

NEPTUNE CITY SCHOOL DISTRICT

Elementary Health Curriculum Grade 5



NEPTUNE CITY SCHOOL DISTRICT
Office of the Chief School Administrator, Principal
210 West Sylvania Avenue
Neptune City, NJ 07753

The Neptune City School District is appreciative and proud to accept and align the curriculum of the NEPTUNE CITY School District to properly prepare the Neptune City students for successful integration into the NEPTUNE CITY High School Educational Program.

April 1, 2025

Document C1#1

BOARD OF EDUCATION

Anthony Susino, President
David Calhaun, Vice President
Kimberly Bale
Sharon Dellett
Lisa Emmons
Drisana Lashley
Leidy Santana
Sherri Zanni

SCHOOL DISTRICT ADMINISTRATION

Mr. Pedro Garrido
Interim Chief School Administrator, Principal

George Gahles
School Business Administrator, Board Secretary

Michael Haynes
Supervisor of Special Services

SCHOOL DISTRICT MISSION STATEMENT

The Neptune City School District, in partnership with the parents and the community, will support and sustain an excellent system of learning, promote pride in diversity, and expect all students to achieve the New Jersey Student Learning Standards at all grade levels to become responsible and productive citizens.

NEPTUNE CITY SCHOOL DISTRICT

**HEALTH
GRADE 5
CURRICULUM**

Table of Contents

| | |
|------------------------------------|------------|
| Acknowledgements | <i>i</i> |
| District Mission Statement | <i>ii</i> |
| District Educational Outcome Goals | <i>iii</i> |

Curriculum

| <u>Unit Title</u> | <u>Page</u> |
|--|--------------------|
| 1. Social & Emotional Health and Family Life | 4 |
| 2. Growth and Nutrition..... | 13 |
| 3. Personal Health and Safety..... | 22 |
| 4. Diseases, Drugs, and Medicine | 32 |
| 5. Community, Communications, and Leadership | 43 |
| 6. Human Relationship and Sexuality | 52 |

NEPTUNE CITY SCHOOL DISTRICT

Health Grade 5

Acknowledgements

The NEPTUNE CITY School District is dedicated to preparing our students with the skills and knowledge necessary to be healthy individuals throughout their lives. The Elementary Health curriculum for grade 5 is aligned with the 2014 NJSLs for Comprehensive Health and Physical Education.

It was developed to promote quality physical health in our students. As students advance through the grades, they will master the lifestyle skills needed to keep their bodies healthy through physical activity and healthy lifestyle choices.

The guidelines for this curriculum were created by the collaborative efforts of the curriculum steering committee, inclusive of Dawn Reinhardt, Department Chairpersons for Physical Education and Health, Stacie Ferrara, Ed.D., Interim Supervisor of STEM, and Sally A. Millaway, Ed.D., Director of Curriculum, Instruction, and Assessment.

NEPTUNE CITY SCHOOL DISTRICT

DISTRICT MISSION STATEMENT

The primary mission of the NEPTUNE CITY School District is to prepare students for a life-long learning process in a complex and diverse world. It is with high expectations that our schools foster:

- A strong foundation in academic and modern technologies.
- A positive and varied approach to teaching and learning.
- An emphasis on critical thinking skills and problem-solving techniques.
- A respect for and an appreciation of our world, its resources, and its people.
- A sense of responsibility, good citizenship, and accountability.
- An involvement by the parents and the community in the learning process.

NEPTUNE CITY School District

Educational Outcome Goals

The students in the NEPTUNE CITY schools will become life-long learners and will:

- Become fluent readers, writers, speakers, listeners, and viewers with comprehension and critical thinking skills.
- Acquire the mathematical skills, understandings, and attitudes that are needed to be successful in their careers and everyday life.
- Understand fundamental scientific principles, develop critical thinking skills, and demonstrate safe practices, skepticism, and open-mindedness when collecting, analyzing, and interpreting information.
- Become technologically literate.
- Demonstrate proficiency in all New Jersey Student Learning Standards (NJSLS).
- Develop the ability to understand their world and to have an appreciation for the heritage of America with a high degree of literacy in civics, history, economics and geography.
- Develop a respect for different cultures and demonstrate trustworthiness, responsibility, fairness, caring, and citizenship.
- Become culturally literate by being aware of the historical, societal, and multicultural aspects and implications of the arts.
- Demonstrate skills in decision-making, goal setting, and effective communication, with a focus on character development.
- Understand and practice the skills of family living, health, wellness and safety for their physical, mental, emotional, and social development.
- Develop consumer, family, and life skills necessary to be a functioning member of society.
- Develop the ability to be creative, inventive decision-makers with skills in communicating ideas, thoughts and feelings.
- Develop career awareness and essential technical and workplace readiness skills, which are significant to many aspects of life and work.

| | |
|-----------------------------|--|
| Unit Plan Title | Unit 1: Social & Emotional Health and Family Life |
| Suggested Time Frame | 8 weeks |

| |
|--|
| Overview / Rationale |
| Healthy living requires one to make choices that contribute to their physical and mental well-being. It requires healthy relationships with family members and setting health goal to maintain a healthy body. |

| |
|--|
| Stage 1 – Desired Results |
| <p>Established Goals: NJSLs for Comprehensive Health and Physical Education</p> <p>2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.</p> <p>A. Personal Growth and Development</p> <ul style="list-style-type: none"> ● 2.1.6.A.1 Explain how health data can be used to assess and improve each dimension of personal wellness. ● 2.1.6.A.2 Relate how personal lifestyle habits, environment, and heredity influence growth and development in each life stage. ● 2.1.6.A.3 Determine factors that influence the purchase of healthcare products and use of personal hygiene practices. <p>E. Social and Emotional Health</p> <ul style="list-style-type: none"> ● 2.1.6.E.1 Examine how personal assets and protective factors support healthy social and emotional development. ● 2.1.6.E.2 Make recommendations to resolve incidences of school and community conflict, violence, harassment, gang violence, discrimination, and bullying. ● 2.1.6.E.3 Compare and contrast ways that individuals, families, and communities cope with change, crisis, rejection, loss, and separation. <p>2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.</p> <p>B. Decision-Making and Goal Setting</p> <ul style="list-style-type: none"> ● 2.2.6.B.1 Use effective decision-making strategies. ● 2.2.6.B.2 Predict how the outcome(s) of a health-related decision may differ if an alternative decision is made by self or others. ● 2.2.6.B.3 Determine how conflicting interests may influence one's decisions. |

| | |
|---|---|
| <ul style="list-style-type: none"> ● 2.2.6.B.4 Apply personal health data and information to support achievement of one's short- and long-term health goals. <p>C. Character Development</p> <ul style="list-style-type: none"> ● 2.2.6.C.1 Explain how character and core ethical values can be useful in addressing challenging situations. ● 2.2.6.C.2 Predict situations that may challenge an individual's core ethical values. ● 2.2.6.C.3 Develop ways to proactively include peers with disabilities at home, at school, and in community. | |
| <p>Essential Questions:</p> <ul style="list-style-type: none"> ● How are character and health related? ● What aspects of our character can be changed? ● To what extent do outside influences shape values? ● Why might educated people make poor health decisions? ● How do I overcome negative influences when making decisions about my personal health? | <p>Enduring Understandings: <i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● Developing self-esteem, resiliency, tolerance and coping skills support social and emotional health. ● Character is who you are when no one is looking. ● Decision-making can be affected by a variety of influences that may not be in a person's best interest. |
| <p>Knowledge: <i>Students will know...</i></p> <ul style="list-style-type: none"> ● How health and wellness are related. ● What six traits make up good character. ● How to identify different kinds of emotions. ● What factors can influence your decisions, including peer pressure. ● Steps to take to make responsible decisions. ● How resistance skills can help you resist pressure to make a wrong decision. ● What stress is and how it affects your body. ● Steps to manage stress. | <p>Skills: <i>Students will be able to...</i></p> <ul style="list-style-type: none"> ● Discuss how life skills can help you take responsibility for your health and reach wellness. ● List the six traits of good character. ● Identify emotions. ● List and apply the steps you can take to make responsible decisions. ● Describe peer pressure. ● Describe and apply resistance skills. ● Describe what stress is and how it affects the body. ● Identify and apply strategies for stress management. |

| | |
|---|--|
| <ul style="list-style-type: none"> • Steps to resolve conflicts. | <ul style="list-style-type: none"> • Identify the three main kinds of relationships. • List and apply strategies for resolving conflict. |
|---|--|

Technology Integration

x 8.1 Educational Technology:

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

INTEGRATED SOCIAL AND EMOTIONAL LEARNING COMPETENCIES

The following social and emotional competencies are integrated in this curriculum document:

Self-Awareness

- ☒ Recognize one's own feelings and thoughts
- ☒ Recognize the impact of one's feelings and thoughts on one's own behavior
- ☒ Recognize one's personal traits, strengths and limitations
- ☒ Recognize the importance of self-confidence in handling daily tasks and challenges

Self-Management

- ☒ Understand and practice strategies for managing one's own emotions, thoughts and behaviors
- ☒ Recognize the skills needed to establish and achieve personal and educational goals
- ☒ Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

Social Awareness

- ☒ Recognize and identify the thoughts, feelings, and perspectives of others
- ☐ Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds
- ☐ Demonstrate an understanding of the need for mutual respect when viewpoints differ
- ☐ Demonstrate an awareness of the expectations for social interactions in a variety of setting

Responsible Decision Making

- ☒ Develop, implement and model effective problem solving and critical thinking skills
- ☒ Identify the consequences associated with one's action in order to make constructive choices
- ☒ Evaluate personal, ethical, safety and civic impact of decisions

