

**Califon Public School
Curriculum**



Subject: Health	Grade: 5th	Unit #: 1	Pacing: 8 weeks
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Unit Title: Personal Growth and Development and Personal Safety

OVERVIEW OF UNIT:

In this unit, students will discuss personal health strategies to maintain health and the changes that occur during puberty. They will also discuss how to identify trusted adults whom they can turn to for help.

Big Ideas

- Health is influenced by the interaction of body systems.
- Puberty is a time of physical, social, and emotional changes.
- Safety includes being aware of the environment and understanding how certain situations could lead to injury or illness.
- There are strategies that individuals can use to communicate safely in an online environment.
- 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.

Essential Questions

- What health strategies and behaviors can we use to reduce illness, prevent injuries, and maintain wellness?
- What changes during puberty occur and how do these changes influence personal self-care?
- What are the physical, social and emotional changes that occur during puberty and how does the onset and progression vary?
- How do hormones play a role in sexual development?
- How can you identify a trusted adult and discern which adults may be better suited for different questions/problems/concerns?
- What are some strategies we can use to reduce the risk of injuries at home, school, and in the community?
- Can you demonstrate first aid procedures for choking, bleeding, burns, poisoning, and stroke (F.A.S.T.)?
- How do we examine the impact of unsafe behaviors when traveling in motor vehicles and when using other modes of transportation?
- Can you develop strategies to safely communicate through digital media with respect?
- Can you communicate personal boundaries and demonstrate ways to respect other people's personal boundaries?
- Can you 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?

Objectives
- Students will be able to describe health strategies and behaviors can we use to reduce illness, prevent injuries, and maintain wellness - Students will be able to identify changes during puberty occur and how do these changes influence personal self-care - Students will be able to describe the physical, social and emotional changes that occur during puberty and how does the onset and progression vary - Students will be able to describe how hormones play a role in sexual development - Students will be able to identify a trusted adult and discern which adults may be better suited for different questions/problems/concerns - Students will be able to evaluate strategies they can use to reduce the risk of injuries at home, school, and in the community - Students will be able to demonstrate first aid procedures for choking, bleeding, burns, poisoning, and stroke (F.A.S.T.) - Students will be able to describe the impact of unsafe behaviors when traveling in motor vehicles and when using other modes of transportation - Students will be able to explain strategies to safely communicate through digital media with respect - Students will be able to communicate personal boundaries and demonstrate ways to respect other people's personal boundaries - Students will be able to 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

Assessment	
Formative Assessment: ● Teacher Observation ● Discussion ● Student -feedback ● Question and answer	Benchmark: ● Assessments/Unit Tests Alternative: ● Modified assessments
Summative Assessment: ● Written records	

Key Vocabulary	
● adequate sleep ● balanced nutrition ● ergonomics ● self-care ● puberty ● hormones ● teasing ● bullying & harassment	● onset and progression ● caregivers ● adolescent ● first aid ● choking ● stroke ● assault ● abuse

Resources & Materials
• The Great Body Shop • Videos • Grades 3 to 5: Personal Health Series - KidsHealth in the Classroom

Technology Infusion	
Teacher Technology: ● Chromebook	
Student Technology: ● Chromebooks	
Activities: ● Students will utilize Chromebooks to watch videos on the appropriate first aid procedures to follow in case of an emergency.	
Standard	Standard Description
8.2.5.ED.2	Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.

Interdisciplinary Integration	
Activities: Students will work in groups to collaborate, at times taking leadership roles, to communicate project ideas to the whole class.	
Resources: - Teacher Vision Cross-Curricular Theme Map - https://www.teachervision.com/teaching-methods/curriculum-planning/7167.html - Engineering Go For It! - http://egfi-k12.org/ - US Department of Education STEM - http://www.ed.gov/stem - Intel STEM Resource - http://www.intel.com/content/www/us/en/education/k12/stem.html - NASA STEM - http://www.nasa.gov/audience/foreducators/expeditions/stem/#.VYrO2flViko - PBS STEM - http://www.pbs.org/teachers/stem/#content - STEM Works - http://stem-works.com/activities What Every Educator Should Know About Using Google by Shell Education - Promoting Literacy in all Subjects by Glencoe - http://www.glencoe.com/sec/teachingtoday/subject/promoting_literacy.phtml - International Literacy Association Read Write Think - http://www.readwritethink.org/	
Standard	Standard Description
NJSLS-ELA W.RW.5.7	Write routinely over extended time frames (time for research and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

