

Branchburg Township Public Schools

Office of Curriculum and Instruction

Grade 5 Health Curriculum



Adopted by the Board of Education December 2023

This curriculum is aligned with the 2020 New Jersey Student Learning Standards in Health

Curriculum Scope and Sequence

Content Area	Health Education	Course Title/Grade Level:	5th Grade
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	Topic/Unit Name	Suggested Pacing (Days/Weeks)
<u>Topic/Unit #1</u>	Social and Emotional Health	12 days (Sept/Oct)
<u>Topic/Unit #2</u>	Personal Growth and Safety	12 days (Nov/Dec)
<u>Topic/Unit #3</u>	Nutrition	5 days (Jan/Feb)
<u>Topic/Unit #4</u>	Alcohol, Tobacco, Drugs, & Treatment - DARE	10 days (March/April)
<u>Topic/Unit #5</u>	Family Relationships	8 days (May)
<u>Topic/Unit #6</u>	Community Health/Safety	4 day (June)

Topic/Unit 1 Title	Social & Emotional Health	Approximate Pacing	12 classes
STANDARDS			
NJSLS Health			
<p>2.1.5.EH.1: Discuss the impact of one’s feelings and thoughts that lead to healthy and unhealthy behaviors.</p> <p>2.1.5.EH.2: Explain how to cope with rejection, loss, difficult learning situations and/or separation from family or others.</p> <p>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).</p> <p>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.</p> <p>2.1.5.SSH.1: Describe gender-role stereotypes and their potential impact on self and others.</p> <p>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).</p> <p>2.1.5.SSH.4: Describe how families can share common values, offer emotional support, and set boundaries and limits.</p> <p>2.1.5.SSH.5: Explain the importance of communication with family members, caregivers and other trusted adults about a variety of topics.</p> <p>2.1.5.SSH.7: Define teasing, harassment and bullying and provide examples of inappropriate behaviors that are harmful to others.</p> <p>2.3.5.HCDM.3: Examine how mental health can impact one’s wellness (e.g., depression, anxiety, stress, phobias).</p> <p>2.1.5.CHSS.3: Describe strategies that are useful for individuals who are feeling sadness, anger, anxiety, or stress.</p>			
Interdisciplinary Connections:		Computer Science and Design Thinking:	
<p>GEL program (Guidance, Enrichment, Leadership), Community service</p> <p>1.3.5.D.2 Content Statement: Contextual clues to culturally specific thematic content, symbolism, compositional approach, and stylistic nuance are prevalent in works of art throughout the ages.</p> <p>Indicator: 1.3.5.D.2 Identify common and distinctive characteristics of artworks from diverse cultural and historical eras of visual art using age-appropriate stylistic terminology (e.g., cubist, surreal, optic, impressionistic), and experiment with various compositional approaches influenced by these styles.</p>		<p>9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.</p> <ul style="list-style-type: none"> ● Example: Students will address the physical health and mental health skills that can help them be successful today and how those same skills can be applied to the workplace in the future ● Example: Students will learn about differences and how to respect those differences. Understanding this concept will enable a better workplace environment and more empathy 	

(Ex. Students will use art to represent feelings and emotions that could be expressed when dealing with difficult situations at home or school).

when collaborating with others who don't always share the same values or skills.

8.1.5.NI.2: Describe physical and digital security measures for protecting sensitive personal information.

- Example: Social media use has been repeatedly shown to have negative mental health outcomes from children. Discuss safe use and setting boundaries between what information should be shared and what should be kept offline.

Career Readiness, Life Literacies, and Key Skills:

8.1.5.D.3 Demonstrate an understanding of the need to practice cyber safety, cyber security, and cyber ethics when using technologies and social media.

- Example: Students will discuss the online media platform and its connection to potential bullying and harassment.

CRP3. Attend to personal health and financial well-being.

- Example: Students will understand the relationship between personal well-being and how it impacts workplace performance

9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.

- Example: While exploring their own mental health and identity, students can identify their own personal strengths and interests and conceptualize (perhaps in an artistic/digital format) a presentation on the ways in which they'd like to use those strengths and interests to impact positive change in their communities in the short and long term.

9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).

- Example: Throughout the course of Unit 1, students should be given the opportunity to share their own insights and experiences with their peers as they seek to learn more about mental health.

9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).

- Example: In Unit 1, students are asked to identify community resources to help with potential issues that may arise. Use this standard as a framework for an activity wherein each group conceives of a potential issue an individual or family may face (food insecurity, abuse, need of tutoring) and use online tools to research and develop a list of resources that family could utilize.

