

Quinton Township School District
Health
Grade 5
[Pacing Guide](#)

Unit	1	Unit Title:	Mental and Emotional Health	Pacing:	18 Days
Unit Summary: In this unit, students learn essential life skills to take responsibility for their health and wellness. They explore the differences between healthful and risk behaviors, how to find reliable health information, and how to set and achieve personal goals. Students also focus on mental and emotional health by understanding self-concept, recognizing emotions, and developing coping strategies for strong feelings, bullying, and stress. They practice making responsible decisions, resisting peer pressure, and applying stress management techniques to maintain overall well-being. They also examine why it is important to value diversity. Through these lessons, students build the skills needed for a healthy and balanced life. ()					
Essential Questions: How can the choices we make every day impact our overall health and well-being? What skills and strategies can help us manage emotions, make responsible decisions, and handle stress in a healthy way?					
Objectives: ● Explain how life skills can help you take responsibility for your health and wellness. ● Explain how healthful behavior and risk behavior differ. ● Describe why you need health knowledge and locate reliable sources for this information. ● Describe how to set and achieve short term and long-term goals. ● Make a health contract ● Explain the parts of a healthy personality. ● Name the actions that you show to have a healthy self concept. ● Identify emotions in yourself and others. ● Describe strategies for coping with strong emotions.					

- Describe strategies for improving your mental health.
- List steps you can take to make responsible decisions.
- Describe the skills you can use in resisting pressure to make a wrong decision.
- Define stress and explain how it affects the body.
- Apply strategies for stress management.

NJSLS-CHPE Standards: 2.1.5.PGD.1, 2.1.5.EH.1, 2.1.5.EH.2, 2.1.5.EH.3, 2.1.5.EH.4, 2.1.5.SSH.3, 2.1.5.SSH.4, 2.1.5.SSH.5, 2.1.5.SSH.6, 2.1.5.SSH.7, 2.1.5.CHSS.1, 2.1.5.CHSS.3, 2.2.5.PF.1, 2.2.5.PF.5, 2.3.5.PS.4, 2.3.5.PS.5

Interdisciplinary Connections: W.IW.5.2, W.WR.5.5, SL.PE.5.1, 6.1.5.CivicsCM.3

Career Readiness, Life Literacies and Key Skills: 9.1.5.CR.1, 9.1.5.FP.3, 9.1.5.RM.1, 9.4.5.CT.1, 9.4.5.CT.2, 9.4.5.CT.4, 9.4.5.GCA.1

Computer Science & Design Thinking: 8.1.5.DA.3

Career Education: 9.2.5.CAP.1

Overview of Activity/Focus	Instructional Materials	Technology Infusion
● As a class, read stories of individuals experiences with prejudice, and discuss how discrimination and intolerance impact both individual lives and the world. ● Create a personal health contract, setting one short-term and one long-term health goal. List specific actions to achieve them and share with a partner for accountability. ● In small groups, act out different scenarios where they must make a responsible decision (e.g., resisting peer pressure, handling a conflict, or choosing between a healthy and risky behavior). Discuss the choices made	Core Materials <i>Wonder</i> by RJ Palacio <i>Life Skills</i> -Your personality and character Supplemental Resources Mystery Science: Health Lessons PBS Learning Media: Health	Smart Board Applications Google Applications Chromebooks

and their consequences. • Select a character from <i>Wonder</i> and create an "emotion map," identifying different emotions the character experiences throughout the story. Discuss how the character manages emotions and relate it to healthy coping strategies in real life. • After reading about stress and its effects on the body, work in groups to create a "Stress Busters Guide" with practical stress management strategies. Present guides to the class. • Reflect on Auggie's journey and discuss how kindness, self-acceptance, and resilience contribute to a healthy self-concept. Then write a short letter to Auggie or another character, offering encouragement and advice on maintaining confidence and a positive mindset. • Design strategies for dealing with bullies like the ones Auggie faced.	Lessons	
Assessments		
Formative Assessments • Class Discussions • Role Play • Self Assessment • Kahoot	Summative Assessments • Health Contract • <i>Wonders</i> Character Emotional Journey • <i>Wonders</i> Reflections & Letter • End-of-Unit Assessment	
Benchmark Assessments • District-assigned Benchmark Assessments (e.g. LinkIt, content-specific benchmarks)	Alternative Assessments • Alternative Choice Projects • Oral Assessments	

Differentiation			
Special Education	MLL	At Risk	Gifted and Talented
• Modify and accommodate as listed in student IEP or 504 plan. • Communicate clear, concise directions and repeat, reword, modify as necessary. • Use visual aids in lessons. • Vary formative assessment styles to drive next point of instruction. • Modify assessments. • Allow students to utilize online audio books, when appropriate. • Allow for collaboration through strategically selected groups. • Utilize assistive technology as appropriate. • Provide and model sentence frames/sentence starters.	• Basic Skills Instruction • Speech/Language Therapy • Provide English/Native Language Dictionary for use. • Place with native-language-speaking teacher/paraprofessional as available. • Use target words and cognates to understand texts. • Remind students to underline passages and list words they don't understand. • Learn/Utilize/Display some words in the students' native language. • Provide and model sentence frames to help students participate in discussion. • Provide word banks to help students write.	• Basic Skills Instruction • Provide after-school tutoring services. • Hold fall and spring parent conferences. • Make modifications to instructional plans based on I and RS Plan. • Utilize wait time effectively. • Develop a record system to encourage good behavior and completion of work. • Utilize scaffolding to support instruction. • Provide counseling if necessary to help students cope with challenges. • Utilize strategic grouping with a positive academic role model. • Utilize graphic organizers.	• Allow self-directed learning for growth through independent projects. • Challenge students with age-appropriate texts at higher reading levels. • Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.