NJSLS-ELA SL.PE.5.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
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21st Century Life Skills Standards

Activities:

- Students will work in groups to collaborate, at times taking leadership roles, to communicate project ideas to the whole class.

Standard	Student Learning Objectives
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

Careers

Activities:

- Students will work in groups to collaborate, at times taking leadership roles, to communicate project ideas to the whole class.

Practice	Description
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 the problem and 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 this when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. Their own actions or the actions of others.
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.

Standards

Standard #	Standard Description
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).
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, 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.

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.

Differentiation

Students with 504 plans

- Preferential seating
- Guided notes
- Extra time
- Teacher check-ins
- Use graphic organizers
- Redirect attention
- Prioritize tasks
- Small group testing
- Provide modifications & accommodations per individual student's 504 plan

Special Education

- Provide modifications & accommodations as listed in the student's IEP
- Position the student near a helping peer or have quick access to the teacher
- Modify or reduce assignments/tasks
- Reduce the length of the assignment for different modes of delivery
- Increase one-to-one time
- Prioritize tasks
- Use graphic organizers
- Use online resources for skill-building
- Provide teacher notes
- Use collaborative grouping strategies, such as small groups
- NJDOE resources - <http://www.state.nj.us/education/specialed/>

Response to Intervention (RTI)

- Tiered interventions following the RTI framework
- Effective RTI strategies for teachers - <http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/>
- Intervention Central - <http://www.interventioncentral.org/>

English Language Learners (ELL)

- Provide text-to-speech
- Use of a translation dictionary or software
- Provide graphic organizers
- NJDOE resources - <http://www.state.nj.us/education/aps/cccs/ELL.htm>
- Adapt a Strategy – Adjusting strategies for ESL students - <http://www.teachersfirst.com/content/esl/adaptstrat.cfm>

Enrichment

- Process should be modified: higher order thinking skills, open-ended thinking, discovery
- Utilize project-based learning for greater depth of knowledge
- Utilize exploratory connections to higher-grade concepts
- Contents should be modified: real-world problems, audiences, deadlines, evaluations, transformations
- Learning environments should be modified: student-centered learning, independence, openness, complexity, and groups should be varied
- NJDOE resources

**Califon Public School
Curriculum**



Subject: Health	Grade: 5th	Unit #: 2	Pacing: 8 weeks
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Unit Title: Pregnancy and Parenting, Nutrition

OVERVIEW OF UNIT:

During this unit, students will learn about the variety of ways pregnancy can be achieved and explore the relationship between intercourse and human reproduction. Students will discuss the principles of a balanced nutritional diet, including moderation, variety and limiting certain foods.

Big Ideas

- Pregnancy can be achieved through a variety of methods.
- Understanding the principles of a balanced nutritional plan (e.g. moderation, variety of fruits, vegetables, limiting processed foods) assists in making nutrition-related decisions that will contribute to wellness.

Essential Questions

- What is the relationship between sexual intercourse and human reproduction?
- What are the different ways pregnancy can occur?
- Can you explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively?
- Can you create a healthy meal based on nutritional content, value, calories, and cost?
- Can you develop a plan to attain a personal nutrition health goal that addresses strengths, needs, and culture?