9.4.5.DC.5: Identify the characteristics of a positive and negative online identity and the lasting implications of online activity.

- Example: Online identities continue to be a source of mental health distress for many young people. Provide students text or video

resources, discuss this issue as a group, and invite students to create an output representing what makes a positive online identity.

9.4.5.DC.7: Explain how posting and commenting in social spaces can have positive or negative consequences.

- Example: See above.

UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS

Students will learn how resilience and coping practices influence an individual’s ability to respond positively to everyday challenges and difficult situations. Students will learn how to generate respect towards all types of people.

- How can someone express the emotions that come with various forms of stress?
- What are some ways to handle conflict and adversity?
- How can we consistently apply the stress management strategies in our everyday life?
- Why are harassment and bullying a potential cause of stress?
- What are gender role stereotypes?
- How do stereotypes affect one’s thinking?
- What are differences that people are stereotyped for?
- Why are core values such as respect, empathy, and good citizenship important to the world?

STUDENT LEARNING OBJECTIVES

Key Knowledge

Process/Skills/Procedures/Application of Key Knowledge

Students will know:
 Different feelings and emotions resulting from stress
 Strategies for coping with stress
 Gender stereotypes
 Effects of stereotyping
 Respect and dignity are the root of acceptance
 Identify family values and the role they play

Students will be able to:
 Identify the mind and body response to stress
 Apply multiple coping strategies to counter or limit stress
 Identify common gender roles and the impact it may have
 Describe how gender, race, or different abilities do not identify who people are
 Define how teasing and harassment are inappropriate behaviors and can be harmful to others.

ASSESSMENT OF LEARNING

Summative Assessment
 (Assessment at the end of the learning period)

Ss will be provided with various “bullying” scenarios and must determine the social struggles for each character and provide an alternate approach that could have been taken to improve the situation.

<p>Formative Assessments (Ongoing assessments during the learning period to inform instruction)</p>	<p>Students will create a short multiple ending story. One ending will follow the character if they made a choice to bully and intimidate another student. The other ending will follow the character if they made the choice to resolve the issue in an appropriate way.</p>
<p>Alternative Assessments (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)</p>	<p>Students are provided a worksheet that asks them to define harassment, bullying, core values, and conflict resolution methods.</p>
<p>Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)</p>	<p>Prior to teaching unit: Students will make a record of what they know about the various enduring understandings Mid unit- students will add new learning to the previous record of learning End of unit- Students will list on a google slide the most common stressors they face as 5th graders. Students will then create a stress activity bank that offers activities for coping that are available to most 5th graders.</p>
RESOURCES	
<p>Core instructional materials: NJSLS CHPE KidsHealth.org Second Step</p>	
Supplemental Materials	
Lessons	Additional Resources
<p>Resources and Lessons: Empathy from Kids Health Resources and Lessons: Conflict Resolution from Kids Health Resources and Lessons: Peer Pressure from Kids Health Resources and Lessons: Self Esteem from Kids Health Resources and Lessons: Bullying from Kids Health Lesson: Change Agents and Roles in Conflict from Teaching Tolerance</p>	<p>Website: 988 Suicide Helpline Article: Should Schools have Mental Health Days? From Time for Kids Resource: Videos for Building Empathy Resource: How to Support a Loved One's Mental Health Activity Book: Stand Up to Stress Video: Growth Mindset from PBS Resource: Anxiety and Depression in Kids from CDC</p>

<p>Lesson: Examining Identity and Assimilation from Teaching Tolerance</p> <p>Lesson: What is a Hate Crime? from Teaching Tolerance</p> <p>Lesson: Examining Stereotypes in Books from Teaching Tolerance</p> <p>Lesson: Recognizing Discrimination from Teaching Tolerance</p> <p>Lesson: Privacy and Security Online from Teaching Tolerance</p> <p>Lesson: Participating in Digital Communities from Teaching Tolerance</p> <p>Lesson: Gender Stereotypes from Candace</p> <p>Lesson: What is the tea on mental health and how can I keep it from spilling over from Newsela</p> <p>Lesson and Game: Coping Strategies Jeopardy</p> <p>Resource and Lessons: Overcoming the Odds Lesson Plans</p> <p>Resources and Lessons: Resilience Toolkit</p> <p>Resources and Lessons: Teaching Coping Skills from PBIS</p> <p>Resources and Lessons: Strategies for Teaching about Stress</p> <p>Lesson: Discrimination from Equality and Human Rights Commission</p> <p>Lesson: Discrimination from PBS Newshour</p> <p>Huge Resources and Lessons: Ready, Set, Respect (Focuses on gender stereotypes, family, bullying, and anti-bias work)</p> <p>Lesson: Similarities and Differences from Discovery Education</p>	<p>Resource: Goal Setting and Creating SMART Goals</p> <p>Resource: Lynne Namka - Resilience lessons and ideas</p> <p>Resource: Meditation, Mindfulness, and Resilience Building Activities</p> <p>Resource: 27 Resilience Activities for Children and Adults from Positive Psychology</p>
Modifications for Learners	
See appendix	

