

# **HEALTH GRADE 5**

THE EWING PUBLIC SCHOOLS  
2099 Pennington Road  
Ewing, NJ 08618

Board Approval Date: September 19, 2022  
Written by: Kyle Kaminskis and EHS Staff

Michael Nitti  
Superintendent

In accordance with The Ewing Public Schools' Policy 2230, Course Guides, this curriculum has been reviewed and found to be in compliance with all policies and all affirmative action criteria.

## Table of Contents

	<u>Page</u>
Rationale and Summary	3
NJSLS for Health Education	4
21 <sup>st</sup> Century Life and Careers	8
Instructional Focus	9
Objectives	10
Assessments	11

### **Rationale and Summary:**

In today's world and economy and in conjunction with the NJ Student Learning Standards and Comprehensive Physical Education, there is an importance of health literacy for our 21st century learners. All students must take personal responsibility for their health by living a smart, healthy, and active lifestyle. The goal of this curriculum is to foster a life-long commitment to making informed and healthy choices about nutrition, wellness, social, and emotional topics that arise, while positively impacting their families, schools and communities.

**Pacing: 18- 22 Days**

## **NJSLS for Health Education:**

### **Personal Growth and Development**

**Core Idea:** Health is influenced by the interaction of body systems.

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)

**Core Idea:** Puberty is a time of physical, social, and emotional changes.

2.1.5.PGD.2: Examine how the body changes during puberty and how these changes influence personal self-care.

2.1.5.PGD.3: Explain the physical, social, and emotional changes that occur during puberty and adolescence and why the onset and progression of puberty can vary.

2.1.5.PGD.4: Explain common human sexual development and the role of hormones (e.g., romantic and sexual feelings, masturbation, mood swings, and timing of pubertal onset).

2.1.5.PGD.5: Identify trusted adults, including family members, caregivers, school staff, and health care professionals, whom students can talk to about relationships and ask questions about puberty and adolescent health.

### **Pregnancy and Parenting**

**Core Idea:** Pregnancy can be achieved through a variety of methods.

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

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

### **Emotional Health**

**Core Idea:** Self-management skills impact an individual's ability to recognize, cope, and express emotions about difficult events.

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.

**Core Idea:** Resiliency and coping practices influence an individual's ability to respond positively to everyday challenges and difficult situations.

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.

## **Social and Sexual Health**

**Core Idea:** All individuals should feel welcome and included regardless of their gender, gender expression, or sexual orientation.

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).

**Core Idea:** Family members impact the development of their children physically, socially and emotionally.

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.

**Core Idea:** People in healthy relationships share thoughts and feelings, as well as mutual respect.

2.1.5.SSH.6: Describe the characteristics of healthy versus unhealthy relationships among friends and with family members.

2.1.5.SSH.7: Define teasing, harassment and bullying and provide examples of inappropriate behaviors that are harmful to others. .

## **Community Health Services and Support**

**Core Idea:** Community professionals and school personnel are available to assist and address health emergencies as well as provide reliable information.

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.

**Core Idea:** Individuals will benefit from an awareness of coping strategies that can be used when facing difficult situations.

2.1.5.CHSS.3: Describe strategies that are useful for individuals who are feeling sadness, anger, anxiety, or stress.

## **Personal Safety**

**Core Idea:** Safety includes being aware of the environment and understanding how certain situations could lead to injury or illness.

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.

**Core Idea:** There are strategies that individuals can use to communicate safely in an online environment.

2.3.5.PS.4: Develop strategies to safely communicate through digital media with respect.

**Core Idea:** Children who practice setting healthy boundaries know how to say no and what to do when they feel uncomfortable or find themselves in unsafe situations

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. .

## **Health Conditions, Diseases and Medicines**

**Core Idea:** There are actions that individuals can take to help prevent diseases and stay healthy.

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 infection 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).