Objectives

- Students will be able to identify the relationship between sexual intercourse and human reproduction
- Students will be able to explain the different ways pregnancy can occur
- Students will be able to explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively
- Students will be able to create a healthy meal based on nutritional content, value, calories, and cost
- Students will be able to develop a plan to attain a personal nutrition health goal that addresses strengths, needs, and culture

Assessment

Formative Assessment:

- Teacher Observation
- Discussion
- Student -feedback

Benchmark:

- Assessments/Unit Tests

Alternative:

- Question and answer
- Modified assessments

Summative Assessment:

- Written records

Key Vocabulary

- IVF
- prenatal
- fertilization
- surrogacy
- pregnancy
- intercourse
- reproduction
- nutrition
- meal plan
- healthy weight
- maintain
- moderation
- variety
- processed foods

Resources & Materials

- The Great Body Shop
- Videos
- [Grades 3 to 5: Personal Health Series - KidsHealth in the Classroom](#)

Technology Infusion**Teacher Technology:**

- Chromebook

Student Technology:

- Chromebooks

Activities:

- Students utilize Chromebooks to research healthy eating habits and create a meal plan based on nutritional content, value, calories, and cost.

Standard	Standard Description
8.2.5.ED.2	Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.

Interdisciplinary Integration**Activities:**

- Students will work in groups to collaborate, at times taking leadership roles, to communicate project ideas to the whole class.

Resources:

- Teacher Vision Cross-Curricular Theme Map - <https://www.teachervision.com/teaching-methods/curriculum-planning/7167.html>
- Engineering Go For It! - <http://egfi-k12.org/>

- US Department of Education STEM - <http://www.ed.gov/stem>
- Intel STEM Resource - <http://www.intel.com/content/www/us/en/education/k12/stem.html>
- NASA STEM - <http://www.nasa.gov/audience/foreducators/expeditions/stem/#.VYrO2flViko>
- PBS STEM - <http://www.pbs.org/teachers/stem/#content>
- STEM Works - <http://stem-works.com/activities>
- What Every Educator Should Know About Using Google by Shell Education
- Promoting Literacy in all Subjects by Glencoe - http://www.glencoe.com/sec/teachingtoday/subject/promoting_literacy.phtml
- International Literacy Association Read Write Think - <http://www.readwritethink.org/>

Standard	Standard Description
NJSLS-ELA W.RW.5.7	Write routinely over extended time frames (time for research and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
NJSLS-ELA SL.PE.5.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

21st Century Life Skills Standards

Activities:

- Students will work in groups to collaborate, at times taking leadership roles, to communicate project ideas to the whole class.

Standard	Student Learning Objectives
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

Careers

Activities:

- Students will work in groups to collaborate, at times taking leadership roles, to communicate project ideas to the whole class.

Practice	Description
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 the problem and 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 this when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. Their own actions or the actions of others.
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.

Standards	
Standard #	Standard Description
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).
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.

Differentiation
Students with 504 plans
• Preferential seating • Guided notes • Extra time • Teacher check-ins • Use graphic organizers • Redirect attention • Prioritize tasks • Small group testing • Provide modifications & accommodations per individual student's 504 plan
Special Education
• Provide modifications & accommodations as listed in the student's IEP • Position the student near a helping peer or have quick access to the teacher • Modify or reduce assignments/tasks • Reduce the length of the assignment for different modes of delivery • Increase one-to-one time • Prioritize tasks • Use graphic organizers • Use online resources for skill-building • Provide teacher notes • Use collaborative grouping strategies, such as small groups • NJDOE resources - http://www.state.nj.us/education/specialed/
Response to Intervention (RTI)
• Tiered interventions following the RTI framework • Effective RTI strategies for teachers - http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/ • Intervention Central - http://www.interventioncentral.org/
English Language Learners (ELL)
• Provide text-to-speech • Use of a translation dictionary or software • Provide graphic organizers

- NJDOE resources - <http://www.state.nj.us/education/aps/cccs/ELL.htm>
- Adapt a Strategy – Adjusting strategies for ESL students - <http://www.teachersfirst.com/content/esl/adaptstrat.cfm>

Enrichment

- Process should be modified: higher order thinking skills, open-ended thinking, discovery
- Utilize project-based learning for greater depth of knowledge
- Utilize exploratory connections to higher-grade concepts
- Contents should be modified: real-world problems, audiences, deadlines, evaluations, transformations
- Learning environments should be modified: student-centered learning, independence, openness, complexity, and groups should be varied
- NJDOE resources

**Califon Public School
Curriculum**



Subject: Health	Grade: 5th	Unit #: 3	Pacing: 8 weeks
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Unit Title: Emotional Health, Alcohol, Tobacco and other Drugs

OVERVIEW OF UNIT:

Students will discuss how self-management skills impact an individual's emotional health and how resilience and coping practices can help navigate daily challenges in a positive way. Students will discuss the effects of alcohol, tobacco and other drugs on their bodies and society.