Topic/Unit 2 Title	Personal Growth & Safety	Approximate Pacing	12 classes
STANDARDS			
NJSLS Health			
<p>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).</p> <p>2.1.5.PGD.2: Examine how the body changes during puberty and how these changes influence personal self-care.</p> <p>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.</p> <p>2.1.5.PGD.4: Explain common human sexual development and the role of hormones.</p> <p>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.</p> <p>2.3.5.PS.1: Develop strategies to reduce the risk of injuries at home, school, and in the community.</p> <p>2.3.5.PS.2: Demonstrate first aid procedures for choking, bleeding, burns, poisoning, and stroke (F.A.S.T.).</p> <p>2.3.5.PS.3: Examine the impact of unsafe behaviors when traveling in motor vehicles and when using other modes of transportation.</p> <p>2.3.5.PS.5: Communicate personal boundaries and demonstrate ways to respect other people’s personal boundaries.</p> <p>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.</p> <p>2.1.5.PGD.1: Explain the relationship between sexual intercourse and human reproduction.</p> <p>2.1.5.PGD.2: Explain the range of ways pregnancy can occur.</p> <p>2.1.5.SSH.2: Differentiate between sexual orientation and gender identity.</p> <p>2.3.5.HCDM.1: Identify conditions that may keep the human body from working properly, and the ways in which the body responds.</p> <p>2.3.5.HCDM.2: Describe how to prevent the spread of communicable and infectious diseases and conditions (e.g., Lyme Disease, influenza)</p>			
Interdisciplinary Connections:		Computer Science and Design Thinking:	
<p>1.4.5.A.3 Demonstrate how art communicates ideas about personal and social values and is inspired by an individual’s imagination and frame of reference (e.g., personal, social, political, historical context). (Ex. Students can create songs, raps or poems related to topics,</p>		<p>9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.</p>	

including but not limited to communicable diseases, personal health strategies/behaviors or safety).	<ul style="list-style-type: none"> ● Example: Students will learn about the physical & emotional changes that take place during adolescence and how these changes prepare them for their future.
Career Readiness, Life Literacies, and Key Skills:	
<p>8.1.5.D.4 Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media</p> <ul style="list-style-type: none"> ● Example: Students will be made aware that the content discussed in this unit is sensitive in nature and should not be forced upon anyone in person or on social media <p>CRP3. Attend to personal health and financial well-being</p> <ul style="list-style-type: none"> ● Example: Students will understand the maturity that is needed to care for one's personal health and the relationship between personal well-being and workplace production <p>CRP9. Model integrity, ethical leadership and effective management.</p> <ul style="list-style-type: none"> ● Example: Students will learn various social skills such as assertiveness and refusal so later in life they can positively impact the directions and actions of a team or organization <p>9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).</p> <ul style="list-style-type: none"> ● Example: As students discuss devising plans for how to get answers and help for puberty related conundrums, students can work in groups or as a class to apply critical thinking and devise a list of resources for when they need help. <p>9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).</p> <ul style="list-style-type: none"> ● Example: As students discuss setting boundaries in this unit, provide space for discussing appropriate boundaries online. 	
UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS	
<p>Students will understand that health is influenced by the interaction of body systems and puberty is a time of physical, social, and emotional changes. Students will learn basic first aid procedures to help care for themselves or others.</p>	
<p>Who are trusted individuals you can talk to about relationships? What changes occur during adolescence and how does it change self-care? What health strategies reduce the risk of illness and injury? What are some basic first aid techniques? What are ways parents care for their offspring? How can you communicate safely through digital media? What are my responsibilities when traveling in a motor vehicle? How to leave an uncomfortable situation? What to look for when identifying unsafe situations?</p>	
STUDENT LEARNING OBJECTIVES	