## **Alcohol, Tobacco and other Drugs**

**Core Idea:** The use of alcohol, tobacco, and drugs may affect the user, family, and community members in negative ways and have unintended consequences.

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.

**Core Idea:** Drug misuse and abuse can affect one's relationship with friends, family, and community members in unhealthy ways.

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.

## **Dependency, Substances Disorder, and Treatment**

**Core Idea:** The short- and long-term effects of substance abuse are dangerous and harmful to one's health.

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. .

**Core Idea:** The use/abuse of alcohol, tobacco, and drugs can have unintended consequences but there are resources available for individuals and others affected by these situations.

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).

## **NJSLS for 21st Century Life and Careers:**

### **Career Ready Practices**

CRP 2 Apply appropriate academic and technical skills

CRP 4 Communicate clearly and effectively and with reason

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP11. Use technology to enhance productivity

### **Career Awareness, Exploration and Preparation**

9.2.4.A.4 Explain why knowledge and skills acquired in elementary grades lay the foundation for future academic and career success.

### **Technology Integration:**

8.1 All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

### **Cross-Curricular Integration and Connections:**

C:A1.5 Learn to make decisions

C:A2.1 Acquire employability skills such as working on a team, problem-solving and organizational skills.

RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.



## **Instructional Focus:**

### **Enduring Understandings:**

- Every student has the right to always feel safe, at home and in public, and there are measures to take when someone makes them feel unsafe.
- Staying healthy is a lifelong process that includes all dimensions of wellness
- Eating patterns are influenced by a variety of factors (costs, needs of the individuals, cultural, age and environment, and availability
- The early detection and treatment of diseases and health conditions impacts one's health
- Identifying unsafe situations and choosing appropriate ways to reduce or eliminates risks contributes to the safety of self and others
- Health choices and behaviors have a profound impact on personal, family, community, and global wellness.
- Social and emotional development impact all components of wellness
- Respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture provide a foundation for the prevention and resolution of conflict
- Effective communication may be a determining factor in the outcome of health and safety related situations.
- Effective communication is the basis for strengthening interpersonal interactions and relationships and resolving conflicts.
- Every health related decision has short and long term consequences and affects the ability to reach health goals.
- Character building is influenced by many factors both positive and negative, such as acceptance, discrimination, bullying, abuse, sportsmanship, support, disrespect, and violence.
- Communicating health needs to trusted adults and professionals to assist in the prevention, early detection, and treatment of health problems.
- Medicines come in a variety of forms (prescription medicines, over-the-counter medicines, medical supplements), are used for numerous reasons and should be taken as directed in order to be safe and effective.
- There is a strong relationship between individuals who abuse drugs and increased intentional and unintentional health-risks behaviors.
- Developing self-esteem, resiliency, tolerance and coping skills support social and emotional health.
- Medicine must be used correctly in order to be safe and have the maximum benefit.
- Substance abuse if caused by a variety of factors.
- There are many ways to obtain help for treatment of alcohol, tobacco, and other substance abuse problems.

- Healthy relationships require a mutual commitment.
- Most significant physical, emotional, and mental growth changes occur during adolescence, but not necessarily at the same rate.
- Responsible actions regarding sexual behavior impact the health of one's self and others.
- Knowing the physiological process of how pregnancy occurs as well as development of the fetus leading to childbirth contribute to a greater understanding of how and why a healthy environment should be provided for the pregnant mother.
- Adolescent parents may have difficulty adjusting to emotional and financial responsibilities of parenthood