Big Ideas

- Self-management skills impact an individual's ability to recognize, cope, and express emotions about difficult events.
- Resilience and coping practices influence an individual's ability to respond positively to everyday challenges and difficult situations.
- The use of alcohol, tobacco, and drugs may affect the user, family, and community members in negative ways and have unintended consequences.
- Drug misuse and abuse can affect one's relationship with friends, family, and community members in unhealthy ways.

Essential Questions

- How do our feelings and thoughts lead to healthy and unhealthy behaviors?
- What are some healthy ways to cope with rejection, loss, difficult situations and separation from family?
- What are some feelings and emotions people have and how might they express them?
- What are some behaviors that could help people deal with difficult situations at home, school, or in the community and where would they go for assistance?
- Can you identify products that contain alcohol, tobacco, and drugs and explain potential unhealthy effects (e.g., substance disorder, cancer)?
- Can you describe health concerns associated with e-cigarettes, vaping products, inhalants, alcohol, opioids and other drugs, and non-prescribed cannabis products?
- Can you describe the behaviors of people who struggle with the use of alcohol and drugs and identify the type of assistance that is available?

Objectives

- Students will be able to describe how feelings and thoughts lead to healthy and unhealthy behaviors
- Students will be able to identify healthy ways to cope with rejection, loss, difficult situations and separation from family
- Students will be able to express feelings and emotions people have and how might they express them

- Students will be able to identify behaviors that could help people deal with difficult situations at home, school, or in the community and where would they go for assistance
- Students will be able to identify products that contain alcohol, tobacco, and drugs and explain potential unhealthy effects (e.g., substance disorder, cancer)
- Students will be able to describe health concerns associated with e-cigarettes, vaping products, inhalants, alcohol, opioids and other drugs, and non-prescribed cannabis products
- Students will be able to describe the behaviors of people who struggle with the use of alcohol and drugs and identify the type of assistance that is available

Assessment

Formative Assessment:

- Teacher Observation
- Discussion
- Student -feedback
- Question and answer

Benchmark:

- Assessments/Unit Tests

Alternative:

- Modified assessments

Summative Assessment:

- Written records

Key Vocabulary

- cope
- resiliency
- rejection
- separation
- opioids
- substance disorder
- vaping
- e-cigarettes
- anxiety
- anger
- hopelessness
- fear
- prescription
- OTC
- inhalants

Resources & Materials

- The Great Body Shop
- Videos
- [Grades 3 to 5: Personal Health Series - KidsHealth in the Classroom](#)

Technology Infusion

Teacher Technology:

- Chromebook

Student Technology:

- Chromebooks

Activities:

Students will work in groups to collaborate and create videos on appropriate behaviors that could help people deal with difficult situations at home, school, or in the community and where would they go for assistance.	
Standard	Standard Description
8.2.5.ED.2	Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.

Interdisciplinary Integration

Activities:

- Students will work in groups to collaborate, at times taking leadership roles, to communicate project ideas to the whole class.

Resources:

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- NASA STEM - <http://www.nasa.gov/audience/foreducators/expeditions/stem/#.VYrO2flViko>
- PBS STEM - <http://www.pbs.org/teachers/stem/#content>
- STEM Works - <http://stem-works.com/activities>
- What Every Educator Should Know About Using Google by Shell Education
- Promoting Literacy in all Subjects by Glencoe - http://www.glencoe.com/sec/teachingtoday/subject/promoting_literacy.phtml
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21st Century Life Skills Standards

Activities:

- Students will work in groups to collaborate, at times taking leadership roles, to communicate project ideas to the whole class.