Key Knowledge	Process/Skills/Procedures/Application of Key Knowledge
<p>Students will know: Individuals they can talk to regarding relationships Self care needs while transition through puberty How to apply basic first aid Way parents can care for their offspring Safely communicate on digital media with respect How to clearly express their personal boundaries How to exit an uncomfortable situation Range of ways pregnancy can occur Difference between sexual orientation and gender identity</p>	<p>Students will be able to: Name individuals that can support them during adolescence Identify additional personal self-care responsibilities needed during adolescence Apply basic first aid to self or others Understand the digital footprint they leave behind Analyze an unsafe situation and plan an exit</p>
ASSESSMENT OF LEARNING	
<p>Summative Assessment (Assessment at the end of the learning period)</p>	<p>Ss will make a “reduce the risk” presentation on google slides briefly mentioning the need for adequate sleep, nutrition, physical activity, and ergonomics.</p>
<p>Formative Assessments (Ongoing assessments during the learning period to inform instruction)</p>	<p>Students demonstrate basic First Aid at a station on a rotating basis with teacher completing a checklist</p>
<p>Alternative Assessments (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)</p>	<p>Students make a flyer that lists various techniques that can be used to exit an uncomfortable situation. Students will work in small groups to create ipad videos on basic first aid instruction.</p>
<p>Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)</p>	<p>Prior to teaching unit: Students will make a record of what they know about the various enduring understandings Mid unit- students will add new learning to the previous record of learning End of unit-.Students will create a community health tip pamphlet. It will contain one page for the following.. 1)safe travel 2)safe food handling 3)basic first aid 4) how to seek help and resources.</p>
RESOURCES	
<p>Core instructional materials: Healthwaves</p>	

<p>Growing up for Boys (Marsh Media Productions) Just Around the Corner for Boys/Girls (Marsh Media Productions) Video: Always changing and growing up - for boys Resource: The Great Body Shop</p>	
Supplemental Materials	
Lessons	Additional Resources
<p>Resources and Lessons: Puberty from Kids Health Resources and Lessons: Food Safety from Kids Health Resources and Lessons: Fire Safety from Kids Health Resources and Lessons: Bike Safety from Kids Health Lesson: Body Image from Teaching Tolerance Lesson: Dealing with Dilemmas - Upstanders, Bystanders, and Whistleblowers from Teaching Tolerance Lesson: Immune System and Germs (PPT) (PDF PLAN) Resources and Lessons: Sleep Curriculum (Accompanying Video) Lessons: Climate Change and Ticks from Dartmouth Self Paced Lesson: Protect Your Health and Environment from PBS Self Paced Lesson: Environmental Impacts on Health from PBS Lesson: Health and the Environment Fight “Bac” (like “Bac”teria) from USDA about Food Safety, primarily at Picnics (Teachers’ Guide) (Activity 1) (Activity 2) (Quiz)</p>	<p>Website: Somerset County Pedestrian Safety Website: Food Safety from US Government Resource: Decision Making Model Resource: Understanding Bloodborne Pathogens Resource: More Bloodborne Pathogens Resource: National Action Plan to Reduce Childhood Injury Resource: Safety Videos for Kids Article: 10 Reasons to Know First Aid Downloadable Board Game: You Make Me Sick Resource: Dangers of Mercury from CDC Resource: Dangers of Heat from CDC Resource: Importance and Information about Helmets from CDC Resource: Sun Safety from CDC Resource: Water Safety from CDC Resource: Hearing Loss Prevention from CDC</p>
Modifications for Learners	
See appendix	

Topic/Unit 3 Title	Nutrition	Approximate Pacing	5 days
STANDARDS			
NJSLS Health			
<p>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.</p> <p>2.2.5.N.2: Create a healthy meal based on nutritional content, value, calories, and cost.</p> <p>2.2.5.N.3: Develop a plan to attain a personal nutrition health goal that addresses strengths, needs, and culture.</p>			
Interdisciplinary Connections:		Computer Science and Design Thinking:	
<p>5.NF.B.6 Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.</p> <ul style="list-style-type: none"> Example: Students will perform calculations related to nutrient label information using fractions, proportions and percentages 		<p>9.1.4.E.2 Apply comparison shopping skills to purchasing decisions.</p> <ul style="list-style-type: none"> Example: Students will learn about the unfortunate cost of healthy nutrient rich food compared low nutrient food <p>8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.</p> <ul style="list-style-type: none"> Example: Discuss how the ways we grocery shop have modernized and are influenced by technology. 	
Career Readiness, Life Literacies, and Key Skills:			
<p>8.1.5.F.1 Apply digital tools to collect, organize, and analyze data that support a scientific finding.</p> <ul style="list-style-type: none"> Example: Students will organize and analyze nutrition data to compare products <p>CRP10. Plan education and career paths aligned to personal goals.</p> <ul style="list-style-type: none"> Example: Students will learn the steps necessary for them to help set personal goals regarding healthy food choices enabling them to achieve others career goals in life. <p>9.1.5. EG.5: Identify sources of consumer protection and assistance.</p> <ul style="list-style-type: none"> Example: Review the resources provided by government to promote food safety and wellness (and potentially what they don't - like the power of food lobbyists) 			
UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS			
<p>Students will understand that wellness involves multiple components such as social, emotional, and physical domains. Students will learn that their decisions-making skills and monitoring data can have an impact on their personal health.</p>			

