships:** Students will distinguish types of relationships (family, friend, and romantic) experienced by adolescents and determine healthy characteristics (trust, communication, honesty) that may influence each relationship. As a group the class will brainstorm the different kinds of relationships that they have in their lives. Friends, family members, neighbors, teammates, classmates and romantic relationships should be listed on the board. Students will then be asked to match some healthy characteristics to the relationships. Examples of healthy characteristics might be honesty, love, communication, trust, responsibility, etc. After the class has completed the brainstorming exercise they will be asked to reflect on the following:
  - 1. How many different types of relationships do you have in your life?
  - 2. Identify which healthy characteristics you feel you exhibit in your relationships. How can you improve”
- **“Sexual Intercourse/Human Reproduction”-**
  - Teacher will ask students what organisms reproduce. Examples: Plants, animals, humans, etc. There is always a male and female involved during reproduction.

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<ul style="list-style-type: none"> <li>○ The male and female reproductive organs come together to fertilize an egg and grow into a baby.</li> <li>○ Emphasis that this will be discussed in more detail during 7th and 8th grade. However, if a student has questions they can ask the teacher privately after class or their parent(s)/guardian(s) at home.</li> <li>● <b>Resources:</b> <ul style="list-style-type: none"> <li>○ <a href="https://www.nj.gov/education/modelcurriculum/assessment/pw/peh/h6u3.pdf">https://www.nj.gov/education/modelcurriculum/assessment/pw/peh/h6u3.pdf</a></li> <li>○ <a href="https://kidshealth.org/en/teens/drug-alcohol/">https://kidshealth.org/en/teens/drug-alcohol/</a></li> <li>○ <a href="https://nida.nih.gov/research-topics/parents-educators/lesson-plans#/questions">https://nida.nih.gov/research-topics/parents-educators/lesson-plans#/questions</a></li> <li>○ <a href="https://www.pecentral.org/">https://www.pecentral.org/</a></li> </ul> </li> </ul>	
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<b>Unit 4: Community Health Skills</b>	<b>Duration: May-June 13 days</b>
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<b>Suggested Accommodations</b>
<p><b>English Language Learners:</b></p> <ul style="list-style-type: none"> <li>● Pair ELL student with student who speaks English and understands/able to communicate with student's native language.</li> <li>● Simplify content.</li> <li>● Google Translator.</li> <li>● Multi - language word wall.</li> </ul> <p><b>Special Education/Students with Disabilities:</b></p> <ul style="list-style-type: none"> <li>● Provide differentiated instruction as needed.</li> <li>● Follow all IEP modifications/504 plan.</li> <li>● Provide manipulatives or the opportunity to draw solution strategies.</li> <li>● Keep in mind the learner's multi-sensory, visual, and auditory style.</li> <li>● Pre-teach vocabulary.</li> <li>● Graphic organizers to organize and collect important information.</li> <li>● Collaborative grouping to support student needs.</li> <li>● Provide student with verbal and visual prompts and directions.</li> <li>● Use of concrete examples before beginning activity.</li> <li>● Assign student a peer tutor/partner learner when necessary.</li> </ul> <p><b>504 Plans:</b></p> <ul style="list-style-type: none"> <li>● Provide differentiated instruction as needed.</li> <li>● Follow all IEP modifications/504 plan.</li> <li>● Provide manipulatives or the opportunity to draw solution strategies.</li> </ul>

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**Gifted and Talented:**

- Allow students who exceed objective expectations, the opportunity to visit subject specified interactive websites.
- Provide more challenging opportunities with use of manipulatives that will challenge the skill being taught to other students.

**Students at Risk of Failure:**

- Make sure children feel welcome and comfortable while being discrete.
- Provide structure and adhere to a consistent daily routine with clear and concise rules.
- Offer encouragement and understanding.
- Give choice to provide a sense of control.
- Reinforce positive behaviors and recognize student talents.

**Economically Disadvantaged:**

- Keep in mind learner’s multi-sensory, visual, and auditory style.
- Preview lesson to help build student background knowledge.
- Collaborative grouping to support student needs.
- Accountable talk stems and sentence starters to engage students in group and peer conversations.
- Provide additional time to complete assignments and projects.

**Culturally Diverse:**

- Involve families in student learning.
- Provide immediate praise and feedback.
- Respect cultural traditions.
- Provided students with necessary academic resources and materials.
- Provide visuals.