Standard	Student Learning Objectives
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

Careers	
Activities: Students will work in groups to collaborate, at times taking leadership roles, to communicate project ideas to the whole class.	
Practice	Description
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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.

Standards	
Standard #	Standard Description
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.
2.3.5.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.

Differentiation
Students with 504 plans
- Preferential seating - Guided notes - Extra time - Teacher check-ins - Use graphic organizers - Redirect attention

- Prioritize tasks
- Small group testing
- Provide modifications & accommodations per individual student's 504 plan

Special Education

- Provide modifications & accommodations as listed in the student's IEP
- Position the student near a helping peer or have quick access to the teacher
- Modify or reduce assignments/tasks
- Reduce the length of the assignment for different modes of delivery
- Increase one-to-one time
- Prioritize tasks
- Use graphic organizers
- Use online resources for skill-building
- Provide teacher notes
- Use collaborative grouping strategies, such as small groups
- NJDOE resources - <http://www.state.nj.us/education/specialed/>

Response to Intervention (RTI)

- Tiered interventions following the RTI framework
- Effective RTI strategies for teachers - <http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/>
- Intervention Central - <http://www.interventioncentral.org/>

English Language Learners (ELL)

- Provide text-to-speech
- Use of a translation dictionary or software
- Provide graphic organizers
- NJDOE resources - <http://www.state.nj.us/education/aps/cccs/ELL.htm>
- Adapt a Strategy – Adjusting strategies for ESL students - <http://www.teachersfirst.com/content/esl/adaptstrat.cfm>

Enrichment

- Process should be modified: higher order thinking skills, open-ended thinking, discovery
- Utilize project-based learning for greater depth of knowledge
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- Contents should be modified: real-world problems, audiences, deadlines, evaluations, transformations
- Learning environments should be modified: student-centered learning, independence, openness, complexity, and groups should be varied
- NJDOE resources

**Califon Public School
Curriculum**



Subject: Health	Grade: 5th	Unit #: 4	Pacing: 8 weeks
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Unit Title: Social and Sexual Health, Health Conditions, Diseases and Medicines

OVERVIEW OF UNIT:

During this unit, students will discuss gender expressions and or sexual orientation. They will explore how family affects the development of children and discuss some key elements that exist in healthy relationships. They will discuss health conditions, diseases and medicines that treat or prevent those conditions and diseases.

Big Ideas

- All individuals should feel welcome and included regardless of their gender, gender expression, or sexual orientation.
- Family members impact the development of their children physically, socially and emotionally.
- People in healthy relationships share thoughts and feelings, as well as mutual respect.
- There are actions that individuals can take to help prevent diseases and stay healthy.

Essential Questions

- What are some gender-role stereotypes and their potential impact on self and others?
- What is the difference between sexual orientation and gender identity?
- How can you promote dignity and respect for all people?
- How can individuals should feel welcome and included regardless of their gender, gender expression, or sexual orientation.
- Family members impact the development of their children physically, socially and emotionally.
- People in healthy relationships share thoughts and feelings, as well as mutual respect.
- There are actions that individuals can take to help prevent diseases and stay healthy. families share common values, offer emotional support, and set boundaries and limits?
- Can you explain the importance of communicating with family members, caregivers and trusted adults on different topics?
- Can you describe the differences between healthy and unhealthy relationships with friends and family members?
- What are the differences between teasing, harassment and bullying and how do they harm others?
- Can you identify conditions that may keep the human body from working properly, and the ways in which the body responds?
- Can you describe how to prevent the spread of communicable and infection diseases and conditions (e.g., Lyme Disease, influenza)?
- How can you examine how mental health can impact one's wellness (e.g., depression, anxiety, stress, phobias)?