<p>How does nutrition affect the body? Where can I find nutrition information and how do I read it?</p>	
STUDENT LEARNING OBJECTIVES	
Key Knowledge	Process/Skills/Procedures/Application of Key Knowledge
<p>Students will know: Nutrition's impact on the body Nutrition label breakdown</p>	<p>Students will be able to: List Community resources for wellness Read and understand nutritional content from a nutrition label</p>
ASSESSMENT OF LEARNING	
<p>Summative Assessment (Assessment at the end of the learning period)</p>	<p>Students will provide a health plan for a fabricated character. The health plan will include a one day meal plan (breakfast, lunch, dinner, snacks), one recreation activity (description and equipment needed), and one health component the individual should focus on (describe what it is and why you chose it).</p>
<p>Formative Assessments (Ongoing assessments during the learning period to inform instruction)</p>	<p>Students will complete a matching activity that asks them to connect nutrition with the appropriate health component.</p>
<p>Alternative Assessments (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)</p>	<p>Nutrition label worksheet that teaches students the healthy and not healthy components of a food label.</p> <p>Create a food log one day of food and provide a reflection about your choices</p>
<p>Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)</p>	<p>Prior to teaching unit: Students will make a record of what they know about the various enduring understandings Mid unit- students will add new learning to the previous record of learning End of unit-Students will create a google slide with two food products and their nutrition labels. The students will compare the food labels and determine which item they believe is a healthier choice.</p>
RESOURCES	
<p>Core instructional materials: Website: Dietary Guidelines from USDA NJSLS CHPE KidsHealth.org Healthwaves</p>	
Supplemental Materials	

Lessons	Additional Resources
<p>Resources and Lessons: Breakfast from Kids Health</p> <p>Resources and Lessons: Food Labels from Kids Health</p> <p>Resources and Lessons: Healthy Snacking from Kids Health</p> <p>Resources and Lessons: Personal Fitness from Kids Health</p> <p>Lesson: Reading Advertisements with a Social Justice Lens from Teaching Tolerance</p> <p>Lesson: Food Deserts from Teaching Tolerance</p> <p>Lesson: Challenging Hunger in the United States from Teaching Tolerance</p> <p>Lesson: Sensible Consumers from Teaching Tolerance</p> <p>Resource + Lessons: Learning about Food through Science and Math</p> <p>Lesson: Macronutrients</p> <p>Lesson: Micronutrients</p> <p>Resources and Lessons: Nutrition and Healthy Cooking from USDA</p>	<p>Resource: We Can! On Healthy Eating and Lifestyle</p> <p>Video: Making Healthy Food Choices from PBS</p> <p>Website: 211 New Jersey</p> <p>Website: Local Food Bank Directory</p> <p>Resource: Marketing of Food to Children</p> <p>Resource: Read the Label Food Outreach Materials from FDA</p>
Modifications for Learners	
See appendix	

Topic/Unit 4 Title	Alcohol, Tobacco, Drugs & Treatment - DARE	Approximate Pacing	10 days
STANDARDS			
NJSLS Health			
<p>2.3.5.ATD.1: Identify products that contain alcohol, tobacco, and drugs and explain potential unhealthy effects (e.g., substance disorder, cancer).</p> <p>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.</p> <p>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.</p> <p>2.3.5.DSDT.1: Differentiate between drug use, misuse, abuse, and prescription and illicit drugs.</p> <p>2.3.5.DSDT.2: Identify signs and evaluate evidence that a person might have an alcohol, tobacco, and/or drug use problem.</p> <p>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.</p> <p>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.</p> <p>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).</p>			
Interdisciplinary Connections:		Computer Science and Design Thinking	
<p>D.A.R.E Program</p> <p>1.4.5.A.3 Demonstrate how art communicates ideas about personal and social values and is inspired by an individual's imagination and frame of reference (e.g., personal, social, political, historical context). (Ex. Students will discuss/present the impact drugs and alcohol have had on music and their corresponding influence on individuals listening to different genres of music).</p>		<p>9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.</p> <ul style="list-style-type: none"> • Example: Students will learn that most professional workplace positions held enforce substance abuse policies and it can impact the chances of a successful career. 	
Career Readiness, Life Literacies, and Key Skills:			
<p>8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.</p> <ul style="list-style-type: none"> • Example: Students will produce an essay expressing the positive choices they intend to make regarding alcohol and tobacco use <p>CRP1. Act as a responsible and contributing citizen and employee.</p>			