Relationship Skills

- ☐ Establish and maintain healthy relationships
- ☐ Utilize positive communication and social skills to interact effectively with others
- ☐ Identify ways to resist inappropriate social pressure
- ☐ Demonstrate the ability to present and resolve interpersonal conflicts in constructive ways
- ☒ Identify who, when, where, or how to seek help for oneself or others when needed

| |
|---|
| In this unit plan, the following 21st Century Life and Careers skills are addressed: |
|---|

| Check ALL that apply – 21 st Century Themes | | Indicate whether these skills are: <ul style="list-style-type: none"> • E – encouraged • T – taught • A – assessed Career Ready Practices | |
|---|---|--|--|
| 9.1 | Personal Financial Literacy | E | CRP1. Act as a responsible and contributing citizen and employee. |
| | Income and Careers | | CRP2. Apply appropriate academic and technical skills. |
| | Money Management | ETA | CRP3. Attend to personal health and financial well-being. |
| | Credit and Debt Management | ETA | CRP4. Communicate clearly and effectively and with reason. |
| | Planning, Saving, and Investing | ETA | CRP5. Consider the environmental, social and economic impacts of decisions. |
| | Becoming a Critical Consumer | | CRP6. Demonstrate creativity and innovation. |
| | Civic Financial Responsibility | | CRP7. Employ valid and reliable research strategies. |
| | Insuring and Protecting | ETA | CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. |
| 9.2 | Career Awareness, Exploration, and Preparation | | CRP9. Model integrity, ethical leadership and effective management. |
| X | Career Awareness | | CRP10. Plan education and career paths aligned to personal goals. |
| X | Career Exploration | E | CRP11. Use technology to enhance productivity. |
| | Career Preparation | | CRP12. Work productively in teams while using cultural global competence. |
| Interdisciplinary Connections | | | |
| <p>NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> | | | |

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

| Student Resources | |
|---|---|
| Key Vocabulary: | health, wellness, good character, self-esteem, emotion, peer, peer pressure, resistance skills, stress, stressor, eustress, distress, relationship, role model, conflict, violence, stereotype, mediation |
| Teacher Resources | |
| Websites: <ul style="list-style-type: none"> • http://www.mypyramid.gov/ • www.health.gov/dietaryguidelines/ • http://www.healthfinder.gov/scripts/SearchContext.asp?topic=14314 • http://www.healthfinder.gov/ • http://www.fruitsandveggiesmorematters.org/ • http://www.foodchamps.org/ • http://www.americanheart.org/presenter.jhtml?identifier=2360 • http://www.nutritionexplorations.org/ • https://www.healthykids.org/ • https://www.bam.gov/index.html • http://www.actionforhealthykids.org/ | |

| Stage 2 – Assessment Evidence | |
|---|---|
| Performance Assessments: Setting Health Goals: Students identify a trait of good character he or she may need to work on. Then have the students set a health goal and write a Health Behavior Contract to develop this trait. | Formative Assessments: <ul style="list-style-type: none"> • Teacher-developed quizzes, tests, academic prompts, homework, etc. Summative Assessments: |

| | |
|--|---|
| | <ul style="list-style-type: none"> ● Unit Vocabulary Test ● Chapter Tests |
|--|---|

| Stage 3 – Learning Plan | |
|--------------------------------------|---|
| Suggested Learning Activities | <ul style="list-style-type: none"> ● Class discussion – what are health and wellness? ● Class notes – define key terms ● Students scan magazines for photos of healthful and risk behaviors, then paste them on poster board. Under each image, students should identify behavior as a healthful one or a risk one, as well as what the consequence might be. ● Class discussion – good character ● Students work in small groups to record a behavior that shows a particular good character trait on an index card and then ask another group to name the trait described on each card. ● Class reading and discussion – managing stress ● Students visit the library to learn about ways to manage stress then write a public service announcement describing ways to deal with stress in a healthful manner. ● Students work in small groups to write and perform a skit that demonstrates examples of positive peer pressure. ● Students draw a comic strip that shows how and why a particular stressor can be stress to one person and distress to another. ● Class reading and discussion – conflict & challenges in relationships ● Produce a Commercial: Have the class write a commercial about how to give positive peer pressure. ● Students work in small groups to design a poster campaign that advocates conflict resolution and promotes the mediation process. ● Students prepare a puppet show to teach young children about dealing with negative peer pressure |

| | |
|--|--|
| Modifications and Accommodations: | <p>Special Education Students: <i>(These are just suggested ideas to modify instruction. All modifications and accommodations should be specific to each individual child's IEP or 504 plan.)</i></p> <ul style="list-style-type: none"> ● Pre-teach or preview vocabulary ● Repeat or reword directions ● Have students repeat directions ● Use of small group instruction ● Pair visual prompts with verbal presentations ● Ask students to restate information, directions, and assignments ● Repetition and time for additional practice ● Model skills/techniques to be mastered ● Repetition and additional practice ● Use of assistive technology (as appropriate) ● Assign a peer buddy ● Check for understanding with more frequency ● Provide oral reminders and check student work during independent practice ● Chunk the assignment - broken up into smaller units, work submitted in phases ● Provide regular home/school communication <p>English Language Learners:</p> <ul style="list-style-type: none"> ● Pre-teach or preview vocabulary ● Repeat or reword directions ● Have students repeat directions ● Use of small group instruction ● Scaffold language based on their Can Do Descriptors ● Alter materials and requirements according to Can Do Descriptors ● TPR (Total Physical Response-Sheltered Instruction strategy) Demonstrate concepts through multi-sensory forms such as with body language, intonation ● Pair visual prompts with verbal presentations ● Repetition and additional practice ● Model skills and techniques to be mastered ● Native Language translation (peer, assistive technology, bilingual dictionary) ● Emphasize key words or critical information by highlighting ● Check for understanding with more frequency ● Use of self-assessment rubrics |
|--|--|

| | |
|--|--|
| | <ul style="list-style-type: none"> ● Increase one-on-one conferencing; frequent check ins ● Make vocabulary words available in a student created vocabulary notebook, vocabulary bank, Word Wall, or vocabulary ring ● Extended time ● Projects completed individually or with partners ● Use online dictionary that includes images for words: http://visual.merriamwebster.com/. ● Use online translator to assist students with pronunciation: http://www.reverso.net/text_translation.aspx?lang=EN. <p>Students at Risk of Failure:</p> <ul style="list-style-type: none"> ● Use of self-assessment rubrics for check-in ● Pair visual prompts with verbal presentations ● Ask students to restate information and/or directions ● Opportunity for repetition and additional practice ● Model skills/techniques to be mastered ● Extended time ● Strategic seating with a purpose ● Provide students opportunity to make corrections and/or explain their answers ● Support organizational skills ● Encourage student to proofread work ● Assign a peer buddy ● Build on students' strengths based on Multiple Intelligences: Linguistic (verbal); Logical (reasoning); Musical/Rhythmic; Intrapersonal Intelligence (understanding of self); Visual Spatial Intelligence; Interpersonal Intelligence (the ability to interact with others effectively); Kinesthetic (bodily); Naturalist Intelligence; and Learning Styles: Visual; Auditory; Tactile; Kinesthetic; Verbal <p>High Achieving Students:</p> <ul style="list-style-type: none"> ● Allow for student choice from a menu of differentiated outcomes; choices grouped by complexity of thinking skills; variety of options enable students to work in the mode that most interests them ● Allow students to pursue independent projects based on their individual interests ● Provide enrichment activities that include more complex material ● Allow opportunities for peer collaboration and team-teaching |
|--|--|

| | |
|--|---|
| | <ul style="list-style-type: none"> ● Set individual goals ● Conduct research and provide presentation of appropriate topics ● Provide students opportunity to design surveys to generate and analyze data to be used in discussion ● Allow students to move through the assignment at their own pace, as appropriate. |
|--|---|

| | |
|-----------------------------|-------------------------------------|
| Unit Plan Title | Unit 2: Growth and Nutrition |
| Suggested Time Frame | 7 weeks |

| Overview / Rationale |
|---|
| As we grow, our bodies change. Taking care of our body is essential to our physical well-being. We can do this through a nutritious diet and maintaining a healthy weight to reduce health risks. |

| Stage 1 – Desired Results |
|---|
| <p>Established Goals: NJSLs for Comprehensive Health and Physical Education</p> <p>2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.</p> <p>A. Personal Growth and Development</p> <ul style="list-style-type: none"> ● 2.1.6.A.1 Explain how health data can be used to assess and improve each dimension of personal wellness. ● 2.1.6.A.2 Relate how personal lifestyle habits, environment, and heredity influence growth and development in each life stage. ● 2.1.6.A.3 Determine factors that influence the purchase of healthcare products and use of personal hygiene practices. <p>B. Nutrition</p> <ul style="list-style-type: none"> ● 2.1.6.B.1 Determine factors that influence food choices and eating patterns. ● 2.1.6.B.2 Summarize the benefits and risks associated with nutritional choices, based on eating patterns. ● 2.1.6.B.3 Create a daily balanced nutritional meal plan based on nutritional content, value, calories, and cost. ● 2.1.6.B.4 Compare and contrast nutritional information on similar food products in order to make informed choices. |

| | |
|--|--|
| <p>Essential Questions:</p> <ul style="list-style-type: none"> ● What are the consequences (especially unforeseen) of our choices in terms of wellness? ● What causes optimal growth and development? ● What makes a food healthy? ● How do you determine appropriate portion sizes? ● What is good nutrition? ● What factors affect development? | <p>Enduring Understandings: <i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● Current and future personal wellness is dependent upon applying health-related concepts and skills in everyday lifestyle behaviors. ● An individual's health at different life stages is dependent on heredity, environmental factors and lifestyle choices. ● There are many short and long-term health benefits and risks associated with nutritional choices. |
| <p>Knowledge: <i>Students will know...</i></p> <ul style="list-style-type: none"> ● How the body systems work together. ● What changes occur during the various life stages. ● How we develop healthful habits. ● Six kinds of nutrients and what foods provide them ● How to use MyPyramid to plan a balanced diet ● Factors that influence your food choices ● What information is found on a food label. | <p>Skills: <i>Students will be able to...</i></p> <ul style="list-style-type: none"> ● Describe how the human body is organized. ● Identify the functions of body systems. ● Explain how body systems work together. ● Describe the changes that take place during the life stages. ● Explain how developing healthful habits helps you throughout your life. ● Explain how heredity affects development. ● Explain why they are unique. ● List the important nutrients and the foods that provide them. ● Describe how to use MyPyramid to plan a balanced diet. ● Explain the importance of the Dietary Guidelines. ● Describe what information is contained on a food label. |

| | |
|--|---|
| | <ul style="list-style-type: none"> ● Identify and name influences on food choices. ● Explain how to plan well-balanced menus. |
|--|---|

Technology Integration

x 8.1 Educational Technology:

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

- Student Report Using Microsoft Office

INTEGRATED SOCIAL AND EMOTIONAL LEARNING COMPETENCIES

The following social and emotional competencies are integrated in this curriculum document:

Self-Awareness

- ___ Recognize one's own feelings and thoughts
- ___ Recognize the impact of one's feelings and thoughts on one's own behavior
- ___ Recognize one's personal traits, strengths and limitations
- ___ Recognize the importance of self-confidence in handling daily tasks and challenges