<b>Disciplinary Concepts and Core Ideas</b>	
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<b>Personal Growth and Development</b>	Personal Growth and Development are lifelong processes of physical, behavioral, emotional and cognitive change throughout one’s lifetime. Personal Growth and Development pertains to keeping your body healthy and understanding hormonal changes (all body systems) and their impact on sexuality. It encompasses the human condition: who we are, how we grow or evolve, and how interaction with others affects the process of growth physically, mentally, socially, and emotionally from infancy through advanced age.
<b>Emotional Health</b>	Emotional Health encompasses the views, feelings, and expressions about oneself. Emotional health includes a person’s emotional, mental, psychological, and social well-being. It also helps determine how to handle stress and make choices related to others. Emotionally healthy people consciously develop coping mechanisms that are situationally appropriate to resolve and gather positive outcomes, develop strategies for mental health emergencies, respond to situations in a positive and appropriate manner, connect with resources and trusted individuals to assist, communicate feelings with confidence, and recognize support systems.
<b>Community Health Services and Support</b>	Community Health Services provide informational resources and assistance to communities and individuals to support disease and injury prevention, disaster relief, and improve the quality of services provided to all individuals. Community Health Services promote public health, health equity, healthy lifestyles and reduce health disparities.

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	Services and support can include the provision of Culturally and Linguistically Appropriate Services (CLAS), medical/dental health services, nursing, clothing, shelter, hunger relief, and allied health professional care to people in need, or people maintaining regular wellness screenings in the person’s home, other residential settings, or a community health care facility.
Personal Safety	Personal Safety involves being aware of your surroundings and understanding of how certain situations and/or unhealthy behaviors can lead to injury, illness or death. The ability to identify potential risks and an awareness of the steps that can likely prevent injuries and diseases are key to being safe. In addition, it is essential that individuals understand that there are circumstances that may make them feel uncomfortable or are unsafe/dangerous that are beyond their control. In those circumstances, it is essential that individuals know where and how to seek help and do not blame themselves.
Health Conditions, Diseases, and Medicines	Health conditions are acute or chronic illnesses and diseases, which can be either controllable or life threatening. People contract different types of diseases, such as communicable diseases, Vector-borne diseases and Zoonotic diseases to name a few. Access to care and facilities affect the conditions of health. Health-enhancing behaviors help a person avoid and reduce health risks, and diseases. Early detection, treatment, screenings, and vaccines assist in preventing (personal, community and global) illnesses and outbreaks. Medicines are substances that treat or relieve diseases and pain. Medications are prescribed by a physician or can be accessed over the counter. Medications can be misused and abused if not taken properly.
Dependency, Substances Disorder, and Treatment	Dependency is when a person develops a tolerance and an increased need for a drug or substance. There are types of dependency such as physical, and psychological addictions. Disorder or a substance use disorder is when casual or experimental use of alcohol or other substances (including illegal drugs, medications prescribed or not) escalates. Treatment includes programs and facilities a person can enroll in, to seek assistance and to receive help to recovery. There are many types of treatment facilities for a person to receive help to recovery. Students should know who to see and where to go for resources in the school and in the community (e.g., teacher, coach, school counselor, SAC, school nurse, resource officer, peer leadership individual, mental health specialist, parents, social worker).

<b>Comprehensive Health &amp; Physical Education Practices</b>	
Acting as responsible and contributing member of society	Individuals who possess health and physical literacy understand the obligations and responsibilities of being a member of a community. They demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and on their environment. They consider the short-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their families, teams, community, and school. They are reliable and consistent in going beyond the minimum expectation and in participating in community outreach that serves the greater good.
Building and maintaining healthy relationships	Individuals who possess health and physical literacy establish and maintain healthy relationships by utilizing positive communication and social skills to interact effectively with others. They are aware of others’ feelings and ideas. They respect differences and identify ways to resist inappropriate social pressure. Students demonstrate the ability to