Key: *Amistad ^Holocaust #Climate Change ()DEI @AAPI

Quinton Township School District
Health
Grade 5

Unit	2	Unit Title:	Family and Social Health	Pacing:	18 Days
Unit Summary: In this unit, students will explore the importance of strong family and friend relationships. They will learn how families cooperate, communicate, and adapt to challenges. Students will also examine the role of friendships, how to build positive relationships, and how to avoid cliques and peer pressure. Additionally, they will discuss strategies for responsible social media use to maintain healthy connections.					
Essential Questions: What actions help build and maintain strong family and friend relationships? How can we make positive choices when facing peer pressure and using social media?					
Objectives: ● Identify actions that help make family relationships strong. ● Describe activities in which families cooperate. ● Explain how families can adjust to change and challenges. ● List ways in which healthy families communicate. ● Describe the importance of friends. ● Identify how to have strong friendships. ● Explain how to avoid cliques. ● Explain how peers can pressure you and strategies to avoid these pressures. ● Describe and apply healthy use of social media.					
NJSLS-CHPE Standards: 2.1.5.EH.1, 2.1.5.EH.3, 2.1.5.EH.4, 2.1.5.SSH.3, 2.1.5.SSH.4, 2.1.5.SSH.5, 2.1.5.SSH.6, 2.1.5.SSH.7, 2.1.5.CHSS.1, 2.1.5.CHSS.3, 2.2.5.PF.1, 2.2.5.PF.5, 2.3.5.PS.4, 2.3.5.PS.5					

Interdisciplinary Connections: W.IW.5.2, W.WR.5.5, SL.PE.5.1		
Career Readiness, Life Literacies and Key Skills: 9.1.5.CR.1, 9.1.5.RM.1, 9.4.5.CT.1, 9.4.5.CT.2, 9.4.5.CT.4, 9.4.5.GCA.1		
Computer Science & Design Thinking: 8.1.5.DA.3		
Career Education: 9.2.5.CAP.1		
Overview of Activity/Focus	Instructional Materials	Technology Infusion
- After reading articles and watching videos on healthy family life, create a Family Strengths Chart, listing ways families cooperate, communicate, and handle challenges. Then share examples from personal experiences. - Discuss what constitutes abuse in family relationships. - After watching multimedia on friendships, work in groups to create a Friendship Recipe, brainstorming key ingredients for a strong friendship and writing a "recipe" for being a good friend. - After reading articles about peer pressure, in small groups, act out peer pressure scenarios and practice using refusal strategies. - After reading about cliques vs. inclusive friendships, compare and contrast cliques and healthy friendships through a class discussion and a short reflection activity. - After reading about Social Media Do's & Don'ts, create a poster or digital infographic outlining responsible ways to use social media for positive interactions.	Core Materials <i>Health and Wellness</i> Supplemental Resources Mystery Science: Health Lessons PBS Learning Media: Health Lessons	Smart Board Applications Google Applications Chromebooks
Assessments		

Formative Assessments ● Class Discussions ● Self Assessment ● Role Play		Summative Assessments ● Family Strengths Chart ● Friendship Recipe ● Social Media Do's & Don'ts Poster	
Benchmark Assessments ● District-assigned Benchmark Assessments (e.g. LinkIt, content-specific benchmarks)		Alternative Assessments ● Alternative Choice Projects ● Oral Assessments	
Differentiation			
Special Education	MLL	At Risk	Gifted and Talented
● Modify and accommodate as listed in student IEP or 504 plan. ● Communicate clear, concise directions and repeat, reword, modify as necessary. ● Use visual aids in lessons. ● Vary formative assessment styles to drive next point of instruction. ● Modify assessments. ● Allow students to utilize online audio books, when appropriate. ● Allow for collaboration through strategically selected groups. ● Utilize assistive technology as appropriate. ● Provide and model sentence frames/sentence starters.	● Basic Skills Instruction ● Speech/Language Therapy ● Provide English/Native Language Dictionary for use. ● Place with native-language-speaking teacher/paraprofessional as available. ● Use target words and cognates to understand texts. ● Remind students to underline passages and list words they don't understand. ● Learn/Utilize/Display some words in the students' native language. ● Provide and model sentence frames to help students participate in discussion. ● Provide word banks to help students write.	● Basic Skills Instruction ● Provide after-school tutoring services. ● Hold fall and spring parent conferences. ● Make modifications to instructional plans based on I and RS Plan. ● Utilize wait time effectively. ● Develop a record system to encourage good behavior and completion of work. ● Utilize scaffolding to support instruction. ● Provide counseling if necessary to help students cope with challenges. ● Utilize strategic grouping with a positive academic role model. ● Utilize graphic organizers.	● Allow self-directed learning for growth though independent projects. ● Challenge students with age-appropriate texts at higher reading levels. ● Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. ● Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.

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Unit	3	Unit Title:	Growth and Development	Pacing:	26 Days
Unit Summary: In this unit, students learn that the human body is organized into systems, each with a specific function that works together to keep us healthy. They explore how the skeletal, muscular, circulatory, respiratory, digestive, nervous, endocrine, urinary, and reproductive systems each play an essential role in maintaining body functions. They also examine how we grow from infancy to adulthood, experiencing physical and emotional changes influenced by heredity and other factors such as environment and lifestyle. By the end of the unit, they know each person is unique due to a combination of genetic traits and personal experiences.					
Essential Questions: How do different body systems work together to keep us healthy? What factors influence how we grow and develop into unique individuals?					
Objectives: • Describe how the human body is organized. • Identify the functions of the skeletal and muscular systems. • Explain how body systems work together • Explain how the circulatory system works. • Explain how the respiratory system works. • Describe the structure and function of the circulatory, respiratory, digestive, nervous, endocrine, urinary, and reproductive systems. • Describe the changes that occur in infancy and childhood. • Describe the changes that occur in adolescence and adulthood. • Explain how heredity affects development. • List factors other than heredity that affect development.					