Self-Management

- ___ Understand and practice strategies for managing one's own emotions, thoughts and behaviors
- ___ Recognize the skills needed to establish and achieve personal and educational goals
- ___ Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

Social Awareness

- ___ Recognize and identify the thoughts, feelings, and perspectives of others
- ___ Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds
- ___ Demonstrate an understanding of the need for mutual respect when viewpoints differ
- ___ Demonstrate an awareness of the expectations for social interactions in a variety of setting

Responsible Decision Making

- ___ Develop, implement and model effective problem solving and critical thinking

skills

 x Identify the consequences associated with one's action in order to make constructive choices

 x Evaluate personal, ethical, safety and civic impact of decisions

Relationship Skills

 Establish and maintain healthy relationships

 Utilize positive communication and social skills to interact effectively with others

 Identify ways to resist inappropriate social pressure

 Demonstrate the ability to present and resolve interpersonal conflicts in constructive ways

 Identify who, when, where, or how to seek help for oneself or others when needed

| In this unit plan, the following 21st Century Life and Careers skills are addressed: | | | | |
|--|--|--|--|--|
| Check ALL that apply – 21 st Century Themes | | | Indicate whether these skills are: • E – encouraged • T – taught • A – assessed Career Ready Practices | |
| 9.1 | Personal Financial Literacy | | E | CRP1. Act as a responsible and contributing citizen and employee. |
| | Income and Careers | | | CRP2. Apply appropriate academic and technical skills. |
| | Money Management | | ETA | CRP3. Attend to personal health and financial well-being. |
| | Credit and Debt Management | | ETA | CRP4. Communicate clearly and effectively and with reason. |
| | Planning, Saving, and Investing | | ETA | CRP5. Consider the environmental, social and economic impacts of decisions. |
| | Becoming a Critical Consumer | | | CRP6. Demonstrate creativity and innovation. |
| | Civic Financial Responsibility | | | CRP7. Employ valid and reliable research strategies. |
| | Insuring and Protecting | | ETA | CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. |
| 9.2 | Career Awareness, Exploration, and Preparation | | | CRP9. Model integrity, ethical leadership and effective management. |

| | | | | |
|---|--------------------|--|---|---|
| X | Career Awareness | | | CRP10. Plan education and career paths aligned to personal goals. |
| X | Career Exploration | | E | CRP11. Use technology to enhance productivity. |
| | Career Preparation | | | CRP12. Work productively in teams while using cultural global competence. |

Interdisciplinary Connections

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

| Student Resources | |
|--|---|
| Key Vocabulary: | body system, skeletal system, muscular system, interdependence circulatory system, respiratory system, digestive system, nutrient, nervous system, endocrine system, urinary system, diabetes, puberty, life cycle, growth spurt, unique, balanced diet, food group, MyPyramid, Dietary Guidelines, Nutrition Facts label |
| Teacher Resources | |
| Websites: <ul style="list-style-type: none"> • http://www.mypyramid.gov/ • www.health.gov/dietaryguidelines/ • http://www.healthfinder.gov/scripts/SearchContext.asp?topic=14314 • http://www.healthfinder.gov/ | |

- <http://www.fruitsandveggiesmorematters.org/>
- <http://www.foodchamps.org/>
- <http://www.americanheart.org/presenter.jhtml?identifier=2360>
- <http://www.nutritionexplorations.org/>
- <https://www.healthykids.org/>
- <https://www.bam.gov/index.html>
- <http://www.actionforhealthykids.org/>

Stage 2 – Assessment Evidence

Performance Assessment:

Students research and write a report with illustrations on one of the body systems.

Formative Assessments:

- Teacher-developed quizzes, tests, academic prompts, homework, etc.

Summative Assessments:

- Unit Vocabulary Test
- Chapter Tests

Stage 3 – Learning Plan

Suggested Learning Activities

- Class reads and discusses the body systems
- Students generate notes in chart form listing the body systems organs, functions, etc.
- Students work in small groups to complete the Science Connection (text p. B8) “Joints and Levers”
- Students work in small groups to role-play travel through the circulatory system.
- Students form a circle and hold hands to role-play how the brain receives messages from the nerves.
- Students form small teams and use clues to guess the functions of different body parts
- Students draw and label the parts of the brain; then using magazines find pictures of activities related to the various areas of the brain
- Class reads and discusses the Stages of Life
- Students generate notes using a graphic organizer to list and describe the Life Stages

| | |
|--|---|
| | <ul style="list-style-type: none"> ● Students draw a family tree indicating traits that have been inherited (sensitivity caution) or have students list internal and external factors that affect who they are ● Class reads and discusses Basic Nutritional Needs ● Students create a nutrient tree listing the six nutrients, their role in the body, and food sources for each nutrient ● Students write a persuasive letter using information from the Dietary Guidelines on why a piece of fruit for a snack is more healthful snack than eating a piece of candy ● Students read and discusses the concept of a Balanced Diet Students work in pairs to develop advertisements for a food product from a food group in MyPyramid ● Students read and analyze food labels from different sources |
|--|---|

| | |
|--|--|
| Modifications and Accommodations: | <p>Special Education Students: <i>(These are just suggested ideas to modify instruction. All modifications and accommodations should be specific to each individual child's IEP or 504 plan.)</i></p> <ul style="list-style-type: none"> ● Pre-teach or preview vocabulary ● Repeat or reword directions ● Have students repeat directions ● Use of small group instruction ● Pair visual prompts with verbal presentations ● Ask students to restate information, directions, and assignments ● Repetition and time for additional practice ● Model skills/techniques to be mastered ● Repetition and additional practice ● Use of assistive technology (as appropriate) ● Assign a peer buddy ● Check for understanding with more frequency ● Provide oral reminders and check student work during independent practice ● Chunk the assignment - broken up into smaller units, work submitted in phases ● Provide regular home/school communication <p>English Language Learners:</p> <ul style="list-style-type: none"> ● Pre-teach or preview vocabulary |
|--|--|

| | |
|--|--|
| | <ul style="list-style-type: none"> ● Repeat or reword directions ● Have students repeat directions ● Use of small group instruction ● Scaffold language based on their Can Do Descriptors ● Alter materials and requirements according to Can Do Descriptors ● TPR (Total Physical Response-Sheltered Instruction strategy) Demonstrate concepts through multi-sensory forms such as with body language, intonation ● Pair visual prompts with verbal presentations ● Repetition and additional practice ● Model skills and techniques to be mastered ● Native Language translation (peer, assistive technology, bilingual dictionary) ● Emphasize key words or critical information by highlighting ● Check for understanding with more frequency ● Use of self-assessment rubrics ● Increase one-on-one conferencing; frequent check ins ● Make vocabulary words available in a student created vocabulary notebook, vocabulary bank, Word Wall, or vocabulary ring ● Extended time ● Projects completed individually or with partners ● Use online dictionary that includes images for words: http://visual.merriamwebster.com/. ● Use online translator to assist students with pronunciation: http://www.reverso.net/text_translation.aspx?lang=EN. <p>Students at Risk of Failure:</p> <ul style="list-style-type: none"> ● Use of self-assessment rubrics for check-in ● Pair visual prompts with verbal presentations ● Ask students to restate information and/or directions ● Opportunity for repetition and additional practice ● Model skills/techniques to be mastered ● Extended time ● Strategic seating with a purpose ● Provide students opportunity to make corrections and/or explain their answers ● Support organizational skills ● Encourage student to proofread work ● Assign a peer buddy |
|--|--|

| | |
|--|---|
| | <ul style="list-style-type: none"> ● Build on students' strengths based on Multiple Intelligences: Linguistic (verbal); Logical (reasoning); Musical/Rhythmic; Intrapersonal Intelligence (understanding of self); Visual Spatial Intelligence; Interpersonal Intelligence (the ability to interact with others effectively); Kinesthetic (bodily); Naturalist Intelligence; and Learning Styles: Visual; Auditory; Tactile; Kinesthetic; Verbal <p>High Achieving Students:</p> <ul style="list-style-type: none"> ● Allow for student choice from a menu of differentiated outcomes; choices grouped by complexity of thinking skills; variety of options enable students to work in the mode that most interests them ● Allow students to pursue independent projects based on their individual interests ● Provide enrichment activities that include more complex material ● Allow opportunities for peer collaboration and team-teaching ● Set individual goals ● Conduct research and provide presentation of appropriate topics ● Provide students opportunity to design surveys to generate and analyze data to be used in discussion ● Allow students to move through the assignment at their own pace, as appropriate. |
|--|---|

| | |
|-----------------------------|---|
| Unit Plan Title | Unit 3: Personal Health and Safety |
| Suggested Time Frame | 6 weeks |

Overview / Rationale

We keep our bodies healthy by health-related concepts and skills in everyday lifestyle behaviors. To overcome feelings of inadequacy and low self-esteem, we develop coping skills to support our social and emotional health. Effective communication skills enhance a person's ability to express and defend their beliefs.

Stage 1 – Desired Results

Established Goals: NJSLs for Comprehensive Health and Physical Education

2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.

A. Personal Growth and Development

- 2.1.6.A.1 Explain how health data can be used to assess and improve each dimension of personal wellness.
- 2.1.6.A.2 Relate how personal lifestyle habits, environment, and heredity influence growth and development in each life stage.
- 2.1.6.A.3 Determine factors that influence the purchase of healthcare products and use of personal hygiene practices.