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	prevent and resolve interpersonal conflicts in constructive ways. They identify who, when and where, or how to seek help for oneself or others when needed.
Communicating clearly and effectively (verbal and nonverbal)	Individuals who possess health and physical literacy communicate thoughts, ideas, emotions and action plans with clarity, using written, verbal and/or visual methods. They are excellent communicators who master movements, word choices, and use of effective tone and presentation skills to articulate ideas and movements. They are skilled at interacting with others as they are active listeners who speak clearly and with a purpose. They demonstrate and perform movements and skills with accuracy and balance. They consider the audience and prepare accordingly to ensure the desired outcome.
Resolving conflict	Individuals who possess health and physical literacy acknowledge problems in school and in the community and develop skills to create strategies to resolve the issue. They are aware of the reason(s) of the conflict and quickly take positive action to address the problem. They thoughtfully probe the root cause of the conflict prior to introducing a resolution. They carefully consider the consequences both positive and negative to resolve the conflict. Once a resolution is agreed upon, they follow through to ensure the conflict is resolved, whether through their own actions or the actions of others and they take the necessary steps to eliminate the conflict from recurring.
Attending to personal, health, emotional, social and physical well-being	Individuals who possess health, emotional, social and physical literacy understand the relationship between the body and the mind. They create and implement a personal self-care plan that promotes a healthy lifestyle. They recognize the importance of a healthy diet, regular exercise, and promote mental health activities that lead to healthier behaviors. They also take regular actions that contribute to their personal, emotional, and social well-being by regulating emotions, understanding personal self-care, and engaging in appropriate self-expression. Establishing outlets that are safe and take place in healthy environments allow for positive social interaction for self and others. They recognize that an active body promotes an active healthy mind that contributes to their overall health.
Engaging in an active lifestyle	Individuals who possess health and physical literacy understand the importance of wellness and being active throughout their lifetime. They understand that daily activity is crucial to establishing and maintaining good health habits of regular exercise, a balanced diet, and healthy social and mental activities that encourage help seeking skills. They know that an active lifestyle lowers the risk of cardiovascular diseases by strengthening the immune system. They also take regular action to contribute to their active lifestyle with regular health exams, a personalized fitness plan, and balanced daily schedule that provides the peace of mind and satisfaction required to fully enjoy an active lifestyle.
Making decisions	Individuals who possess health and physical literacy make informed, responsible decisions in order to lead a lifestyle that promotes wellness. Students examine their options and consider their values, their own beliefs, and consequences that will impact their decisions. They develop, implement, and model effective critical thinking skills in their decision-making process. They consider the impacts of the decisions to self and others and evaluate whether the results of their decision promote one's health or present a risk. They analyze if a decision can be made individually or collaboratively.
Managing-self	Individuals who possess health and physical literacy understand and practice strategies for managing one's own emotions, thoughts and behaviors. They recognize the skills

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	needed to establish and achieve success in situations. They identify and apply skills, such as self-regulating, self-control, asking questions, and setting goals to persevere and overcome barriers. They research reliable sources to inform and engage in healthy behaviors. They reflect on personal experiences, and recognize their strengths, traits and limitations to avoid risky or dangerous behaviors and situations.
Using technology tools responsibly	Individuals who possess health and physical literacy find and maximize the productive value of existing with new technology to accomplish personal and professional tasks. They are flexible and adaptive in acquiring and operating new technology. They are proficient with ubiquitous technology applications. They understand the laws, inherent risks - personal and organizational - of technology applications, and they take actions to prevent or mitigate these risks as responsible users.

<b>New Jersey Student Learning Standards</b>
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- 2020 Health/PE Standards
- 2.1 Personal and Mental Health
  - Community Health Services and Support
    - 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.
    - 2.1.8.CHSS.6: Develop an advocacy plan regarding a health issue and share this information in an appropriate setting.
    - 2.1.8.CHSS.7: Collaborate with other students to develop a strategy to address health issues related to climate change.
    - 2.1.8.CHSS.8: Analyze difficult situations that might lead to feelings sadness, anxiety and or depression and identify individuals, agencies or places in the community where assistance may be available.
  - Personal Growth and Development
    - 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.
  - Emotional Health
    - Emotional Health
      - 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.
- 2.3 Safety

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- Personal Safety
  - 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.
- Dependency, Substances Disorder, and Treatment
  - 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.

### Interdisciplinary Connections

#### Reading

- Knowledge of Language
  - NJSLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
  - NJSLSA.L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
  - NJSLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings.
  - NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

#### Speaking and Listening

- Comprehension and Collaboration
  - NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
  - NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
  - NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

#### Writing

- Production and Distribution of Writing



- NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
- NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

### Mathematics

- Ratios and Proportional Relationships
  - 6.RP.A1. Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. For example, “The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak.” “For every vote candidate A received, candidate C received nearly three votes.”
- Number and Operations in Base Ten
  - 5.NBT.A1. Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.
- Operations and Algebraic Thinking
  - 5.OA.A2 . Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. For example, express the calculation “add 8 and 7, then multiply by 2” as  $2 \times (8 + 7)$ . Recognize that  $3 \times (18932 + 921)$  is three times as large as  $18932 + 921$ , without having to calculate the indicated sum or product.