● Explain why you are unique.		
NJSLS-CHPE Standards: 2.1.5.PGD.2, 2.1.5.PGD.3, 2.1.5.PGD.4, 2.1.5.PGD.5, 2.1.5.PP.1, 2.1.5.PP.2, 2.1.5.SSH.1, 2.1.5.SSH.2, 2.2.5.N.1		
Interdisciplinary Connections: W.IW.5.2, W.WR.5.5, SL.PE.5.1, MS-LS1-3		
Career Readiness, Life Literacies and Key Skills: 9.1.5.CR.1, 9.1.5.RM.1, 9.4.5.CT.1, 9.4.5.CT.2, 9.4.5.CT.4, 9.4.5.GCA.1		
Computer Science & Design Thinking: 8.1.5.DA.3		
Career Education: 9.2.5.CAP.1, 9.2.5.CAP.2, 9.2.5.CAP.3		
Overview of Activity/Focus	Instructional Materials	Technology Infusion
● Label a diagram of the human body to show different systems and their functions. ● Compare the skeletal and muscular systems by creating a Venn diagram. ● Demonstrate how the circulatory and respiratory systems work together by simulating oxygen flow using balloons and red-colored water. ● Investigate the role of the nervous system by testing reflexes in a partner activity. ● Track personal growth by measuring height and discussing changes over time. ● Illustrate how heredity works by creating a family traits chart. ● Discuss the physical and emotional changes that occur during adolescence in small groups.	Core Materials <i>Health and Wellness</i> Student Practice Book Supplemental Resources Mystery Science: Health Lessons PBS Learning Media: Health Lessons	Smart Board Applications Google Applications Chromebooks

- Identify factors that affect development by brainstorming examples of lifestyle choices and their impact on health. - Write a short reflection on what makes you unique and how your experiences shape your identity. - Role-play different body functions to show how the systems work together in everyday activities.			
Assessments			
Formative Assessments - Class Discussions - Role Play - Self Reflections - Kahoot!		Summative Assessments - Body Systems Diagrams - Family Traits Chart - Written Identity Reflection - End-of-Unit Assessment	
Benchmark Assessments District-assigned Benchmark Assessments (e.g. LinkIt, content-specific benchmarks)		Alternative Assessments - Alternative Choice Projects - Oral Assessments	
Differentiation			
Special Education	MLL	At Risk	Gifted and Talented
- Modify and accommodate as listed in student IEP or 504 plan. - Communicate clear, concise directions and repeat, reword, modify as necessary. - Use visual aids in lessons. - Vary formative assessment styles to drive next point of instruction. - Modify assessments.	- Basic Skills Instruction - Speech/Language Therapy - Provide English/Native Language Dictionary for use. - Place with native-language-speaking teacher/paraprofessional as available. - Use target words and cognates to understand texts. - Remind students to underline	- Basic Skills Instruction - Provide after-school tutoring services. - Hold fall and spring parent conferences. - Make modifications to instructional plans based on I and RS Plan. - Utilize wait time effectively. - Develop a record system to encourage good behavior and	- Allow self-directed learning for growth though independent projects. - Challenge students with age-appropriate texts at higher reading levels. - Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or

• Allow students to utilize online audio books, when appropriate. • Allow for collaboration through strategically selected groups. • Utilize assistive technology as appropriate. • Provide and model sentence frames/sentence starters.	passages and list words they don't understand. • Learn/Utilize/Display some words in the students' native language. • Provide and model sentence frames to help students participate in discussion. • Provide word banks to help students write.	completion of work. • Utilize scaffolding to support instruction. • Provide counseling if necessary to help students cope with challenges. • Utilize strategic grouping with a positive academic role model. • Utilize graphic organizers.	generate new knowledge. • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.
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Unit	4	Unit Title:	Nutrition	Pacing:	18 Days
Unit Summary: This comprehensive unit explores essential aspects of nutrition, food safety, and healthy eating habits for 5th-grade students. Students will learn about important nutrients, balanced meal planning using MyPlate, understanding food labels, and making informed food choices. The unit also covers crucial topics like food safety, proper table manners, maintaining a healthy weight, and recognizing eating disorders.					
Essential Questions: How do our food choices affect our overall health and well-being? Why are food safety and proper nutrition important in our daily lives?					
Objectives: ● List the important nutrients and the foods that provide them. ● Describe how to use My Plate to plan a balanced diet. ● Explain the importance of Dietary Guidelines. ● Describe what information is contained on a food label. ● Identify and name influences on food choices. ● Explain how to plan well balanced menus. ● Explain how pathogens can get into food. ● List and apply safety guidelines for handling food. ● Describe the safety and social benefits of table manners. ● Explain why and how to find and maintain a healthful weight. ● Describe the causes, signs, and treatment of eating disorders.					
NJSLS-CHPE Standards: 2.1.5.PGD.1, 2.1.5.EH.1, 2.1.5.CHSS.1, 2.2.5.N.1, 2.2.5.N.2, 2.2.5.N.3, 2.3.5.HCDM.3					

Interdisciplinary Connections: 5-PS3-1, W.IW.5.2, W.WR.5.5, SL.PE.5.1		
Career Readiness, Life Literacies and Key Skills: 9.1.5.CR.1, 9.1.5.FP.3, 9.1.5.RM.1, 9.4.5.CT.1, 9.4.5.CT.2, 9.4.5.CT.4, 9.4.5.GCA.1		
Computer Science & Design Thinking: 8.1.5.DA.3		
Career Education: 9.2.5.CAP.1, 9.2.5.CAP.2, 9.2.5.CAP.3		
Overview of Activity/Focus	Instructional Materials	Technology Infusion
- After reading articles and watching videos on nutrition, create a nutrient detective journal to track and identify different nutrients in daily meals. - Conduct simple experiments to test for nutrients in various foods. - After reading about MyPlate, build a balanced meal using paper plate activities and design a week's worth of healthy school lunches. - With a Venn diagram, compare and contrast healthy vs. less healthy meal choices. - After reading about food safety and handling, demonstrate proper hand washing techniques, practice safe food storage methods, and create food safety comic strips showing do's and don'ts. - After reading about disordered eating, write reflective journals about personal food choices, role-play scenarios about peer pressure and food choices, and create positive body image collages.	Core Materials <i>Health and Wellness</i> Student Practice Book Supplemental Resources Mystery Science: Health Lessons PBS Learning Media: Health Lessons	Smart Board Applications Google Applications Chromebooks