D. Safety

- 2.1.6.D.1 Summarize the common causes of intentional and unintentional injuries in adolescents and related prevention strategies.
- 2.1.6.D.2 Explain what to do if abuse is suspected or occurs.
- 2.1.6.D.3 Summarize the components of the traffic safety system and explain how people contribute to making the system effective.
- 2.1.6.D.4 Assess when to use basic first-aid procedures.

| | |
|---|--|
| Essential Questions: <ul style="list-style-type: none"> ● What are the consequences (especially unforeseen) of our choices in terms of wellness? ● What is the difference between healthy and unhealthy risks? | Enduring Understandings: <i>Students will understand that...</i> <ul style="list-style-type: none"> ● Current and future personal wellness is dependent upon applying health-related concepts and skills in everyday lifestyle behaviors. |
|---|--|

| | |
|--|--|
| <ul style="list-style-type: none"> • How can you learn to like yourself and others? | <ul style="list-style-type: none"> • An individual's health at different life stages is dependent on heredity, environmental factors and lifestyle choices. • There are many short and long-term health benefits and risks associated with nutritional choices. • Current and emerging diagnostic, prevention and treatment strategies can help people live healthier and longer than ever before. • Being consistently aware of the environment and taking safety precautions can reduce the risk of injury to oneself and others. • Developing self-esteem, resiliency, tolerance and coping skills support social and emotional health. |
| <p>Knowledge: <i>Students will know...</i></p> <ul style="list-style-type: none"> • The social, emotional, and physical benefits of physical activity. • How to set health goals for fitness that are safe and effective. • How to prevent and treat injuries before, during, and after a workout. • How to be a good sport. • How to reduce safety hazards at home, at school, and in the community in various emergency situations and during recreation activities. | <p>Skills: <i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Describe the components of a personal health plan. • Explain how personal hygiene can affect personal health, friendships, positive attitude, and self-image. • Describe the social, emotional, and physical benefits of physical activity. • List the five kinds of health fitness. • Describe the kinds of fitness skills. • Describe the various kinds of exercise and how they affect the body. • Explain how aerobic and anaerobic exercise benefits the heart and lungs. • Identify the formula for fitness. |

| | |
|--|---|
| <ul style="list-style-type: none"> ● Whom to call in case of emergency. ● How to prepare in case of an emergency. ● What to do to help stay safe in a natural disaster. ● How to give first aid for minor injuries. ● How to identify some signs of violence. ● Ways to express anger and resolve conflict without violence. ● Where victims of violence and abuse can get help. ● What characteristics define a gang. ● Ways to avoid gangs and weapons. | <ul style="list-style-type: none"> ● Discuss the importance of frequent workouts. ● Explain the importance of good sportsmanship. ● Describe safety precautions to take before, during, and after a workout. ● Describe and apply the four steps in accessing health facts, products, and services. ● List ways to eliminate common safety hazards at home. ● Explain how to assess an emergency situation. ● Describe how to prepare for an emergency. ● Describe how to administer first aid for minor injuries. ● Describe CPR and rescue breathing. ● List examples of violence. ● Describe ways to express anger and resolve conflict without violence. ● Explain where victims of violence and abuse can get help. ● Describe and apply the four steps in resolving conflicts. ● Describe some characteristics of gangs. ● Identify ways to avoid gangs and weapons. |
|--|---|

Technology Integration

x 8.1 Educational Technology:

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

INTEGRATED SOCIAL AND EMOTIONAL LEARNING COMPETENCIES

The following social and emotional competencies are integrated in this curriculum document:

Self-Awareness

- ☐ Recognize one's own feelings and thoughts
- ☐ Recognize the impact of one's feelings and thoughts on one's own behavior
- ☐ Recognize one's personal traits, strengths and limitations
- ☐ Recognize the importance of self-confidence in handling daily tasks and challenges

Self-Management

- ☒ Understand and practice strategies for managing one's own emotions, thoughts and behaviors
- ☒ Recognize the skills needed to establish and achieve personal and educational goals
- ☒ Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

Social Awareness

- ☒ Recognize and identify the thoughts, feelings, and perspectives of others
- ☐ Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds
- ☐ Demonstrate an understanding of the need for mutual respect when viewpoints differ
- ☐ Demonstrate an awareness of the expectations for social interactions in a variety of setting

Responsible Decision Making

- ☒ Develop, implement and model effective problem solving and critical thinking skills
- ☐ Identify the consequences associated with one's action in order to make constructive choices
- ☐ Evaluate personal, ethical, safety and civic impact of decisions

Relationship Skills

- ☐ Establish and maintain healthy relationships
- ☐ Utilize positive communication and social skills to interact effectively with others
- ☐ Identify ways to resist inappropriate social pressure
- ☐ Demonstrate the ability to present and resolve interpersonal conflicts in constructive ways

_____ Identify who, when, where, or how to seek help for oneself or others when needed

| In this unit plan, the following 21st Century Life and Careers skills are addressed: | | | | |
|---|---|--|-----|--|
| Check ALL that apply – 21 st Century Themes | | Indicate whether these skills are: <ul style="list-style-type: none"> • E – encouraged • T – taught • A – assessed Career Ready Practices | | |
| 9.1 | Personal Financial Literacy | | E | CRP1. Act as a responsible and contributing citizen and employee. |
| | Income and Careers | | | CRP2. Apply appropriate academic and technical skills. |
| | Money Management | | ETA | CRP3. Attend to personal health and financial well-being. |
| | Credit and Debt Management | | ETA | CRP4. Communicate clearly and effectively and with reason. |
| | Planning, Saving, and Investing | | ETA | CRP5. Consider the environmental, social and economic impacts of decisions. |
| | Becoming a Critical Consumer | | | CRP6. Demonstrate creativity and innovation. |
| | Civic Financial Responsibility | | | CRP7. Employ valid and reliable research strategies. |
| | Insuring and Protecting | | ETA | CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. |
| 9.2 | Career Awareness, Exploration, and Preparation | | | CRP9. Model integrity, ethical leadership and effective management. |
| X | Career Awareness | | | CRP10. Plan education and career paths aligned to personal goals. |
| X | Career Exploration | | E | CRP11. Use technology to enhance productivity. |
| | Career Preparation | | | CRP12. Work productively in teams while using cultural global competence. |
| Interdisciplinary Connections | | | | |
| NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. | | | | |

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

| Student Resources | |
|---|--|
| Key Vocabulary: | grooming, blood pressure, health fitness, fitness skills, specificity, frequency, safety hazards, safety equipment standards, safety rules, emergency, Cardio-Pulmonary Resuscitation (CPR), rescue breathing, universal precautions |
| Teacher Resources | |
| Websites: <ul style="list-style-type: none"> • http://www.mypyramid.gov/ • www.health.gov/dietaryguidelines/ • http://www.healthfinder.gov/scripts/SearchContext.asp?topic=14314 • http://www.healthfinder.gov/ • http://www.fruitsandveggiesmorematters.org/ • http://www.foodchamps.org/ • http://www.americanheart.org/presenter.jhtml?identifier=2360 • http://www.nutritionexplorations.org/ • https://www.healthykids.org/ • https://www.bam.gov/index.html • http://www.actionforhealthykids.org/ | |

| Stage 2 – Assessment Evidence | |
|-------------------------------|-------------------------------|
| Performance Task: | Formative Assessments: |

| | |
|---|---|
| Students work in small groups to plan a fitness program to prepare for a group activity such as a hike or bike trip; plans to include short and long-term goals which they will present to the class; the class will analyze which areas of health fitness each program will enhance. | <ul style="list-style-type: none"> Teacher-developed quizzes, tests, academic prompts, homework, etc. <p>Summative Assessments:</p> <ul style="list-style-type: none"> Unit Vocabulary Test Chapter Tests |
|---|---|

| Stage 3 – Learning Plan | |
|--|--|
| Suggested Learning Activities | <ul style="list-style-type: none"> Class readings & discussions: caring for your body & the benefits of physical activity Class notes: vocabulary terms: grooming, blood pressure, health fitness, fitness skills Students make a booklet on caring for the teeth, eyes, or ears Students record how much sleep they get each night for five consecutive nights and analyze any impacts both positive and negative Students keep a fitness log for a week and then analyze how they spend their time Chart results and summarize findings for whole class Class readings & discussions: how to handle emergencies, first aid, and violence Class notes: vocabulary terms: safety rules, emergency, first aid, CPR, rescue breathing, universal precautions Students work in pairs to role-play using resistance skills Whole class reports back on skills focused on and student reactions |
| Modifications and Accommodations: | <p>Special Education Students: <i>(These are just suggested ideas to modify instruction. All modifications and accommodations should be specific to each individual child's IEP or 504 plan.)</i></p> <ul style="list-style-type: none"> Pre-teach or preview vocabulary Repeat or reword directions Have students repeat directions |

| | |
|--|---|
| | <ul style="list-style-type: none"> ● Use of small group instruction ● Pair visual prompts with verbal presentations ● Ask students to restate information, directions, and assignments ● Repetition and time for additional practice ● Model skills/techniques to be mastered ● Repetition and additional practice ● Use of assistive technology (as appropriate) ● Assign a peer buddy ● Check for understanding with more frequency ● Provide oral reminders and check student work during independent practice ● Chunk the assignment - broken up into smaller units, work submitted in phases ● Provide regular home/school communication <p>English Language Learners:</p> <ul style="list-style-type: none"> ● Pre-teach or preview vocabulary ● Repeat or reword directions ● Have students repeat directions ● Use of small group instruction ● Scaffold language based on their Can Do Descriptors ● Alter materials and requirements according to Can Do Descriptors ● TPR (Total Physical Response-Sheltered Instruction strategy) Demonstrate concepts through multi-sensory forms such as with body language, intonation ● Pair visual prompts with verbal presentations ● Repetition and additional practice ● Model skills and techniques to be mastered ● Native Language translation (peer, assistive technology, bilingual dictionary) ● Emphasize key words or critical information by highlighting ● Check for understanding with more frequency ● Use of self-assessment rubrics ● Increase one-on-one conferencing; frequent check ins ● Make vocabulary words available in a student created vocabulary notebook, vocabulary bank, Word Wall, or vocabulary ring ● Extended time ● Projects completed individually or with partners ● Use online dictionary that includes images for words: http://visual.merriamwebster.com/. |
|--|---|

| | |
|--|--|
| | <ul style="list-style-type: none"> ● Use online translator to assist students with pronunciation: http://www.reverso.net/text_translation.aspx?lang=EN. <p>Students at Risk of Failure:</p> <ul style="list-style-type: none"> ● Use of self-assessment rubrics for check-in ● Pair visual prompts with verbal presentations ● Ask students to restate information and/or directions ● Opportunity for repetition and additional practice ● Model skills/techniques to be mastered ● Extended time ● Strategic seating with a purpose ● Provide students opportunity to make corrections and/or explain their answers ● Support organizational skills ● Encourage student to proofread work ● Assign a peer buddy ● Build on students' strengths based on Multiple Intelligences: Linguistic (verbal); Logical (reasoning); Musical/Rhythmic; Intrapersonal Intelligence (understanding of self); Visual Spatial Intelligence; Interpersonal Intelligence (the ability to interact with others effectively); Kinesthetic (bodily); Naturalist Intelligence; and Learning Styles: Visual; Auditory; Tactile; Kinesthetic; Verbal <p>High Achieving Students:</p> <ul style="list-style-type: none"> ● Allow for student choice from a menu of differentiated outcomes; choices grouped by complexity of thinking skills; variety of options enable students to work in the mode that most interests them ● Allow students to pursue independent projects based on their individual interests ● Provide enrichment activities that include more complex material ● Allow opportunities for peer collaboration and team-teaching ● Set individual goals ● Conduct research and provide presentation of appropriate topics ● Provide students opportunity to design surveys to generate and analyze data to be used in discussion ● Allow students to move through the assignment at their own pace, as appropriate. |
|--|--|