### **Essential Questions:**

- What do you do if you suspect your friend is being abused?
- What are healthy ways to deal with stress?
- What does a balanced meal look like?
- In what type of situation can refusal, negotiation, and assertiveness skills be used?
- What are the dimensions of wellness and how do they help me grow and develop in a healthy way?
- What food choices can I make to help my body grow?
- How can poor eating habits affect my health?
- Why is HIV/AIDS a communicable disease?
- How should I ask others for help if I feel I'm being hurt? (abuse/bullying)
- Why is it important to tell people what I'm thinking or feeling?
- How do I make a good health choice? Who and what helped me make those decisions?
- How does peer pressure influence my decision making?
- What skills do I need to interact with others and why are they important?
- Why are some medications sold over-the-counter and others need a prescription?
- How can I avoid problems with taking medications?
- What will tobacco do to my body?
- Are there laws governing tobacco, alcohol and drug use for students my age? If so, how do they affect me?
- What are the short and long term effects of using alcohol?
- Why does everyone grow differently? (genetics)
- How is my body going to change during puberty?
- Are puberty and adolescence the same?
- How can I care for my changing body?
- How does a single cell develop into an infant?

- What are strategies to remain abstinent and resist pressures to become sexually active?
- Why do pregnant women need to be especially health-conscious?
- Are good decisions for one person, good decisions for everyone?

### **Objectives:**

### **Students will know:**

- The common causes of intentional and unintentional injuries and how to prevent them.
- Effective decision making skills
- Factors that influence growth and development
- The importance of healthy habits on growth and development (exercise, sleep, nutrition, hygiene)
- Factors to consider when comparing health care products
- Components of a nutritionally sound diet for a growing body
- Influences that affect personal food choices
- Names and functions of major body systems
- Responsible personal health habits to keep the body well
- Inherited traits and ways that they directly influence growth patterns
- The endocrine system and the impact of hormones on growth and development
- Changes (physical, emotional, social, and intellectual) that occur during adolescence
- Good hygiene habits and their role in living a healthy life
- The effects of HIV on the Immune system
- Methods of HIV transmission and prevention
- Some common communicable diseases and health conditions prevalent during adolescence
- Strategies of prevention for common diseases and health conditions
- Coping strategies to maintain social and emotional health
- Effective versus ineffective interpersonal communication strategies
- Health issues that warrant support from trusted adults and health professionals
- Strategies to deal with conflict, violence, harassment, vandalism, and bullying
- Potential effects of medications (over-the-counter, prescription drugs, and herbal supplements)
- Effects of substance abuse on health and wellness (tobacco/alcohol/marijuana)

- Factors that contribute to substance abuse including media, peer pressure, family life, culture, genetics, role-models
- Relevant laws, policies, and procedures related to substance abuse
- How families change over time.
- Signs and symptoms of substance abuse
- Relationship between injected drug abuse and disease
- Strategies to prevent substance abuse
- Male/Female changes to anatomy and physiology that occur at puberty
- The sequence of fertilization, embryonic growth, and fetal development during pregnancy
- Negative aspects of adolescent pregnancy

Students will be able to:

- Reflect on benefits of a healthy diet, sleep, or regular exercise
- Compare and track their own growth
- Role-play scenarios that illustrate interpersonal communication strategies in health and safety-related situations
- Design a plan for healthy nutritional choices and eating habits
- Create a word web for the dimensions of wellness and healthy habits
- Read case studies of adolescents in challenging situations; participate in a brainstorming discussion to analyze the role of personal values and ethics when confronted with difficult scenarios
- Role-play scenarios in which students need to ask for help from a trusted adult or from a health professional
- Explain the effects of alcohol on the body and how it changes behaviors/abilities
- Demonstrate the effects of tar on lungs and how it prevents oxygenation of blood cells
- Summarize the effects of substance abuse on the individual, the family, and the community
- Compare and contrast male and female changes of puberty
- Identify male and female reproductive system parts and functions
- Trace the path of reproductive cells (ovum and sperm)
- Describe the major events of human development from fertilization to birth
- Discuss the challenges of adolescent parenthood
- Define the term abstinence
- Explain why abstinence is a healthy choice

**Assessments:**

- Teacher observations
- Classroom Discussion
- Written assessments
- Verbal Assessment
- End of Term Assessment