Assessments			
Formative Assessments ● Class Discussions ● Food Label Reading Exercise ● Body Image Collages ● Self Assessment		Summative Assessments ● Food Safety Guidelines Checklist ● MyPlate Meal Planning Project ● Nutrient Identification Quiz ● End-of-Unit Assessment	
Benchmark Assessments ● District-assigned Benchmark Assessments (e.g. LinkIt, content-specific benchmarks)		Alternative Assessments ● Alternative Choice Projects ● Oral Assessments	
Differentiation			
Special Education	MLL	At Risk	Gifted and Talented
● Modify and accommodate as listed in student IEP or 504 plan. ● Communicate clear, concise directions and repeat, reword, modify as necessary. ● Use visual aids in lessons. ● Vary formative assessment styles to drive next point of instruction. ● Modify assessments. ● Utilize online audio books, when appropriate. ● Allow for collaboration through strategically selected groups. ● Provide and model sentence frames/sentence starters.	● Basic Skills Instruction ● Speech/Language Therapy ● Provide English/Native Language Dictionary for use. ● Place with native-language-speaking professionals as available. ● Use target words and cognates to understand texts. ● Remind students to underline passages and list words they don't understand. ● Learn/Utilize/Display some words in the students' native language. ● Provide and model sentence frames to help students participate in discussion.	● Basic Skills Instruction ● Provide after-school tutoring services. ● Hold fall and spring parent conferences. ● Make modifications to instructional plans based on I and RS Plan. ● Utilize wait time effectively. ● Develop a record system to encourage good behavior and completion of work. ● Utilize scaffolding to support instruction. ● Utilize strategic grouping with a positive academic role model. ● Utilize graphic organizers.	● Allow self-directed learning for growth through independent projects. ● Challenge students with age-appropriate texts at higher reading levels. ● Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. ● Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.

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Unit	5	Unit Title:	D.A.R.E Program	Pacing:	10 Days
Unit Summary: D.A.R.E. aims to educate children about the dangers of drugs, alcohol, tobacco, and other harmful substances, as well as to teach them refusal skills and decision-making techniques to resist peer pressure. For 10 sessions, a D.A.R.E officer will visit the classroom, conduct lessons, and discuss decision-making for safe and healthy living.					
Essential Question: How do my choices and habits keep me healthy?					
Objectives: ● Explain the effects of drugs, alcohol, and tobacco on the body. ● Explain New Jersey laws regarding drug, alcohol and tobacco. ● Explain how prescription drugs can be abused and their proper use. ● Identify and use effective peer resistance and refusal skills. ● Identify positive alternatives to substance abuse and other destructive behaviors. ● Apply skills in risk assessment, decision making and conflict resolution. ● Apply interpersonal and communication skills in a variety of contexts.					
NJSLS-CHPE Standards: 2.3.5.HCDM.1, 2.3.5.HCDM.2, 2.3.5.HCDM.3, 2.3.5.ATD.1, 2.3.5.ATD.2, 2.3.5.ATD.3, 2.3.5.DSDT.4, 2.3.5.DSDT.5, 2.3.5.DSDT.1, 2.3.5.DSDT.2, 2.3.5.DSDT.3					
Interdisciplinary Connections: W.IW.5.2, W.WR.5.5, SL.PE.5.1, 6.1.5.CivicsPI.1, 6.1.5.CivicsCM.1, 6.1.5.CivicsCM.3					
Career Readiness, Life Literacies and Key Skills: 9.1.5.CR.1, 9.1.5.RM.1, 9.4.5.CT.1, 9.4.5.CT.2, 9.4.5.CT.4, 9.4.5.GCA.1					
Computer Science & Design Thinking: 8.1.5.DA.3					

Career Education: 9.2.5.CAP.1, 9.2.5.CAP.2, 9.2.5.CAP.3			
Overview of Activity/Focus		Instructional Materials	Technology Infusion
● LESSON #1: Purposes and Overview of D.A.R.E. Program ● LESSON #2: Tobacco and You ● LESSON #3: Smoke Screen ● LESSON #4: Alcohol and You ● LESSON #5: The Real Truth ● LESSON #6: Friendship Foundations ● LESSON #7: Putting It Together ● LESSON #8: Personal Action ● LESSON #9: Practice! Practice! Practice! ● LESSON #10: Culmination		Core Materials D.A.R.E Curriculum Supplemental Resources Mystery Science: Health Lessons	Smart Board Applications Google Applications Chromebooks
Assessments			
Formative Assessments ● Class Discussions ● Role Play ● Self Reflections		Summative Assessments ● Program Projects	
Benchmark Assessments ● District-assigned Benchmark Assessments (e.g. LinkIt, content-specific benchmarks)		Alternative Assessments ● Alternative Choice Projects ● Oral Assessments	
Differentiation			
Special Education	MLL	At Risk	Gifted and Talented