| | |
|-----------------------------|--|
| Unit Plan Title | Unit 4: Diseases, Drugs, and Medicine |
| Suggested Time Frame | 8 weeks |

| |
|--|
| Overview / Rationale |
| Drug usage prevents one from living a healthy lifestyle. Medicines must be used correctly in order to be safe and have the maximum benefit. Tobacco has harmful effects on the human body. Treatment of drug abuse can help people live longer by implementing a plan to reach realistic wellness goals. |

| |
|--|
| Stage 1 – Desired Results |
| <p>Established Goals: NJSLs for Comprehensive Health and Physical Education</p> <p>2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.</p> <p>C. Diseases and Health Conditions</p> <ul style="list-style-type: none"> ● 2.1.6.C.1 Summarize means of detecting and treating diseases and health conditions that are prevalent in adolescents. ● 2.1.6.C.2 Determine the impact of public health strategies in preventing diseases and health conditions. ● 2.1.6.C.3 Compare and contrast common mental illnesses (such as depression, anxiety and panic disorders, and phobias) and ways to detect and treat them. <p>2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.</p> <p>E. Health Services and Information</p> <ul style="list-style-type: none"> ● 2.2.6.E.2 Distinguish health issues that warrant support from trusted adults or health professionals. <p>2.3 Drugs and Medicines: All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle.</p> <p>A. Medicines</p> <ul style="list-style-type: none"> ● 2.3.6.A.1 Compare and contrast short- and long-term effects and the potential for abuse of commonly used over-the-counter and prescription medicines and herbal and medicinal supplements. ● 2.3.6.A.2 Compare information found on over-the-counter and prescription medicines. <p>B. Alcohol, Tobacco, and Other Drugs</p> <ul style="list-style-type: none"> ● 2.3.6.B.1 Explain the system of drug classification and why it is useful in preventing substance abuse. ● 2.3.6.B.2 Relate tobacco use and the incidence of disease. |

- 2.3.6.B.3 Compare the effect of laws, policies, and procedures on smokers and nonsmokers.
- 2.3.6.B.4 Determine the impact of the use and abuse of alcohol on the incidence of illness, injuries, and disease, the increase of risky health behaviors, and the likelihood of harm to one's health.
- 2.3.6.B.5 Determine situations where the use of alcohol and other drugs influence decision-making and can place one at risk.
- 2.3.6.B.6 Summarize the signs and symptoms of inhalant abuse.
- 2.3.6.B.7 Analyze the relationship between injected drug use and diseases such as HIV/AIDS and hepatitis.

C. Dependency/Addiction and Treatment

- 12.3.6.C.1 Summarize the signs and symptoms of a substance abuse problem and the stages that lead to dependency/addiction.
- 2.3.6.C.2 Explain how wellness is affected during the stages of drug dependency/addiction.
- 2.3.6.C.3 Determine the extent to which various factors contribute to the use and abuse of alcohol, tobacco, and other drugs by adolescents, such as peer pressure, low self-esteem, genetics, and poor role models.
- 2.3.6.C.4 Determine effective strategies to stop using alcohol, tobacco and other drugs, and that support the ability to remain drug-free.

Essential Questions:

- To what extent can we keep ourselves disease free?
- How do I determine whether or not a medication will be effective?
- Why do people choose to use alcohol, tobacco and other drugs when they are aware of the detrimental effects?
- How do I make the “right” decisions in the face of peer, media and other pressures?
- Why does one person become an addict and another does not?

Enduring Understandings:

Students will understand that...

- Students will understand that.
- Current and emerging diagnostic, prevention and treatment strategies can help people live healthier and longer than ever before.
- Being consistently aware of the environment and taking safety precautions can reduce the risk of injury to oneself and others.
- Developing self-esteem, resiliency, tolerance and coping skills support social and emotional health.

| | |
|---|--|
| | <ul style="list-style-type: none"> ● Medicines must be used correctly in order to be safe and have the maximum benefit. ● Research has clearly established that alcohol, tobacco and other drugs have a variety of harmful effects on the human body. ● There are common indicators, stages and influencing factors of chemical dependency. |
| <p>Knowledge: <i>Students will know...</i></p> <ul style="list-style-type: none"> ● Safety rules for using medicine. ● The signs of drug misuse and abuse. ● The short and long-term effects of alcohol. ● Reasons not to drink alcohol. ● The short and long – term effects of tobacco use. ● How secondhand smoke can't be harmful to health. ● How drug abuse harms health. ● The effects of illegal drugs. ● What help is available to people who abuse drugs. ● How to resist pressure to use drugs. ● Important laws about drug use. ● How pathogens spread and cause disease. ● The stages of disease. | <p>Skills: <i>Students will be able to...</i></p> <ul style="list-style-type: none"> ● Describe the difference between medicine, prescription medicine, OTC medicine, and illegal drugs. ● Describe the signs of drug misuse and abuse. ● List safety precautions involved with taking medicines. ● List the short and long – term effects of alcohol use. ● Explain the laws prohibiting minors from drinking alcohol. ● Describe the link between drinking alcohol and injury and disease. ● List several toxins found in tobacco. ● Describe the short and long-term effects of tobacco. ● Describe the laws governing tobacco use by a minor. ● Explain the link between tobacco use and disease. ● Explain how secondhand smoke can be harmful to health. ● Identify some illegal drugs. |

| | |
|--|--|
| | <ul style="list-style-type: none"> ● List the effects of illegal drugs and drug abuse on the body. ● List the kinds of help available to people who abuse drugs. ● List sources of pressure to abuse drugs. ● Explain how drug abuse can affect family and friends. ● Explain how family, peers, and school can influence resistance to drugs. ● Describe ways to resist pressure to use drugs. ● Explain how to use resistance skills to avoid drug abuse. ● Distinguish between communicable and non-communicable diseases. ● List the stages of disease. ● Identify some common communicable diseases and their treatment. ● Identify some chronic diseases and their treatment. |
|--|--|

Technology Integration

x 8.1 Educational Technology:

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

INTEGRATED SOCIAL AND EMOTIONAL LEARNING COMPETENCIES

The following social and emotional competencies are integrated in this curriculum document:

Self-Awareness

- ☐ Recognize one's own feelings and thoughts
- ☐ Recognize the impact of one's feelings and thoughts on one's own behavior
- ☐ Recognize one's personal traits, strengths and limitations
- ☐ Recognize the importance of self-confidence in handling daily tasks and challenges

Self-Management

- ☐ Understand and practice strategies for managing one's own emotions, thoughts and behaviors
- ☐ Recognize the skills needed to establish and achieve personal and educational goals
- ☐ Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

Social Awareness

- ☐ Recognize and identify the thoughts, feelings, and perspectives of others
- ☐ Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds
- ☐ Demonstrate an understanding of the need for mutual respect when viewpoints differ
- ☐ Demonstrate an awareness of the expectations for social interactions in a variety of setting

Responsible Decision Making

- ☐ Develop, implement and model effective problem solving and critical thinking skills
- ☒ Identify the consequences associated with one's action in order to make constructive choices
- ☒ Evaluate personal, ethical, safety and civic impact of decisions

Relationship Skills

- ☐ Establish and maintain healthy relationships
- ☐ Utilize positive communication and social skills to interact effectively with others
- ☒ Identify ways to resist inappropriate social pressure
- ☐ Demonstrate the ability to present and resolve interpersonal conflicts in constructive ways
- ☒ Identify who, when, where, or how to seek help for oneself or others when needed

| In this unit plan, the following 21st Century Life and Careers skills are addressed: | |
|--|--|
| Check ALL that apply – | Indicate whether these skills are: • E – encouraged |

| 21 st Century Themes | | | | <ul style="list-style-type: none">• T – taught• A – assessed Career Ready Practices |
|---|---|--|-----|---|
| 9.1 | Personal Financial Literacy | | E | CRP1. Act as a responsible and contributing citizen and employee. |
| | Income and Careers | | | CRP2. Apply appropriate academic and technical skills. |
| | Money Management | | ETA | CRP3. Attend to personal health and financial well-being. |
| | Credit and Debt Management | | ETA | CRP4. Communicate clearly and effectively and with reason. |
| | Planning, Saving, and Investing | | ETA | CRP5. Consider the environmental, social and economic impacts of decisions. |
| | Becoming a Critical Consumer | | | CRP6. Demonstrate creativity and innovation. |
| | Civic Financial Responsibility | | | CRP7. Employ valid and reliable research strategies. |
| | Insuring and Protecting | | ETA | CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. |
| 9.2 | Career Awareness, Exploration, and Preparation | | | CRP9. Model integrity, ethical leadership and effective management. |
| X | Career Awareness | | | CRP10. Plan education and career paths aligned to personal goals. |
| X | Career Exploration | | E | CRP11. Use technology to enhance productivity. |
| | Career Preparation | | | CRP12. Work productively in teams while using cultural global competence. |
| Interdisciplinary Connections | | | | |
| NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. | | | | |
| NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. | | | | |
| NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. | | | | |

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Student Resources

Key Vocabulary:

drug, medicine, over-the-counter drug (OTC), prescription drug, side effect, drug misuse, illegal drug, drug abuse, addiction, alcohol, depressant, blood alcohol content (BAC), intoxication, alcoholism, minor, nicotine, tar, carbon monoxide, smokeless tobacco, secondhand smoke, tolerance, overdose, withdrawal, recovery program, drug free, communicable & non-communicable diseases, chronic disease, asthma, diabetes, epilepsy, drug dependence, marijuana, depressants, stimulants, narcotics, inhalants, steroids

Teacher Resources

Websites:

- <http://www.mypyramid.gov/>
- www.health.gov/dietaryguidelines/
- <http://www.healthfinder.gov/scripts/SearchContext.asp?topic=14314>
- <http://www.healthfinder.gov/>
- <http://www.fruitsandveggiesmorematters.org/>
- <http://www.foodchamps.org/>
- <http://www.americanheart.org/presenter.jhtml?identifier=2360>
- <http://www.nutritionexplorations.org/>
- <https://www.healthykids.org/>
- <https://www.bam.gov/index.html>
- <http://www.actionforhealthykids.org/>

Stage 2 – Assessment Evidence

Formative Assessments:

- Students choose three drugs discussed in the unit and draw a diagram showing the effects of each on the body.
- Students write a story about what they want to be doing 10 years from now,

Summative Assessments:

- Unit Vocabulary Test
- Chapter Tests

| | |
|--|--|
| explaining how remaining drug free will help students reach their future goals. <ul style="list-style-type: none"> Teacher-developed quizzes, tests, academic prompts, homework, etc. | |
|--|--|

| Stage 3 – Learning Plan | |
|--|--|
| Suggested Learning Activities | <ul style="list-style-type: none"> Class reads and discusses Drugs and Your Health Students list the rules for taking medicines safely and posters for safe drug use Students create a mural showing non harmful ways to manage stress and relax Class reads and discusses Alcohol, Tobacco and Health Students generate notes listing the short and long term effects of alcohol & tobacco on index cards then play concentration with a partner Students work in small groups to put together a skit showing how to resist drugs Students work in groups to make flash cards writing a drug effect on one side and something they value the drug effect would disrupt on the other Students write pledge certificates in which they list three or more reasons why they choose not to try drugs Class reads and discusses about Communicable and Non Communicable Diseases, and chronic and acute disease Students generate notes using a graphic organizer Students select one disease and make a poster that show ways to manage and/or help prevent developing the condition |
| Modifications and Accommodations: | <p>Special Education Students: <i>(These are just suggested ideas to modify instruction. All modifications and accommodations should be specific to each individual child's IEP or 504 plan.)</i></p> <ul style="list-style-type: none"> Pre-teach or preview vocabulary Repeat or reword directions Have students repeat directions Use of small group instruction Pair visual prompts with verbal presentations Ask students to restate information, directions, and assignments |

| | |
|--|---|
| | <ul style="list-style-type: none"> ● Repetition and time for additional practice ● Model skills/techniques to be mastered ● Repetition and additional practice ● Use of assistive technology (as appropriate) ● Assign a peer buddy ● Check for understanding with more frequency ● Provide oral reminders and check student work during independent practice ● Chunk the assignment - broken up into smaller units, work submitted in phases ● Provide regular home/school communication <p>English Language Learners:</p> <ul style="list-style-type: none"> ● Pre-teach or preview vocabulary ● Repeat or reword directions ● Have students repeat directions ● Use of small group instruction ● Scaffold language based on their Can Do Descriptors ● Alter materials and requirements according to Can Do Descriptors ● TPR (Total Physical Response-Sheltered Instruction strategy) Demonstrate concepts through multi-sensory forms such as with body language, intonation ● Pair visual prompts with verbal presentations ● Repetition and additional practice ● Model skills and techniques to be mastered ● Native Language translation (peer, assistive technology, bilingual dictionary) ● Emphasize key words or critical information by highlighting ● Check for understanding with more frequency ● Use of self-assessment rubrics ● Increase one-on-one conferencing; frequent check ins ● Make vocabulary words available in a student created vocabulary notebook, vocabulary bank, Word Wall, or vocabulary ring ● Extended time ● Projects completed individually or with partners ● Use online dictionary that includes images for words: http://visual.merriamwebster.com/. ● Use online translator to assist students with pronunciation: http://www.reverso.net/text_translation.aspx?lang=EN. |
|--|---|

| | |
|--|--|
| | <p>Students at Risk of Failure:</p> <ul style="list-style-type: none"> ● Use of self-assessment rubrics for check-in ● Pair visual prompts with verbal presentations ● Ask students to restate information and/or directions ● Opportunity for repetition and additional practice ● Model skills/techniques to be mastered ● Extended time ● Strategic seating with a purpose ● Provide students opportunity to make corrections and/or explain their answers ● Support organizational skills ● Encourage student to proofread work ● Assign a peer buddy ● Build on students' strengths based on Multiple Intelligences: Linguistic (verbal); Logical (reasoning); Musical/Rhythmic; Intrapersonal Intelligence (understanding of self); Visual Spatial Intelligence; Interpersonal Intelligence (the ability to interact with others effectively); Kinesthetic (bodily); Naturalist Intelligence; and Learning Styles: Visual; Auditory; Tactile; Kinesthetic; Verbal <p>High Achieving Students:</p> <ul style="list-style-type: none"> ● Allow for student choice from a menu of differentiated outcomes; choices grouped by complexity of thinking skills; variety of options enable students to work in the mode that most interests them ● Allow students to pursue independent projects based on their individual interests ● Provide enrichment activities that include more complex material ● Allow opportunities for peer collaboration and team-teaching ● Set individual goals ● Conduct research and provide presentation of appropriate topics ● Provide students opportunity to design surveys to generate and analyze data to be used in discussion ● Allow students to move through the assignment at their own pace, as appropriate. |
|--|--|

| | |
|------------------------|---|
| Unit Plan Title | Unit 5: Community, Communication, and Leadership |
|------------------------|---|

| | |
|-----------------------------|----------------|
| Suggested Time Frame | 7 weeks |
|-----------------------------|----------------|

| |
|--|
| Overview / Rationale |
| Developing and implementing a plan to reach realistic wellness goals increases the likelihood of reaching those goals. |

| |
|---|
| Stage 1 – Desired Results |
| <p>Established Goals: NJSLS for Comprehensive Health and Physical Education</p> <p>2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.</p> <p>Personal Growth and Development.</p> <ul style="list-style-type: none"> ● 2.1.6.A.1 Explain how health data can be used to assess and improve each dimension of personal wellness. ● 2.1.6.A.2 Relate how personal lifestyle habits, environment, and heredity influence growth and development in each life stage. ● 2.1.6.A.3 Determine factors that influence the purchase of healthcare products and use of personal hygiene practices. <p>2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.</p> <p>Interpersonal Communication</p> <ul style="list-style-type: none"> ● 2.2.6.A.1 Demonstrate verbal and nonverbal interpersonal communication in various settings that impact the health of oneself and others. ● 2.2.6.A.2 Demonstrate use of refusal, negotiation, and assertiveness skills in different situations. <p>Decision-Making and Goal Setting</p> <ul style="list-style-type: none"> ● 2.2.6.B.1 Use effective decision-making strategies. ● 2.2.6.B.2 Predict how the outcome(s) of a health-related decision may differ if an alternative decision is made by self or others. ● 2.2.6.B.3 Determine how conflicting interests may influence one's decisions. ● 2.2.6.B.4 Apply personal health data and information to support achievement of one's short- and long-term health goals. <p>Advocacy, and Service</p> <ul style="list-style-type: none"> ● 2.2.6.D.1 Appraise the goals of various community or service-organization initiatives to determine opportunities for volunteer service. ● 2.2.6.D.2 Develop a position about a health issue in order to inform peers. <p>Health Services and Careers</p> |

| | |
|---|---|
| <ul style="list-style-type: none"> ● 2.2.6.E.1 Determine the validity and reliability of different types of health resources. ● 2.2.6.E.2 Distinguish health issues that warrant support from trusted adults or health professionals. | |
| <p>Essential Questions:</p> <ul style="list-style-type: none"> ● How do you know whether or not health information is accurate? ● How do I learn to stand for and communicate my beliefs to others without alienating them? ● Why might educated people make poor health decisions? ● How do I overcome negative influences when making decisions about my personal health? ● In order to achieve lifetime wellness, what should I plan for and what should I just let happen? ● How can you inspire others to address health issues? ● Where do I go to access information about good health and fitness services? | <p>Enduring Understandings: <i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● Making good health decisions requires the ability to access and evaluate reliable resources. ● Effective communication skills enhance a person's ability to express and defend their beliefs. ● Decision-making can be affected by a variety of influences that may not be in a person's best interest. ● Developing and implementing a plan to reach realistic wellness goals increases the likelihood of reaching those goals. ● Leadership and advocacy to promote personal and community wellness can impact the immediate community and society as a whole. ● There are numerous health and fitness programs available that provide a variety of services; not all are created equal. |
| <p>Knowledge: <i>Students will know...</i></p> <ul style="list-style-type: none"> ● Factors that can influence choices about health-care products and services. ● How technology affects health and health care. ● To identify the health needs in your community and how they are met. ● Ways that volunteers can contribute to the health of a community. | <p>Skills: <i>Students will be able to...</i></p> <ul style="list-style-type: none"> ● Explain what health-care products and services are. ● Describe how technology affects health and health care. ● Describe how to make responsible choices about health-care products and services. ● List the health needs of a community and describe how they are met. |

| | |
|---|---|
| <ul style="list-style-type: none"> ● Factors that lead to a healthful environment. ● What characteristics make up a smart consumer. ● How the media can influence the decisions they make. | <ul style="list-style-type: none"> ● Explain ways that volunteers can contribute to the health of a community. |
|---|---|

Technology Integration

x 8.1 Educational Technology:

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

INTEGRATED SOCIAL AND EMOTIONAL LEARNING COMPETENCIES

The following social and emotional competencies are integrated in this curriculum document:

Self-Awareness

- ☐ Recognize one's own feelings and thoughts
- ☐ Recognize the impact of one's feelings and thoughts on one's own behavior
- ☐ Recognize one's personal traits, strengths and limitations
- ☐ Recognize the importance of self-confidence in handling daily tasks and challenges

Self-Management

- ☐ Understand and practice strategies for managing one's own emotions, thoughts and behaviors
- ☒ Recognize the skills needed to establish and achieve personal and educational goals
- ☒ Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

Social Awareness

- ☐ Recognize and identify the thoughts, feelings, and perspectives of others
- ☐ Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds
- ☐ Demonstrate an understanding of the need for mutual respect when viewpoints differ
- ☐ Demonstrate an awareness of the expectations for social interactions in a variety of setting

Responsible Decision Making

- ☒ Develop, implement and model effective problem solving and critical thinking skills
- ☒ Identify the consequences associated with one's action in order to make constructive choices
- ☐ Evaluate personal, ethical, safety and civic impact of decisions