- Example: Students will understand the consequences of abusing drugs and will discuss the impacts of their decisions on others and the environment around them.
- 8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and resources.
- Example: Students will create anti-drug posters with information for various substances.)

UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS

Students will learn about the support systems available to those seeking assistance for substance abuse. Students will learn refusal skills towards behaviors that could impact their health in a negative way.

- Where can someone find assistance for a substance abuse issue?**
How can I avoid situations and pressure related to substance abuse?
What are the various drugs that contain tobacco and alcohol?
What is the difference between misuse and abuse?

STUDENT LEARNING OBJECTIVES

Key Knowledge	Process/Skills/Procedures/Application of Key Knowledge
<p>Students will know: Various drugs that contain alcohol and tobacco Community resources for drug and alcohol help Difference between drug use, misuse, and abuse Refusal skills that can be used to divert actions that could negatively affect one's health</p>	<p>Students will be able to: Demonstrate effective refusal skills towards drugs and alcohol. Help someone seek help that has been impacted by substance abuse. Identify community resources and online resource to assist those struggling with alcohol or tobacco use Differentiate between drug use, misuse, and abuse</p>

ASSESSMENT OF LEARNING

<p>Summative Assessment (Assessment at the end of the learning period)</p>	<p>"Seeking Help" brochure listing the signs of substance abuse and locations in the community and online that can offer help</p>
<p>Formative Assessments (Ongoing assessments during the learning period to inform instruction)</p>	<p>Drug use, misuse, and abuse identification. Students will have to label which activities/behaviors fall into which category.</p>
<p>Alternative Assessments (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)</p>	<p>Role play various scenes that could represent an opportunity for a student to be introduced to drugs. Students act out appropriate refusal skills.</p>

Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)	Prior to teaching unit: Students will make a record of what they know about the various enduring understandings Mid unit- students will add new learning to the previous record of learning End of unit -Google form assessment related to health concerns, drug misuse, identifying products that may contain tobacco and alcohol, and refusal skills.
RESOURCES	
Core instructional materials: NJSLS CHPE KidsHealth.org Healthwaves	
Supplemental Materials	
Lessons	Additional Resources
Resources and Lessons: Alcohol from Kids Health Resources and Lessons: Drugs from Kids Health Resources and Lessons: Smoking from Kids Health	Website: Kids Helpline Drugs and Alcohol Website + Resources: Substance Abuse and Mental Health Services Administration (part of US Dept of Health and Human Services)
Modifications for Learners	
See appendix	

Topic/Unit 5 Title	Family Relationships	Approximate Pacing	8 days
STANDARDS			
NJSLS Health			
<p>2.1.5.EH.2: Explain how to cope with rejection, loss, difficult learning situations and/or separation from family or others.</p> <p>2.1.5.SSH.4: Describe how families can share common values, offer emotional support, and set boundaries and limits.</p> <p>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).</p> <p>2.1.5.SSH.4: Describe how families can share common values, offer emotional support, and set boundaries and limits.</p> <p>2.1.5.SSH.5: Explain the importance of communication with family members, caregivers and other trusted adults about a variety of topics</p> <p>2.1.5.SSH.6: Describe the characteristics of healthy versus unhealthy relationships among friends and with family members.</p>			
Interdisciplinary Connections:		Computer Science and Design Thinking:	
<p>W 5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>W 5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Ex. Students will create narratives based on different family dynamics and the types of relationships that could stem from them (positive or negative).</p>		<p>9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.</p> <ul style="list-style-type: none"> • Example: Students will understand the various roles that family members have and how different types of employment may be impacted by those roles. 	
Career Readiness, Life Literacies, and Key Skills:			
<p>8.1.5.D.4 Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media.</p> <ul style="list-style-type: none"> • Example: Students will understand that inappropriate use on social media can impact the entire family. Not only in regards to addressing conduct, but also the impact on potential cyber security issues <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <ul style="list-style-type: none"> • Example: Students will learn how to recognize potential problems in family life and just life in the career world will understand the nature of the problem, and devise effective plans to solve the problem. <p>9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.</p> <ul style="list-style-type: none"> • Example: While students may feel a lack of power or agency when setting boundaries with family members or promoting dignity and 			

respect in their community because of their age, leverage this standard and have students conceive of ways they do have power to impact change.