Key: *Amistad ^Holocaust #Climate Change ()DEI @AAPI

• Modify and accommodate as listed in student IEP or 504 plan. • Communicate clear, concise directions and repeat, reword, modify as necessary. • Use visual aids in lessons. • Vary formative assessment styles to drive next point of instruction. • Modify assessments. • Allow students to utilize online audio books, when appropriate. • Allow for collaboration through strategically selected groups. • Utilize assistive technology as appropriate. • Provide and model sentence frames/sentence starters.	• Basic Skills Instruction • Speech/Language Therapy • Provide English/Native Language Dictionary for use. • Place with native-language-speaking teacher/paraprofessional as available. • Use target words and cognates to understand texts. • Remind students to underline passages and list words they don't understand. • Learn/Utilize/Display some words in the students' native language. • Provide and model sentence frames to help students participate in discussion. • Provide word banks to help students write.	• Basic Skills Instruction • Provide after-school tutoring services. • Hold fall and spring parent conferences. • Make modifications to instructional plans based on I and RS Plan. • Utilize wait time effectively. • Develop a record system to encourage good behavior and completion of work. • Utilize scaffolding to support instruction. • Provide counseling if necessary to help students cope with challenges. • Utilize strategic grouping with a positive academic role model. • Utilize graphic organizers.	• Allow self-directed learning for growth through independent projects. • Challenge students with age-appropriate texts at higher reading levels. • Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.
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Unit	6	Unit Title:	Violence and Injury Prevention	Pacing:	18 Days
Unit Summary: This comprehensive unit teaches 5th-grade students essential safety skills for various situations, including home, school, and outdoor environments. Students will learn about emergency preparedness, first aid basics, conflict resolution, and making safe choices in their community.					
Essential Questions: How can I take responsibility for my personal safety in different situations? What strategies can I use to handle emergencies and conflicts effectively?					
Objectives: • List ways to eliminate common safety hazards at home and school. • Describe some common fire hazards and some rules for fire safety. • Apply safety precautions for walking, riding in cars, and using bicycles, scooters, or skateboards. • List safety rules to follow during different weather conditions and in the water. • Explain how to assess an emergency situation. • Describe how to prepare for an emergency. • Describe what safety measures to take in case of a natural disaster. • Describe how to administer first aid for minor injuries. • Describe CPR and rescue breathing. • List examples of violence. • Describe ways to express anger and resolve conflict without violence. • Explain where victims of violence and abuse can get help. • Describe some characteristics of gangs.					

- Identify ways to avoid gangs.
- Identify ways to avoid weapons.

NJSLS-CHPE Standards: 2.1.5.EH.3, 2.1.5.EH.4, 2.3.5.PS.1, 2.3.5.PS.2, 2.3.5.PS.3, 2.3.5.PS.4, 2.3.5.PS.5, 2.3.5.PS.6

Interdisciplinary Connections: W.IW.5.2, W.WR.5.5, SL.PE.5.1, 6.1.5.CivicsPI.1, 6.1.5.CivicsCM.1, 6.1.5.CivicsCM.3

Career Readiness, Life Literacies and Key Skills: 9.1.5.CR.1, 9.4.5.CT.1, 9.4.5.CT.2, 9.4.5.CT.4, 9.4.5.GCA.1

Computer Science & Design Thinking: 8.1.5.DA.3

Career Education: 9.2.5.CAP.1, 9.2.5.CAP.2, 9.2.5.CAP.3

Overview of Activity/Focus	Instructional Materials	Technology Infusion
● After reading articles and watching multimedia about safety awareness, create a safety hazard checklist for home and school. ● Design fire escape routes for different building layouts. ● After reading articles and watching multimedia about outdoor safety, practice proper helmet fitting and bicycle safety checks and proper pedestrian safety techniques. ● Research local emergency resources and create contact cards. Then role-play weather emergency scenarios. ● After reading articles and watching multimedia about emergency situations and responses, assemble a basic emergency kit, practice making emergency phone calls with mock scenarios, and map out evacuation routes for natural disasters. ● Practice basic first aid techniques for minor cuts and	Core Materials <i>Health and Wellness</i> Student Practice Book <i>Auggie and Me</i> by RJ Palacio Supplemental Resources Mystery Science: Health Lessons	Smart Board Applications Google Applications Chromebooks

burns and the recovery position for unconscious victims. ● Design conflict resolution strategy cards, and role-play positive ways to express anger. ● Interview school safety officers about gang prevention. ● Create public service announcements about weapon safety. ● Develop personal safety plans with trusted adults.			
Assessments			
Formative Assessments ● Class Discussions ● Role Play Scenarios ● Kahoot!		Summative Assessments ● Emergency Preparedness Plan ● Safety Awareness PSA ● End-of-Unit Assessment	
Benchmark Assessments ● District-assigned Benchmark Assessments (e.g. LinkIt, content-specific benchmarks)		Alternative Assessments ● Alternative Choice Projects ● Oral Assessments	
Differentiation			
Special Education	MLL	At Risk	Gifted and Talented
● Modify and accommodate as listed in student IEP or 504 plan. ● Communicate clear, concise directions and repeat, reword, modify as necessary. ● Use visual aids in lessons. ● Vary formative assessment styles to drive next point of instruction. ● Modify assessments.	● Basic Skills Instruction ● Speech/Language Therapy ● Provide English/Native Language Dictionary for use. ● Place with native-language-speaking teacher/paraprofessional as available. ● Use target words and cognates to understand texts. ● Remind students to underline	● Basic Skills Instruction ● Provide after-school tutoring services. ● Hold fall and spring parent conferences. ● Make modifications to instructional plans based on I and RS Plan. ● Utilize wait time effectively. ● Develop a record system to encourage good behavior and	● Allow self-directed learning for growth though independent projects. ● Challenge students with age-appropriate texts at higher reading levels. ● Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or

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• Allow students to utilize online audio books, when appropriate. • Allow for collaboration through strategically selected groups. • Utilize assistive technology as appropriate. • Provide and model sentence frames/sentence starters.	passages and list words they don't understand. • Learn/Utilize/Display some words in the students' native language. • Provide and model sentence frames to help students participate in discussion. • Provide word banks to help students write.	completion of work. • Utilize scaffolding to support instruction. • Provide counseling if necessary to help students cope with challenges. • Utilize strategic grouping with a positive academic role model. • Utilize graphic organizers.	generate new knowledge. • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.
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**Quinton Township School District
Health
Grade 5**