Relationship Skills

- ☐ Establish and maintain healthy relationships
- ☐ Utilize positive communication and social skills to interact effectively with others
- ☐ Identify ways to resist inappropriate social pressure
- ☐ Demonstrate the ability to present and resolve interpersonal conflicts in constructive ways
- ☐ Identify who, when, where, or how to seek help for oneself or others when needed

| In this unit plan, the following 21st Century Life and Careers skills are addressed: | |
|--|--|
| Check ALL that apply – | Indicate whether these skills are: • E – encouraged |

| 21 st Century Themes | | | <ul style="list-style-type: none">• T – taught• A – assessed Career Ready Practices | |
|---|--|--|---|--|
| 9.1 | Personal Financial Literacy | | E | CRP1. Act as a responsible and contributing citizen and employee. |
| | Income and Careers | | | CRP2. Apply appropriate academic and technical skills. |
| | Money Management | | ETA | CRP3. Attend to personal health and financial well-being. |
| | Credit and Debt Management | | ETA | CRP4. Communicate clearly and effectively and with reason. |
| | Planning, Saving, and Investing | | ETA | CRP5. Consider the environmental, social and economic impacts of decisions. |
| | Becoming a Critical Consumer | | | CRP6. Demonstrate creativity and innovation. |
| | Civic Financial Responsibility | | | CRP7. Employ valid and reliable research strategies. |
| | Insuring and Protecting | | ETA | CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. |
| 9.2 | Career Awareness, Exploration, and Preparation | | | CRP9. Model integrity, ethical leadership and effective management. |
| X | Career Awareness | | | CRP10. Plan education and career paths aligned to personal goals. |
| X | Career Exploration | | E | CRP11. Use technology to enhance productivity. |
| | Career Preparation | | | CRP12. Work productively in teams while using cultural global competence. |
| Interdisciplinary Connections | | | | |
| NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. | | | | |
| NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. | | | | |
| NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. | | | | |

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

| Student Resources | |
|---|--|
| Key Vocabulary: | health-care product, health-care service, consumer, media, advertising, appeal, generic, volunteerism, disease prevention, disease control, sanitation |
| Teacher Resources | |
| Websites: <ul style="list-style-type: none"> • http://www.mypyramid.gov/ • www.health.gov/dietaryguidelines/ • http://www.healthfinder.gov/scripts/SearchContext.asp?topic=14314 • http://www.healthfinder.gov/ • http://www.fruitsandveggiesmorematters.org/ • http://www.foodchamps.org/ • http://www.americanheart.org/presenter.jhtml?identifier=2360 • http://www.nutritionexplorations.org/ • https://www.healthykids.org/ • https://www.bam.gov/index.html • http://www.actionforhealthykids.org/ | |

| Stage 2 – Assessment Evidence | |
|---|--|
| Performance Task: Students participate in a community service project (for example make cards for the military, Thanksgiving baskets for the needy, coat or food drive). If possible students can participate in a community clean-up project (school, neighborhood, park, or beach). | Formative Assessments: <ul style="list-style-type: none"> • Teacher-developed quizzes, tests, academic prompts, homework, etc. Summative Assessments: <ul style="list-style-type: none"> • Unit Vocabulary Test • Chapter Tests |

| Stage 3 – Learning Plan | |
|--|--|
| Suggested Learning Activities | <ul style="list-style-type: none"> • Class reads and discusses What Smart Consumers Know and Planning a Healthful Community • Students choose an ad for a health-care product on TV or radio, or find one in a newspaper or magazine and identify two ways the ad tries to appeal to consumers • Students create posters encouraging people to volunteer for community work, and list ways that volunteering benefits the volunteer as well as the community • Students work in small groups as building inspectors to inspect areas of the school for safety and health hazards • Students create bumper stickers or ads with slogans that encourage people to keep their community healthful |
| Modifications and Accommodations: | <p>Special Education Students: <i>(These are just suggested ideas to modify instruction. All modifications and accommodations should be specific to each individual child's IEP or 504 plan.)</i></p> <ul style="list-style-type: none"> • Pre-teach or preview vocabulary • Repeat or reword directions • Have students repeat directions • Use of small group instruction • Pair visual prompts with verbal presentations • Ask students to restate information, directions, and assignments • Repetition and time for additional practice • Model skills/techniques to be mastered • Repetition and additional practice • Use of assistive technology (as appropriate) • Assign a peer buddy • Check for understanding with more frequency • Provide oral reminders and check student work during independent practice • Chunk the assignment - broken up into smaller units, work submitted in phases • Provide regular home/school communication <p>English Language Learners:</p> <ul style="list-style-type: none"> • Pre-teach or preview vocabulary • Repeat or reword directions • Have students repeat directions |

| | |
|--|--|
| | <ul style="list-style-type: none"> ● Use of small group instruction ● Scaffold language based on their Can Do Descriptors ● Alter materials and requirements according to Can Do Descriptors ● TPR (Total Physical Response-Sheltered Instruction strategy) Demonstrate concepts through multi-sensory forms such as with body language, intonation ● Pair visual prompts with verbal presentations ● Repetition and additional practice ● Model skills and techniques to be mastered ● Native Language translation (peer, assistive technology, bilingual dictionary) ● Emphasize key words or critical information by highlighting ● Check for understanding with more frequency ● Use of self-assessment rubrics ● Increase one-on-one conferencing; frequent check ins ● Make vocabulary words available in a student created vocabulary notebook, vocabulary bank, Word Wall, or vocabulary ring ● Extended time ● Projects completed individually or with partners ● Use online dictionary that includes images for words: http://visual.merriamwebster.com/. ● Use online translator to assist students with pronunciation: http://www.reverso.net/text_translation.aspx?lang=EN. <p>Students at Risk of Failure:</p> <ul style="list-style-type: none"> ● Use of self-assessment rubrics for check-in ● Pair visual prompts with verbal presentations ● Ask students to restate information and/or directions ● Opportunity for repetition and additional practice ● Model skills/techniques to be mastered ● Extended time ● Strategic seating with a purpose ● Provide students opportunity to make corrections and/or explain their answers ● Support organizational skills ● Encourage student to proofread work ● Assign a peer buddy ● Build on students' strengths based on Multiple Intelligences: Linguistic (verbal); Logical (reasoning); Musical/Rhythmic; Intrapersonal Intelligence (understanding of self); Visual Spatial |
|--|--|

| | |
|--|---|
| | <p>Intelligence; Interpersonal Intelligence (the ability to interact with others effectively); Kinesthetic (bodily); Naturalist Intelligence; and Learning Styles: Visual; Auditory; Tactile; Kinesthetic; Verbal</p> <p>High Achieving Students:</p> <ul style="list-style-type: none"> ● Allow for student choice from a menu of differentiated outcomes; choices grouped by complexity of thinking skills; variety of options enable students to work in the mode that most interests them ● Allow students to pursue independent projects based on their individual interests ● Provide enrichment activities that include more complex material ● Allow opportunities for peer collaboration and team-teaching ● Set individual goals ● Conduct research and provide presentation of appropriate topics ● Provide students opportunity to design surveys to generate and analyze data to be used in discussion ● Allow students to move through the assignment at their own pace, as appropriate. |
|--|---|

| | |
|-----------------------------|--|
| Unit Plan Title | Unit 6: Human Relationships and Sexuality |
| Suggested Time Frame | 7 weeks |

| |
|---|
| Overview / Rationale |
| Puberty causes physical, social and emotional changes in our bodies. Each person experiences puberty at different ages and hormones play an important role during puberty |

| Stage 1 – Desired Results | |
|--|---|
| <p>Established Goals: NJSLs for Comprehensive Health and Physical Education</p> <p>2.4 Human Relationships and Sexuality: All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.</p> <p>Relationships</p> <ul style="list-style-type: none"> ● 2.4.6.A.1 Compare and contrast how families may change over time. ● 2.4.6.A.2 Analyze the characteristics of healthy friendships and other relationships. ● 2.4.6.A.3 Examine the types of relationships adolescents may experience. ● 2.4.6.A.4 Demonstrate successful resolution of a problem(s) among friends and in other relationships. <p>Sexuality</p> <ul style="list-style-type: none"> ● 2.4.6.B.1 Compare growth patterns of males and females during adolescence. ● 2.4.6.B.2 Summarize strategies to remain abstinent and resist pressures to become sexually active. ● 2.4.6.B.3 Determine behaviors that place one at risk for HIV/AIDS, STIs, HPV, or unintended pregnancy. ● 2.4.6.B.4 Predict the possible physical, social, and emotional impacts of adolescent decisions regarding sexual behavior. <p>Pregnancy and Parenting</p> <ul style="list-style-type: none"> ● 2.4.6.C.1 Summarize the sequence of fertilization, embryonic growth, and fetal development during pregnancy. ● 2.4.6.C.2 Identify the signs and symptoms of pregnancy. ● 2.4.6.C.3 Identify prenatal practices that support a healthy pregnancy. ● 2.4.6.C.4 Predict challenges that may be faced by adolescent parents and their families. | |
| <p>Essential Questions:</p> <ul style="list-style-type: none"> ● Why do we go through puberty? | <p>Enduring Understandings:</p> <p><i>Students will understand that...</i></p> |

| | |
|--|---|
| <ul style="list-style-type: none"> • Why is fertilization necessary for human reproduction? • Why does the birth mother need to keep herself healthy during pregnancy? | <ul style="list-style-type: none"> • During puberty they will experience changes that are physical, social and emotional. • Secondary sex characteristics are the bodily changes that occur during puberty. • Each individual is unique and experiences puberty at different ages. • Hormones play an important role during puberty. • Fertilization must take place before the cells can begin to divide and develop into a fetus/embryo. • The fetus/embryo develops inside the uterus of the birth mother. • The health of the fetus is dependent on the health of the birth mother. |
| <p>Knowledge: <i>Students will know...</i></p> <ul style="list-style-type: none"> • The function of estrogen and testosterone in relationship to the onset of puberty. • Good hygiene practices. • That the health of the birth mother affects the health of her baby. | <p>Skills: <i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Differentiate between social, emotional, and physical changes that occur during puberty. • Identify male/female parts of the reproductive system. • Explain the function of the male/female reproductive system. • Discuss the role that hormones have on the onset of puberty. • Discuss why puberty begins at different times for each person. • Explain that fetal health is supported by the prenatal care of the mother. • Explain that cells divide after fertilization to create a fetus/embryo. • Explain the importance of good hygiene awareness to maintain a healthy lifestyle. |

Technology Integration

☒ **8.1 Educational Technology:**

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

INTEGRATED SOCIAL AND EMOTIONAL LEARNING COMPETENCIES

The following social and emotional competencies are integrated in this curriculum document:

Self-Awareness

- ☐ Recognize one's own feelings and thoughts
- ☐ Recognize the impact of one's feelings and thoughts on one's own behavior
- ☐ Recognize one's personal traits, strengths and limitations
- ☐ Recognize the importance of self-confidence in handling daily tasks and challenges

Self-Management

- ☐ Understand and practice strategies for managing one's own emotions, thoughts and behaviors
- ☐ Recognize the skills needed to establish and achieve personal and educational goals
- ☒ Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

Social Awareness

- ☐ Recognize and identify the thoughts, feelings, and perspectives of others
- ☐ Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds
- ☐ Demonstrate an understanding of the need for mutual respect when viewpoints differ
- ☐ Demonstrate an awareness of the expectations for social interactions in a variety of setting