Objectives
- Students will be able to describe how some gender-role stereotypes and their potential impact on self and others - Students will be able to explain the difference between sexual orientation and gender identity - Students will be able to demonstrate ways to promote dignity and respect for all people - Students will be able to identify how families share common values, offer emotional support, and set boundaries and limits - Students will be able to explain the importance of communicating with family members, caregivers and trusted adults on different topics - Students will be able to describe the differences between healthy and unhealthy relationships with friends and family members - Students will be able to identify the differences between teasing, harassment and bullying and how do they harm others - Students will be able to identify conditions that may keep the human body from working properly, and the ways in which the body responds - Students will be able to describe how to prevent the spread of communicable and infection diseases and conditions (e.g., Lyme Disease, influenza) - Students will be able to describe how mental health can impact one's wellness (e.g., depression, anxiety, stress, phobias)

Assessment	
Formative Assessment: ● Teacher Observation ● Discussion ● Student -feedback ● Question and answer	Benchmark: ● Assessments/Unit Tests Alternative: ● Modified assessments
Summative Assessment: ● Written records	

Key Vocabulary	
● gender-role ● gender ● sexual orientation ● stereotypes ● gender expression ● Lyme disease ● influenza ● phobias	● dignity ● socio-economic ● teasing ● harassment ● bullying ● stress ● anxiety ● prevention

Resources & Materials
The Great Body Shop

- Videos
- [Grades 3 to 5: Personal Health Series - KidsHealth in the Classroom](#)

Technology Infusion

Teacher Technology:

- Chromebook

Student Technology:

- Chromebooks

Activities:

- Students will work in groups to collaborate, at times taking leadership roles, to use Chromebooks to create presentations that describe the differences between healthy and unhealthy relationships with friends and family members.

Standard	Standard Description
8.2.5.ED.2	Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.

Interdisciplinary Integration

Activities:

- Students will work in groups to collaborate, at times taking leadership roles, to communicate project ideas to the whole class.

Resources:

- Teacher Vision Cross-Curricular Theme Map - <https://www.teachervision.com/teaching-methods/curriculum-planning/7167.html>
- Engineering Go For It! - <http://egfi-k12.org/>
- US Department of Education STEM - <http://www.ed.gov/stem>
- Intel STEM Resource - <http://www.intel.com/content/www/us/en/education/k12/stem.html>
- NASA STEM - <http://www.nasa.gov/audience/foreducators/expeditions/stem/#.VYrO2fViko>
- PBS STEM - <http://www.pbs.org/teachers/stem/#content>
- STEM Works - <http://stem-works.com/activities>
- [What Every Educator Should Know About Using Google](#) by Shell Education
- Promoting Literacy in all Subjects by Glencoe - http://www.glencoe.com/sec/teachingtoday/subject/promoting_literacy.phtml
- International Literacy Association Read Write Think - <http://www.readwritethink.org/>

Standard	Standard Description
NJSLS-ELA W.RW.5.7	Write routinely over extended time frames (time for research and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

NJSLS-ELA SL.PE.5.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
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21st Century Life Skills Standards

Activities:

- Students will work in groups to collaborate, at times taking leadership roles, to communicate project ideas to the whole class.

Standard	Student Learning Objectives
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

Careers

Activities:

- Students will work in groups to collaborate, at times taking leadership roles, to communicate project ideas to the whole class.

Practice	Description
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 the problem and 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 this when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. Their own actions or the actions of others.
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.

Standards

Standard #	Standard Description
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.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.

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

Differentiation	
Students with 504 plans	
• Preferential seating • Guided notes • Extra time • Teacher check-ins • Use graphic organizers • Redirect attention • Prioritize tasks • Small group testing • Provide modifications & accommodations per individual student's 504 plan	
Special Education	
• Provide modifications & accommodations as listed in the student's IEP • Position the student near a helping peer or have quick access to the teacher • Modify or reduce assignments/tasks • Reduce the length of the assignment for different modes of delivery • Increase one-to-one time • Prioritize tasks • Use graphic organizers • Use online resources for skill-building • Provide teacher notes • Use collaborative grouping strategies, such as small groups • NJDOE resources - http://www.state.nj.us/education/specialed/	
Response to Intervention (RTI)	
• Tiered interventions following the RTI framework • Effective RTI strategies for teachers - http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/ • Intervention Central - http://www.interventioncentral.org/	
English Language Learners (ELL)	
• Provide text-to-speech • Use of a translation dictionary or software • Provide graphic organizers • NJDOE resources - http://www.state.nj.us/education/aps/cccs/ELL.htm	