Unit	7	Unit Title:	Personal Health and Physical Activity	Pacing:	18 Days
Unit Summary: This unit explores the connections between physical health, personal care, and overall well-being. Students will learn about body systems, fitness components, and developing healthy habits that contribute to a positive lifestyle.					
Essential Questions: How do our daily choices and habits affect our physical and emotional health? Why is physical activity important for maintaining good health throughout our lives?					
Objectives: ● Explain how posture impacts health. ● Explain how personal hygiene can affect personal health, friendships, positive attitude, and self-image. ● Describe the health benefits of getting enough sleep. ● Describe the structure and function of the eye, the ear, and teeth. ● Describe the social, emotional, and physical benefits of physical activity. ● List the five kinds of health fitness. ● Explain how an active lifestyle improves overall health and reduces chronic diseases. ● Explain how aerobic and anaerobic exercise benefits the heart and lungs. ● Create and use a personalized fitness plan. ● Explain the importance of good sportsmanship. ● Apply safety precautions to take before, during, and after a workout. ● Explain how to prevent and treat muscle strain and sprains.					
NJSLS-CHPE Standards: 2.1.5.PGD.1, 2.1.5.CHSS.3, 2.2.5.MSC.1, 2.2.5.MSC.6, 2.2.5.MSC.7, 2.2.5.PF.1, 2.2.5.PF.2, 2.2.5.PF.4, 2.2.5.PF.5, 2.2.5.LF.1, 2.2.5.LF.3, 2.2.5.LF.4, 2.2.5.LF.5					

Interdisciplinary Connections: W.IW.5.2, W.WR.5.5, W.SE.5.6, SL.PE.5.1		
Career Readiness, Life Literacies and Key Skills: 9.1.5.CR.1, 9.4.5.CT.1, 9.4.5.CT.2, 9.4.5.CT.4, 9.4.5.GCA.1		
Computer Science & Design Thinking: 8.1.5.DA.3, 9.4.5.IML.1, 9.4.5.IML.4, 9.4.5.IML.5		
Career Education: 9.2.5.CAP.1, 9.2.5.CAP.2, 9.2.5.CAP.3		
Overview of Activity/Focus	Instructional Materials	Technology Infusion
- After reading articles and watching videos on eye, ear, and tooth health, design an eye, ear, or tooth model using household materials. - Create a comic strip showing proper posture versus poor posture and their effects. - After reading about the importance of sleep for the body and mind, keep a sleep diary for one week and record how you feel each day. - After watching videos on hygiene, make a personal hygiene checklist and write a reflection on how taking care of yourself affects your confidence. - Read articles on the five components of fitness: cardiovascular endurance, muscular strength, muscular endurance, flexibility, and body composition. - Design a weekly fitness plan including different types of exercises - Measure heart rate before and after different activities. - Practice stretching routines safely. - Create a good sportsmanship pledge. - Create safety rules posters for physical activities.	Core Materials <i>Health and Wellness</i> Student Practice Book Supplemental Resources Mystery Science: Health Lessons PBS Learning Media: Health Lessons	Smart Board Applications Google Applications Chromebooks

Assessments			
Formative Assessments ● Class Discussions ● Sleep Diary & Reflections ● Heart Rhythm Calculations ● Self Assessment		Summative Assessments ● Eye, Ear, and Teeth Models ● Fitness Plan ● Self-Care Plans ● End-of-Unit Assessment	
Benchmark Assessments ● District-assigned Benchmark Assessments (e.g. LinkIt, content-specific benchmarks)		Alternative Assessments ● Alternative Choice Projects ● Oral Assessments	
Differentiation			
Special Education	MLL	At Risk	Gifted and Talented
● Modify and accommodate as listed in student IEP or 504 plan. ● Communicate clear, concise directions and repeat, reword, modify as necessary. ● Use visual aids in lessons. ● Vary formative assessment styles to drive next point of instruction. ● Modify assessments. ● Utilize online audio books, when appropriate. ● Allow for collaboration through strategically selected groups. ● Provide and model sentence frames/sentence starters.	● Basic Skills Instruction ● Speech/Language Therapy ● Provide English/Native Language Dictionary for use. ● Place with native-language-speaking professionals as available. ● Use target words and cognates to understand texts. ● Remind students to underline passages and list words they don't understand. ● Learn/Utilize/Display some words in the students' native language. ● Provide and model sentence frames to help students participate in discussion.	● Basic Skills Instruction ● Provide after-school tutoring services. ● Hold fall and spring parent conferences. ● Make modifications to instructional plans based on I and RS Plan. ● Utilize wait time effectively. ● Develop a record system to encourage good behavior and completion of work. ● Utilize scaffolding to support instruction. ● Utilize strategic grouping with a positive academic role model. ● Utilize graphic organizers.	● Allow self-directed learning for growth through independent projects. ● Challenge students with age-appropriate texts at higher reading levels. ● Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. ● Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.

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Quinton Township School District
Health
Grade 5

Unit	8	Unit Title:	Communicable and Chronic Diseases	Pacing:	18 Days
Unit Summary: In this unit, students explore how diseases spread, different types of diseases, and how our bodies fight illness. They learn about common diseases, their symptoms, and prevention methods while understanding the importance of maintaining a healthy immune system.					
Essential Questions: How do our bodies protect us from diseases, and what can we do to help? What are the differences between communicable and non-communicable diseases, and how can we prevent them?					
Objectives: ● Describe how pathogens spread and cause disease. ● Distinguish between communicable and non-communicable diseases. ● List the stages of disease. ● Describe how the body fights illness. ● Identify ways to help strengthen your body's immune system. ● List typical symptoms of common diseases. ● Research common communicable diseases, including Lyme disease, and their treatments. ● List symptoms of heart disease and heart attacks. ● Explain how to reduce the risk of heart disease. ● Define chronic disease. ● Describe the effects of cancer on the body. ● Explain ways to reduce the risk of cancer. ● Explain what diabetes is, its causes, and how to manage it.					

- Explain what epilepsy and arthritis are and how to manage them.
- Explain what asthma and allergies are and how to manage them.