9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one’s thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).

- Example: Throughout the course of this unit, students should be given the opportunity to share their own insights and experiences with their peers as they seek to learn more about family and community relationships.

9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).

- Example: Use this standard as a framework for an activity wherein each group conceives of a potential issue an individual or family may face (death of a family member, family member experiencing racism or discrimination) and use online tools to research and develop a list of resources that family could utilize.

9.4.5.DC.5: Identify the characteristics of a positive and negative online identity and the lasting implications of online activity.

- Example: Students can discuss how to promote dignity and respect for all communities online and identify behaviors that would not be appropriate.

9.4.5.DC.7: Explain how posting and commenting in social spaces can have positive or negative consequences.

- Example: See above.

UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS

Students will learn the importance of family communication and the importance of healthy relationships.

What is a healthy relationship?

What is an unhealthy relationship?

Why is it important for families to communicate?

How do families cope with loss or rejection?

STUDENT LEARNING OBJECTIVES

Key Knowledge

Process/Skills/Procedures/Application of Key Knowledge

Students will know:

- Ways families cope with loss or separation
- The importance of family values
- Difference between healthy and unhealthy relationships
- Communication skills that are important in the family structure
- Various strategies for families to cope with loss

Students will be able to:

- Discuss various ways for families to cope with loss
- Describe important values needed for family success
- Identify characteristics of an healthy relationship vs an unhealthy relationship
- Effectively communicate various topics with their family members
- Help provide strategies for families coping with loss

ASSESSMENT OF LEARNING

Summative Assessment (Assessment at the end of the learning period)	Family contract: students create a contract that incorporates the important values and communication to set the family up for success.
Formative Assessments (Ongoing assessments during the learning period to inform instruction)	“My character board”, students will create a character board on google slides that can be a constant reminder of their core values.
Alternative Assessments (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)	Influence Pie Chart. Students will create a pie chart demonstrating what they feel most influenced by (media, family, technology, peers, or culture)
Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)	Prior to teaching unit: Students will make a record of what they know about the various enduring understandings Mid unit- students will add new learning to the previous record of learning End of unit-Healthy relationship quiz (healthy versus unhealthy relationships among friends and with family members.)

RESOURCES

Core instructional materials:
Kids Health.org
Healthwave

Supplemental Materials

Lessons	Additional Resources
<p>Resources + Lessons: Teachers Guide to Getting Along from Kids Health Lesson: Rich Tapestry of Religion in the United States from Teaching Tolerance Lesson: Analyzing How Words Communicate Bias from Teaching Tolerance Lesson: What is a Family? from Teaching Tolerance</p>	<p>Resource: My Role in My Family Worksheet from ACPS Website + Resource: Good Grief. Grief Counseling for Kids in NJ Article: Healthy vs Unhealthy Relationships</p>

<p>Huge Resources and Lessons: Healthy Relationships Lesson: Examining Identity and Assimilation from Teaching Tolerance Lesson: What is a Hate Crime? from Teaching Tolerance Lesson: Examining Stereotypes in Books from Teaching Tolerance Lesson: Recognizing Discrimination from Teaching Tolerance Lesson: Privacy and Security Online from Teaching Tolerance Lesson: Participating in Digital Communities from Teaching Tolerance Lesson: Gender Stereotypes from Candace Lesson: Discrimination from Equality and Human Rights Commission Lesson: Discrimination from PBS Newshour Huge Resources and Lessons: Ready, Set, Respect (Focuses on gender stereotypes, family, bullying, and anti-bias work) Lesson: Similarities and Differences from Discovery Education</p>	
Modifications for Learners	
See appendix	