### Science

- 3-5-ETS1: Engineering Design
  - 3-5-ETS1-1 Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.
  - 3-5-ETS1-2 Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.
- 3-LS3: Heredity: Inheritance and Variation of Traits
  - 3-LS3-2 Use evidence to support the explanation that traits can be influenced by the environment.

### Social Studies

- 6.1 U.S. History: America in the World
  - Civics, Government, and Human Rights: Processes and Rules
    - 6.1.5.CivicsPR.1: Compare procedures for making decisions in a variety of settings including classroom, school, government, and /or society.
  - Civics, Government, and Human Rights: Civic Mindedness
    - 6.1.5.CivicsCM.3: Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.
  - History, Culture, and Perspectives: Understanding Perspectives
    - 6.1.5.HistoryUP.6: Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.
  - Economics, Innovation, and Technology: Economic Ways of Thinking
    - 6.1.5.EconET.1: Identify positive and negative incentives that influence the decisions people make.

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- 8.1 Computer Science
  - Data & Analysis
    - 8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.
    - 8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data.
    - 8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data.

### **Career Readiness, Life Literacies, and Key Skills**

- 9.4 Life Literacies and Key Skills
  - Creativity and Innovation
    - 9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3, 7.1.NM.IPERS.6).
    - 9.4.5.CI.2: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7).
    - 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 (e.g., 8.2.5.ED.2, 1.5.5.CR1a).
  - Critical Thinking and Problem-solving
    - 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).
    - 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 (e.g., 2.1.5.CHSS.1, 4-ESS3-1).
    - 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.
    - 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).
  - Digital Citizenship
    - 9.4.5.DC.5: Identify the characteristics of a positive and negative online identity and the lasting implications of online activity.
    - 9.4.5.DC.6: Compare and contrast how digital tools have changed social interactions (e.g., 8.1.5.IC.1).
  - Critical Thinking and Problem-solving
    - 9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1).
  - Global and Cultural Awareness
    - 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
  - Technology Literacy
    - 9.4.5.TL.5: Collaborate digitally to produce an artifact (e.g., 1.2.5CR1d)
  - Information and Media Literacy
    - 9.4.5.IML.1: Evaluate digital sources for accuracy, perspective, credibility and relevance (e.g., Social Studies Practice - Gathering and Evaluating Sources).

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- 9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions (e.g., RI.5.7, 6.1.5.HistoryCC.7, 7.1.NM. IPRET.5).

<b><u>Career Readiness, Life Literacies, and Key Skills Practices</u></b>
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Act as a responsible and contributing community member and employee.	Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
Consider the environmental, social and economic impacts of decisions.	Students understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.
Demonstrate creativity and innovation.	Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
Utilize critical thinking to make sense of problems and persevere in solving them.	Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.
Model integrity, ethical leadership and effective management.	Students consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.
Plan education and career paths	Students take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the

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aligned to personal goals.	pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.
Use technology to enhance productivity, increase collaboration and communicate effectively.	Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
Work productively in teams while using cultural/global competence.	Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

<b>Evidence of Student Learning</b>
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<p><b>Formative Tasks:</b></p> <ul style="list-style-type: none"> <li>● Teacher Observation</li> <li>● Teacher Checklist</li> <li>● Verbal question and answer</li> <li>● Peer Assessment</li> <li>● Conference between student and teacher</li> </ul>	<p><b>Alternative Assessments:</b></p> <ul style="list-style-type: none"> <li>● Teacher Observation Checklist</li> <li>● Student Performance Rubric</li> <li>● Untimed Writing Assessment</li> <li>● Stop &amp; Jot Activities</li> <li>● Student Conversation Rubric</li> <li>● Written Response Sentence Starters provided with Writing Assessment</li> <li>● Exit Slips</li> <li>● Draw a Picture to Show Understanding with Verbal Explanation</li> <li>● Teacher Created/Modified Assessment</li> </ul>
<p><b>Summative Assessments:</b></p> <ul style="list-style-type: none"> <li>● Student participation</li> <li>● Rubric score</li> <li>● Student Growth Objective</li> </ul>	<p><b>Benchmark Assessments:</b></p> <ul style="list-style-type: none"> <li>● Notebook Check with Teacher Created Rubric</li> </ul>