Responsible Decision Making

- ☐ Develop, implement and model effective problem solving and critical thinking skills
- ☐ Identify the consequences associated with one's action in order to make constructive choices
- ☐ Evaluate personal, ethical, safety and civic impact of decisions

Relationship Skills

- ☒ Establish and maintain healthy relationships

- _____ Utilize positive communication and social skills to interact effectively with others
- _____ Identify ways to resist inappropriate social pressure
- _____ Demonstrate the ability to present and resolve interpersonal conflicts in constructive ways
- _____ Identify who, when, where, or how to seek help for oneself or others when needed

| In this unit plan, the following 21st Century Life and Careers skills are addressed: | | | | |
|--|---|--|--|--|
| Check ALL that apply – 21 st Century Themes | | | Indicate whether these skills are: <ul style="list-style-type: none"> • E – encouraged • T – taught • A – assessed Career Ready Practices | |
| 9.1 | Personal Financial Literacy | | E | CRP1. Act as a responsible and contributing citizen and employee. |
| | Income and Careers | | | CRP2. Apply appropriate academic and technical skills. |
| | Money Management | | ETA | CRP3. Attend to personal health and financial well-being. |
| | Credit and Debt Management | | ETA | CRP4. Communicate clearly and effectively and with reason. |
| | Planning, Saving, and Investing | | ETA | CRP5. Consider the environmental, social and economic impacts of decisions. |
| | Becoming a Critical Consumer | | | CRP6. Demonstrate creativity and innovation. |
| | Civic Financial Responsibility | | | CRP7. Employ valid and reliable research strategies. |
| | Insuring and Protecting | | ETA | CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. |
| 9.2 | Career Awareness, Exploration, and Preparation | | | CRP9. Model integrity, ethical leadership and effective management. |
| X | Career Awareness | | | CRP10. Plan education and career paths aligned to personal goals. |
| X | Career Exploration | | E | CRP11. Use technology to enhance productivity. |
| | Career Preparation | | | CRP12. Work productively in teams while using cultural global competence. |
| Interdisciplinary Connections | | | | |

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Student Resources

Key Vocabulary:

puberty; physical, emotional, and social changes; fetus; embryo; uterus; estrogen; testosterone; menstruation; hygiene; erection; ejaculation; fertilization; vagina; cervix; penis; scrotum; testes; nocturnal emissions

Teacher Resources

Websites:

- <http://www.mypyramid.gov/>
- www.health.gov/dietaryguidelines/
- <http://www.healthfinder.gov/scripts/SearchContext.asp?topic=14314>
- <http://www.healthfinder.gov/>
- <http://www.fruitsandveggiesmorematters.org/>
- <http://www.foodchamps.org/>
- <http://www.americanheart.org/presenter.jhtml?identifier=2360>
- <http://www.nutritionexplorations.org/>
- <https://www.healthykids.org/>
- <https://www.bam.gov/index.html>
- <http://www.actionforhealthykids.org/>

Stage 2 – Assessment Evidence

| | |
|--|---|
| Formative Assessments: <ul style="list-style-type: none"> • Write an essay with an emphasis on one of the following: the physical changes, emotional changes or social changes of puberty. • Quiz-diagrams of the reproductive system of the male and female • Vocabulary Quiz | Summative Assessments: <ul style="list-style-type: none"> • Unit Vocabulary Test • Chapter Tests |
|--|---|

| Stage 3 – Learning Plan | |
|--------------------------------------|---|
| Suggested Learning Activities | <ul style="list-style-type: none"> • Introductory Activity: Field trip to the Centra State Student Health Awareness Center for a presentation on “Growth and Development”. (All fifth grade students) • Whole class instruction & discussion <ul style="list-style-type: none"> • Engage in a class discussion following the trip to Centra State on the social, emotional, and physical changes (secondary sex characteristics) that occur at puberty. • Student Activity: <ul style="list-style-type: none"> • Discuss parts of the male and female reproductive systems and their functions • Label diagrams of male/female reproductive system (p. 17 Female, p. 39 Male) • Whole class instruction & discussion <ul style="list-style-type: none"> • Tracking the female menstrual cycle (pp.26-27) • Female hygiene (pp.24-25) • Male hygiene (pp. 42-44) • Refer to the MacMillan/McGraw-Hill Health and Wellness Family Life resource book for students. • Student Activity: <ul style="list-style-type: none"> • “Question Box”- students write and submit their questions using the question box • Discuss questions submitted, clarify misconceptions |

| | |
|--|--|
| Modifications and Accommodations: | <p>Special Education Students: <i>(These are just suggested ideas to modify instruction. All modifications and accommodations should be specific to each individual child's IEP or 504 plan.)</i></p> <ul style="list-style-type: none"> ● Pre-teach or preview vocabulary ● Repeat or reword directions ● Have students repeat directions ● Use of small group instruction ● Pair visual prompts with verbal presentations ● Ask students to restate information, directions, and assignments ● Repetition and time for additional practice ● Model skills/techniques to be mastered ● Repetition and additional practice ● Use of assistive technology (as appropriate) ● Assign a peer buddy ● Check for understanding with more frequency ● Provide oral reminders and check student work during independent practice ● Chunk the assignment - broken up into smaller units, work submitted in phases ● Provide regular home/school communication <p>English Language Learners:</p> <ul style="list-style-type: none"> ● Pre-teach or preview vocabulary ● Repeat or reword directions ● Have students repeat directions ● Use of small group instruction ● Scaffold language based on their Can Do Descriptors ● Alter materials and requirements according to Can Do Descriptors ● TPR (Total Physical Response-Sheltered Instruction strategy) Demonstrate concepts through multi-sensory forms such as with body language, intonation ● Pair visual prompts with verbal presentations ● Repetition and additional practice ● Model skills and techniques to be mastered ● Native Language translation (peer, assistive technology, bilingual dictionary) ● Emphasize key words or critical information by highlighting ● Check for understanding with more frequency ● Use of self-assessment rubrics |
|--|--|

| | |
|--|--|
| | <ul style="list-style-type: none"> ● Increase one-on-one conferencing; frequent check ins ● Make vocabulary words available in a student created vocabulary notebook, vocabulary bank, Word Wall, or vocabulary ring ● Extended time ● Projects completed individually or with partners ● Use online dictionary that includes images for words: http://visual.merriamwebster.com/. ● Use online translator to assist students with pronunciation: http://www.reverso.net/text_translation.aspx?lang=EN. <p>Students at Risk of Failure:</p> <ul style="list-style-type: none"> ● Use of self-assessment rubrics for check-in ● Pair visual prompts with verbal presentations ● Ask students to restate information and/or directions ● Opportunity for repetition and additional practice ● Model skills/techniques to be mastered ● Extended time ● Strategic seating with a purpose ● Provide students opportunity to make corrections and/or explain their answers ● Support organizational skills ● Encourage student to proofread work ● Assign a peer buddy ● Build on students' strengths based on Multiple Intelligences: Linguistic (verbal); Logical (reasoning); Musical/Rhythmic; Intrapersonal Intelligence (understanding of self); Visual Spatial Intelligence; Interpersonal Intelligence (the ability to interact with others effectively); Kinesthetic (bodily); Naturalist Intelligence; and Learning Styles: Visual; Auditory; Tactile; Kinesthetic; Verbal <p>High Achieving Students:</p> <ul style="list-style-type: none"> ● Allow for student choice from a menu of differentiated outcomes; choices grouped by complexity of thinking skills; variety of options enable students to work in the mode that most interests them ● Allow students to pursue independent projects based on their individual interests ● Provide enrichment activities that include more complex material ● Allow opportunities for peer collaboration and team-teaching |
|--|--|

| | |
|--|---|
| | <ul style="list-style-type: none"> ● Set individual goals ● Conduct research and provide presentation of appropriate topics ● Provide students opportunity to design surveys to generate and analyze data to be used in discussion ● Allow students to move through the assignment at their own pace, as appropriate. |
|--|---|

GRADE 5 HEALTH PACING GUIDE

| LESSONS | TOPIC | NJSLS | LESSONS | TOPIC | NJSLS |
|---------|---|-------|---------|---|-------|
| 1 | Social and Emotional Health and Family Life | 2.1 | 19 | Diseases, Drugs and Medicine | 2.1 |
| 2 | Social and Emotional Health and Family Life | 2.1 | 20 | Diseases, Drugs and Medicine | 2.1 |
| 3 | Social and Emotional Health and Family Life | 2.1 | 21 | Diseases, Drugs and Medicine | 2.1 |
| 4 | Social and Emotional Health and Family Life | 2.1 | 22 | Diseases, Drugs and Medicine | 2.1 |
| 5 | Social and Emotional Health and Family Life | 2.1 | 23 | Diseases, Drugs and Medicine | 2.1 |
| 6 | Social and Emotional Health and Family Life | 2.1 | 24 | Diseases, Drugs and Medicine | 2.1 |
| 7 | Growth and Nutrition | 2.1 | 25 | Community, Communication and Leadership | 2.1 |
| 8 | Growth and Nutrition | 2.1 | 26 | Community, Communication and Leadership | 2.1 |
| 9 | Growth and Nutrition | 2.1 | 27 | Community, Communication and Leadership | 2.1 |
| 10 | Growth and Nutrition | 2.1 | 28 | Community, Communication and Leadership | 2.1 |
| 11 | Growth and Nutrition | 2.1 | 29 | Community, Communication and Leadership | 2.1 |
| 12 | Growth and Nutrition | 2.1 | 30 | Community, Communication and Leadership | 2.1 |
| 13 | Personal Health and Safety | 2.1 | 31 | Human Relationships and Sexuality | 2.1 |
| 14 | Personal Health and Safety | 2.1 | 32 | Human Relationships and Sexuality | 2.1 |
| 15 | Personal Health and Safety | 2.1 | 33 | Human Relationships and Sexuality | 2.1 |
| 16 | Personal Health and Safety | 2.1 | 34 | Human Relationships and Sexuality | 2.1 |
| 17 | Personal Health and Safety | 2.1 | 35 | Human Relationships and Sexuality | 2.1 |
| 18 | Personal Health and Safety | 2.1 | 36 | Human Relationships and Sexuality | 2.1 |

NEPTUNE CITY SCHOOL DISTRICT
Office of the Chief School Administrator, Principal
210 West Sylvania Avenue
Neptune City, NJ 07753

An Affirmative Action Equal Opportunity Employer

2025