- Adapt a Strategy – Adjusting strategies for ESL students -
<http://www.teachersfirst.com/content/esl/adaptstrat.cfm>

Enrichment

- Process should be modified: higher order thinking skills, open-ended thinking, discovery
- Utilize project-based learning for greater depth of knowledge
- Utilize exploratory connections to higher-grade concepts
- Contents should be modified: real-world problems, audiences, deadlines, evaluations, transformations
- Learning environments should be modified: student-centered learning, independence, openness, complexity, and groups should be varied
- NJDOE resources

**Califon Public School
Curriculum**



Subject: Health	Grade: 5th	Unit #: 5	Pacing: 8 weeks
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Unit Title: Community Health Services and Support, Dependency, Substances Disorder, and Treatment

OVERVIEW OF UNIT:

Students will discuss the availability of community professionals and how they can provide reliable information and assistance during health emergencies. They will also discuss the benefits of coping strategies when facing difficult situations. Students will discuss dependency on drugs and treatments.

Big Ideas

- Community professionals and school personnel are available to assist and address health emergencies as well as provide reliable information.
- Individuals will benefit from an awareness of coping strategies that can be used when facing difficult situations
- The short- and long-term effects of substance abuse are dangerous and harmful to one's health.
- 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.

Essential Questions

- What resources are available for health services and how can they assist in addressing needs and emergencies in the school and community?
- How can business, non-profit organizations, and individuals work cooperatively to address global health issues, including climate change?
- Can you describe strategies that are useful for individuals who are feeling sadness, anger, anxiety, or stress?
- Can you differentiate between drug use, misuse, abuse, and prescription and illicit drugs?
- Can you identify signs and evaluate evidence that a person might have an alcohol, tobacco, and/or drug use problem?
- Can you demonstrate effective refusal skills of alcohol, e-cigarettes, vaping products, cannabis products, opioids, and other substances that can negatively impact health?
- Can you demonstrate strategies for seeking assistance for someone impacted by an individual who is struggling with the use/abuse of alcohol or drugs?
- Can you 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)?

Objectives

- Students will be able to identify resources that are available for health services and how can they assist in addressing needs and emergencies in the school and community
- Students will be able to describe how business, non-profit organizations, and individuals work cooperatively to address global health issues, including climate change
- Students will be able to describe strategies that are useful for individuals who are feeling sadness, anger, anxiety, or stress
- Students will be able to differentiate between drug use, misuse, abuse, and prescription and illicit drugs
- Students will be able to identify signs and evaluate evidence that a person might have an alcohol, tobacco, and/or drug use problem
- Students will be able to demonstrate effective refusal skills of alcohol, e-cigarettes, vaping products, cannabis products, opioids, and other substances that can negatively impact health
- Students will be able to demonstrate strategies for seeking assistance for someone impacted by an individual who is struggling with the use/abuse of alcohol or drugs
- Students will be able to 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)

Assessment

Formative Assessment:

- Teacher Observation
- Discussion
- Student -feedback
- Question and answer

Benchmark:

- Assessments/Unit Tests

Alternative:

- Modified assessments

Summative Assessment:

- Written records

Key Vocabulary

- | | |
|---------------------------|--------------------|
| • health professionals | • health resources |
| • assertiveness | • negotiation |
| • verbal communication | • refusal |
| • nonverbal communication | • interpersonal |
| • long-term | • peer leadership |
| • short-term | • illicit |

Resources & Materials

- The Great Body Shop
- Videos
- [Grades 3 to 5: Personal Health Series - KidsHealth in the Classroom](#)

Technology Infusion

Teacher Technology:

- Chromebook

Student Technology:

- Chromebooks

Activities:

- Students will work in groups to collaborate, at times taking leadership roles, to communicate and create lists of available resources for health services and how can they assist in addressing needs and emergencies in the school and community.

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Standards	
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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.
2.3.5.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).
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