NJSLS-CHPE Standards: 2.1.5.PGD.1, 2.1.5.CHSS.2, 2.2.5.PF.5, 2.2.5.N.1, 2.3.5.PS.1, 2.3.5.PS.2, 2.3.5.HCDM.1, 2.3.5.HCDM.2, 2.3.5.DSDT.1

Interdisciplinary Connections: W.IW.5.2, W.WR.5.5, W.SE.5.6, SL.PE.5.1

Career Readiness, Life Literacies and Key Skills: 9.1.5.CR.1, 9.4.5.CT.1, 9.4.5.CT.2, 9.4.5.CT.4, 9.4.5.GCA.1

Computer Science & Design Thinking: 8.1.5.DA.3

Career Education: 9.2.5.CAP.1, 9.2.5.CAP.2, 9.2.5.CAP.3

Overview of Activity/Focus	Instructional Materials	Technology Infusion
● After reading articles and watching videos on germs, create a comic strip showing how germs spread from person to person and build a model of different types of pathogens using clay. ● Compare communicable and non-communicable diseases using a Venn diagram. ● After reading articles and watching videos on the immune system, design a poster showing how the immune system works. ● In groups, brainstorm a list of healthy habits that strengthen the immune system, and then compare lists. ● Role-play how white blood cells attack germs. ● Make a healthy eating plan to boost immunity. ● Research and present about a common communicable	Core Materials <i>Health and Wellness</i> Student Practice Book Supplemental Resources Mystery Science: Health Lessons PBS Learning Media: Health Lessons	Smart Board Applications Google Applications Chromebooks

disease. One group will research Lyme disease. ● Create an informational brochure about heart disease prevention. ● Design a "warning signs" chart for heart attacks. ● After reading about asthma and allergies, create an asthma action plan and an allergy awareness poster. ● Write a daily routine for someone with diabetes. ● Make a "dos and don'ts" list for epilepsy safety. ● Research and develop a cancer prevention campaign.			
Assessments			
Formative Assessments ● Class Discussions ● Role Play ● Kahoot!		Summative Assessments ● Project Posters and Brochures ● Germ Comic Strip ● Communicable Disease Presentations ● Heart Attack Warning Signs Chart	
Benchmark Assessments ● District-assigned Benchmark Assessments (e.g. LinkIt, content-specific benchmarks)		Alternative Assessments ● Alternative Choice Projects ● Oral Assessments	
Differentiation			
Special Education	MLL	At Risk	Gifted and Talented
● Modify and accommodate based on student IEP or 504 plan. ● Communicate clear, concise directions and repeat, reword, modify as necessary.	● Basic Skills Instruction ● Speech/Language Therapy ● Provide English/Native Language Dictionary for use. ● Place with native-language-speaking	● Basic Skills Instruction ● Provide after-school tutoring services. ● Make modifications to instructional plans based on I and RS Plan.	● Allow self-directed learning for growth though independent projects. ● Challenge students with age-appropriate texts at higher reading levels.

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• Use visual aids in lessons. • Vary formative assessment styles to drive next point of instruction. • Modify assessments. • Utilize online audio books, when appropriate. • Provide and model sentence frames/sentence starters.	professionals as available. • Use target words and cognates to understand texts. • Remind students to underline passages and list words they don't understand. • Learn/Utilize/Display words in the students' native language. • Provide and model sentence frames to help students participate in discussion.	• Utilize wait time effectively. • Develop a record system to encourage good behavior and completion of work. • Utilize scaffolding to support instruction. • Utilize strategic grouping with a positive academic role model. • Utilize graphic organizers.	• Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.
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Quinton Township School District
Health
Grade 5

Unit	9	Unit Title:	Consumer and Community Health	Pacing:	18 Days
Unit Summary: This unit explores healthcare products, services, and technology while teaching students to make informed decisions about their health and community involvement. Students will learn about consumer protection, time and money management, and various healthcare careers.					
Essential Questions: How do healthcare choices and technology impact our personal and community health? What roles do individuals, organizations, and government play in protecting and promoting community health?					
Objectives: ● Explain what health care products and services are. ● Describe how technology affects health and health care. ● Describe how to make responsible choices about health care products and services. ● Describe how to make responsible entertainment choices. ● Explain how government and private groups help protect consumers. ● List strategies to manage time and money. ● List the health needs of a community. ● Describe how communities meet their health needs. ● Explain ways that volunteers can contribute to the health of a community. ● Explain where information about health careers is available. ● Research a healthcare career and describe how to prepare for it.					
NJSLS-CHPE Standards: 2.1.5.PGD.5, 2.1.5.CHSS.1, 2.1.5.CHSS.2, 2.2.5.PF.5, 2.2.5.LF.5					

Interdisciplinary Connections: W.IW.5.2, W.WR.5.5, W.SE.5.6, SL.PE.5.1		
Career Readiness, Life Literacies and Key Skills: 9.1.5.CR.1, 9.4.5.CT.1, 9.4.5.CT.2, 9.4.5.CT.4, 9.4.5.GCA.1		
Computer Science & Design Thinking: 8.1.5.DA.3		
Career Education: 9.2.5.CAP.1, 9.2.5.CAP.2, 9.2.5.CAP.3		
Overview of Activity/Focus	Instructional Materials	Technology Infusion
- After reading articles and watching videos on healthcare products and technology, research and create a digital presentation about how technology (or a specific piece of technology) has changed healthcare. - Compare different health products using online consumer reviews. Draw conclusions about consumer reviews. - Design a decision-making flowchart for choosing health products. - After reading about consumer protection and responsibility, create a "consumer rights" poster highlighting government and private protection agencies. - Analyze entertainment choices using a class-developed rating system. - Develop a weekly budget and schedule using digital planning tools. - Create a survey of local health needs, create graphs to display findings of the needs, and design a volunteer project addressing a local health need. - Interview community health workers about their roles.	Core Materials <i>Health and Wellness</i> Student Practice Book Supplemental Resources Mystery Science: Health Lessons PBS Learning Media: Health Lessons	Smart Board Applications Google Applications Chromebooks