Topic/Unit 6 Title	Community Health & Safety	Approximate Pacing	4 days
STANDARDS			
NJSLS Health			
<p>2.1.5.CHSS.1: Identify health services and resources available and determine how each assists in addressing needs and emergencies in a school and in the community (e.g., counselors, medical professionals).</p> <p>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.</p> <p>2.1.5.CHSS.3: Describe strategies that are useful for individuals who are feeling sadness, anger, anxiety, or stress.</p>			
Interdisciplinary Connections:		Computer Science and Design Thinking:	
<p>ESS3.C: Human Impacts on Earth Systems Human activities in agriculture, industry, and everyday life have had major effects on the land, vegetation, streams, ocean, air, and even outer space. But individuals and communities are doing things to help protect Earth's resources and environments. (5-ESS3-1) (Ex. Students will collaborate on how human impact can change the climate which then in-turn affects the health of individuals, plants and animals.</p>		<p>9.1.4.A.1 Explain the difference between a career and a job, and identify various jobs in the community and the related earnings.</p> <ul style="list-style-type: none"> ● Example: students will discuss the roles of various community workers and how they contribute to our safety <p>8.2.5.ED.1: Explain the functions of a system and its subsystems.</p> <ul style="list-style-type: none"> ● Example: Students identify the hierarchy of community, state, and national help that can support them in time of emergency 	
Career Readiness, Life Literacies, and Key Skills:			
<p>8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems</p> <ul style="list-style-type: none"> ● Example: Students will create a Branchburg Health/Safety Community guide. Students will create a simple google slide presentation that could help a new family or student who moves into town. <p>CRP1. Act as a responsible and contributing citizen and employee</p> <ul style="list-style-type: none"> ● Example: Students will be asked to think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their community <p>9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).</p> <ul style="list-style-type: none"> ● Example: In Unit 6, students are asked to identify community resources to help with potential health issues that may arise. Use this standard as a framework for an activity wherein each group conceives of a potential issue an individual or family may face (broken arm, asthma attack, flood) and use online tools to research and develop a list of resources that family could utilize. 			

9.1.5. EG.5: Identify sources of consumer protection and assistance.

- Example: Students research ways government organizations establish protections for the environment and ways those protections could be improved.

UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS

Students will learn how businesses and individuals work together to combat health related problems caused by global issues, such as climate change. Students will gain knowledge about the people and resources available for individuals experiencing sadness and anxiety.

**How do businesses and individuals cooperate to solve health problems?
 Who are community members that can be an asset to those seeking help with stress?
 What are health services available in the community?
 What are strategies for people experiencing sadness, anger, or anxiety.**

STUDENT LEARNING OBJECTIVES

Key Knowledge	Process/Skills/Procedures/Application of Key Knowledge
<p>Students will know: Health services in the community Community and school members that can assist with anxiety & stress The impact businesses can have on global health issues Strategies for people experiencing sadness, anger, or anxiety</p>	<p>Students will be able to: Discuss how the community plays a role in addressing health issues Explain how business and individual can pull together and have a positive impact on global issues Discuss various strategies for individuals that are struggling to deal with stress and anxiety</p>

ASSESSMENT OF LEARNING

Summative Assessment (Assessment at the end of the learning period)	Students create a community flier that lists several reliable options for people seeking assistance with stress, anxiety and anger.
Formative Assessments (Ongoing assessments during the learning period to inform instruction)	Common signs of anxiety and stress google form assessment
Alternative Assessments (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)	Google Slide presentation of how climate change is being addressed by businesses and individuals

Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)	Prior to teaching unit: Students will make a record of what they know about the various enduring understandings Mid unit- students will add new learning to the previous record of learning End of unit- Acting out stressful situations that are prevalent for 5th graders and how to handle them appropriately. (role play scenes created by the students)
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RESOURCES

Core instructional materials:

[Website + Series of Many Articles: Illness and Injury from Kids Health](#)
[Collection of Resources: NASA Climate Education Resources](#)

Supplemental Materials

Lessons	Additional Resources
Lessons and Activities: Stress from Kids Health Lesson: Everyone is a Helper from Teaching Tolerance Lesson: Activism Online from Teaching Tolerance Lesson: Young Leaders and Achievers Making Change from Newsela Resources and Lessons: Strategies for Teaching about Stress	Website: Branchburg Department of Emergency Services Website: NJ Department of Human Services Article: Kids Health on Finding a Therapist List of Resources: Climate Change Resources Recommended by Common Sense Article: Student scientists develop ways to respond to climate change dangers from Newsela Article: What can I do as a teenager to stop climate change? from Newsela Article: Think-tank challenges climate change with mass mailing to science teachers from Newsela Article: Faith groups increasingly join fight against climate change from Newsela Article: Students to press Congress for common-sense laws on climate change from Newsela Article: Miracle Trees from Time for Kids Article: 8 Questions for Vanessa Nakate from Time for Kids Article: Should all cars be electric? from Time for Kids Article: Youth Climate Crisis from Time for Kids Resource: Strategies for Calming Down from a Therapist Resource: How to Support a Loved One's Mental Health

	Resource: Kids Environment and Kids Health from NIH Resource: Youth Activist Toolkit
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Modifications for Learners	
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See appendix