<b>Knowledge &amp; Skills</b>
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<p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>● Stress is caused by many factors that will explain ways to deal with stressful situations.</li> <li>● Personal assets and protective factors support healthy social and emotional development.</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>● What are the causes of stress and what are ways to deal with stressful situations?</li> <li>● How do personal assets and protective factors support healthy social and emotional development?</li> </ul>
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<ul style="list-style-type: none"> <li>• Incidences of school and community conflict, violence, harassment, gang violence, discrimination, and bullying can be resolved.</li> </ul>	<ul style="list-style-type: none"> <li>• What recommendations can be made to resolve incidences of school and community conflict, violence, harassment, gang violence, discrimination, and bullying?</li> </ul>
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<b>Core Instructional &amp; Supplemental Materials</b>
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<p><b>Suggested Activities/Resources:</b></p> <ul style="list-style-type: none"> <li>• <b>Assessment Activity- Dangerous Situations:</b> In groups, students will be given a list of different scenarios. They will consist of different situations both in- and outside of school. Scenarios will all have already been discussed in class including the following: Teasing, strangers, peer pressure, fighting (verbally, physically, digitally). Groups will discuss what is happening in the scenario and use the 6- steps in problem solving (see below) in order to facilitate communication to resolve conflict. Groups will present their solutions to the class followed up with a discussion on their response.             <ul style="list-style-type: none"> <li>○ 1. Recognize the problem</li> <li>○ 2. Define the problem to all involved.</li> <li>○ 3. Determine possible appropriate solutions to the problem in accordance to what was discussed during class.</li> <li>○ 4. Make a decision.</li> <li>○ 5. Implement the solution that is best for all.</li> <li>○ 6. Re-evaluate if necessary.</li> </ul> </li> <li>• <b>Communicate:</b> Students will demonstrate how the use of verbal and nonverbal (conversation, physical gestures) interpersonal communication may impact the health of oneself or others we come into contact with. Through sketches students will illustrate how using interpersonal communication may impact the health of oneself or others. Students will draw/sketch a cartoon character, comic strip, or visual depiction of a safe and unsafe setting or situation. Through the sketches students will illustrate how using interpersonal communication may impact the health of oneself or others (i.e. communicating with a police officer to report an emergency). Students will then provide text to explain the unsafe situation. The second sketch will</li> </ul>	<p><b>Varied Levels of Text:</b></p> <ul style="list-style-type: none"> <li>• <i>Under Pressure - Handling the Stressors of Keeping Up</i> - Earl Sari</li> <li>• <i>Who are These People- Coping With Family Dynamics</i> - Michael Fallon</li> <li>• <i>American Medical Association Boy's Guide to Becoming a Teen</i> by Kate Gruebwald Pfeifer</li> <li>• <i>American Medical Association Girl's Guide to Becoming a Teen</i> by Kate Gruenwald Pfeifer</li> <li>• <a href="https://www.usa.gov/education?source=kids">https://www.usa.gov/education?source=kids</a></li> <li>• <a href="https://pbskids.org/">https://pbskids.org/</a></li> <li>• <a href="https://jr.brainpop.com/health/">https://jr.brainpop.com/health/</a></li> </ul>
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provide an illustration of how to avoid or deal with the same situation with verbal or nonverbal communication. Students will also provide text to explain how to safely deal with the situation. Following the review of their own and their classmates' sketches students will be asked to answer the following: 1. How did your sketch or comic strip impact the health of others who viewed it? 2. How did one of your classmates sketch or comic impact your health?

- **Diverse Perspectives:** In groups of 5-6, students will investigate a persistent local or global issue, such as climate change, and collaborate with each other with diverse perspectives to improve upon current actions designed to address the issue. They will then present it to the class.
- **First Aid- Choking individuals:** Students will learn and then practice how to perform CPR.
- **Kahoot Feelings:** The teacher will create various real-life scenarios on Kahoot. Students will have to choose which feeling that individual is feeling as a result of the situation. The feelings will include the following:
  - Sadness
  - Anger
  - Anxiety
  - Stress
    - After each answer, the teacher will ask the class how the individual should go about coping and dealing with the situation (strategies already discussed in class).
- **Resources:**
  - <https://www.nj.gov/education/modelcurriculum/assessment/pw/peh/h6u3.pdf>
  - <https://kidshealth.org/en/teens/drug-alcohol/>
  - <https://nida.nih.gov/research-topics/parents-educators/lesson-plans#/questions>
  - <https://www.pecentral.org/>
  - <https://kahoot.com/>