Research healthcare careers and create career path timelines showing education requirements to a specific healthcare job.			
Assessments			
Formative Assessments - Class Discussions - Time Management and Budgeting Plan - Kahoot!		Summative Assessments - Portfolio of Healthcare Product Comparisons - Community Health Needs Presentation - Healthcare Career Research Project	
Benchmark Assessments District-assigned Benchmark Assessments (e.g. LinkIt, content-specific benchmarks)		Alternative Assessments - Alternative Choice Projects - Oral Assessments	
Differentiation			
Special Education	MLL	At Risk	Gifted and Talented
- Modify and accommodate based on student IEP or 504 plan. - Communicate clear, concise directions and repeat, reword, modify as necessary. - Use visual aids in lessons. - Vary formative assessment styles to drive next point of instruction. - Modify assessments. - Utilize online audio books, when appropriate. - Provide and model sentence frames/sentence starters.	- Basic Skills Instruction - Speech/Language Therapy - Provide English/Native Language Dictionary for use. - Place with native-language-speaking professionals as available. - Use target words and cognates to understand texts. - Remind students to underline passages and list words they don't understand. - Learn/Utilize/Display words in the students' native language. - Provide and model sentence frames to help students participate in discussion.	- Basic Skills Instruction - Provide after-school tutoring services. - Make modifications to instructional plans based on I and RS Plan. - Utilize wait time effectively. - Develop a record system to encourage good behavior and completion of work. - Utilize scaffolding to support instruction. - Utilize strategic grouping with a positive academic role model. - Utilize graphic organizers.	- Allow self-directed learning for growth though independent projects. - Challenge students with age-appropriate texts at higher reading levels. - Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. - Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.

**Quinton Township School District
Health
Grade 5**

Unit	10	Unit Title:	Environmental Health	Pacing:	18 Days
Unit Summary: This unit explores environmental health, various types of pollution, and conservation methods. Students will learn about maintaining a healthy environment and practical ways to protect our planet.					
Essential Questions: How do different types of pollution affect our environment and what can we do to reduce them? Why are conservation and recycling important for maintaining a healthy environment?					
Objectives: • Describe what makes a healthful environment. • Explain how air pollution affects the health of the environment. • Explain how noise pollution affects the health of the environment. • List sources of water and land pollution. • Describe ways to reduce water and land pollution. • List ways to conserve water and energy. • Explain what it means to precycle, reuse, and recycle. • List ways to help make a positive environment.					
NJSLS-CHPE Standards: 2.1.5.PGD.1, 2.1.5.PGD.5, 2.1.5.CHSS.1, 2.1.5.CHSS.2, 2.2.5.PF.5, 2.2.5.LF.1					
Interdisciplinary Connections: 5-ESS3-1, 3-5-ETS1-1, W.IW.5.2, W.WR.5.5, W.SE.5.6, SL.PE.5.1					
Career Readiness, Life Literacies and Key Skills: 9.1.5.CR.1, 9.4.5.CT.1, 9.4.5.CT.2, 9.4.5.CT.4, 9.4.5.GCA.1					

Computer Science & Design Thinking: 8.1.5.DA.3		
Career Education: 9.2.5.CAP.1, 9.2.5.CAP.2, 9.2.5.CAP.3		
Overview of Activity/Focus	Instructional Materials	Technology Infusion
- After reading articles and watching videos on health and the environment, define characteristics of a healthy environment and identify its key components: clean air, clean water, proper waste management. - Research the sources of air and noise pollution and their effects on the body, the environment, and wildlife. - Survey the local environment for air and noise pollution sources and create a pollution awareness poster. - Research water and land pollution sources and their negative effects on humans and animals. Design a water conservation plan for home. - Research and present solutions for reducing pollution. - Investigate ways to precycle (ie. choosing products with less packaging), reuse, and recycle. and conduct a classroom recycling project. - Develop an energy conservation checklist. - Start a classroom composting project. - Design a Make a Positive Impact campaign.	Core Materials <i>Health and Wellness</i> Student Practice Book Supplemental Resources Mystery Science: Health Lessons PBS Learning Media: Health Lessons	Smart Board Applications Google Applications Chromebooks
Assessments		
Formative Assessments - Class Discussions - Conservation Checklist	Summative Assessments - Pollution Proposals - Pollution Research	

- Resources Audits - Kahoot!		- Composting Project - Make a Positive Impact Campaign	
Benchmark Assessments District-assigned Benchmark Assessments (e.g. LinkIt, content-specific benchmarks)		Alternative Assessments - Alternative Choice Projects - Oral Assessments	
Differentiation			
Special Education	MLL	At Risk	Gifted and Talented
- Modify and accommodate based on student IEP or 504 plan. - Communicate clear, concise directions and repeat, reword, modify as necessary. - Use visual aids in lessons. - Vary formative assessment styles to drive next point of instruction. - Modify assessments. - Utilize online audio books, when appropriate. - Provide and model sentence frames/sentence starters.	- Basic Skills Instruction - Speech/Language Therapy - Provide English/Native Language Dictionary for use. - Place with native-language-speaking professionals as available. - Use target words and cognates to understand texts. - Remind students to underline passages and list words they don't understand. - Learn/Utilize/Display words in the students' native language. - Provide and model sentence frames to help students participate in discussion.	- Basic Skills Instruction - Provide after-school tutoring services. - Make modifications to instructional plans based on I and RS Plan. - Utilize wait time effectively. - Develop a record system to encourage good behavior and completion of work. - Utilize scaffolding to support instruction. - Utilize strategic grouping with a positive academic role model. - Utilize graphic organizers.	- Allow self-directed learning for growth through independent projects. - Challenge students with age-appropriate texts at higher reading levels. - Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. - Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.